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The Effect of Employee Technical Skills and Employee Soft Skill Abilities on Training Programs and Mediated on Employee Performance

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ABSTRACT

There are still many technical skills, soft skills abilities and training programs that are low and below average standards can affect employee performance. This study aims to determine the effect of technical skills, soft skills abilities and training programs as intervening variables on employee performance. The population in this study were 787 employees with age criteria 18 - 50 years. The sample used was 89 people. The type of research used is associative. The research method of quantitative analysis consisting of the training program variable is able to mediate employee technical skills on employee performance with a value of 2,400 with a significance level of 0.019 <0.05, so it has a significant effect. Variable The training program is able to mediate the ability of employee soft skills on productivity with a value The magnitude of the indirect effect of employee technical skills (X1) on the training program (Y) is 0. 315 with a significance value of 0.008 <0.05 and the training program (Y) on employee performance (Z) is 0.313 with a significance value of 0.004 <0.05. then the magnitude of the indirect effect is 0.315 x 0.313 = 0.0985. the magnitude of the total effect is equal to = 2.935 + (0.315 x 0.313) = 3.0335. The training program variable is able to mediate the ability of employee soft skills on employee performance with a value of 2.415 with a significance level of 0.018 <0.05, it can be concluded that it has an effect. The magnitude of the indirect effect of employee soft skills (X2) on the training program (Y) is 0.566 with a significance value of 0.000 <0.05 and the training program (Y) on employee performance (Z) is 0.313 with a significance value of 0.004 <0.05. then the magnitude of the indirect effect is 0.566 x 0.313 = 0.07358. the magnitude of the total effect is equal to = 2.935 + (0.566 x 0.313) = 3.00858.

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1. INTRODUCTION

The quality of human resources (HR) is one of the factors determining the success and competitiveness of a company in the current globalization era. Paper manufacturing companies, as an industrial sector that requires high technical and non-technical expertise, require human resources who are not only technically skilled but also have good communication intelligence. Communication intelligence includes the ability to convey information clearly, listen effectively and interact positively with others, which are vital skills in a dynamic and complex work environment. Qualified human resources are not only required to have technical skills but also qualified soft skills, especially in terms of communication. In a complex and stressful work

environment, the ability to communicate effectively can improve coordination, efficiency, and overall company employee performance. In terms of improving the quality of human resources, training programs are one of the effective strategies to improve employee capabilities and competencies. In the context of communication intelligence, training can help employees understand and apply effective communication techniques, both verbally and non-verbally. Through training programs, employees are expected to develop the ability to listen, provide feedback, and convey information clearly and precisely.

Communication intelligence, which includes the ability to understand and manage social interactions effectively, is indispensable in the work environment. Employees who have good communication intelligence tend to be better able to work in teams, manage conflict, and build positive working relationships. This ultimately contributes to improved individual and team performance within the company. Communication can be interpreted as the ability to interact in coordination to carry out activities in a job or function with the expected standards. One of the benchmarks for running an effective organization and producing the expected output is optimal performance. (Hainan, 2020).

One of the case studies is the implementation of a communication intelligence training program conducted by a paper manufacturing company as an effort to improve the quality of its human resources. paper manufacturing companies in Indonesia still face various challenges in managing human resources. In this case, APP (Asila Pulp & Paper) is the largest paper manufacturing company group in Indonesia under Sinarmas. In the paper manufacturing industry, the skill and education levels of employees vary widely. This adds to the complexity of HR management. In addition, increasingly competitive market demands require companies to continuously improve product quality and production efficiency, which can only be achieved through improving the quality of human resources.

APP, as the lead group of leading paper manufacturing companies in Indonesia, faces challenges in improving the quality of their human resources, especially in the aspect of communication. Lack of effective communication skills can lead to miscommunication, decreased employee performance, and job dissatisfaction among employees. Therefore, it is necessary to conduct an in-depth analysis of the influence of communication intelligence training programs in efforts to improve HR quality.

To understand the impact of the communication intelligence training program, an in-depth case study is required. This study will look at how the training program was designed, implemented and evaluated in a paper manufacturing company. By understanding the implementation process, we can evaluate the effectiveness of the program and identify factors that support or hinder its success.

