Effect of Training, Learning Environment and Learning Motivation of Student Competence in PPLP MAPINDO Tabanan

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Abstract
This study aims to examine and analyze the effect of training, learning environment and learning motivation on the competence of students at PPLP Mapindo, Tabanan. The sample in this study were all students for the 2021/2022 Academic Year, a total of 50 students. Respondents’ answers or responses will be processed by scoring/weighting using a Likert scale. Further analysis was carried out using multiple linear regression analysis techniques. Data collection methods using observation, interviews, questionnaires and documentation. The results of the research using the t statistical test (partial significant test) show that training, learning environment and learning motivation partially have a positive and significant effect on the competence of students in PPLP Mapindo - Tabanan. The training variable has a more dominant influence on the competence of students at PPLP Mapindo - Tabanan. The implication of this research is one of the considerations in efforts to maintain and improve the competence of students at PPLP Mapindo - Tabanan which can be done by maintaining the quality of training, learning motivation and improving the campus environment.

Keywords: Training, Learning Environment, Learning Motivation, Competence
INTRODUCTION

National development is carried out in the framework of building a complete Indonesian society. The process of national development during the globalization era in general aims to improve the quality of Indonesian people and society in the order of social life based on Pancasila in an atmosphere of sustainable Indonesian life. National development certainly requires a variety of well-managed resources. Human resources are one of the resources as a driving force for other resources in national development. Improving human resources can be done by improving the quality of human resources which can be done by improving the quality of education through vocational schools/campuses. The main objective of vocational schools/campuses is to build and develop students' skills in certain fields, which include soft skills (non-technical skills) and hard skills (technical skills). Therefore, vocational schools/campuses as well as job training institutions, must be able to provide maximum training which can be seen from: the quality of knowledge and skills in accordance with industry needs. Suryana (2017), in theory emphasizes that training is every formal and informal activity that contributes to improvement, increasing knowledge and skills.

Training for students is a form of activity to foster students’ abilities and work skills, in relation to the study program being pursued. Training helps students to better understand a form of practical knowledge and its application, in order to improve the skills, abilities and attitudes needed by an organization in an effort to achieve the desired goals. This statement is confirmed by Mathis (2016) in his theory stating that training is a process by which people achieve certain abilities to help achieve organizational goals.

The training program that has been prepared, of course, has a specific goal. The general objectives of the training are as follows: (1). To develop skills, so that work can be completed faster and more effectively; (2). To develop knowledge, so that work can be completed rationally; and (3). To develop attitudes, so as to generate a willingness to cooperate with fellow employees and with management (leaders). Notoatmojo (2018), in theory states that if the education and training process is looked back on, it can be seen that the end result of the process is the expected change in behavior. This means that education and training are essentially aimed at changing the behavior of the target of education and training. The training program must be carried out in a planned manner so that the training can be beneficial and bring benefits to all parties. Mangkunegara (2019) explains that the stages in training and development include: (1). Identify training needs (need assessment); (2). Setting training goals and objectives; (3). Establishing success criteria with measuring
instruments; (4). Define training methods; (5). Conduct try outs and revisions; and (6). Implement and evaluate.

The training will be carried out in a comprehensive manner with specific materials that are directed according to the needs of the industry. The interaction between the instructor and students becomes the focal point in the training process, with class management that remains participatory, interactive and fun. Refreshments in the form of games and roleplay from instructors can have a learning by doing effect and at the same time refresh the atmosphere for all students. The training provided to students in the form of case studies aims to increase their critical responsiveness to a problem they may experience when they work in the industry later. Training in the form of case studies trains students to find the main problems that occur, look for various possible solutions to problems and make a decision from the best alternative solution to the problem.

PPLP Mapindo - Tabanan is one of the vocational educations and training institutions in Tabanan which is directly involved in improving the quality of society, especially in Bali, through education and job training to produce a skilled workforce, especially in the hospitality sector. PPLP Mapindo - Tabanan organizes Diploma I (Basic Level) and Diploma II (Middle Level) Education Programs. The Diploma I Education Program is an education and training program that lasts for 1 year. The Diploma I Education Program has 3 Study Programs, namely: Room Division (Housekeeping, Front Office), Food and Beverage Service (Bar, restaurant) and Food Production (Culinary). Students who take part in the Diploma I Education Program, after completing their studies, are expected to at least be able to occupy positions as executive staff (rank of file) in accordance with the study program pursued. Diploma II Education Program (Middle Level), is an education and training program that lasts for 2 years. PPLP Mapindo - Tabanan, has 2 Study Programs namely: Room Division (Housekeeping, Front Office), Food and Beverage Division (Bar, Restaurant and Food Production (Culinary)). Students who take part in the Diploma II Education program, after completing their studies, are expected to at least be able to occupy positions as supervisors in accordance with the study program pursued.

