THE INFLUENCE OF LEADERSHIP AND TRAINING ON DIGITAL COMPETENCE MEDIATED BY MOTIVATION IN EMPLOYEES OF THE REPRESENTATIVE OFFICE OF BANK INDONESIA RIAU PROVINCE

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ABSTRACT

As technological developments accelerate the digitalisation of the financial sector, and to achieve high-performing and productive human resources, Bank Indonesia focuses on improving competencies, especially digital competencies. Currently there are HR training challenges that must be in line with digital megatrends and digital business processes. In addition, there is a need for leaders who are not static, but agile and highly committed to developing organisational transformation values. Bank Indonesia also needs to maintain employee motivation that can support the realisation of competent, professional and high-performing human resources. This study aims to analyse and examine the effect of leadership (X1) and training (X2) on digital competence (Y) mediated by motivation (Z) in employees of the Representative Office of Bank Indonesia Riau Province, with a quantitative approach, using saturated sampling technique to 50 employees and PLS-SEM data analysis tools. The results showed that (1) leadership has a negative and insignificant effect on digital competence, so it must be mediated by other variables to build employee awareness of the value of their work and strive for optimal competence; (2) leadership has a positive and significant effect on motivation; (3) training has a positive and insignificant effect on digital competence; (4) training has a positive and significant effect on motivation; (5) motivation has a positive and significant effect on digital competence; (6) leadership has a positive and significant effect on digital competence through motivation variables; and (7) training has a positive and significant effect on digital competence through motivation variables.

Keywords: Digital Competency, Leadership, Training, Motivation

INTRODUCTION

By strengthening the transformation to realize the vision of Bank Indonesia as a leading digital central bank that participate significantly to the national economy and is the best among Emerging Markets countries for Advanced Indonesia. (Bank Indonesia, 2023). To achieve this, one of the important things that must be done is to strengthen the digital competence of employees to a very high level and have positive motivation.

As an illustration of the demographic conditions of employees of the Riau Province Representative Office of Bank Indonesia according to December 2022 data, most employees are Generation Y (59.3%) and Generation Z (13%) whose adaptation and acceptance of digital work tools and business processes are considered quite good compared to Generation X (27.8%). And according to the 2022 Digital Capability Survey (DSDM, 2023), in general, employees have digital capabilities at a high level with an index of 4.919 (scale 6) with the distribution of some employees at the Very High level (42.55%) and most other employees (57.45%) are still at the Low, Medium and High levels so that it is urgent to increase the

digital competence of employees to optimize digital devices in their work. The importance of employee digital competence at the Very High level is also based on the increasing challenges of Bank Indonesia's current duties.

Some research gaps that form the basis of research, such as Kurniawan et al (2020) show that transformational leadership variables affect the work motivation of Bank Jatim Situbondo employees, and research by Marwansyah & Oemar (2015) confirms that leadership affects the motivation of employees of Bank OCBC NISP Pekanbaru Office. Research by Sandy et al (2022) shows that training has a significant effect on the competence of employees of PT Bank Jatim Gresik, and research by Hendriani et al (2013) confirms that training program variables have a significant influence on the competence of employees of PT Bank Riau Kepri, Pekanbaru Head Office Branch.

Furthermore, this study aims (1) to analyze the effect of leadership on employee digital competence, (2) to analyze the effect of leadership on employee motivation, (3) to analyze the effect of training on employee motivation, (4) to analyze the effect of training on employee digital competence, (5) to analyze the effect of motivation on digital competence of employees, (6) to analyze the effect of leadership on digital competence mediated by motivation, (7) to analyze the effect of training on digital competence mediated by employee motivation.

Literature Review

Digital Competency
The definition of digital competence according to Ferrari et al (2012) is a set of knowledge, skills, abilities, attitudes, strategic awareness required when using ICT or digital media to perform tasks; convey; manage information; behave with an ethical and responsible manner; collaborate; create and share content and knowledge to work, participate, learn, socialize, empower, and consumerism.

According to Ferrari et al (2012) the dimensions of digital competence are divided into 7 areas, namely (a) information management, (b) collaboration, (c) communication (d) content and knowledge creation, (e) an ethics and responsibility, (f) evaluation and get problem solving, and (g) technical operations, i.e. using technology and media to perform tasks through digital devices.