One indicator of the success of a training program is the improved performance of the trained employees. Improved performance can be seen from various aspects, such as increased employee performance, decreased error rates, and increased job satisfaction. By measuring performance before and after the implementation of training, we can assess the real impact of the program on the quality of human resources. Based on the secondary data obtained, it can be seen that the employee performance data before the APP Sinarmas paper manufacturing company, performance measurement using the KPI method. (*Key Performa Indicator*).

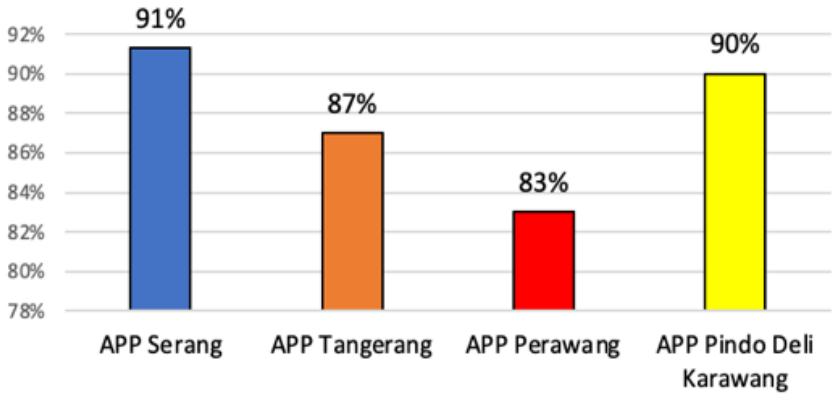

Figure 1. KPI achievement before programs training

In the diagram above, it can be seen that none of the 4 APP regions achieved 100% KPI (Key Performance Indicator) compliance. This can be influenced by various things, one of which is the quality of human resources owned experiencing a lack of skills, lack of training, or low employee motivation can hinder

the achievement of targets. In addition, the process of lack of effective communication between departments or within work teams can lead to miscommunication and poor coordination. This can result in errors, duplication of work, and decreased quality of work output. Armed with these problems, APP Sinarmas management has taken several improvement actions, one of which is to conduct a communication intelligence training program.

To understand the effect of the communication intelligence training program, an in-depth case study is needed. This study will look at how the training program was designed, implemented, and evaluated in APP Sinarmas' paper manufacturing company. By understanding the implementation process, we can evaluate the effectiveness of the program and identify factors that support or hinder its success. Effective training program not only provides new knowledge but also develops existing competencies. Employees who participate in training are expected to apply the knowledge and skills gained in their daily work. Competency development is important to ensure that the company's human resources are always ready to face challenges and changes in the industry.

Research on the effect of communication intelligence training programs is expected to make a significant contribution to HR development in the paper manufacturing sector. The results of this study can be used as a reference for other companies in designing and implementing similar training programs. In addition, this research can also enrich the literature on HR development, especially in the context of communication intelligence in the paper manufacturing industry.

This study aims to analyze the effect of communication intelligence training programs on improving the quality of human resources in paper manufacturing companies. Specifically, this study will evaluate the extent to which the program can improve the communication skills of employees at APP Sinarmas, as well as its impact on employee performance and job satisfaction. This research is expected to contribute both theoretically and practically. Theoretically, this study can enrich the literature on human resource development, especially in the context of communication intelligence. Practically, the results of this research can serve as a reference for manufacturing companies in designing and implementing an elfelktilf trailnilng program to improve the quality of human resources.

2. METHOD

This study uses a quantitative approach with a survey method to collect data from employees of a paper manufacturing company. Questionnaires will be used as the main instrument to measure changes in communication skills and other aspects of HR quality following the training program. The collected data will then be analyzed using statistical techniques to determine the effect of the training program.

The population of this study were employees of APP Serang and APP Tangerang in the production section with a supervisor level and above, which resulted in 787 people. then the existing population was further reduced using the Slovin formula with a MOE (Margin Of Error) of 10%, resulting in 89 people, and then the authors used 89 people as samples in this study.

The data collection method used is to use observation, interview and questionnaire methods, the author distributes questionnaires to several employees with predetermined classifications, the author uses random sampling techniques where the distribution of questionnaires is carried out randomly when the author conducts research.