PPLP Mapindo - Tabanan is one of the campuses engaged in vocational education which aims to educate and train students in mastering applied skills, especially in the hospitality sector. Competency Based Training (CBT) or competency-based learning based on the theory put forward by Gregory (2017) states that competency as an approach to vocational education emphasizes a learner to be able to master certain skill competencies before he is ready to be placed in the world of work and industry. Tovey (2015) in theory
states that Competency Based Training (CBT) is a training system that is directed at certain results. Products produced by CBT are oriented towards the latest work demands, with an emphasis on developing skills, knowledge and attitude (SKA). Furthermore Tovey (2015) states that in order to be able to produce a workforce with skills, knowledge and abilities in accordance with industry demands, the Competency Based Training (CBT) training system must have 8 characters, namely: (1). The training program focuses on specific aspects, namely: certain skills that can be applied and match/close to the needs of the industrial world, so that what has been learned and trained is in accordance with the realities of the industrial world; (2). Recognition of the results of previous training (recognition of pre-learning); (3). Flexible in terms of content (multiple entry and exit points) in designing the training scheme to be implemented; (4). Using a module system (modular training), with training materials or topics that are arranged effectively; (5). Creation of standards based on certain criteria (criterion referenced) that can be recognized by all interested parties; (6). Orientation on the relationship between individual needs and industrial interests, so that the training program is able to build a strong personality to be able to anticipate industrial changes; (7). Training programs that can be applied immediately (immediate application) in the world of work; and (8). Delivery is flexible (flexible delivery), where materials and training can be carried out in class or in the industry directly using internal or external instructors.

The application of the CBT (Competency Based on Training) curriculum, based on the KKNI and SKKNI, at PPLP Mapindo - Tabanan, will be implemented properly if there is a suitability of the learning methods used by the instructor when students are carrying out the learning process both theoretically in class and in practice. each practice lab. The learning method applied in the practice lab is the training method. Regarding the application of the training method, it is hoped that students will have skills that will be very helpful when working in the hospitality industry. Djamarah (2017), in theory states that training/practical learning is one of the student-centered teaching methods which describes student-centered teaching strategies and teachers consciously place more attention on the involvement, initiative, and social interaction of participants. educate.

Differences in educational background in fact give their own problems to the training process where there are differences in comprehension and capabilities/skills possessed. Students who have an educational background from public high schools (SMU), have comprehension abilities and abilities/skills that are very different from students from vocational high schools (SMK). This resulted in the instructor having to provide direction
and guidance for students with a high school educational background to carry out a form of training activity several times before the training material continued. This resulted in other students starting to feel bored or less enthusiastic.

Learning motivation has an important role in providing enthusiasm for learning based on pleasure and the desire to succeed because learning motivation can give strength to students to carry out learning activities properly. Students who have learning motivation, students will be able to carry out various kinds of learning activities, so that the learning objectives can be achieved. Sardiman (2018) said that in learning activities, motivation can be said to be the overall driving force within students that generates learning activities, which guarantees the continuity of learning activities and provides direction to learning activities, so that the goals are achieved by the learning subject can be achieved. Motivation and learning are two things that influence each other. Learning is a change in behavior that is relatively permanent and potentially occurs as a result of practice or reinforcement (reinforced practice) that is based on achieving certain goals.

Uno (2018), in theory states that learning motivation can be divided into intrinsic motivation is the motives that become active and do not need to be stimulated from the outside because within each individual there is an urge to do something. A learner who has high intrinsic motivation will certainly be diligent in learning, because he does not need encouragement from outside (Sardiman, 2018). Intrinsic motivation in the form of desire / desire to succeed, encouragement of learning needs and hopes for ideals; and extrinsic motivation is motives that are active and function due to external stimuli. Extrinsic motivation can be in the form of rewards, a conducive learning environment and interesting learning activities.

The practical lab is part of the learning environment, where students will interact directly or indirectly during their education and training. Sukmadinata (2017), in his theory states that the learning environment is an environment that includes the physical environment, social environment, and academic environment. The physical environment consists of classrooms, practical labs, complete learning facilities and infrastructure, and learning media. The social environment consists of student relationships with other students, instructors and academic staff. The academic environment consists of facilities and infrastructure that support the smooth implementation of teaching and learning activities.

