

SOLDIERS' COMPETENCY AND MOTIVATION'S ROLE IN ENHANCING UNIT'S PERFORMANCE

Enjud Darojat ^{1*}, Ikhsan Budi Riharjo ²

^{1,2}Doctoral of Management Study Program, STIESIA, Surabaya, Indonesia

*Corresponding Author: darojatenjud@gmail.com

Abstract: Upholding the law and maintaining security in the sea of Indonesia's national jurisdiction is one of the tasks of the Indonesian Navy (TNI AL). As a part of TNI AL, the Fleet Command II (Koarmada II) has a task to carry out sea operations. However, the sea operations have not been implemented optimally because of the lack of supporting performance from reliable radio communication operators. This condition is influenced by various factors, including the ability and motivation of the radio operators. This article aims to study the role of the soldiers' ability and motivation, especially the radio operators', to the performance of the Koarmada II's Communication and Electronics Office (Diskomlek Koarmada II). This study uses quantitative method with data collection conducted using questionnaires. The respondents consist of 63 soldiers responsible for the radio communication in Diskomlek Koarmada II. The measurement in the questionnaires uses the Likert scale and was analyzed using SPSS software. The result shows that ability and motivation influence the performance of Diskomlek Koarmada II by 53%.

Keywords: Capability, Motivation, Performance

1. Introduction

The Fleet Command II (*Komando Armada II/Koarmada II*) is one of the Main Commands of Indonesian Navy (*TNI Angkatan Laut*), headquartered in the city of Surabaya, West Java Province. In terms of management, the Fleet Command II is directly under the Chief of Staff of the Navy (*Kepala Staf Angkatan Laut/Kasal*). But in terms of operation, it is directly under the command of the Armed Forces Commander (*Panglima TNI*). As one of the operation commands, the Fleet Command II has some primary tasks, including managing the ability of the Fleet's forces, managing the maritime potencies to become supporting forces for the maritime state defense, and also projecting the land forces through the sea in order to maintain sovereignty and law enforcement at sea. In conducting its tasks, the Fleet Command II gets support from some central executing units. The Fleet Command II's Communication and Electronics Office (*Dinas Komunikasi dan Elektronika Komando Armada II/Diskomlek Koarmada II*) is one of those central executing units. According to the Decree of the Head of the Communication and Electronics Office (*Keputusan Kadiskomlekatim*) about the Manual of the Communication and Electronics Office Article 2 and 3, the Communication and Electronics Office is directly under the Commander of the Fleet Command II. The Office

is responsible for managing and operating communication and electronic warfare function in the Fleet Command II.

In conducting its tasks, the Communication and Electronics Office has been helped by some technical executing units, one of which is the Radio Affairs (*Urusan Radio/Ur Radio*). The Radio Affairs itself has some important tasks. Firstly, organizing and implementing the news transmission by the radio station, both using telegraphic radio (RTG) and telephonic radio (RTF) or other means. Secondly, submitting all sent or received news to *Ploeg Sion* for further processing. Thirdly, making journal of news sent or received by radio. Lastly, reporting the news circulation weekly and reporting if the radio instruments facing obstacles to the *Ur Starad*.

As the operational implementers of communication and electronic warfare, the personnel of the Communication and Electronics Office must have certain competencies required for executing their tasks. According to the Decree of the Head of the Communication and Electronics Office (*Keputusan Kadiskomlekatarmatim*) about the Manual of the Communication and Electronics Office Article 4, the competencies that must be mastered by the personnel include arranging, preparing, and implementing the plans and working programs of the Fleet Command II; arranging and preparing technical guidance of communication and electronic warfare; warranting the provision of communication support and the control of electromagnetic wave required for supporting operation and training; implementing coding activities; planning material requirements for communication and electronics and conducting procurement, improvement, and disposal of communication and electronic instruments; planning and managing communication and electronic personnel; planning and implementing communication and electronic training; coordinating and cooperating with the command, agencies, or institutions both inside and outside of the Fleet Command II for the sake of task implementation.

The development of the Communication and Electronics Office, as an organization, affected not only by the quality and quantity of its main weaponry system (*alat utama sistem persenjataan/Alutsista*), but also by human resource factor as the executor and the user of the weapon. If the condition of its human resources is good, then all of the organization's activities and tasks will be accomplished optimally. Based on the author's own experience when sitting as the Chief of the Communication and Electronics Office, also on the result of the performance evaluation and some previous researches concerning the issue, the Communication and Electronics Office is basically able to support the provision of communication and electronic warfare for operations and trainings administered by the Fleet Command II. However, there are some indications signaling that the performance of the Communication and Electronics Office's personnel, especially the radio operators, is not optimal yet. For an instance, there is a frequent delay of the submission of regular and incidental reports. In addition, the use and the maintenance of the radio communication instruments are also not optimal.