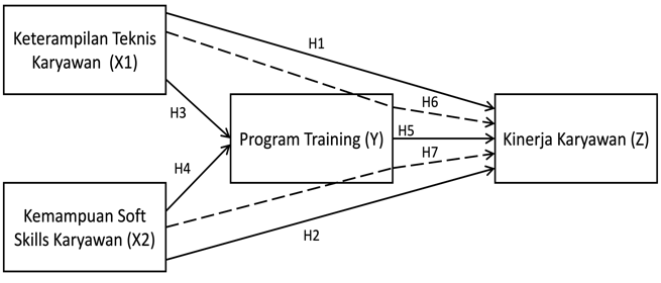

Figure 2. Research Framework

In the research framework described, hypotheses are generated:

H1 : There is a significant influence of employee technical skills (X1) on employee performance (Z).

H2 : There is a significant influence of employee soft skills (X2) on employee performance (Z).

H3 : There is a significant influence of employee technical skills (X1) on the training program (Y)

H4 : There is a significant influence of employee soft skills (X2) on the training program (Y)

H5 : There is a significant influence of the training program (Y) on employee performance (Z)

H6 : There is a significant influence of employee technical skills (X1) through the training program (Y) as an intervening variable on employee performance (Z).

H7 : There is a significant influence of employee soft skills (X2) through the training program (Y) as an intervening variable on employee performance (Z).

3. RESULTS AND DISCUSSION

The normality test uses the one sample Kolmogorov Smirnov Test method

Table 1. One Sample Kolmogorov Smirnov Test

Variabel	Nilai Sig. (2-tailed)
X1	0,155
X2	0,090
Y	0,057
Z	.200e

Based on the output above, it can be seen that the significance value (Asymp. Sig. 2-tailed) for the employee technical skills variable (X1) is 0.155, for the employee soft skills variable (X2) is 0.090, for the training program variable (Y) is 0.057 and for the employee performance variable (Z) is 0.200. The results of the four variables have a value of Asymp. Sig. 2-tailed is greater than 0.05, it can be concluded that the data taken from the three variables is normally distributed.

Table 2. Multicollinearity Test

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	Collinearity Statistics	
	B	Std. Error	Beta	Tolerance	VIF
1 Constant)	7,036	2,015			
Variabel (X1)	0,262	0,109	0,285	0,217	4,605
Variabel (X2)	0,267	0,111	0,311	0,184	5,425
Variabel (Y)	0,323	0,110	0,313	0,269	3,716
a. Dependent Variable: Kinerja Karyawan (Z)					

Based on the testing in the table above, it can be seen that employee technical skills (X1) have a tolerance of 0.217 which means greater than 0.1 and a VIF value of 4.605 which means less than 10. Employee soft skills (X2) have a tolerance of 0.184 which means greater than 0.1 and a VIF value of 5.425 which is less than 10. Training program (Y) has a tolerance of 0.269 which means greater than 0.1 and a VIF value of 3.716 which is less than 10, it can be concluded that the two variables (X1), (X2), and (Y) are declared free of multicollinearity.

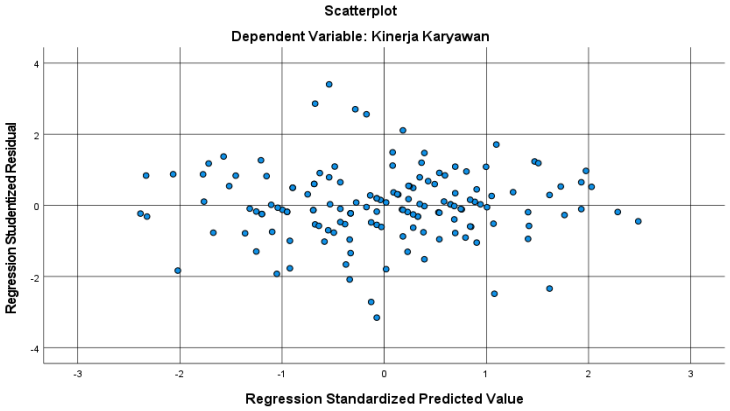

Figure 3. Heteroscedasticity Test

Based on the picture above, it shows that the dot pattern on the scatterpot looks spread out and the points do not form a certain pattern, so it can be concluded that there is no heteroscedasticity.

