



The Influence Of Training, Development, Motivation, And Competence On Employee Work Quality At The Ministry Of Religious Affairs Of South Bengkulu

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ABSTRACT

The aim of this study is to determine the effect of training, development, motivation, and competence on employee work quality at the Ministry of Religious Affairs of South Bengkulu. The data collection method used in this study was a questionnaire technique, with a sample of 40 employees from the Ministry of Religious Affairs of South Bengkulu. The results of the study show that the multiple linear regression equation is $Y = -0.497 + 0.160X_1 - 0.175X_2 - 0.107X_3 + 1.131X_4 + 0.565$. The variables of training (X_1) and competence (X_4) have a positive effect on improving employee work quality at the Ministry of Religious Affairs of South Bengkulu, meaning that the higher the training and competence, the higher the work quality. Meanwhile, development (X_2) and motivation (X_3) have negative coefficients, indicating that in this study both variables do not contribute positively to improving work quality. Overall, competence is the most dominant factor influencing work quality compared to the other variables. The training test (X_1) shows $t_{count} 2.836 > t_{table} 0.681$ and a significance value of $0.008 < 0.05$, so H_a is accepted and H_o is rejected, meaning training has a positive and significant effect on employee work quality. The development test (X_2) shows $t_{count} -3.195 < t_{table} 0.681$ and significance $0.003 < 0.05$, so H_a is accepted and H_o is rejected, meaning development has a positive and significant effect on employee work quality. The motivation test (X_3) shows $t_{count} -0.759 < t_{table} 0.681$ and significance $0.453 > 0.05$, so H_a is accepted and H_o is rejected, meaning motivation has no effect on employee work quality. The competence test (X_4) shows $t_{count} 7.709 > t_{table} 0.681$ and significance $0.000 < 0.05$, so H_a is accepted and H_o is rejected, meaning competence has a positive and significant effect on employee work quality. Based on the comparison between F_{count} and F_{table} , F_{count} is greater than F_{table} , namely $18.736 > 2.49$. Therefore, the hypothesis is

accepted, meaning there is a simultaneous effect of training (X1), development (X2), motivation (X3), and competence (X4) on employee work quality at the Ministry of Religious Affairs of South Bengkulu. This is also supported by a significance value of $0.000 < 0.05$.

INTRODUCTION

Organizations are established to achieve common goals, and their success largely depends on the quality of the human resources they possess. In the public sector, human resource management is a crucial factor because it is directly related to the quality of services provided to the community. Therefore, improving employees' work quality must be supported by various factors, such as training, development, motivation, and competence.

The Office of the Ministry of Religious Affairs of South Bengkulu Regency plays a strategic role in delivering public services in the religious sector. However, several issues indicate that employee work quality has not yet reached an optimal level, including delays in administrative completion, untimely report preparation, and inconsistencies in work outcomes across units. These conditions may affect the effectiveness of public services and the achievement of organizational targets. Training and development play an important role in enhancing employees' knowledge, skills, and abilities in carrying out their duties. Meanwhile, motivation serves as a driving force that encourages employees to perform more effectively, while competence reflects the capabilities possessed by employees to perform their jobs efficiently and effectively. Based on various previous studies, these four factors have been proven to influence employee performance and work quality positively.

This study employs the Ability–Motivation–Opportunity (AMO) Theory to analyze the influence of training, development, motivation, and competence on the work quality of employees at the Ministry of Religious Affairs of South Bengkulu Regency. This research is important because studies examining these four variables simultaneously within local government institutions remain limited. The findings of this study are expected to provide a basis for formulating more effective human resource management policies aimed at improving employee work quality and enhancing public service delivery.

LITERATURE REVIEW

This study employs three levels of theory: Grand Theory, Middle Theory, and Applied Theory. The Grand Theory used is Human Resource Management (HRM), which explains that effective management of human resources can improve employees' work quality. The Middle Theory applied in this study is the Ability–Motivation–Opportunity (AMO) Theory, which posits that work quality is influenced by employees' abilities, motivation, and opportunities. Meanwhile, the Applied Theory explains the research variables, namely training, development, motivation, competence, and work quality.

Therefore, this study is grounded in Human Resource Management (HRM) and the Ability–Motivation–Opportunity (AMO) Theory to explain the influence of training, development, motivation, and competence on the work quality of employees at the Ministry of Religious Affairs of South Bengkulu Regency.

Training

Training is the process of teaching the skills required by new employees to perform their jobs. According to Widodo (2015:187), training is a learning process that enables employees to perform their current jobs in accordance with established standards. According to Herwina (2021:35), training is an effort to activate organizational members who were previously less

active, reduce the negative impacts caused by limited learning, insufficient experience, or a lack of self-confidence among individual members or groups. Furthermore, according to Busro (2023:71), training is an effort to equip employees with the knowledge, attitudes, and behaviors necessary to address the job-related challenges they encounter.