The radio operators' performance of the Communication and Electronics Office is not optimal yet due to various factors. In addition to the insufficient stock of the manual and the policy of the Ministry of Communication and Information (*Kementerian Komunikasi dan Informasi/Kemenkominfo*) about the determination of the radio frequency tape that is not suitable with the requirement of the ground operation, the less performed Communication and Electronics Office is also affected by the other factors concerning personnel's competency. Some radio operators lack in understanding the fundamentals of electronics. They also have very limited understanding on the antenna and propagation, electromagnetic wave, and other matters relating the state-of-the-art information and communication

technology. It is this condition that sparks author's interest to do a research on the performance of the Communication and Electronics Office's personnel of the Fleet Command II.

Based on the abovementioned background, this article will be discussing the role of the competency and working motivation of the radio operators for the performance of the Fleet Command II's Communication and Electronics Office. The research problem can be formulated in several basic questions. Firstly, how the personnel's competency affecting the Communication and Electronics Office's performance? Secondly, how the personnel's motivation affecting the Communication and Electronics Office's performance? Thirdly, how the personnel's competency and motivation simultaneously affecting the Communication and Electronics Office's performance?

The discussion in this article will be organized into some sections. After the background of the study and the research problem were explained in the introduction, the following section will give an explanation about the theoretical framework used in this research. This theoretical framework, construed based on the literature review, used as a tool to establish operational definition of three variables measured in this study, namely competency and motivation as independent variables and performance as dependent variable. The third section provides a brief explanation on the research methodology, including explanation about the site and the time of the study, population and research sample, as well as the instruments used for primary data collection. Subsequently, on the fourth section, the result of the testing of hypotheses will be discussed using the primary data that has been collected and analyzed. This article will be concluded by a conclusion section.

2. Literature Review

In this study, there are three main variables to be examined, namely performance as the dependent variable, and motivation and competency as independent variables. This section will provide explanation of each variable.

Performance Variable (Y)

According to Mangkunegara (2013: 67), performance is a work result, both quantitatively and qualitatively, achieved by an employee in carrying out their tasks according their responsibility. Cushway (2002: 44) argues that our understanding about performance is inseparable with the comparison between the actual works and the pre-determined target. In accordance with this notion, Sedarmayanti (2011: 260) defines performance as the combination of work output (what should be done?) and competency (how does it be done?). Based on the abovementioned notions about performance, it can be concluded that performance is an output or result achieved by someone from doing their tasks according to their responsibility. Due to the fact that employees are parts of an organization or corporation, it is reasonable to say that employees' individual performances closely correspond with institutional performance or corporate performance. If the employees are well performed, then it is most likely that the institutional or corporate performance will also be good.

According to Pasolong, as cited by Fahmi (2015: 5–6), performance has some elements. The first element is the output of the works both individually or institutionally. It means that as an output, performance can be achieved by a unit as an individual or as a whole organization. Secondly, in carrying out their tasks, an individual or organization be given with some authority and responsibility. It means that the tasks can be done if people or organization be given with rights and authority to follow up all of their tasks. Thirdly, the works should be

done legally. It means that in carrying out and accomplishing their tasks, individual or organization should follow the regulations. Fourthly, the works should not violate moral norms. It means that in addition to following the regulations, both the task and its implementation should be in accordance with moral norms that are generally accepted.

There are a lot of factors affecting someone's performance, of which researchers have different opinions in identifying these factors. According to Simanjuntak, as cited by Gusnetti (2014), the factors that affect performance can be categorized into three categories, namely individual competency, organizational support, and managerial support. The individual competency factor consists of ability and skill, as well as motivation and working ethos. Organizational support factor consists of organizational type, the availability of tools and infrastructures, technological selection, working environment's comfortableness, as well as working condition and requisite. The managerial support consists of management's ability in creating conducive working system and relation and in nurturing employee's competency and motivation.

In accordance with Simanjuntak's accounts above, Mathis and Jackson (2006: 82) suggest that some factors affect performance, including employee's competency, motivation, support, tasks, and relation with the organization. Quite similar with Mathis and Jackson (2006), Mangkunegara (2013: 68–69) also identifies competency and motivation as factors affecting performance. According to Mangkunegara (2013), psychologically employee's competency consists of intelligence and education, while motivation can be understood as a condition that moves and directs employee to achieve the working goal. Moreover, Mangkunegara (2013) identifies other factors as well, namely effectiveness and efficiency, authority, discipline, and initiative.