Tabel 3. Coefficient of Determination Test (X1 against Y)

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.855[a]	0,731	0,725	2,743
a. Predictors: (Constant), (X1), (X2)				
b. Intervening Variable: program training				

Based on the results of the first equation determination coefficient test in Table 4.17 above between Employee Technical Skills (X1), and Employee Soft Skills Ability (X2) on the training program (Y), the coefficient of determination or Adjusted R square value is 0.725. This means that the contribution of Employee Technical Skills (X1), and Employee Soft Skills Ability (X2) simultaneously to the training program (Y) is 72.5 percent, the remaining 27.5 percent comes from other factors not examined in this study.

Table 4. Second equation determination

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.860[a]	0,740	0,730	2,797
a. *predictors: (constant)*, keterampilan teknis karyawan, kemampuan soft skills karyawan program training				
b. Intervening Variable: Program training				

Based on the results of the second equation determination coefficient test in the table above between employee technical skills (X1), employee soft skills (X2) and training programs (Y) on Employee Performance (Z), the coefficient of determination or Adjusted R square value is 0.730. This means that the contribution of employee technical skills (X1), employee soft skills (X2) and training programs (Y) to Employee Performance (Z) is 73.0 percent, the remaining 27.0 percent comes from other factors not examined in this study.

A. Multiple Regression Tests

Table 5. Model I

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	7,774	1,790		4,343	0,000
	Keterampilan Teknis Karyawan (X1)	0,281	0,103	0,315	2,736	0,008
	Kemampuan *Soft Skills* Karyawan (X2)	0,471	0,096	0,566	4,914	0,000
a. Intervening Variable: Program training						

Based on the results of multiple regression tests in Table 4.24. above between the variable employee technical skills (X1), and the ability of employee soft skills (X2) on the training program (Y) can be concluded equation:

Y = a + b1X1 + b2X2

Y = 7.774 + 0.281X1 + 0.471X2

1) The constant value of 7.774 ha this states that the technical skills of employees (X1), and the ability of soft skills employees (X2) is equal to 0 (zero) then the training program (Y) will be worth 7.774.

2) Employee technical skills (X1) has a regression coefficient of 0.281 with a positive direction which indicates a unidirectional relationship between the employee technical skills variable (X1) on the training program (Y). if employee technical skills (X1) increase, the training program (Z) also increases. The coefficient value of 0.281 means that if the technical skills of employees (X1) are increased by 1% or increased by one level, the training program (Z) will increase by 0.281 units, assuming that the other independent variables remain.
3) The ability of employee soft skills (X2) has a regression coefficient of 0.471 with a positive direction, which shows that there is a unidirectional relationship between the variable employee soft skills (X2) on the training program (Z). if the ability of employee soft skills (X2) increases, the training program (Z) also increases. The coefficient value of 0.471 means that if the employee's soft skills ability (X2) is increased by 1% or increased by one level, the training program (Z) increases by 0.471 units assuming the other independent variables remain.

Table 6. Model II

Coefficients[a]						
Model		*Unstandardized Coefficients*		*Standardized Coefficients*	*t*	*Sig.*
		B	*Std. Error*	*Beta*		
1	(Constant)	7,036	2,015		3,492	0,001
	Keterampilan Teknis Karyawan (X1)	0,262	0,109	0,285	2,400	0,019
	Kemampuan *Soft Skills* Karyawan (X2)	0,267	0,111	0,311	2,415	0,018
	Program training (Y)	0,323	0,110	0,313	2,935	0,004
a. Dependent Variable: Kinerja Karyawan						

Based on the results of multiple regression tests in Table 4.25 above between the variables of employee technical skills (X1), employee soft skills (X2) and training programs (Z) on Employee Performance (Z), an equation can be concluded:

$Z = a + b1X1 + b2X2 + bY$

$Z = 7.036 + 0.262X1 + 0.267X2 + 0.323Y$

1) The constant value of 7.036 ha this states that employee technical skills (X1), employee soft skills (X2), training program (Z), is equal to 0 (zero) then Employee Performance (Z) will be worth 7.036.
2) Employee technical skills (X1) has a regression coefficient of 0.262 with a positive direction which indicates a unidirectional relationship between the employee technical skills variable (X1) on Employee Performance (Y). if employee technical skills (X1) increase, Employee Performance (Y) also increases. The coefficient value of 0.262 means that if the employee's technical skills (X1) are increased by 1% or increased by one level, the Employee Performance (Y) increases by 0.262 units assuming the other independent variables remain.
3) The ability of employee soft skills (X2) has a regression coefficient of 0.267 with a positive direction which indicates a unidirectional relationship between the employee soft skills ability variable (X2) on Employee Performance (Y). if the employee soft skills ability (X2) increases, Employee Performance (Z) also increases. The coefficient value of 0.267 means that if the employee's soft skills ability (X2) is increased by 1% or increased by one level, the Employee Performance (Z) increases by 0.267 units assuming the other independent variables remain.
4) The training program (Z) has a regression coefficient of 0.323 with a positive direction which indicates a unidirectional relationship between the training program variable (Y) and employee performance (Y). if the training program (Y) increases, employee performance (Z) also increases. The coefficient value of 0.323 means that if the training program (Y) is increased by 1% or increased by one level, the employee performance (Z) increases by 0.323 units, assuming that the other independent variables remain.

B. Hypothesis Test T (Partial)

Table 7. Partial First Equation

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	7,774	1,790		4,343	0,000
	Keterampilan Teknis Karyawan (X1)	0,281	0,103	0,315	2,736	0,008
	Kemampuan Soft Skills Karyawan (X2)	0,471	0,096	0,566	4,914	0,000
a. Intervening Variable: Program training						

By using 89 samples and a significance level of 0.05 (5%) and the number of variables is three, which includes two independent variables and one dependent variable. Then df = n - k = 89 - 2 = 87 so that the table value is 1.662. Based on the test results that have been carried out in table 4.26. it is known that the effect of employee technical skills (X1) on the training program (Y) produces a t value of 2.736 and a significance value of 0.008. On the other hand, the effect of employee soft skills (X2) on the training program (Y) produces a t value of 4.914 with a silgnilfilkansil level of 0.000 lelbilh far can be concluded that masilng-masilng nillail t hiltung > t tabell and nillail silgnilfilkansil or silg. From the results, it can be concluded that the variable variables of employee telknils skills (X1) and employee soft skills (X2) have a positive and significant effect on the trailnilng program (Y) as a parsilal variable.

Table 9. Partial Second Equation

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	7,036	2,015		3,492	0,001
	Keterampilan Teknis Karyawan (X1)	0,262	0,109	0,285	2,400	0,019
	Kemampuan Soft Skills Karyawan (X2)	0,267	0,111	0,311	2,415	0,018
	Program training (Y)	0,323	0,110	0,313	2,935	0,004
a. Dependent Variable: Produktivitas						

Using 89 samples and a significance level of 0.05 (5%) and the number of variables is three, which includes two independent variables and one dependent variable. Then df = n – k = 89 – 2 = 87 so that the table value is 1,662. Based on the test results that have been carried out in table 4.27. It is known that the influence of employee technical skills (X1) on Employee Performance (Z) produces a calculated t value of 2,400 and a significance value of 0.019, the influence of employee soft skills (X2) on Employee Performance (Z) produces a calculated t value of 2,415 with a significance level of 0.018 , and the influence of the training program (Y) on employee performance (Z) produces a calculated t value of 2,935 with a significance level of 0.004. Furthermore, it can be concluded that each calculated t value > t table and the significance value or sig. of each independent variable consisting of employee technical skills (X1), employee soft skills (X2), and training programs (Y) have a positive and significant effect on employee performance (Z) as a partial dependent variable.

C. Hypothesis Test F (Simultaneous)

The F test is used to find out whether there is no influence of the data variables simultaneously (simultaneously) on the data variables by comparing the results with F table. The testing criteria are as follows:

Table 10. First Equation F Test

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1757,961	2	878,980	116,785	.000[b]
	Residual	647,275	86	7,526		
	Total	2405,236	88			
a. Dependent Variable: Program training						
b. Predictors: (Constant), keterampilan teknis karyawan , kemampuan *soft skills* karyawan						

Based on the F test results in the table above, a significance value of 0.000 < 0.05 is obtained, and it can be seen that the calculated F value is 63.104 and the F table value has an error rate of 5 percent (0.05) and df1 = k – 1 = 2 – 1 = 2, df2 = n – k – 1 = 89 – 2 – 1 = 86 , so N1= 2 and N2= 86 is 3.95. The calculated F value is 116.785 > F table 3.95, so Ho is rejected and Ha is accepted. The conclusion obtained is that the independent variables consisting of Employee Technical Skills (X1) and Employee Soft Skills (X2) have a positive and significant effect simultaneously on the training program variable (Y) (intervening variable) in this equation as the dependent variable.