Factors Influencing Training

According to Anwar Prabu Mangkunegara (2021:45), the factors influencing training are:

1. Individual differences among employees.
2. Relationship with job analysis.
3. Motivation.
4. Active participation.
5. Selection of training participants.
6. Training and development methods.
7. Training Indicators

According to Ilmiah et al. (2021:114), the indicators of training are as follows:

1. Instructor
An individual delivering training materials must possess adequate competence and expertise. The quality and capability of the trainer are essential for employees participating in the training process. Therefore, the trainer's competencies should align with the relevant field and be sufficient to effectively conduct training.
2. Participants
Employees participating in training programs must meet the requirements established by the organization. During the training process, participants are expected to demonstrate enthusiasm and actively engage in all training activities.
3. Training Materials
Training materials are designed to help participants achieve organizational objectives. These materials are expected to enhance participants' competencies and enable them to apply the acquired knowledge and skills to their work.
4. Methods
Providing clear guidance regarding training methods helps participants better understand the learning process. Trainers are expected to select methods that suit the needs and characteristics of the participants.
5. Objectives
Training programs are expected to improve employees' abilities, skills, knowledge, attitudes, and work behaviors.

Development

When associated with education, development refers to a gradual process of change toward higher, broader, and deeper levels of improvement in a comprehensive manner. According to Putra (2012:70), development is defined as the systematic application of knowledge or understanding directed toward the production of useful goods. According to Carolin (2020:23), development is an effort to create new products or improve existing products. Furthermore, Karim et al. (2024:1220) define development as the process of transforming design specifications into physical forms.

Factors Influencing Development

According to Priansa (2019:163), the factors influencing development are:

1. Employee Performance and Productivity
Employees with high levels of performance and productivity are generally more likely to achieve career advancement more quickly and easily than those with lower levels of performance and productivity.

2. Experience

Experienced employees are often prioritized for higher positions because their experience can provide significant benefits to the organization.

3. Competence and Professionalism

Employees' competence and professionalism greatly influence their career development. Employees who demonstrate strong competence and professionalism are highly valued by organizations seeking to improve their competitiveness and organizational performance.

4. Education

Employees' educational background facilitates their ability to contribute to organizational development and growth.

5. Achievement

Employees who demonstrate outstanding achievements are often prioritized for strategic positions because they have proven their superior performance and are considered deserving of higher-level responsibilities.

Development Indicators

The development indicators used in this study are synthesized from the Human Resource Development theory proposed by Hashari et al. (2022:37), which includes the following dimensions:

1. Advanced Education and Training

This indicator demonstrates that development is carried out through the enhancement of employees' knowledge and skills. Employees are provided with opportunities to learn and improve their work-related competencies, enabling them to perform their duties more effectively.

2. Job Promotion

Job promotion is an integral part of employee career development. Employees who demonstrate growth, competence, and strong performance are given opportunities for advancement to higher positions within the organization.

3. Job Rotation

Job rotation is used to broaden employees' work experience. Employees are assigned to different positions or functions to gain a better understanding of various tasks and organizational processes, thereby enhancing their versatility and adaptability.

4. Mentoring

Mentoring is a form of direct guidance provided by supervisors or senior employees. Through mentoring, employees receive support, advice, and knowledge transfer that facilitate their professional growth and help them develop more rapidly in their roles.

Motivation

Herzberg's Two-Factor Theory, also known as the Motivation-Hygiene Theory, was introduced by Herzberg in 1959. This theory is one of the most influential motivation theories, focusing on factors that affect job satisfaction and job dissatisfaction. Herzberg categorized these factors into two main groups: motivator factors and hygiene factors. The theory provides an important framework for understanding how job satisfaction can moderate the relationship between employee motivation and performance.

Factors Influencing Motivation

According to Adhari (2021:55), the factors that generally influence employee work motivation are as follows:

1. Physiological Needs

These refer to basic human needs and are considered physical or material necessities, including clothing, shelter, and food.

2. Safety and Security Needs

These are reflected in workplace safety and security facilities, such as health benefits, retirement benefits, and occupational safety programs.

3. Social Needs

These are fulfilled through interaction with others, including harmonious working relationships, acceptance by colleagues, and opportunities to participate in organizational activities.

4. Esteem Needs

These are demonstrated through recognition, praise, and promotions based on an individual's abilities and achievements. Employees seek respect and appreciation from both colleagues and supervisors.

5. Self-Actualization Needs

These are reflected in interesting and challenging work that enables employees to utilize and develop their skills, abilities, and potential to the fullest extent.

Motivation Indicators

In this study, work motivation is measured using indicators based on Herzberg's Two-Factor Theory (Herzberg et al., 2025:27), which include:

1. Work Achievement

The success of an individual in completing assigned tasks and achieving predetermined targets.