Motivation
Stephen R. Robbins & Mary Counter (1999: 50) in Suwatno & Priansa (2014: 171) explain that motivation is a willingness a person to carry out high efforts to achieve organizational goals conditioned by the ability of efforts to meet certain individual needs. In his book Suwatno & Priansa (2014: 178-179) regarding the ERG Theory motivation theory by Clyton Alderfer which explains that motivation can be in the form of (1) Existence, (2) Relatedness, and (3) Growth.

Leadership
Bass (1990) defines transformational leadership as a leader who wants to develop followers' potential, value system and high motivation and good morality (Insan, 2019: 15). Transformational leadership reflects a participatory leadership attitude that is not only able to motivate and move the organization vertically and horizontally, but also realize an organizational capacity that is always have agility in every situation (Bank Indonesia, 2020). According to Bass (1990) the transformational process can be seen through a number of leadership behaviors, with namely idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Insan, 2019: 17).

Training
 To assess the effectiveness of training, one can use The New World Kickpatrick Model which aims to ensure all limited resources can have impact on the organization (Kickpartrick, 2021). This model consists of (1) Level 1 Reaction, which is the extent to which participants find the training fun, interesting and relevant to work, (2) Level 2 Learning, which is the extent to which participants acquire the desired to get knowledge, skills, attitudes, confidence and commitment based on participation in learning; (3) Level 3 Behavior, which is the extent to which participants apply what they learn during training when they return to the workplace. (4) Level 4 Results, which assesses the extent to which the targeted results can be achieved from the previous learning process.

## METHOD, DATA, AND ANALYSIS
Research Model
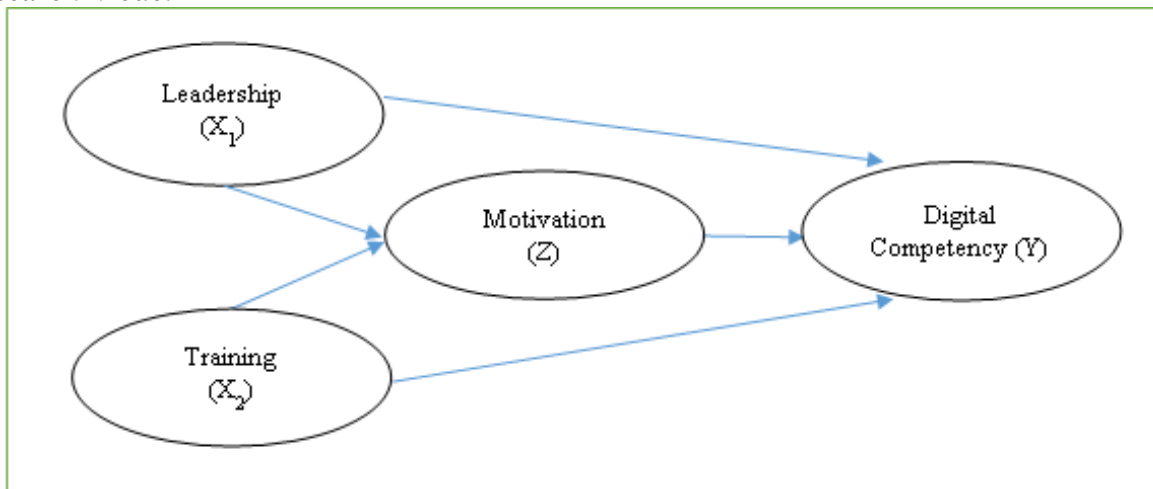
References: Ferrari et al (2012), Suwatno & Priansa (2014: 178-179), Bass (1990), Kickpatrick (2021)

This study uses a quantitative approach, which was conducted at the Riau Province Representative Office of Bank Indonesia. With a population of 50 employees, the sampling technique used is nonprobability sampling technique with saturated sampling, where all members of the population as samples (census). The data analysis with SEMPLS uses the SmartPLS 4 application.