Table 11. Second Equation F Test

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1888,966	3	629,655	80,508	.000[b]
	Residual	664,787	85	7,821		
	Total	2553,753	88			
a. Dependent Variable: Kinerja Karyawan						
b. Predictors: (Constant), keterampilan teknis karyawan , kemampuan *soft skills* karyawan Program training						

Sumber: Hasil olah data SPSS, 2024

Based on the F test results in the table above, a significance value of 0.000 < 0.05 is obtained, and it can be seen that the calculated F value is 63.104 and the F table value has an error rate of 5 percent (0.05) and df1 = k – 1 = 2 – 1 = 1, df2 = n – k – 1 = 89 – 2 – 1 = 86 , so N1= 2 and N2= 86 is 3.95. The calculated F value is 80.508 > F table 3.95, so Ho is rejected and Ha is accepted. The conclusion obtained is that the independent variables consisting of employee technical skills (X1), employee soft skills (X2) and training programs (Y) have a positive and significant effect simultaneously on the Employee Performance variable (Z) in this equation as the dependent variable

4. CONCLUSION

There is a significant and partially positive influence between employee technical skills (X1) on employee performance (Z) of employees at the APP Sinarmas Paper Manufacturing Factory. This statement can be proven based on the results of partial hypothesis testing (t test) of t = 12,909 > t table 1,662. From these results it can be concluded that employee technical skills (X1) influence employee performance (Z). There is a significant and partially positive influence between Employee Soft Skills Ability (X2) on Employee Performance (Z) at the APP Sinarmas Paper Manufacturing Factory. This statement can be proven based on the results of partial hypothesis testing (t test) of t = 13,552 > t table 1,662. From these results it can be concluded that employee soft skills (X2) influence employee performance (Z).

There is a positive and significant influence between the employee technical skills variable (X1) on the training program (Y). This statement can be proven based on the results of partial hypothesis testing (t test) of t = 12,861 > t table 1,662. From these results it can be concluded that employee technical skills (X1) influence the Training Program (Y). There is a positive and significant influence between the employee soft skills variable (X2) on the training program (Y). This statement can be proven based on the results of partial hypothesis testing (t test) of t = 14,505 > t table 1,662. From these results it can be concluded that employee soft skills (X2) influence the training program (Y). There is a positive and significant influence between the training program variable (Y) on employee performance (Z) and work (Y). This statement can be proven based on the results of partial hypothesis testing (t test) of t = 12.685 > t table 1,662. From these results it can be concluded that the training program (Y) influences employee performance (Z). The training program (Y) is able to mediate the influence of employee technical skills (X1) on employee performance (Z) work (Y). This statement can be proven based on the results of the magnitude of the direct influence that employee technical skills (X1) have on employee performance (Z) which is 2,400 with a significance level of 0.019 <0.05, it can be concluded that it has an effect. The magnitude of the indirect influence of Employee Technical Skills (X1) on the training program (Y) is 0.315 with a significance value of 0.008 < 0.05 and the training program (Y) on

Employee Performance (Z) is 0.313 with a significance value of 0.004 < 0.05 . then the magnitude of the indirect effect is 0.315 x 0.313 = 0.0985. the total influence is = 2.935 + (0.315 x 0.313) = 3.0335. Source: Ghozali, 2011. So it can be concluded that the training program (Y) is able to mediate the influence of employee technical skills (X1) on employee performance (Z).

The training program (Y) is able to mediate the effect of employee soft skills (X2) on Employee Performance (Z) this statement can be proven based on the results of the magnitude of the direct effect given by employee soft skills (X2) on Employee Performance (Z) is 2.415 with a significance level of 0.018 <0.05 so it can be concluded that it has an effect. The magnitude of the indirect effect of employee soft skills (X2) on the training program (Y) is 0.566 with a significance value of 0.000 <0.05 and the training program (Y) on employee performance (Z) is 0.313 with a significance value of 0.004 <0.05. then the magnitude of the indirect effect is 0.566 x 0.313 = 0.07358. the magnitude of the total effect is equal to = 2.935 + (0.566 x 0.313) = 3.00858. Source: Ghozali, 2018. So it can be concluded that the training program (Y) is able to mediate the effect of employee soft skills (X2) on employee performance (Z).

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