Various types of Practical Labs that exist on a campus, are one of the learning environments, where students carry out practical activities based on the educational program pursued. Each practice lab must get the attention of each Head of Study Program,
Head of Practice Lab and instructors who teach in the Practice Lab. A safe and comfortable learning environment will certainly provide calm, a sense of comfort and pleasure, which in turn will affect student learning outcomes. Sedarmayanti (2018), in his theory states that the learning environment is all the tools, tools and materials encountered as well as the surrounding environment in which a person (student) learns by applying work methods and work arrangements both as individuals and as groups.

The learning environment for students should also receive attention from the Head of the Study Program, in addition to paying attention to planning and compiling curriculum, academic calendars, practical activities for students and instructors who are directly involved in all student activities in the practical lab. The environmental conditions in the practice lab and its surroundings will directly or indirectly affect students in learning. Based on the results of initial observations, in general the problems of the learning environment when students are carrying out activities in the practice lab are the noise from vehicles passing in front of the practice lab, the large number of students passing in front of the practice lab, where they talk and joke with their voices. hard. This of course will disrupt the learning process when the instructor gives instructions or explains training material.

Motivation to learn is the overall driving force within students that gives rise to learning activities, which guarantees the continuity of learning activities and provides direction to learning activities, so that the goals desired by the learning subject can be achieved (Sardiman, 2018). Students at the beginning of each practice must always be reminded about the importance of having skills that are correlated/connected between what is learned during practicals on campus and the needs of the tourism industry, so that when students start working it will not be difficult for them to adjust to the workplace. This of course must be supported with good learning motivation.

The results of observations regarding problems related to student learning motivation, is that the desire of students to learn and be skilled at work is still low even though this type of work has been done, students are less interested in remembering what has been conveyed by the instructor, students lack the initiative of asking to find out practical material for the next activity, there are still students who arrive late during practice and so on. This certainly has an impact on the value of the final semester exam practice.

Competence is the capacity that exists in someone who can make that person able to fulfill what is required by work in an organization so that the organization is able to achieve the expected results (Boyatzis in Hutapea and Thoha, 2017). Mulyasa (2014), in his theory states that competence is defined as knowledge, skills, and abilities that are mastered by
someone who has become part of himself, so that he can carry out cognitive, affective and psychomotor behaviors as well as possible. Students when completing education and training will have a role as one of the resources in an organization where, as part of human resources that will drive other company resources to achieve the company’s goals, so that human resources (employees) who have competence in the field work is one aspect of determining the success of the company.

Trotter (in Saifuddin, 2015) in his theory states that a competent person is a person who, with his skills, does the job easily, quickly, intuitively and very rarely or never makes mistakes. Several factors are taken into consideration regarding the importance of someone to have competence in a field of work, are: (1) Future requests relate to the organization’s strategic and operational plans and objectives; (2) Anticipate the need for management and employee turnover; (3) Changes to organizational processes and technology and equipment; and (4) Evaluation of employee competency in carrying out the specified activities and processes. Spencer and Spencer (in Uno, 2018) in theory states that competence can be divided into: (1) basic competencies (threshold competencies) is the main characteristics (usually basic knowledge or skills such as the ability to read) that a person must possess in order to carry out his work. But not to distinguish someone who is a high performer or not; and (2) differentiating competencies is the factors that differentiate high and low performing individuals

According to Prihadi (2012) in his theory states that some of the benefits of competence are: (1) Predictors of work success is an accurate competency model will be able to determine exactly the knowledge and skills needed to succeed in a job. If someone works according to their competence, it can be predicted that the employee will be successful; (2) Recruiting reliable employees. If you have successfully determined what competencies are needed for a particular position, then it will easily become the basic criteria in the recruitment of new employees; and (3) Become the basis for evaluating and developing employees. Accurate identification of job competencies can be used as a measure of one’s abilities. The competency system can be seen whether a person has developed it, with training and coaching or needs to be transferred to another department.

Competence is an ability to carry out or do a job that is based on skills and knowledge and is supported by the work attitude demanded by the job. Competence shows skills or knowledge characterized by professionalism in a particular field as something that is most important or as superior in a particular field (Wibowo, 2017). Achievement of competence by each student is a unified learning process supported by learning materials, learning
methods, instructors, learning environment and learning motivation from students. Based on the problems described above, the authors are interested in conducting research, with the research title namely: The Effect of Training, Learning Environment and Learning Motivation on Student Competence at PPLP Mapindo - Tabanan.