In this study, respondents filled out a questionnaire that had been prepared by the researcher and distributed online. The questionnaire questions contain 63 questions, each of which represents an item or indicator of each variable, namely digital competence (Y) 21 items, motivation (Z) 15 items, leadership (X1) 12 items and training (X2) 15 items. For data processing, according to Abdillah & Jogiyanto (2015: 193-211) in PLS-SEM there are two model evaluations used, namely the outer model and inner model.

RESULT AND DISCUSSION

Measurement Model (Outer Model)
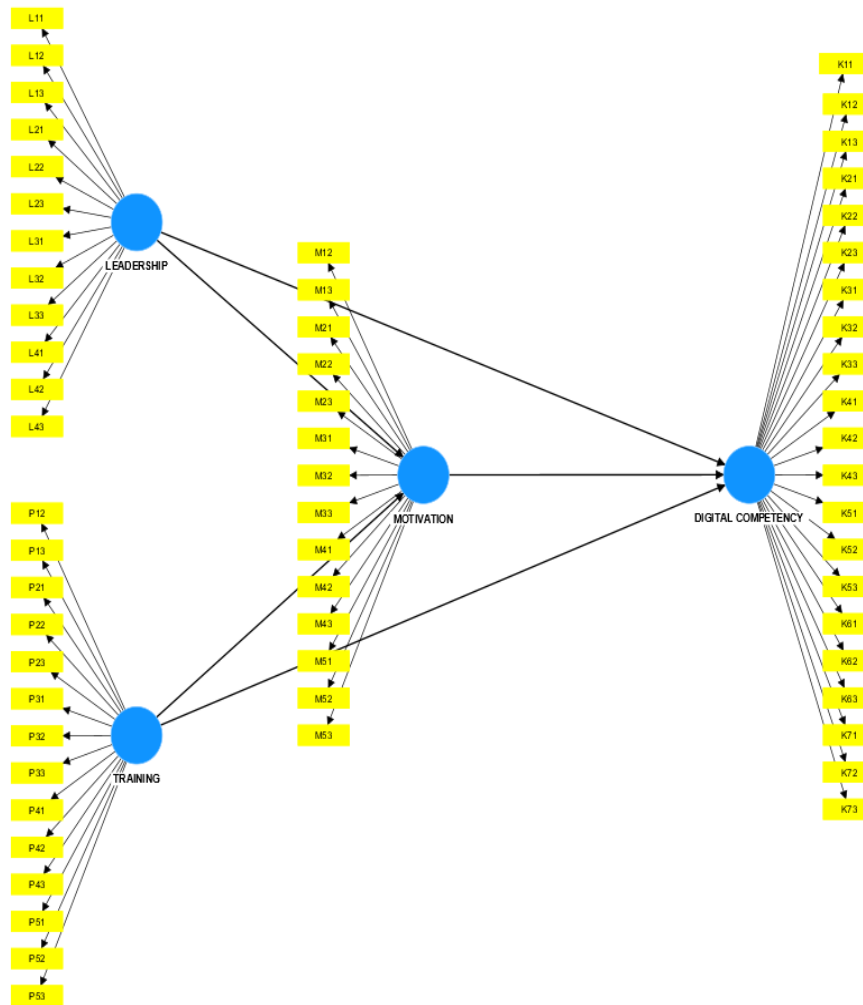
Source: SmartPLS 4 processed data, 2023

Table 1. Outer Loading Data

	Outer loadings		Outer loadings
K11 <- DIGITAL COMPETENCY	0.505	L41 <- LEADERSHIP	0.809
K12 <- DIGITAL COMPETENCY	0.649	L42 <- LEADERSHIP	0.849
K13 <- DIGITAL COMPETENCY	0.628	L43 <- LEADERSHIP	0.800
K21 <- DIGITAL COMPETENCY	0.661	M12 <- MOTIVATION	0.765
K22 <- DIGITAL COMPETENCY	0.664	M13 <- MOTIVATION	0.763
K23 <- DIGITAL COMPETENCY	0.622	M21 <- MOTIVATION	0.782