According to Keith Davis, as cited by Mangkunegara (2013: 13), factors affecting performance are ability and motivation. Davis gives an elegant formula to illustrate relation between those factors as follow:

Human Performance = Ability + Motivation

Motivation = Attitude + Situation

Ability = Knowledge + Skill

The theoretical formula of performance, as suggested by Davis above, will be used in this study as an analytical tool to analyze the performance of the Fleet Command II's Communication and Electronics Office's personnel. As we can see, according to the theory, motivation and competency or ability is important factor that determines one's performance. So is the case of the Communication and Electronics Office's personnel; in addition to motivation, personnel's competency are also influential for determining how good their performance is. Motivation given by the leadership to the personnel may be similar, but differences in personnel's individual competency will be resulting in different performances. In contrary, even though the competency of each personnel is relatively at the same level, the differences in motivation will also be resulting in different performances.

Competency Variable (X1)

Basically, competency can be understood as ability to do something. Some authors call this quality as "abilities" (Atmosudirjo, 2005), while some others call it "skills" (Terry & Rue, 2003; Stoner & Freeman, 1996). The lexical definition of competency or competence is "the ability to do something successfully or efficiently" (Oxford Dictionary, 2019). Nevertheless, terminologically, there are various ideas and opinions proposing the definition of competency among authors and researchers.

Moenir (2010: 116) points out that in its relation to task or work, skill can be understood as able to do some task or work in order to produce goods or services as expected. Skill can also be understood as an adjective that refers to property or condition of someone who is able to do a task or work according to the existing provisions (Moenir, 2010: 116). According to Siagian (2008; 2013), competency is a combination of theory and experiences earned from practices. Included in the definition of competency here is the ability to apply a right technology in order to increase working productivity (Siagian, 2013). Meanwhile, Robbin (1996: 102) suggests that competency can be defined as individual capacity to do many tasks in a work.

Individual competency is not owned by someone by nature. Livingstone, as cited by Stoner and Freeman (1996: 118), argues that competency can be and must be taught. Accordingly, Gibson et al. (1996: 126) argues that competency covers learned qualities that enable someone to accomplish his/her task. Atmosudirjo (2005: 37) explains that there are three kinds of competency, namely social competence, technical competence, and managerial competence. Gibson et al. (1996: 126–127) explain relatively similar kinds of competency or skills too, namely technical, social, and managerial skill, with one addition: conceptual skill.

Sudjana (2001), cited Kennon and Baron, elaborates traits owned by a competent and creative person. Firstly, they are showing an emotionally mature and sensitive attitude in probing a problem in certain situation. Secondly, they are able to provide for themselves. Thirdly, they are not dependent on other people and have confidence. Fourthly, they have self-control. Fifthly, they have meaningful and reasonable courage. Sixthly, they are sensible.

Sahlan (2011) argues that some factors can be influential in shaping someone's competency, namely age, sex, and hard work or strong will. Some other authors also identify factors that can hinder the development of competency. Campbell (2007) elaborates seven factors that can hinder it, namely fear of failure, too busy with the code of conduct and tradition, fail to see the existing strength, too rigid, hesitate to influence, hesitate to freely "play", and expecting reward too much. As it seems, these seven factors are closely related to individual temper and attitude.

Likewise, Torrance as cited by Hendrik et al. (2008) also identifies factors related to attitude and personal traits that can hinder the development of competency. But, unlike Campbell, Torrance found these factors in the leadership, yet hinders the realization of employee's competency. Those personal traits are authoritarian, defensive, tend to be unavailable, assuming human relation is worthless, intellectually weak, less energetic, assuming that he/she merely functions to transmit information to employees and public, uninterested in encouraging his/her employees to be more inquisitive, rigidly attached to working materials and programs, and careless to the needs of the employees and public.

In order to optimize employees' competency for increasing organizational performance, it is requisite to encourage factors that are supportive for employees' competency and simultaneously reducing factors that can hinder their working performance. If we look closer, abovementioned explanation from many researchers and authors on the competency and many things related to it shows that the competency required for doing tasks or works covers two mutually related dimensions, namely knowledge and skill dimension. The dimension of knowledge points to conceptual and theoretical knowledge (know what), as well as attitude that can affects the optimization of someone's capacity to be knowledgeable, such as high curiosity and strong will to learn. The dimension of skill points to proficiency in doing something based on someone's knowledge (know how). In the context of this study, personnel's knowledge and skill will be determining the success of the Fleet Command II's Communication and Electronics Office in carrying out its tasks.