Based on the description above on the background of the problem, several problems related to the research conducted at PPLP Mapindo - Tabanan can be formulated as follows:
1. Does the training affect the competence of students at PPLP Mapindo - Tabanan?
2. Does the learning environment affect the competence of students at PPLP Mapindo - Tabanan?
3. Does learning motivation affect the competence of students at PPLP Mapindo - Tabanan?

From the description on the formulation of the problem that has been described, the objectives in conducting this research can be formulated, namely:
1. To determine the effect of training on the competence of students at PPLP Mapindo - Tabanan
2. To determine the effect of the learning environment on the competence of students at PPLP Mapindo - Tabanan
3. To determine the effect of learning motivation on the competence of students at PPLP Mapindo - Tabanan

This research is expected to provide benefits and scientific information in formulating policies and program development strategies for students at PPLP Mapindo - Tabanan

**METHODE**

Method of collecting data in this study are: (1) Observation is a technique of collecting data by seeing and directly observing various problems that occur in the object of research; (2) Interview is a data collection techniques that aim to dig in-depth information about the object under study; (3) Documentation is by reading several notes or documents that are considered relevant to the object of research; (4) Questionnaire is a techniques using a list of written questions. The questionnaire was then distributed to respondents randomly. Respondents then answered these questions and then collected them for tabulation. Questionnaire distribution was measured using a 5-point Likert scale

Analysis techniques in this study are: (1) Descriptive Statistical Analysis is an analysis that uses data that will be made either individually or in groups that aim to make a systematic picture, actual and accurate data regarding facts and the relationship between the phenomena being investigated or researched (Riduwan and Sunarto, 2018). Descriptive
Statistics are used to analyze data by describing or describing the data that has been collected as it is without intending to make general conclusions or generalizations.

Testing the validity of the instruments in the form of questionnaires is very important to obtain valid and reliable research. Validity test has the meaning as a measure of how strong a tool performs its measuring function. According to Sugiyono (2020) in theory states that to test the validity of each item, item analysis is used, namely correlating the score of each item with the total score which is the sum of each item’s score. The results of the study are declared valid if there is a similarity between the data collected and the data that actually occurs on the object under study, including if an inverse calculation is performed, the number remains the same or stable. Whether or not an instrument item is valid can be determined by comparing the Pearson product moment correlation index with a significant level of 5% to the correlation value. Nasir (2013) in theory states that the reliability test is used, aiming to test the accuracy of the questionnaire measurement results which are closely related to the problem of trust. A test level is said to have a level of confidence (reliable) if the test gives the right results. According to Arikunto (2014) in theory states that an instrument is said to be reliable or reliable if it has a Cronbach Alpha reliability coefficient (a) of 0.60 or more as input in the data analysis process to test the research hypothesis.

A multiple regression model can be said to be good, if the model fulfills several assumptions, which are then called classical assumptions or econometric evaluations. The classic assumption test process consists of: (1) Normality Test is used to test whether the data population is normally distributed or not. The data normality test is carried out on each independent variable. All of these variables were tested using the Kolmogorof-Smirnov One Sample test which had been programmed in the SPSS version 25.0 for windows with a certain level which was used as a basis for making decisions whether to accept or reject a data distribution. Data is normally distributed if the significance value is greater than 5% (0.05) or equal to 5% (Sujarwoni, 2015); (2) Multicollinearity Test is used to show that there is a perfect linear relationship between the independent variables in the regression model. Ideally, the independent variables from the regression equation do not have a correlation with one another. If there is a correlation between the independent variables, the correlation level must be low, so that problems due to multicollinearity do not occur. Frisch in Gujarati (2015) states that multicollinearity means that there is a perfect or definite linear relationship between some or all of the variables that explain the regression model. The consequences caused by the existence of multicollinearity is if there is perfect collinearity between the X variables, then the regression coefficient becomes indefinite, with an infinite
standard error or if there is a high degree of collinearity but not perfect, then interpretation of the regression coefficient is possible; (3) Heteroscedasticity Test. According to Priyanto (2018) stated that the heteroscedasticity test was carried out to find out the variance of the residuals for all observations in the regression model. It is called homoscedasticity, if the variance is fixed and if the variances are different it is called heteroscedasticity. A good regression model is the absence of heteroscedasticity. The heteroscedasticity test was carried out using the Glejser test which regressed the absolute residual value (AbsRes) to the independent variables. The basis for decision making using the Glejser test is: if the probability (sig. value) > 0.05 then H0 is accepted or if the probability (sig. value) < 0.05 then H0 is rejected.