K31 <- DIGITAL COMPETENCY	0.732		M22 <- MOTIVATION	0.827
K32 <- DIGITAL COMPETENCY	0.746		M23 <- MOTIVATION	0.880
K33 <- DIGITAL COMPETENCY	0.822		M31 <- MOTIVATION	0.698
K41 <- DIGITAL COMPETENCY	0.788		M32 <- MOTIVATION	0.698
K42 <- DIGITAL COMPETENCY	0.811		M33 <- MOTIVATION	0.744
K43 <- DIGITAL COMPETENCY	0.807		M41 <- MOTIVATION	0.769
K51 <- DIGITAL COMPETENCY	0.856		M42 <- MOTIVATION	0.666
K52 <- DIGITAL COMPETENCY	0.826		M43 <- MOTIVATION	0.807
K53 <- DIGITAL COMPETENCY	0.831		M51 <- MOTIVATION	0.855
K61 <- DIGITAL COMPETENCY	0.646		M52 <- MOTIVATION	0.834
K62 <- DIGITAL COMPETENCY	0.692		M53 <- MOTIVATION	0.817
K63 <- DIGITAL COMPETENCY	0.653		P12 <- TRAINING	0.841
K71 <- DIGITAL COMPETENCY	0.735		P13 <- TRAINING	0.820
K72 <- DIGITAL COMPETENCY	0.779		P21 <- TRAINING	0.832
K73 <- DIGITAL COMPETENCY	0.755		P22 <- TRAINING	0.923
L11 <- LEADERSHIP	0.835		P23 <- TRAINING	0.897
L12 <- LEADERSHIP	0.886		P31 <- TRAINING	0.868
L13 <- LEADERSHIP	0.855		P32 <- TRAINING	0.827
L21 <- LEADERSHIP	0.819		P33 <- TRAINING	0.891
L22 <- LEADERSHIP	0.827		P41 <- TRAINING	0.857
L23 <- LEADERSHIP	0.832		P42 <- TRAINING	0.782
L31 <- LEADERSHIP	0.876		P43 <- TRAINING	0.777
L32 <- LEADERSHIP	0.893		P51 <- TRAINING	0.850
L33 <- LEADERSHIP	0.755		P52 <- TRAINING	0.768
			P53 <- TRAINING	0.919

Source: SmartPLS 4 processed data, 2023

Table 2. Construct Reliability and Validity Data

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
DIGITAL COMPETENCY	0.955	0.960	0.959	0.532
LEADERSHIP	0.961	0.970	0.966	0.701
MOTIVATION	0.950	0.952	0.956	0.610
TRAINING	0.970	0.973	0.973	0.719

Source: SmartPLS 4 processed data, 2023

From the table, convergent validity meets the AVE > 0.5 requirement. The reliability test is also fulfilled where all Cronbach alpha values > 0.6 and composite reliability > 0,7.

Table 3. Cross-Loading Data

	Digital Competency	Leadership	Motivation	Training
K11	0,505	0,439	0,491	0,339
K12	0,649	0,384	0,526	0,379
K13	0,628	0,421	0,532	0,397

K21	0,661	0,303	0,600	0,481
K22	0,664	0,252	0,572	0,399
K23	0,622	0,398	0,522	0,415
K31	0,732	0,378	0,673	0,405
K32	0,746	0,334	0,617	0,405
K33	0,822	0,349	0,722	0,518
K41	0,788	0,390	0,730	0,529
K42	0,811	0,625	0,781	0,709
K43	0,807	0,599	0,774	0,608
K51	0,856	0,494	0,781	0,534
K52	0,826	0,499	0,786	0,660
K53	0,831	0,580	0,802	0,687
K61	0,646	0,292	0,532	0,421
K62	0,692	0,542	0,654	0,579
K63	0,653	0,581	0,648	0,554
K71	0,735	0,477	0,610	0,482
K72	0,779	0,406	0,704	0,430
K73	0,755	0,439	0,661	0,408
L11	0,384	0,835	0,486	0,619
L12	0,378	0,886	0,473	0,587
L13	0,387	0,855	0,482	0,602
L21	0,387	0,819	0,496	0,615
L22	0,414	0,827	0,525	0,563
L23	0,462	0,832	0,589	0,728
L31	0,626	0,876	0,706	0,694
L32	0,471	0,893	0,546	0,633
L33	0,745	0,755	0,720	0,559
L41	0,429	0,809	0,518	0,614
L42	0,642	0,849	0,731	0,641
L43	0,460	0,800	0,528	0,616
M12	0,735	0,368	0,765	0,463
M13	0,755	0,410	0,763	0,444
M21	0,600	0,701	0,782	0,713
M22	0,770	0,588	0,827	0,554
M23	0,802	0,647	0,880	0,601
M31	0,650	0,451	0,698	0,532
M32	0,529	0,678	0,698	0,629
M33	0,722	0,486	0,744	0,609
M41	0,647	0,535	0,769	0,624
M42	0,626	0,583	0,666	0,540
M43	0,758	0,466	0,807	0,601
M51	0,778	0,550	0,855	0,612
M52	0,774	0,620	0,834	0,693
M53	0,739	0,555	0,817	0,624
P12	0,741	0,735	0,752	0,841
P13	0,611	0,538	0,708	0,820
P21	0,535	0,647	0,636	0,832
P22	0,557	0,670	0,666	0,923
P23	0,612	0,678	0,676	0,897
P31	0,593	0,661	0,629	0,868