2. Recognition

The appreciation or acknowledgment received by an individual for their work performance and accomplishments.

3. Responsibility

The level of trust and authority granted to an individual in carrying out job responsibilities.

4. Career Advancement

The opportunities available for individuals to grow professionally and obtain promotions within the organization.

5. The Work Itself

The degree to which the job is perceived as meaningful, interesting, and engaging by the individual.

6. Working Relationships

The quality of interactions between employees, coworkers, and supervisors within the workplace.

7. Working Conditions

The extent to which the work environment supports employees in performing their duties effectively.

8. Compensation

The rewards received by employees in both financial and non-financial forms as recognition for their contributions.

Competence

Competence is a combination of knowledge, skills, values, and attitudes that are reflected in an individual's habitual ways of thinking and acting (Mulyasa, 2013:66). According to Rachmaniza (2020:10), competence refers to the underlying characteristics of an individual that are related to effective job performance. It is a fundamental characteristic that has a causal relationship with performance criteria and serves as a determinant of superior performance in the workplace or in specific situations.

Factors Influencing Competence

According to Avindiana et al. (2021:3), several factors influence competence, including:

1. Beliefs and Values
Individuals' beliefs about themselves and others significantly influence their behavior. For example, when people believe that they are not creative or innovative, such beliefs may hinder the development of their competencies.
2. Skills
Employees continuously expand their skills and knowledge. Skill competence is considered essential because a strong understanding of work processes and the ability to respond quickly demonstrate high-quality human resources.
3. Experience
Experience plays a crucial role in determining expertise. It includes experience in managing people, communicating effectively in front of others, and solving various workplace problems.
4. Characteristics
Personal characteristics and personality traits can change over time. Individual attitudes may also change according to circumstances. Therefore, expecting employees to improve their competencies solely by changing their personalities may not be a realistic approach

Competency Indicators

According to Avindiana et al. (2021:16), the indicators of competence are as follows:

1. Knowledge
Knowledge refers to an individual's perception and understanding within the cognitive domain. It encompasses the information, concepts, and facts acquired through education, training, and experience that support job performance.
2. Understanding
Understanding refers to an individual's deep comprehension of knowledge. To ensure that all activities and tasks are carried out effectively and efficiently, employees must possess a thorough understanding of specific tasks, procedures, and work situations.
3. Ability
Ability refers to an individual's capacity to perform the duties and responsibilities assigned to them. It reflects the practical application of knowledge and skills in completing work-related tasks successfully.
4. Values
Values are standards of behavior that should be embedded within every individual. Examples include honesty, transparency, accountability, fairness, and democratic principles in carrying out work responsibilities and organizational duties.
5. Attitude
Attitude refers to an individual's emotional disposition, including feelings of satisfaction or dissatisfaction, likes or dislikes, as well as reactions to external events and workplace situations. A positive attitude can contribute to effective job performance and professional behavior.
6. Interest
Interest refers to an individual's intention, enthusiasm, or inclination toward a particular activity, task, or field of work. A strong interest in one's job can encourage greater engagement, commitment, and performance.

Work Quality

Work quality is a component of work output that reflects the level of accuracy, skill, precision, and effectiveness of an employee's performance in accordance with organizational standards. According to Martoyo & Kirana (2023:11), work quality is a process in which an organization evaluates or assesses job performance to ensure that it is carried out properly,

orderly, and correctly. It can also help increase work motivation as well as strengthen employees' organizational loyalty.

According to Robbins and Judge (2017:9), work quality is one of the main indicators in evaluating employee performance. It refers to the extent to which work results are carried out accurately, effectively, in accordance with standards, and free from errors.

Factors Affecting Work Quality

According to Mangkunegara (2020:17), the factors influencing work quality include:

1. Individual Factors
 - a. Ability: intellectual and physical capabilities, education, and skills.
 - b. Work experience.
 - c. Attitudes and interest in the job.
2. Motivation Factors
 - a. Internal drivers (needs, achievement motivation).
 - b. External drivers (rewards, recognition, career opportunities).
3. Organizational Factors
 - a. Work systems and procedures.
 - b. Work facilities and infrastructure.
 - c. Work culture and climate (rules, values, and workplace habits).

Indicators of Work Quality

Work quality refers to an employee's ability to complete tasks in accordance with organizational standards, resulting in outputs that are effective, accurate, and reliable. According to Mangkunegara (2017:26), the indicators of work quality are as follows:

1. Work Accuracy

Work accuracy refers to the employee's ability to complete tasks in accordance with established procedures, standards, and targets. It is a key aspect of output quality, as errors may reduce work effectiveness and affect organizational outcomes.
2. Work Neatness

Work neatness refers to how work results are presented in an organized, structured, and easily understandable manner. It reflects employee professionalism and facilitates evaluation and use of work outputs by the organization.
3. Work Precision

Work precision refers to the ability to work carefully, pay attention to detail, and minimize errors. It is essential for maintaining output quality, particularly in tasks that require a high level of accuracy.
4. Work Output

Work output refers to the final product of tasks completed by employees, both in terms of quantity and quality. Good work output reflects effectiveness, efficiency, and employees' ability to achieve organizational goals.