Motivation Variable (X2)

Motivation is derived from English word “motive” that came from Latin “movere” which means drive or moving force (Hasibuan, 2014: 216; Karyoto, 2016). In other words, motivation is a condition that pushing or causing someone to do something or activity (Nawawi, 2014: 251), but it is also true that someone may be doing some action due to his/her fear of something (Sedarmayanti, 2011: 66). Nawawi (2014: 251) emphasizes that motivation is a driving force that works on someone who is fully aware of it. Therefore, motivated actions must have certain goal or purpose (Robbin, 1996: 317). Moreover, Robin (1996: 317) argues that motivation doesn’t only make people doing something and keep doing it, but also providing orientation to direct people’s actions. Meanwhile, Sperling as cited by Mangkunegara (2013: 93) defines motivation as some inclination for doing activities, starting with a drive and finishing with adaptation.

In the context of organizational hierarchy, Hasibuan (2014: 2016) argues that motivation concerns with how to encourage employees’ working desire so that they work harder and willingly utilize their ability and skill to achieve the purpose of the organization. This notion is in accordance with George R. Terry and Leslie W. Rue (2003) who argues that motivating is an action to make employees enthusiastic in accomplishing their tasks. Accordingly, Mangkunegara (2013: 68) points out that motivation shaped by the employee’s attitude in dealing with working situation. Motivation can drives employees to achieve working goal, and eventually, organizational purpose (Mangkunegara, 2013: 68).

Hasibuan (2014: 2018) points out that someone’s action and behavior influenced and stimulated by his/her desire or needs, purpose, and satisfaction he/she gets from that action or behavior. Those stimulations may emerge both from oneself (internally) and from their environment (externally). These stimulations then create motivation driving people to do some works or activities in order to satisfy their needs or desires. This understanding is in accordance with Stanton, as cited by Mangkunegara (2013: 68), who defines motivation as some needs stimulated by and oriented towards individual purpose to achieve satisfaction.

Sedarmayanti (2011: 66) argues that motivation or driving force that urges people to do something may be of various factors. Some of those factors are the will to be respectable in working environment and the needs for achievement. Motivation is undoubtedly a complex issue in organization considering different needs and wishes of each member caused by their uniqueness both biologically and psychologically, as well as their development based on different learning process (Suprihanto et al., 2003: 41).

Motivation is important considering its quality to urge or move people to do something with higher enthusiasm. Motivation, especially in working environment, will enhance employee’s performance. Based on explanation above, it is obvious that employee’s motivation can grow on its own, but at the same time needs stimulation from the leadership or manager. Furthermore, motivation is inseparable with needs or necessity. In this context, needs or necessity can be defined as a gap or disagreement between someone’s inclination and reality (Mangkunegara, 2013: 94). If employee’s necessity is unfulfilled, then they will express disappointment. Contrarily, if their necessity is satisfied, then they will express happiness and motivated as manifestation of their satisfaction (Mangkunegara, 2013: 94–95).

According to Abraham Maslow, different kinds of needs can be arranged in a hierarchy where the peak of the hierarchy assumed by the needs for self-actualization as the highest needs (Hasibuan, 2014: 226–227). This needs for self-actualization overcomes other needs, namely—from the most basic to the higher needs—physiological needs, safety needs, social needs, and esteem needs. Needs for self-actualization covers some necessities including

needs for growth, actualizing potency, and needs for self-fulfillment—it drives people to be able to become what they want (Hasibuan, 2014: 226–227).

McClelland, unlike Maslow, doesn't identify human needs and then arranges them in a hierarchical order by which some basic needs must be satisfied prior to pursuing higher needs. According to McClelland, there are three kinds of needs that can motivate employee to work, namely needs for achievement, needs for affiliation, and needs for power.

Based on the theories and accounts by many experts discussed previously, it can be concluded that motivation is the main factor that drives people to do certain activities. Thereby, motivation is considered as the push factor for people's action and behavior. In an organization, employees' motivation can affect the output of their works. It is exactly at this point that leadership plays significant role, both for rising employee's motivation and also providing working condition that is conducive for motivation to grow. The operational definition of motivation used in this article will be derived from McClelland's achievement motivation theory.