P32	0,663	0,578	0,726	0,827
P33	0,539	0,730	0,634	0,891
P41	0,604	0,696	0,639	0,857
P42	0,475	0,592	0,514	0,782
P43	0,396	0,543	0,441	0,777
P51	0,555	0,673	0,625	0,850
P52	0,519	0,463	0,543	0,768
P53	0,616	0,633	0,657	0,919

Source: SmartPLS 4 processed data, 2023

From the cross-loading table above, it is known that all loading of manifest variables (indicators) is higher than the cross-loading numbers of other constructs in the study. Thus, there is no discriminant validity problem in the parent construct and the discriminant validity requirements are met.

Structural Model (Inner Model)

Table 4. Collinearity Statistics Data (VIF)

	VIF
LEADERSHIP -> DIGITAL COMPETENCY	2.515
LEADERSHIP -> MOTIVATION	2.271
MOTIVATION -> DIGITAL COMPETENCY	2.583
TRAINING -> DIGITAL COMPETENCY	2.985
TRAINING -> MOTIVATION	2.271

Source: SmartPLS 4 processed data, 2023

According to Sarstedt et al (2021) the VIF value > 3 indicates collinearity between the set of predictor constructs -> from the table above all VIF numbers are below 3 so there is no multicollinearity problem between variables in this PLS test.

Table 5. R-Square Data

	R-square	R-square adjusted
DIGITAL COMPETENCY	0.824	0.813
MOTIVATION	0.613	0.596

Source: SmartPLS 4 processed data, 2023

The coefficient of determination or R2 value with the R2 value rule of 0.75, 0.50, and 0.25 is considered substantial (high), moderate (medium) and weak, respectively (Henseler et al, 2009; Hair et al, 2011) according to the explanation of Sarstedt et al (2021). from the table above, then:

- The R-Square value of Digital Competence is 0.824 and adjusted R-Square is 0.813, which means that the constructs of Leadership, Training and Motivation have an influence on Digital Competence of 0.813 or 81.3% ☺ because the R-Square and Adjusted R-Square values are above the 0.75 reference, the influence caused is Substantial (strong).
- The R-Square value of Motivation is 0.613 and adjusted R-Square is 0.596, which means that the Leadership and Training constructs have an influence on Motivation of 0.596 or 59.6% ☺because the R-Square and Adjusted R-Square are above the reference of 0.50 and below 0.75, the influence is Moderate (medium).

Tabel 6. Data f-square

	f-square
LEADERSHIP -> DIGITAL COMPETENCY	0.014
LEADERSHIP -> MOTIVATION	0.107
MOTIVATION -> DIGITAL COMPETENCY	1.906
TRAINING -> DIGITAL COMPETENCY	0.003
TRAINING -> MOTIVATION	0.315

Source: SmartPLS 4 processed data, 2023

From the f-square data above, it can be assessed that:

- Leadership → Digital Competence with f-square 0.014 means that leadership has very little or no effect on the digital competence variable (f-square 0.014 is below the reference of 0.02 but close to 0.02).

- Leadership → Motivation with f-square 0.107 means that leadership has a weak influence on the motivation variable (f-square in the range of 0.02 to 0.15)

- Motivation → Digital Competency with f-square 1.906 means that motivation has a strong effect on the digital competency variable (f-square above the reference of 0.35)

- Training → Digital Competence with f-square 0.003 means that training has very little or no effect on the digital competence variable (f-square below the reference of 0.02).