Partial correlation analysis is a method used to determine the strength and weakness of the relationship between two variables where other variables that are considered to be influential are controlled or constant. The interpretation of the strength and weakness of the correlation relationship, is guided by the opinion of Sugiyono (2020), as presented in the table below:

<table>
<thead>
<tr>
<th>COEFFICIENT INTERVAL</th>
<th>RELATIONSHIP LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>0,00–0,199</td>
<td>Very low</td>
</tr>
<tr>
<td>0,20–0,399</td>
<td>Low</td>
</tr>
<tr>
<td>0,40–0,599</td>
<td>Currently</td>
</tr>
<tr>
<td>0,60–0,799</td>
<td>Strong</td>
</tr>
<tr>
<td>0,80–1,000</td>
<td>Very strong</td>
</tr>
</tbody>
</table>

Source: Sugiyono, 2020

Multiple Linear Regression Analysis is used to measure or determine the linear relationship between two or more independent variables and the dependent variable. The coefficient of multiple determination aims to see the percentage of influence of the independent variables in the study. The formula for the coefficient of multiple determination used is:

\[ Kd = R^2 \times 100\% \]

Information:

\[ Kd = \text{Coefficient of determination} \]
\[ R^2 = \text{Square of the correlation coefficient} \]
FINDING AND DISCUSSION

The research location was conducted at PPLP Mapindo - Tabanan, which is located at Jalan Tukad Ayung No.18, Banjar Anyar, Kediri, Tabanan Regency, Bali. Training for students is a form of activity to foster the abilities and work skills of students at PPLP Mapindo - Tabanan, in relation to the study program being pursued. The training program will help students to more clearly understand a form of practical knowledge and its application, in order to improve the skills, abilities and attitudes needed in their work after completing their education. The training indicators in this study are based on the indicators by Mangkunegara (2019), namely: (1). Training Objectives; (2). Training Objectives; (3). Trainers (Instructors); (4). Training materials; (5). Training Methods; and (6). Training Participants.

Various types of Practical Labs in PPLP Mapindo - Tabanan, are learning environments where students carry out practical activities based on the educational program pursued. The learning environment will affect students in carrying out their activities, both directly and indirectly. The learning environment indicators in this study are based on the indicators by Sedarmayanti (2018), namely: (1). Lighting; (2). Air Temperature; (3). Air Cycle; (4). Noise; (5). Smell - Smell; (6). Color Layout; (7). Decor; (8). Security; (9). Work relationship; and (10). Learning Atmosphere.

Motivation to learn has an important role in encouraging students to study at PPLP Mapindo - Tabanan. Learning motivation can give strength to students to carry out learning activities well. The indicators of learning motivation in this study are based on the indicators by Uno (2018), namely: (1). There is desire and desire to succeed; (2). There is encouragement and need in learning; (3). There are hopes and aspirations for the future; (4). There is appreciation in learning; (5). There are interesting activities in learning; and (6). There is a conducive learning environment.

Students at PPLP Mapindo - Tabanan, when completing education and training will have a role as one of the resources in an organization. The competencies possessed by students at PPLP Mapindo - Tabanan are expected to fulfill what is required by their jobs in the hotel industry. Competency indicators in research are based on indicators by Hutapea and Thoha (2017), namely: (1). Knowledge; (2). Skills (Skills); and (3). Attitude.
Based on the background of research problems, theoretical studies and empirical studies, the research conceptual framework can be presented in the figure below:

![Research Conceptual Framework](https://mapindo.ejurnal.info/index.php/manajemen_pelayanan_hotel)

**PICTURE**

RESEARCH CONCEPTUAL FRAMEWORK
EFFECT OF TRAINING, LEARNING ENVIRONMENT AND LEARNING MOTIVATION OF STUDENT COMPETENCE IN PPLP MAPINDO – TABANAN
Testing the validity of questionnaire-shaped instruments is very important to do. Testing the validity of questionnaire-shaped instruments is very important to do to obtain valid and reliable research. Validity test has the meaning as a measure of how strong a tool performs its measuring function. Obtaining valid and reliable research. Validity test has the meaning as a measure of how strong a tool performs its measuring function. The reliability test is used to test the accuracy of the questionnaire measurement results which are closely related to the problem of trust. The results of the validity and reliability tests of the research instruments at PPLP Mapindo - Tabanan can be presented in the table below:

### TABLE
RECAPITULATION OF VALIDITY AND RELIABILITY TEST RESULTS

<table>
<thead>
<tr>
<th>NO</th>
<th>VARIABEL</th>
<th>KOEFISIEN RELIABILITAS</th>
<th>ITEM PERTANYAAN</th>
<th>KOEFISIEN KORELASI</th>
<th>KET.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Training (X1)</td>
<td>0,805</td>
<td>X.1.1</td>
<td>0,848</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>X.1.2</td>
<td>0,865</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>X.1.3</td>
<td>0,848</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>X.1.4</td>
<td>0,784</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>X.1.5</td>
<td>0,865</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>X.1.6</td>
<td>0,596</td>
<td>Valid</td>
</tr>
<tr>
<td>2</td>
<td>Learning Environment (X2)</td>
<td>0,781</td>
<td>X.2.1</td>
<td>0,606</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>X.2.2</td>
<td>0,832</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>X.2.3</td>
<td>0,846</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>X.2.4</td>
<td>0,615</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>X.2.5</td>
<td>0,882</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>X.2.6</td>
<td>0,786</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>X.2.7</td>
<td>0,846</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>X.2.8</td>
<td>0,781</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>X.2.9</td>
<td>0,684</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>X.2.10</td>
<td>0,717</td>
<td>Valid</td>
</tr>
<tr>
<td>3</td>
<td>Learning Motivation (X3)</td>
<td>0,780</td>
<td>X.3.1</td>
<td>0,692</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>X.3.2</td>
<td>0,574</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>X.3.3</td>
<td>0,668</td>
<td>Valid</td>
</tr>
</tbody>
</table>
Based on the table above, it shows that the correlation coefficient value of each research indicator has a correlation value greater than 0.3. This shows that all data on research indicators are declared valid. The reliability coefficient value (Crombach’s alpha) for the training variable is 0.805, the learning environment variable is 0.781, the learning motivation variable is 0.780 and the competence variable is 0.749 which has a value greater than 0.6. This shows that all data on the research variables are declared reliable.

Based on the results of the validity and reliability tests of the research instruments, it can be concluded that all research instruments used in this study were declared valid and reliable so that they could be used for further statistical analysis.

The results of classical assumption test are (1) Normality Test. The normality test aims to test whether the regression model on confounding or residual variables has a normal distribution or not. A good regression model has normal or close to normal data. The data is said to have a normal distribution, if the Asymp Sig coefficient (2-tailed ≥ alpha = 0.05 (Sujarweni, 2015). The process of calculating the normality test in this study was carried out using a tool in the form of the SPSS version 25.0 for Windows program through 2 tests, namely: the first test is to perform a standardized multiple lienier regression test and the results of the multiple liener regression are then carried out for the second test by carrying out a test called a nonparametric test. The results of the normality test can be presented in the table below:
### TABLE

**NORMALITY TEST RESULTS**

One-Sample Kolmogorov-Smirnov Test

<table>
<thead>
<tr>
<th>Unstandardized Residual</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Normal Parameters&lt;sup&gt;a,b&lt;/sup&gt;</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>0.0000000</td>
<td>0.74043602</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Most Extreme Differences</th>
<th>Absolute</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absolute</td>
<td>0.102</td>
<td>0.102</td>
<td>-0.073</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Statistic</th>
<th>Asymp. Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Statistic</td>
<td>0.094</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>0.200</td>
</tr>
</tbody>
</table>

<sup>a</sup> Test distribution is Normal.

<sup>b</sup> Calculated from data.

Based on the data from the table above, where the Asymp. Sig. (2-tailed) research of 0.2 is greater than 0.05, it can be concluded that all research data is normally distributed.