Model of Analysis and Hypotheses

In this study, there are three relations to be tested quantitatively, namely the influence of competency (X1) towards performance (Y); the influence of motivation (X2) towards performance (Y); the influence of competency (X1) and motivation (X2) simultaneously towards performance (Y). These three relations can be depicted by a diagram as follows:

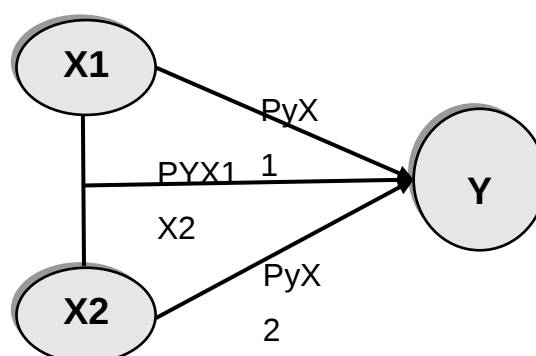


Figure 1. The Causal Relation of X1 and/or X2 and Y

Based on the model of analysis above, there are three hypotheses to be tested in this study:

- Competency significantly influences personnel's performance.
- Motivation significantly influences personnel's performance.
- Together, competency and motivation significantly influences personnel's performance.

3. Method

Research Site and Time

The research was conducted in seven months from May of 2018 until January of 2019. The research was conducted at the Headquarter of the Fleet Command II, especially at the Fleet's Communication and Electronics Office in the city of Surabaya, East Java.

Population and Sample

The population used for this study is a homogenous population—all of its members have similar characteristics and working in the same place. They are all radio operators at the Fleet Command II's Communication and Electronics Office. The composition of the population provided in the following table:

Table 1. The Composition of the Population in the Study

Position	Rank	Numbers (persons)
Ur Radio	Peltu	5
Opr Radio 1	Serma	5
Opr Radio 2	Serka	4
Opr Radio 3	Sertu	4
Opr Radio 4	Kopka	3
Opr Radio 5	Kopka	3
Opr Radio 6	Kopka	3
Opr Radio 7	Koptu	3
Opr Radio 8	Koptu	3
Opr Radio 9	Koptu	3
Opr Radio 10	Kopda	3
Opr Radio 11	Kopda	3
Opr Radio 12	Kopda	3
Opr Radio 13	Klk	2
Opr Radio 14	Klk	2
Opr Radio 15	Klk	2
Opr Radio 16	Kls	2
Opr Radio 17	Kls	2
Opr Radio 18	Kls	2
Opr Radio 19	Kld	2
Opr Radio 20	Kld	2
Opr Radio 21	Kld	2
Total		63

Source: Jukker Diskomlekarmatim, 2015

Considering the size of the population whose members are less than 100 persons, this research uses total sampling as its sampling technique. Therefore, the numbers of the samples covers all of the population members, i.e. 63 persons.

Research Instrument

This study used questionnaires as its main research instrument. The questionnaires were created to fit with the variables to be researched, namely Competency (X1) and Motivation (X2) as independent variables and Performance (Y) as the dependent variable. The measurement of the collected data of questionnaires was conducted by utilizing *Likert Scale*. In accordance with the numbers of the variable to be measured, there were three instruments to be prepared—each instrument aimed to measure variable of Competency (X1), Motivation (X2), and Performance (Y). These three questionnaires consist of closed questions formulated based on Likert Scale in order to measure respondents' opinion and perception. There were five optional answers for each question, namely surely agree (SS), agree (S), in doubt (R), disagree (TS), and surely disagree (STS).

In order to make conceptual operationalization, the dimensions of each variable were identified. Then, the indicators of each dimension were determined. Performance variable has five dimensions. The first dimension is quality of work whose indicators are the work output, the suitability of work output with the organizational purpose, and the usability of the output.

The second dimension is promptness whose indicators are the arrangement of activities or working plan, the suitability of working plan with the output, and the punctuality in finishing tasks. The third dimension is initiative whose indicators are the ability to offer ideas in organization, and the ability to resolve problem. The fourth dimension is capability whose indicators are the competency, the skill, and the ability to use resources. The fifth dimension is communication whose indicators are internal communication within organization, external communication towards other organization, relation and cooperation in doing tasks.

Competency variable has two dimensions. The first dimension is knowledge whose indicators are the agility to think to every direction, the agility to think from every direction, having conceptual flexibility, willing to working hard, never give up, having communication skill, inquisitive, opened to new information and ideas, having stability and independence. The second dimension is skill whose indicators are able to carry out tasks and able to make variation.

Motivation variable has three dimensions. The first dimension is the needs for achievement whose indicators are purpose-oriented, liking challenges, responsible, risk-taker, creative and innovative. The second dimension is the needs for power whose indicators are able to be role model for others, willing to be listened to, and willing to influence people. The third dimension is the needs for affiliation whose indicators are willing to cooperate and democratic.