- Training → Motivation with f-square 0.315 means that training has a moderate influence on the motivation variable (f-square in the range 0.15 to 0.35).

Table 7. Path Coefficients Data

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
LEADERSHIP -> DIGITAL COMPETENCY	-0.078	-0.072	0.143	0.546	0.585
LEADERSHIP -> MOTIVATION	0.307	0.321	0.111	2.765	0.006
MOTIVATION -> DIGITAL COMPETENCY	0.930	0.937	0.094	9.902	0.000
TRAINING -> DIGITAL COMPETENCY	0.041	0.038	0.123	0.334	0.739
TRAINING -> MOTIVATION	0.526	0.527	0.140	3.761	0.000

Source: SmartPLS 4 processed data, 2023

Table 8. Specific Indirect Effect Data

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
TRAINING -> MOTIVATION -> DIGITAL COMPETENCY	0.489	0.491	0.136	3.607	0.000
LEADERSHIP -> MOTIVATION -> DIGITAL COMPETENCY	0.286	0.302	0.113	2.521	0.012

Source: SmartPLS 4 processed data, 2023

PLS Predict Test

Table 9. Predictive Relevance Data

	Q²predict
DIGITAL COMPETENCY	0,390
MOTIVATION	0,547

Source: SmartPLS 4 processed data, 2023

In the evaluation of Predictive Relevance (Q2predict), the reference Q^2 value of 0.02 represents a low predictive effect size, a value of 0.15 represents a medium predictive effect size, and a value of 0.35 represents a strong predictive effect size. From the table above, information is obtained that:
- the Q²predict value of the digital competency variable is 0.390 or greater than zero, thus indicating the PLS path model has a strong predictive relevance for the digital competency construct (Q²predict > 0.35).
- the Q²predict value for the motivation variable is 0.547 or greater than zero, thus indicating the PLS path model has strong predictive relevance for the motivation construct (Q²predict > 0.35).

Discussion

The Influenceof Leadership on Digital Competence

From the descriptive statistical data and the results of PLS-SEM testing, information is obtained regarding several leadership indicators that are considered to show conditions that are not optimal for leadership functions, such as focus on individual abilities (indicator L41), direct communication (indicator L42) and encouraging employees to develop new ways of working (indicator L32). This means that leaders have not fully focused on the individual abilities of subordinates in providing assignments. In addition, the direct communication carried out by the current leadership is not fully effective and building of strong engagement and also considered not optimal in encouraging employee new ways of working that are more creative and innovative.

This condition shows that there is still a need to strengthen the role or function of leaders in carrying out all functions in organizational management effectively, as the theory of Hornby and Thomas (1989) explained by Chouhan et al (2014) that "competency is the ability to perform effectively the functions associated with management in a work situation". Or in other words, the effectiveness of functions in the management of an organization is closely related to leadership.

It is not optimal for leaders to directly influence employee competence, not a weakness but a signal that leadership must be supported by other variables that encourage changes in employees to work better according to standards and targets. As explained by Insan (2019: 12-13) that transformational leadership is the ability of leaders to change the work environment, work motivation, work patterns and work values perceived by subordinates so as to optimize performance to achieve organizational goals.

In general, these conditions are in line with Bank Indonesia's transformational leadership strategy, where leadership is also carried out through strengthening work culture which is applied to the pillars of BI Innovation, BI Digital, BI Achievement and BI Religion. The four pillars will encourage the growth of employee motivation and engagement in the process of change in the work unit, and will be reflected in the focus of Green Culture, Hybrid Working and Digital Transformation behaviors. The outcomes that

will be obtained from this work culture include competent and professional human resources according to the role played by each employee.

The Influence of Leadership on Motivation

From the descriptive statistical data and the results of PLS-SEM testing, information is obtained regarding several leadership indicators that are considered to have a positive effect on the growth of employee motivation for the better, including indicators of pride from subordinates (indicator L11), indicators of being a role model (indicator L12), indicators of trust from subordinates (indicator L13), indicators of a clear vision and mission (indicator L21), and indicators of inspiration for subordinates (indicator L22), where the five indicators show that in general employees assess the leadership has been able to apply effective behaviors in their leadership duties, especially in the idealized influence and inspirational motivational dimensions.