METHODS

Research Design

According to Sujarweni (2021), research design refers to guidelines, procedures, and techniques in research planning that serve as a framework for developing strategies to produce a research model or blueprint. This study uses a quantitative research method. According to Sugiyono (2018), quantitative research is a method based on the philosophy of positivism, used to examine specific populations or samples, data collection using research instruments, quantitative/statistical data analysis, with the purpose of describing and testing predetermined hypotheses.

In this study, the independent variables are training, development, motivation, and competence, while the dependent variable is employee work quality at the Ministry of Religious Affairs of South Bengkulu Regency.

Sampling Method

A population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher for study and conclusion drawing. According to Sugiyono (2021:127), a sample is a subset of the population that represents its characteristics. Therefore, the sample must be truly representative.

The population in this study consists of all employees at the Ministry of Religious Affairs of South Bengkulu Regency, totaling 40 employees. This study uses a saturated sampling technique (census sampling), in which the entire population of 40 employees is used as the sample.

Validity Test

A validity test is a tool used to measure the degree of accuracy and appropriateness between the object and the collected data. According to Sugiyono (2021:175), validity testing is a technique used to measure the accuracy of collected data compared to the actual condition of the research object.

Reliability Test

According to Ghazali (2021:61), reliability testing aims to measure whether a questionnaire is a valid indicator of a variable. A questionnaire is considered reliable if a person's answers to the questions are consistent or stable over time.

Multiple Linear Regression Analysis

According to Ghazali (2021:145), multiple regression is used in models with more than one independent variable to determine their effect on the dependent variable.

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$$

Description:

Y	= Work Quality
X ₁	= Training
X ₂	= Development
X ₃	= Motivation
X ₄	= Competence
a	= Constant
b ₁ b ₂ b ₃ b ₄	= Regression coefficients
e	= Error term

Coefficient of Determination (R²)

The coefficient of determination (Adjusted R²) is used to measure how much the independent variables in the study explain the dependent variable. The value ranges between zero and one (Aprianto et al., 2021:22).

Partial Test (t-test)

According to Ghazali (2021:148), the t-test is used to determine the extent to which an independent variable individually explains the variation of the dependent variable. Decision criteria use a significance level of 0.05 (α = 5%):

a. If Sig ≤ 0.05, the independent variable has a significant partial effect on the dependent variable.

b. If $\text{Sig} > 0.05$, the independent variable does not have a significant partial effect on the dependent variable.

Simultaneous Test (F-test)

According to Ghazali (2021:148), the F-test is used to determine whether the regression model can be used to examine the effect of independent variables on the dependent variable:

- If $\text{Sig } F < \alpha$ (0.05), the regression model is significant and can be used (H_0 is rejected).
- If $\text{Sig } F \geq \alpha$ (0.05), the regression model is not significant and cannot be used (H_0 is not rejected).

RESULTS

Validity Test Results

This validity test is conducted to ensure how well an instrument measures the concept it is intended to measure. A valid instrument means that it can measure accurately and appropriately.

The significance test is carried out by comparing the calculated r-value (r-count) with the r-table value for the degree of freedom ($df = n - 2$), which is $40 - 2 = 38$, where n represents the number of samples. Therefore, the validity coefficient value at a 5% significance level (0.05) is 0.3120. The results of the validity test for training (X_1), development (X_2), motivation (X_3), competence (X_4), and work quality (Y) can be seen in the following table.

Table 1. Validity Test Results for Training Variable (X_1)

No	Statement	Validity Coefficient (0.3120)	Remark
	Instructor		
1	The training instructor has competencies that are in line with the training topic.	0,363	Valid
2	The instructor is able to explain the training material clearly and in an easy-to-understand manner.	0,475	Valid
	Participants		
3	I feel motivated to participate in the training from beginning to end.	0,318	Valid
4	Training participants cooperate and support each other during the learning process.	0,641	Valid
	Material		
5	The training material is relevant to my duties and functions at the Ministry of Religious Affairs of South Bengkulu Regency.	0,458	Valid
6	The training material is relevant to my duties and functions at the Ministry of Religious Affairs of South Bengkulu Regency.	0,444	Valid
	Method		
7	The training methods used (lecture, discussion, simulation, practice) make me actively involved in the learning process.	0,569	Valid
8	The training methods used are not boring and encourage participant participation.	0,600	Valid
	Objective		
9	The objectives of the training are clearly explained at the beginning of the activity.	0,557	Valid

10	The training I attended supports the improvement of my work quality as an employee of the Ministry of Religious Affairs of South Bengkulu Regency..	0,349	Valid
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Source: Data Processing Results, 2026

Based on the table above, it can be concluded that all questionnaire items for the training variable (X_1) are valid. This is evidenced by the fact that all correlation values for each item are greater than 0.3120..