4. Result and Discussion

Hypothesis Testing

As previously discussed, there are three hypotheses to be tested in this study. They are tested by multiple linear regression analysis. To facilitate the data analysis, all data processing conducted using SPSS (*Statistical Package for Social Science*) program version 22 and *Microsoft Office Excel 2016*. The result of the ordinal data processing into interval using *Microsoft Office Excel 2016* can be examined in the following table:

Table 2. The Result of the Ordinal Data Processing Into Interval

$\Sigma X1$	$\Sigma X2$	ΣY	$\Sigma X1^2$	$\Sigma X2^2$	ΣY^2
3280	3361	3567	177856	185981	207741

$\Sigma X1.Y$	$\Sigma X2.Y$	$\Sigma X1.X2$
190070	194373	179742

Source: Data Processing

The next step of analysis is further data processing using correlation formula of PPM (*Pearson Product Moment*). The purpose of the analysis is to measure the influence of the Competency variable (X1) against Performance (Y), the influence of the Motivation variable (X2) against Performance (Y), and the influence of Competency (X1) and Motivation (X2) simultaneously against Performance (Y). This correlation analysis conducted by SPSS program. The result of the analysis summarized in following table:

Table 3. The Result of Correlation Analysis of X1 or X2 against Y

Correlations

		Kemampuan	Motivasi	Kinerja
Kemampuan	Pearson Correlation	1	.692**	.681**
	Sig. (2-tailed)		.000	.000
	N	63	63	63
Motivasi	Pearson Correlation	.692**	1	.656**
	Sig. (2-tailed)	.000		.000
	N	63	63	63
Kinerja	Pearson Correlation	.681**	.656**	1
	Sig. (2-tailed)	.000	.000	
	N	63	63	63

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Data Processing

Table 4. The Result of Multiple Correlation Analysis of X1 and X2 against Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.728 ^a	.530	.514	6.732	.530	33.779	2	60	.000

a. Predictors: (Constant), Kemampuan, Motivasi

Source: Data Processing

Table 5. The Summary of the Anova Result for Significance Test

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3061.704	2	1530.852	33.779	.000 ^b
	Residual	2719.153	60	45.319		
	Total	5780.857	62			

a. Dependent Variable: Kinerja

b. Predictors: (Constant), Kemampuan, Motivasi

Source: Data Processing

Table 6. The Result of the Multiple Regression Analysis of X1 and X2 against Y

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.512	4.739		3.906	.000
	Motivasi	.330	.114	.355	2.897	.005
	Kemampuan	.393	.111	.436	3.553	.001

a. Dependent Variable: Kinerja

Source: Data Processing

The Result of the First Hypothesis Testing

The first hypothesis states that *there is significant influence of competency towards personnel's performance*. The result of the first hypothesis testing can be seen in Table 3 above. It shows that the score of correlation coefficient between independent variable of Competency (X1) and dependent variable of Performance (Y) is 0.681 ($pX1Y = 0.681$). This score indicates that competency strongly influences performance. The measurement is also resulting in the score of *R square* 0.464, as the result of squaring the score of correlation coefficient 0.681 (0.681^2). The score of *R square* ranges from 0 to 1—the lower the *R square*, the weaker the relation between variables. The score of the *R square* in this analysis shows that the contribution of the Competency (X1) variable to the Performance (Y) is 46.4% ($KP = R \text{ square} \times 100\%$).

The result of the analysis above proves the correctness of the first hypothesis—there is significant influence of competency against performance. Basically competency can be understood as someone's general characteristics related to knowledge and skill that is realized through actions. If a soldier has knowledge and skill to carry out his main tasks and function, then it will be easier for him/her to achieve an expected performance. It is in accordance with Davis' notion (in Mangkunegara, 2013) that competency is one of two factors that significantly affect the performance. The other factor is motivation which will be measured and discussed in the next subsection.

Competency could and should be taught (Stoner and Freeman, 1996). The personnel's competency required by the organization to function and carry out its main tasks. Consequently, it is necessary for every personnel to be specialized and mastering certain competency in order to make the organization works effectively, especially at the time when advance technology develops rapidly and potential to facilitate the task implementations. Therefore, many programs, particularly educational and training programs, are crucial for the improvement of the human resources that eventually will determine the improvement of organizational efficiency and effectiveness.