Some of the following can be evidence that leader of the work unit has carried out effective leadership to motivate employees to work with the best performance, including employees actively involved in coordinating and building networks with stakeholders in the Regional Government in supporting the implementation of Bank Indonesia's duties because they see that the leadership is also very concerned in building networks and good relations with many regional stakeholders (the leadership becomes a role model). In addition, at the beginning of each year, the leadership shares information about the vision of work unit changes and performance targets to be achieved in the next year (the leadership has a clear vision and mission), so that employees understand and become more prepared with the performance targets that will be given by the leadership.

This condition shows the magnitude of the influence of leadership on the birth of employee motivation to carry out their duties and work better. This is in accordance with the leadership theory conveyed by Insan (2019: 1) that leadership is a person's ability to influence and motivate others to do something according to common goals.

The Influence of Training on Digital Competency

From the descriptive statistical data and the results of PLS-SEM testing, it is several training indicators are considered to have a positive effect on employee digital competence, including adding new skills (indicator P12), working more easily (indicator P13), being able to solve problems (indicator P23), working according to procedures (indicator P41), focus at work (indicator P51), and efficient resources (indicator P53). However, there are still several training indicators that are considered not optimal in their achievement, such as indicators of choosing the right work method (indicator P21), understanding the work methods carried out (indicator P22), meeting performance targets (indicator P42), being able to deal with pressure (indicator P43), and working according to targets (indicator P52), which means that employees who have not optimally obtained changes after attending training Thus, the changes shown by employees have directly affected the improvement of employee digital competence, but not yet significant to a very high level of digital competence.

In theory, Suwatno and Priansa (2014: 118) explain that training is a systematic change of knowledge, skills, and attitudes that continues to increase by each employee to realize the goals that the organization wants to achieve in meeting the desired HR standards. This is possible, among others, because employees only get changes in the knowledge and/or attitude aspects of using digital devices, while skills or technical abilities have not shown an increase in digital competence to a higher level.

The Influence of Training on Motivation

From the descriptive statistical data and the results of PLS-SEM testing, it is known that several training indicators are considered to have a positive effect on employee motivation, including indicators of confidence in work (indicator P31), proactive indicators (indicator P32), and having clear targets (indicator P33). This shows that after attending training in general, employees have shown confidence in carrying out their work duties, although there are still a small number of employees who are not fully proactive and have clear targets so that they still need to be improved because these indicators provide a very important correlation or role in achieving training objectives.

The results of this study show that the training run by Bank Indonesia is directly able to foster better motivation to employees. Or in other words, training is able to encourage an increase in positive employee motivation in carrying out their duties. This is also in accordance with the opinion of Feriyanto and Triana (2015: 87) that one of the elements that can drive employee motivation is through employee development, where employees are given experience and opportunities to advance, as a strong stimulus for employees to work harder and more passionately. The training program is a form of employee development to provide the supplies and competencies needed by employees at work.

The Influence of Motivation on Digital Competence

From the descriptive statistical data and the results of PLS-SEM testing, it is known that several motivation indicators are considered to have a positive effect on employee digital competence, including indicators of adopting digital devices (indicator M22), indicators of accepting new challenges (indicator M23), indicators of optimizing potential (indicator M31), indicators of thinking of new ways (indicator M32), indicators of working effectively and efficiently (indicator M33), so this shows that in general employees have been able to show behavior that reflects positive motivation for each of these indicators and increasing overall employee motivation.

This condition is in accordance with the explanation of Suwatno and Priansa (2014: 170) that in doing work, every employee needs motivation in himself so that there is a spirit or enthusiasm at work Silaen et al (2021: 61-63) also explain that there are several factors that influence competence, one of which is motivation as a factor in competence that can change a person, for example encouragement and appreciation to employees can have a positive effect on the employee's motivation.