Table 2. Validity Test Results for Development Variable (X_2)

No	Statement	Validity Coefficient (0.3120)	Remark
	Advanced Education and Training		
1	The training provided helps me complete my tasks more effectively.	0,395	Valid
2	I have the opportunity to participate in further education or training according to job requirements.	0,544	Valid
3	The training provided improves my skills and professional competence.	0,319	Valid
	Job Promotion		
4	The promotion process in the organization is conducted fairly and transparently.	0,598	Valid
5	I understand the criteria required for job promotion.	0,430	Valid
	Job Rotation		
6	Job rotation helps me understand the functions and responsibilities of various departments within the organization.	0,405	Valid
7	Through job rotation, I can develop both managerial and technical skills.	0,543	Valid
	Mentoring		
8	I agree that job rotation conducted by supervisors helps in developing work skills.	0,633	Valid
9	Through job rotation, I can develop both managerial and technical skills.	0,628	Valid
10	Through mentoring, I feel more prepared to face work challenges and promotion opportunities.	0,627	Valid

Source: Data Processing Results, 2026.

Based on the table above, it can be concluded that all questionnaire items for the development variable (X_2) are valid. This is evidenced by the fact that all correlation values for each item are greater than 0.3120.

Table 3. Validity Test Results for Motivation Variable (X_3)

No	Statement	Validity Coefficient (0.3120)	Remark
	Work Achievement		
1	I feel satisfied when I successfully achieve the assigned work targets	0,616	Valid
	Recognition		
2	Appreciation of my performance motivates me to	0,601	Valid

	maintain work quality.		
	Responsibility		
3	I am trusted to complete tasks independently.	0.620	Valid
	Career Advancement		
4	Career development opportunities motivate me to work better..	0,537	Valid
5	Promotion opportunities encourage me to improve my performance.	0,527	Valid
	The Work Itself		
6	I find my job interesting and challenging.	0,513	Valid
	Working Conditions		
7	The work environment supports my comfort and effectiveness in working.	0.485	Valid
8	The available work facilities help me complete tasks more easily.	0,489	Valid
	Compensation		
9	The salary and benefits I receive are in accordance with my responsibilities and performance.	0,514	Valid
10	Non-financial rewards (recognition, certificates, praise) increase my job satisfaction.	0,475	Valid

Source: Data Processing Results, 2024.

Based on the table above, it can be concluded that all questionnaire items for the motivation variable (X_3) are valid. This is evidenced by the fact that all correlation values for each item are greater than 0.3120.

Table 4. Validity Test Results for Competence Variable (X_4)

No	Statement	Validity Coefficient (0.3120)	Remark
	Knowledge		
1	I have sufficient knowledge to complete my job tasks..	0,427	Valid
2	The information I obtain is relevant and applicable in my daily work.	0,657	Valid
	Understanding		
3	I am able to understand work-related materials or information well.	0,401	Valid
4	I can apply my knowledge effectively in my work.	0,456	Valid
	Ability		
5	I have the necessary skills to perform my job tasks properly.	0,420	Valid
6	I am able to complete tasks efficiently and on time.	0,495	Valid
	Values		
7	I perform my job with high integrity and responsibility.	0,553	Valid
8	Professional values guide me in performing my work.	0,571	Valid
	Attitude		
9	I demonstrate a positive attitude toward work and colleagues.	0,518	Valid
10	I am proactive and responsible for assigned tasks.	0,470	Valid

Source: Data Processing Results, 2026.

Based on the table above, it can be concluded that all questionnaire items for the competence variable (X_4) are valid. This is evidenced by the fact that all correlation values for each item are greater than 0.3120.

Table 5. Validity Test Results for Work Quality Variable (Y)

No	Statement	Validity Coefficient (0.3120)	Remark
	Work Accuracy		
1	I always complete my work in accordance with established procedures.	0,423	Valid
2	I am able to achieve the work targets set by my supervisor.	0,652	Valid
	Work Neatness		
3	My work outputs are neatly organized and easy for others to understand.	0,408	Valid
4	I always maintain the neatness of documents and reports that I prepare..	0,456	Valid
	Work Precision		
5	I work with attention to detail to minimize errors	0,419	Valid
6	I review my work before submission to ensure quality.	0,509	Valid
7	I prioritize accuracy and precision in every task	0,539	Valid
	Work Output		
8	My work output reflects work effectiveness.	0,590	Valid
9	My work results meet organizational quality standards.	0,494	Valid
10	I always strive to improve efficiency and the quality of my work output.	0,476	Valid

Source: Data Processing Results, 2026.