(2) **Multicollinearity Test.** is used to show that there is a linear relationship between the independent variables in the regression model. The assumptions or benchmarks used to determine the presence or absence of the independent variables in the regression model can be seen from the tolerance value and Variant Inflation Factor (VIF). If the tolerance value is greater than 10% and the Variant Inflation Factor (VIF) < 10, it indicates that there is no multicollinearity (Ghozali, 2018). The results of the multicollinearity test for each paired variable can be presented in the table below:
TABLE
MULTICOLLINEARITY TEST RESULTS X1, X2 AND X3

<table>
<thead>
<tr>
<th>Model</th>
<th>Collinearity Statistics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tolerance</td>
<td>VIF</td>
</tr>
<tr>
<td>1 (Constant)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td>.853</td>
<td>1.173</td>
</tr>
<tr>
<td>Learning Environment</td>
<td>.801</td>
<td>1.249</td>
</tr>
<tr>
<td>Learning Motivation</td>
<td>.791</td>
<td>1.265</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Competence

The results of the multicollinearity test in the table above show that the tolerance value for training variables is 0.835, the learning environment is 0.801 and learning motivation is 0.791 which is greater than 0.1. The results of calculating the VIF (Varian Inflation Factor) value for the training variable is 1.173, the learning environment is 1.249 and learning motivation is 1.265 less than 10. So it can be concluded that there is no multicollinearity between the independent variables in the regression model. (3) Heteroscedasticity Test is used to show that the variable variations are not the same for all observations. This test aims to test whether in the regression model there is an inequality of variance from one residual observation to another. Observations to see whether or not there is heteroscedasticity are carried out by the Glejser test which regresses the absolute residual value (AbsRes) on the independent variables. A good regression model is the absence of heteroscedasticity. The basis for decision making using the Glejser test is if the probability (sig. value) > 0.05 then H0 is accepted or if the probability (sig. value) < 0.05 then H0 is rejected. The results of the research heteroscedasticity test can be described in the table below:
### TABLE 5.12
HETEROSEDASTICITY TEST RESULTS WITH THE GLEJSER TEST

<table>
<thead>
<tr>
<th>Coefficientsa</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>1.497</td>
<td>.750</td>
<td>1.995</td>
<td>.052</td>
</tr>
<tr>
<td>Training</td>
<td>-.022</td>
<td>.025</td>
<td>-.141</td>
<td>-0.905</td>
</tr>
<tr>
<td>Learning Environment</td>
<td>.004</td>
<td>.015</td>
<td>.046</td>
<td>.283</td>
</tr>
<tr>
<td>Learning Motivation</td>
<td>-.023</td>
<td>.026</td>
<td>-.141</td>
<td>-0.871</td>
</tr>
</tbody>
</table>

The results of the heteroscedasticity test in table show that the significance value (sig) of the training variable has a sig value of 0.370; learning environment with a sig value of 0.778 and learning motivation with a sig value of 0.389 greater than 0.05 (5%). So it can be concluded that there is no heteroscedasticity in the regression model, so it is feasible to be used to predict student competence based on training input, learning environment and learning motivation.

The results of the statistical analysis of training variables, learning environment and learning motivation on the competence of students at PPLP Mapindo - Tabanan, can be described in the table below:
TABLE

STATISTICAL ANALYSIS RESULTS
THE INFLUENCE OF TRAINING, LEARNING ENVIRONMENT AND LEARNING MOTIVATION ON STUDENT COMPETENCE AT PPLP MAPINDO – TABANAN

<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>Independent Variable</th>
<th>R (Parsial)</th>
<th>R (Simultan)</th>
<th>B</th>
<th>β (Beta)</th>
<th>tcount</th>
<th>Sig t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence (Y)</td>
<td>Training (X1)</td>
<td>0,828</td>
<td></td>
<td>0,524</td>
<td>0,650</td>
<td>11,542</td>
<td>0,000</td>
</tr>
<tr>
<td></td>
<td>Learning Environment (X2)</td>
<td>0,537</td>
<td>0,936</td>
<td>0,091</td>
<td>0,118</td>
<td>3,240</td>
<td>0,002</td>
</tr>
<tr>
<td></td>
<td>Learning Motivation (X3)</td>
<td>0,653</td>
<td></td>
<td>0,297</td>
<td>0,362</td>
<td>6,192</td>
<td>0,000</td>
</tr>
</tbody>
</table>

R² = 0,876
Constanta = 1,236
tabel = (0,05: 46) = 1,6787

Based on the data obtained from the table above, the regression equation obtained is as follows:

\[ Y = a + b_1X_1 + b_2X_2 + b_3X_3 \]
\[ = 1,236 + 0,524X_1 + 0,091X_2 + 0,297X_3 \]