A sufficient competency, resulting from the combination of knowledge and skill, both for the organization and the personnel individually, will bring positive effect for the task implementation. In addition, for every personnel, the improvement of their competency will contribute to their individual growth. Therefore, the competency improvement is crucial in shaping personnel professionalism—in the context of this study, the Communication and Electronics Office's radio operators. Specifically, the required competency is the knowledge and skill to operate radio communication instruments in optimized way according to their main tasks. Therefore, it can be said that the radio operators' competency will determine the performance of radio communication of the Fleet Command II.

The implementation of daily tasks routinely and regularly is an utmost importance. For the personnel individually, the realization of their competency through the task implementations can be understood as the expression of their needs for self-actualization. The fulfillment of this need will bring a profound satisfaction and sense of successfulness. Finally, the realization of the competency can determine and increase the meaning of life with all of its complexity and problems.

Should it be realized earnestly, the realization on the competency will positively contribute to the performance of the Communication and Electronics Office's radio operators in conducting their main tasks. Based on this analysis, it can be concluded that the radio operators' competency will contribute to the optimization of their performance that in turn will determine the effectiveness and quality of the Communication and Electronics Office in supporting the role of Fleet Command II. In other words, the performance of the Communication and Electronics Office as an organization, as well as its success in carrying out its main tasks, depends on the competency of its personnel in making their works done.

The Result of the Second Hypothesis Testing

The second hypothesis states that *there is significant influence of motivation towards personnel's performance*. The result of the second hypothesis testing can be seen in Table 3 above. It shows that the score of correlation coefficient between the independent variable of Motivation (X2) and the dependent variable of Performance (Y) is 0.656 ($pX2Y = 0.656$). This score indicates that motivation strongly influences performance. The measurement is also resulting in the score of *R square* 0.430, as the result of squaring the score of correlation coefficient 0.656 (0.656^2). The score of the *R square* in this analysis shows that the contribution of the Motivation (X2) variable to the Performance (Y) is 43% ($KP = R \text{ square} \times 100\%$).

The result of the analysis above proves the correctness of the second hypothesis—there is significant influence of personnel's motivation against the performance of the Fleet Command II's Communication and Electronics Office. It had been discussed in the previous section that motivation can be understood as a driving force that move people to do something (Hasibuan, 2014; Karyoto, 2016; Nawawi, 2014; Sedarmayanti, 2011). The driving force can be various factors. For an instance, when people want to get promotion or a rise, they will try to do a lot of things that may bring them to what they desire. In other words, motivation is inseparable with needs. Needs or necessity is a

fundament upon which employees behave. If their needs are satisfied, they will express that they are motivated to accomplish the next task.

Based on the analysis, it can be concluded that the motivation of the Communication and Electronics Office's radio operators will contribute to the optimization of their works—hence, improving their performance. This, in its turn, will affect the effectiveness and the working quality of the organization in supporting the function of the Fleet Command II.

The Result of the Third Hypothesis Testing

The third hypothesis states that *there is significant influence of competency and motivation simultaneously towards personnel's performance*. The result of the third hypothesis testing can be seen in Table 4 above. It shows that the score of correlation coefficient between the independent variables of Competency (X1) and Motivation (X2) together and the dependent variable of Performance (Y) is 0.728. This score indicates that simultaneously competency and motivation strongly influence performance. The measurement is also resulting in the score of *R square* 0.530, as the result of squaring the score of correlation coefficient 0.728 (0.728^2). The score of the *R square* in this analysis shows that the contribution of the Competency (X1) and Motivation (X2) variable simultaneously to the Performance (Y) is 53% ($KP = R \text{ square} \times 100\%$). It means that 53% of the performance is contributed by competency and motivation, while the rest of it, 47%, can be explained with other causes.

The result of the analysis above proves the correctness of the third hypothesis is proved—there is significant influence of personnel's competency and motivation simultaneously against the performance of the Fleet Command II's Communication and Electronics Office. This result also confirms Davis' notion (in Mangkunegara, 2013) that the performance is affected by the factors of competency or ability and motivation, as provided by his formulation: *Human Performance = Ability $\times$ Motivation*.

Based on the analysis, it can be said that the performance resulted from the combination of competency and motivation. Therefore, if an organization desires a good performance, there are at least two options to try. The first one is improving the personnel's competency, especially through many educational and training programs. The second one is motivating the personnel, especially through reward and punishment mechanism that is fair and consistent. Although there are so many factors that can affect the personnel's performance, and therefore, also affecting organization's performance, the result of the data analysis shows that competency and motivation are two factors that significantly influencing performance. Regarding performance, 53% of its achievement can be explained by the competency and motivation together, whereas the other factors (which are beyond the scope of this study, due to its limitation) contribute to its 47%.