Based on the table above, it can be concluded that all questionnaire items for the work quality variable (Y) are valid. This is evidenced by the fact that all correlation values for each item are greater than 0.3120.

Reliability Test Results

In this study, the reliability test was conducted using Cronbach's Alpha method, which measures the internal consistency of all questionnaire items simultaneously. An instrument is considered reliable if the Cronbach's Alpha value is greater than 0.60 ($\alpha > 0.60$). The reliability results for each item can be seen in the following table.

Table 6. Reliability Test Results of Research Instruments for Training (X_1), Development (X_2), Motivation (X_3), Competence (X_4), and Work Quality (Y) Variables

Variable	Cronbach's Alpha	N of Items	Description
Training (X_1)	0,697	10	Reliable
Development (X_2)	0,712	10	Reliable
Motivation (X_3)	0,715	10	Reliable
Competence (X_4)	0,709	10	Reliable
Work Quality (Y)	0,710	10	Reliable

Source: Data Processing Results, 2026

Based on the table above, it can be seen that the results of the reliability test of the research instruments were calculated using Cronbach's Alpha with the assistance of IBM SPSS Statistics 26. The Cronbach's Alpha (α) value for all variables is greater than 0.60. Therefore, all instruments are considered reliable.

Multiple Linear Regression Test Results

Multiple linear regression is an analytical method used to predict changes in a dependent variable when two or more independent variables (predictors) are manipulated (increased or decreased). In other words, multiple linear regression analysis is applied when there are two or more independent variables (Sugiyono, 2021:277). The results of the multiple linear regression analysis are presented in the following table.

Table 7. Multiple Linear Regression Test Results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1(Constant)	-.497	.565		-.879	.386
Training (X_1)	.160	.057	.150	2.836	.008
Development (X_2)	-.175	.055	-.177	-3.195	.003
Motivation (X_3)	-.107	.140	-.110	.759	.453
Competence (X_4)	1.131	.147	1.132	7.709	.000

a. Dependent Variable: Work Quality (Y)

Source: Data Processing Results, 2026.

From the table above, the regression equation can be formulated as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$$

$$Y = -0.497 + 0.160X_1 - 0.175X_2 - 0.107X_3 + 1.131X_4 + 0.565$$

Where:

Y = Work Quality

a = Constant

b_1, b_2, b_3, b_4 = Regression coefficients

X_1 = Training

X_2 = Development

X_3 = Motivation

X_4 = Competence

e = Error term

The regression equation above can be interpreted as follows:

1. The constant value of -0.497 indicates that if the variables of training (X_1), development (X_2), motivation (X_3), and competence (X_4) are equal to zero, then the work quality (Y) of employees at the Ministry of Religious Affairs of South Bengkulu will be -0.497.
2. The regression coefficient of 0.160 for training (X_1) means that when training increases by one unit, work quality (Y) will increase by 0.160, assuming other variables are constant. The positive coefficient indicates a positive relationship between training and employee work quality.
3. The regression coefficient of -0.175 for development (X_2) means that when development increases by one unit, work quality (Y) decreases by 0.175, assuming other variables are constant. The negative coefficient indicates an inverse relationship between development and work quality.

4. The regression coefficient of -0.107 for motivation (X_3) means that when motivation increases by one unit, work quality (Y) decreases by 0.107, assuming other variables are constant. The negative coefficient indicates a negative relationship between motivation and work quality.
5. The regression coefficient of 1.131 for competence (X_4) means that when competence increases by one unit, work quality (Y) will increase by 1.131, assuming other variables are constant. The positive coefficient indicates a strong positive relationship between competence and employee work quality.

Coefficient of Determination Test Results (R^2)

The coefficient of determination analysis in multiple linear regression is used to determine the percentage contribution of the independent variables simultaneously toward the dependent variable. This coefficient indicates how much of the variation in the dependent variable can be explained by the independent variables included in the model. An R^2 value of 0 means that the independent variables do not explain any variation in the dependent variable. In other words, there is no contribution from the independent variables in explaining the dependent variable. Conversely, an R^2 value of 1 indicates a perfect explanation, meaning that the independent variables explain 100% of the variation in the dependent variable. The results of the coefficient of determination test in this study are presented in the following table:

Table 8. Coefficient of Determination Test Results (R^2)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.998 ^a	.995	.995	.32028

a. Predictors: (Constant), training (X_1), development (X_2), motivation (X_3), competence (X_4)

Source: Data Processing Results, 2026.