The results of the analysis of the multiple linear regression equation above, it can be explained that: (1) A constant of 1.236 means that if the value of the training, learning environment and learning motivation is 0 (zero), then the magnitude of the competency value of students at PPLP Mapindo - Tabanan is 12.36% (2) The regression coefficient of the training variable is 0.524 which means that if the training has increased by 1 point, then the competence of students at PPLP Mapindo - Tabanan will increase by 5.24%, where the other independent variables are considered constant; (3) The regression coefficient of the learning environment variable is 0.091 which means that if the learning environment increases by 1 point, the competence of students at PPLP Mapindo - Tabanan will increase by 0.91%, where the other independent variables are considered constant; (4) The regression coefficient of the learning motivation variable is 0.297 which means that if students' learning motivation
increases by 1 point, then the competence of students in PPLP Mapindo - Tabanan will increase by 2.97%, where the other independent variables are considered constant.

The table above also provides information regarding the level of strength of the relationship between the independent variable and the dependent variable, which can be described as follows: (1) The partial correlation coefficient of 0.828 means that there is a very strong relationship between training on the competence of students at PPLP Mapindo - Tabanan and (2) The partial correlation coefficient of 0.537 means that there is a moderate relationship between the learning environment and the competence of students at PPLP Mapindo - Tabanan. This can be because students realize that the limited facilities available are not an obstacle in increasing competence while attending training at PPLP Mapindo - Tabanan.

The partial correlation coefficient of 0.653 means that there is a strong relationship between learning motivation and the competence of students at PPLP Mapindo - Tabanan.

Training for PPLP Mapindo - Tabanan students is a form of activity to foster the ability and work skills of students, in relation to the study program being pursued. Training planning for students, aims to prepare students with specific knowledge and skills used in their work after completing education at PPLP Mapindo - Tabanan, so that there is alignment between the skills possessed and the skills needed to achieve organizational goals. The results of testing the hypothesis on the training variable (X1) show the value of the regression coefficient X1(b1) tcount = 11.542 > ttable (0.05 : 46) = 1.6787 and sig t = 0.000 (p<0.05) means that training has an effect on positive and significant towards the competency of PPLP Mapindo - Tabanan students.

Various types of Practical Labs on the Mapindo PPLP campus - Tabanan, are learning environments where students carry out practical activities based on the educational program pursued. The results of testing the hypothesis on the learning environment variable (X2) show the value of the regression coefficient X2(b2) tcount = 3.240 > ttable (0.05: 46) = 1.6787 and sig t = 0.002 (p <0.05) means that the environment learning has a positive and significant effect on the competency of PPLP Mapindo - Tabanan students.

Learning motivation has an important role in providing enthusiasm for learning based on pleasure and the desire to succeed because learning motivation can give strength.
to students to carry out learning activities properly. Students who have learning motivation, students will be able to carry out various kinds of learning activities, so that the learning objectives can be achieved. The results of testing the hypothesis on the learning motivation variable (X3) show the value of the regression coefficient X3(b3) tcount = 6.192 > ttable (0.05: 46) = 1.6787 and sig t = 0.000 (p <0.05) means that motivation learning has a positive and significant effect on the competence of students at the Mapindo PPLP-Tabanan.

The coefficient of determination (R²) is a value that is used to measure how far the model's ability to explain the variation of the dependent variable. Based on the results of data processing in table 5.12, it is known that the value of the coefficient of determination (R²) is 0.876 which means that the multiple regression model with independent variables namely training (X1), learning environment (X2) and learning motivation (X3) together, was able to explain the variation in the competency changes of Mapindo - Tabanan PPLP students, which was 87.6% while the remaining 12.4% was influenced by other variables not observed in this study, which were able to explain changes in the competence of Mapindo - Tabanan PPLP students.

CONCLUSION

Based on the results of the analysis and discussion described in the previous chapter in this study, the following conclusions can be obtained:

1. Training has a positive and significant effect on the competence of students at PPLP Mapindo - Tabanan
2. The learning environment has a positive and significant effect on the competency of PPLP Mapindo - Tabanan students
3. Learning motivation has a positive and significant effect on the competency of PPLP Mapindo - Tabanan students

SUGGESTION

There are several suggestions that can be submitted related to the results of this study, including:

1. Training participants who come from Public High Schools (SMU), should make a special program according to the study program, before participating in regular learning
2. Noise coming from outside the practice lab needs attention from academics and the need to raise awareness for students not to speak in a high tone of voice if they are around the practice lab.

3. Future research is expected to add research variables that affect student competence, such as organizational commitment, work enthusiasm, work discipline and work stress.

REFERENCES