It can be said that the lower the personnel's competency and motivation, the lower the performance of the personnel and the organization as a whole. Conversely, if the personnel's competency and motivation is high, the performance of the personnel and the organization as a whole resulting from them will also be high. The high score of the competency would not be resulting in an optimal performance if the motivation is significantly low. On the contrary, a high motivation would not be resulting in optimal performance if the competency is poor.

5. Conclusions

Based on the result of data analysis, it can be concluded that there is significant influence of competency towards performance, motivation towards performance, and competency and motivation simultaneously towards performance. However, the influence of competency and motivation simultaneously towards performance is stronger than the influence of each of them when affecting the performance separately. The result of the measurement shows that the contribution of the Competency variable to the Performance is 46.4%, while the contribution of the Motivation variable to the Performance is 43%. When the Competency and the Motivation work together to affect the Performance, their contribution increases to

53%. The rest of the 47% contribution can be explained by other causes which are beyond the scope of this study. The result shows that the competency of the Fleet Command II's Communication and Electronics Office's radio operators, along with the motivation given by its leadership to the rank and file, contributes to the optimization of the organization to be well-performed.

References

- Atmosudirdjo, P. 2005. *Manajemen Dasar Pengertian dan Masalah*. Rineka Cipta. Jakarta.
- Campbell, D. 2007. *Mengembangkan Kreativitas*. Kanisius. Yogyakarta.
- Cushway, B. 2002. *Human Resource Management*. PT. Elex Media Komputindo. Jakarta.
- Fahmi, I. 2013. *Manajemen Kinerja: Teori dan Aplikasi*. Alfabeta. Bandung.
- Gibson, J.L., J.M. Ivancevich, dan J.H. Donnelly. 1996. *Organisasi, Perilaku, Struktur, Proses*. Binarupa Aksara. Jakarta.
- Gusnetti. 2014. Faktor-faktor yang Memengaruhi Kinerja Karyawan pada PT. Garuda Indonesia Pekanbaru. *Jurnal FISIP* 1(2).
- Hasibuan, M.S. P. 2012. *Manajemen Sumber Daya Manusia*. Bumi Aksara. Jakarta.
- _____. 2014. *Manajemen: Dasar, Pengertian dan Masalah*. Bumi Aksara. Jakarta.
- Hendrik. 2008. *Media Pembelajaran*. Rineka Cipta. Jakarta.
- Karyoto. 2016. *Dasar-Dasar Manajemen: Teori, Definisi dan Konsep*. Andi Offset. Yogyakarta.
- Mangkunegara, A. A. Anwar Prabu. 2010. *Evaluasi Kinerja SDM*. Refika Aditama. Bandung.
- _____. 2013. *Manajemen Sumber Daya Manusia Perusahaan*. Remaja Rosdakarya. Bandung.
- Mathis, R.L., dan J.H. Jackson. 2006. *Human Resource Management*. Edisi 10. Salemba Empat. Jakarta.
- Moenir, A. S. 2010. *Manajemen Pelayanan Umum di Indonesia*. Bumi Aksara. Jakarta.
- Nawawi, I. 2014. *Manajemen Perubahan: Teori dan Aplikasi pada Organisasi Publik dan Bisnis*. Ghalia Indonesia. Bogor.
- Robbin, S. P. 1996. *Organization Theory: Structure, Design And Application*. Arcan. Jakarta.
- Sedarmayanti. 2011. *Membangun dan Mengembangkan Kepemimpinan Serta Meningkatkan Kinerja untuk Meraih Keberhasilan*. Refika Aditama. Bandung.

- Sahlan, A. 2011. Semangat Kerja dan Gaya Kepemimpinan. *Jurnal Psikologi* 2(87).
- Siagian, S.P. 2008. *Manajemen Sumber Daya Manusia*. Raja Grafindo Persada. Jakarta.
- _____. 2013. *Kiat Meningkatkan Produktivitas Kerja*. Rineka Cipta. Jakarta.
- Stoner, J.A. F, dan R. E. Freeman. 1996. *Manajemen*. Erlangga. Jakarta.
- Sudjana. 2001. *Metode & Teknik Pembelajaran Partisipatif*. Falah Production. Bandung.
- Suprihanto, J. 2003. *Perilaku Organisasional*. Sekolah Tinggi Ilmu Ekonomi YKPN. Yogyakarta.
- Terry, G.R, dan L.W. Rue. 2003. *Dasar-Dasar Manajemen*. Bina Aksara. Jakarta.