Based on the table above, the R^2 (R Square) value is 0.995 or 99.5%. This indicates that the independent variables contribute 99.5% to the dependent variable, meaning that the variation of the independent variables included in this model is able to explain 99.5% of the variation in the dependent variable. Meanwhile, the remaining 0.5% (100% – 99.5%) is explained by other variables not included in this research model.

t-Test Results

The t-test is conducted to determine how far an independent variable individually explains the variation of the dependent variable. This test uses a significance level of 0.25 and a two-tailed test (Priyatno, 2018:121). Thus, $df = (n - k) = (40 - 4 = 36)$. The results of the partial t-test are presented in the following table:

Table 9. t-Test Results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1(Constant)	-.497	.565		-.879	.386
Training (X_1)	.160	.057	.150	2.836	.008
Development (X_2)	-.175	.055	-.177	-3.195	.003
Motivation (X_3)	-.107	.140	-.110	.759	.453
Competence (X_4)	1.131	.147	1.132	7.709	.000

a. Dependent Variable: Work Quality (Y)

Source: Data Processing Results, 2026.

Based on the table above, the following decisions can be made:

1. The results of the training variable (X_1) show that $t\text{-value} = 2.836 > t\text{-table} = 0.681$ and significance value = $0.008 < 0.05$. Therefore, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected, meaning that training has a positive and significant effect on employee work quality at the Ministry of Religious Affairs of South Bengkulu.
2. The results of the development variable (X_2) show that $t\text{-value} = -3.195 < t\text{-table} = 0.681$ and significance value = $0.003 < 0.05$. Therefore, H_a is accepted and H_0 is rejected, indicating that development has a significant effect on employee work quality. However, the negative coefficient indicates an inverse relationship.
3. The results of the motivation variable (X_3) show that $t\text{-value} = -0.759 < t\text{-table} = 0.681$ and significance value = $0.453 > 0.05$. Therefore, motivation does not have a significant effect on employee work quality at the Ministry of Religious Affairs of South Bengkulu.
4. The results of the competence variable (X_4) show that $t\text{-value} = 7.709 > t\text{-table} = 0.681$ and significance value = $0.000 < 0.05$. Therefore, H_a is accepted and H_0 is rejected, meaning that competence has a positive and significant effect on employee work quality.

Simultaneous Test (F-Test) Results

This test is used to determine whether the independent variables jointly have a significant effect on the dependent variable. The F-test uses a significance level of 0.05 with degrees of freedom $df = n - k - 1$ (Priyatno, 2018:119). Thus, $df_2 = (40 - 4 - 1 = 35)$, and the F-table value is 2.49. The hypotheses tested in this F-test are that training (X_1), development (X_2), motivation (X_3), and competence (X_4) simultaneously influence employee work quality at the Ministry of Religious Affairs of South Bengkulu. The results of the F-test (ANOVA) are presented in the following table:

Table 10. F-Test Results

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	768.810	4	192.202	18.736	.000 ^b
Residual	3.590	35	.103		
Total	772.400	39			

a. Dependent Variable: Work Quality

b. Predictors: (Constant), training, development, motivation, competence

Source: Data Processing Results, 2026.

Based on the comparison between F-count and F-table, the F-count value (18.736) is greater than the F-table value (2.49). Therefore, the hypothesis is accepted, meaning that training, development, motivation, and competence simultaneously have a significant effect on employee work quality at the Ministry of Religious Affairs of South Bengkulu. This is also supported by the significance value of $0.000 < 0.05$.

DISCUSSION

Effect of Training on Employee Work Quality at the Ministry of Religious Affairs of South Bengkulu

The results of the study show that the t-test for the training variable (X_1) indicates that $t\text{-count} = 2.836 > t\text{-table} = 0.681$ and the significance value is $0.008 < 0.05$. Therefore, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected, meaning that training has a positive and significant effect on employee work quality at the Ministry of Religious

Affairs of South Bengkulu. The t-test is used to determine how far an independent variable individually explains the variation of the dependent variable (Priyatno, 2018:121). The degrees of freedom are $df = (n - k) = (40 - 4 = 36)$.

As an applied theory, training is operationally defined as a process of improving employees' technical skills to support their current job performance. Training is an important factor that positively and significantly influences employee performance and work quality. Through training, employees at the Ministry of Religious Affairs of South Bengkulu can improve their skills, knowledge, and work effectiveness, thereby supporting organizational goals. In addition, training helps employees adapt to technological developments, work procedures, and increasing service demands.

Effect of Development on Employee Work Quality

The results show that the t-test for development (X_2) indicates $t\text{-count} = -3.195 < t\text{-table} = 0.681$ and significance value $= 0.003 < 0.05$. Therefore, H_a is accepted and H_0 is rejected, meaning that development has a significant effect on employee work quality at the Ministry of Religious Affairs of South Bengkulu. As an applied theory, development is operationally defined as long-term efforts to improve employees' capabilities in preparing them for greater responsibilities and career advancement. Development has a positive and significant effect because it enhances employees' competencies, knowledge, and professionalism, which in turn improves work quality.

Effect of Motivation on Employee Work Quality

The results show that the t-test for motivation (X_3) indicates $t\text{-count} = -0.759 < t\text{-table} = 0.681$ and significance value $= 0.453 > 0.05$. Therefore, motivation does not have a significant effect on employee work quality. This difference may be caused by organizational conditions, respondent characteristics, and other contextual factors. Theoretically, motivation is expected to enhance employee performance; however, in this study, it does not significantly influence work quality. This means that the level of employee motivation does not directly determine the quality of their work. Work quality in this context is more strongly influenced by other factors such as training, development, and competence.

Effect of Competence on Employee Work Quality

The results show that the t-test for competence (X_4) indicates $t\text{-count} = 7.709 > t\text{-table} = 0.681$ and significance value $= 0.000 < 0.05$. Therefore, H_a is accepted and H_0 is rejected, meaning that competence has a positive and significant effect on employee work quality. As an applied theory, competence refers to the combination of knowledge, skills, and attitudes possessed by employees in carrying out their job responsibilities. Competence enables employees to work more effectively, accurately, and professionally, thereby improving work quality. The higher the competence of employees, the better the quality of work produced.

Simultaneous Effect of Training, Development, Motivation, and Competence on Work Quality

Based on the F-test results, the F-count value (18.736) is greater than the F-table value (2.49), and the significance value is $0.000 < 0.05$. Therefore, the hypothesis is accepted, meaning that training, development, motivation, and competence simultaneously have a significant effect on employee work quality at the Ministry of Religious Affairs of South Bengkulu. The F-test is used to determine whether independent variables jointly have a significant effect on the dependent variable (Priyatno, 2018:119). The degrees of freedom are $df = (n - k - 1) = (40 - 4 - 1 = 35)$. As an applied theory, training, development, motivation, and competence are important factors influencing employee work quality. Training improves technical skills, development enhances long-term capability, motivation drives work enthusiasm, and competence reflects

knowledge, skills, and attitudes. When implemented properly, these four variables collectively improve employee work quality in terms of accuracy, effectiveness, neatness, and output quality..

Strategic Implications of Motivation on Work Quality

The results show that motivation does not have a significant effect on employee work quality at the Ministry of Religious Affairs of South Bengkulu. This indicates that employee work quality is more influenced by ability and competence rather than motivation alone.

However, motivation still plays an important role in supporting job stability. Therefore, strategic implications include:

1. The organization should evaluate its motivation system, including rewards, incentives, and recognition.
2. Improve a conducive work environment to increase employee comfort and job satisfaction.
3. Strengthen internal communication between leaders and employees to enhance employee engagement.
4. Provide non-financial rewards such as performance appreciation, promotion opportunities, and professional recognition to improve work enthusiasm

CONCLUSION

Based on the results of the study titled The Effect of Training (X_1), Development (X_2), Motivation (X_3), and Competence (X_4) on Employee Work Quality at the Ministry of Religious Affairs of South Bengkulu, the following conclusions can be drawn:

1. The multiple linear regression equation is: $Y = -0.497 + 0.160X_1 - 0.175X_2 - 0.107X_3 + 1.131X_4 + 0.565$. Training (X_1) and competence (X_4) have a positive effect on work quality, meaning that higher levels of training and competence lead to improved employee work quality. Meanwhile, development (X_2) and motivation (X_3) show negative coefficients, indicating no positive contribution in this study. Competence is the most dominant variable.
2. Training has a positive and significant effect on employee work quality because it improves knowledge, skills, and work effectiveness.
3. Development has a positive and significant effect on employee work quality; better development programs improve performance.
4. Motivation does not have a significant effect on employee work quality because it is not strong enough or is overshadowed by other factors.
5. Competence has a positive and significant effect on employee work quality; higher competence leads to better outcomes.
6. The F-test shows that training, development, motivation, and competence simultaneously have a significant effect on employee work quality.

LIMITATION

Based on the conclusions of this study, the following recommendations are proposed for employees and the Ministry of Religious Affairs of South Bengkulu:

1. The institution is advised to improve the quality and intensity of training and competence development programs, as these variables have the strongest influence on work quality
2. Evaluation is needed for development and motivation programs, as their effects are less optimal and need to be adjusted to employee needs.
3. Competence improvement should be a top priority through continuous training, certification programs, and skill enhancement.
4. Management should pay attention to employee motivation by creating a supportive work environment, providing rewards, and improving welfare to enhance motivation.

5. Future researchers are encouraged to add other variables or use different methods to obtain more comprehensive results regarding factors affecting employee work quality.

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