The Infleunce of Leadership on Digital Competence mediated by Motivation

From the descriptive statistical data and PLS-SEM testing results, it is known that several leadership indicators are considered to have a positive effect on digital competence through motivation variables, including indicators that encourage creativity (indicator L31), indicators that develop new ways of working (indicator L32), and indicators that provide learning opportunities (indicator P33). These three indicators show that in general employees assess that the leadership has shown the behavior of the Intellectual stimulation by influencing employees to be more creative, developing new ways of working and providing learning opportunities, although it is still necessary to strengthen the leadership function for developing new ways of working and providing learning opportunities.

After leaders provide influence and encouragement to employees, it will foster positive employee motivation, including indicators of leaders encouraging creativity will build employees' creative spirit so that employees become more enthusiastic about working, adopting digital devices and accepting new challenges. Then the indicators of leaders developing new ways of working will encourage employees to

get used to thinking about new ways of working, optimizing potential and prioritizing effective and efficient principles. Meanwhile, the indicator of leaders providing learning opportunities will encourage growth motivation so that employees are eager to increase their capacity, have a desire to learn and achieve work achievements by using digital devices.

With the influence of leadership variables mediated by motivation, it indirectly increases the ability or competence of employees, which among others is shown such as the creative spirit will be shown by the ability of employees who can solve problems with digital media, the encouragement to optimize potential to achieve the ability to access applications and work in a timely and efficient manner. In addition, growth motivation allows employees to adopt digital applications, create content and make digital media a learning medium.

The Influence of Training on Digital Competency mediated by Motivation

From the descriptive statistical data and PLS-SEM testing results, it is known that several training indicators are considered to have a positive effect on digital competence through motivation variables, including indicators of being able to solve problems (indicator P23), indicators of confidence in working (indicator P31), and indicators of focus at work (indicator P51). After attending training, employees get changes in carrying out their duties with a feeling of being able to solve problems encountered, more confident and focused at work. Besides that, employees being more agile and willing to apply new work styles, showing existence and expanding relationships and enjoying learning to continue to add skills in mastering digital devices.

With the influence of training variables mediated by motivation, it indirectly increases employee digital competence, including agility will encourage employees to be able to solve work problems with digital media (problem solving dimension). The motivation will encourage employees to demonstrate the ability to communicate online (partnership dimension), connect with others and build interactions (collaboration dimension). The motivation will encourage employees to act and organize information effectively (personal empowerment dimension), carry out technical operations and utilize resources efficiently (resource efficiency dimension) and use digital devices to increase knowledge (tech-adoption dimension).

The results showed that the training carried out at employee was able to build good motivation for employees to show the desire, attitude, behavior or actions that encourage employees to follow learning optimally. With motivation, employees are able to apply the results of training appropriately and correctly, become agile, creative, innovative, and dare to show their existence so that indirectly in the end employees can increase the level of digital competence to a higher level.

CONCLUSION

1. Leadership has a negative and insignificant effect on digital competence because the leadership at the top management level currently carried out cannot have a direct influence on employees to work optimally.
2. Leadership has a positive and significant effect on employee motivation because the current leadership has been able to foster pride and trust from subordinates, and leaders are also able to provide inspiration and role models for their subordinates.
3. Training has a positive and insignificant effect on digital competence because employees have gained new skills in the use of digital devices and applications, work more easily and efficiently, focus more on work and are able to solve problems.

4. Training has a positive and significant effect on motivation because by attending training, employees can feel more confident in completing their tasks and work.

5. Motivation has a positive and significant effect on the digital competence employees because employees can have the awareness and desire to work more effectively and efficiently, be able to increase employee resilience in facing various challenges and new assignments, dare to adopt digital tools and think of new ways.

6. Leadership has a positive and significant effect on digital competence through motivation variables, because the transformational leadership carried out has been able to encourage increased motivation which indirectly affects employee digital competence levels.

7. Training has a positive and significant effect on digital competence through motivation variables because the training obtained by employees has been able to encourage increased motivation which indirectly affects the improvement of digital competence.

8. One of the limitations in this study is that it only provides an analysis of the influence of top-level leadership (top management) in the position of work unit leader on employee digital competence. researchers suggest that further research can examine further for the middle and first levels.

9. To improve employee digital competence, researchers assess that there is still a need to strengthen the role of leaders in carrying out all functions in management effectively, including encouraging the growth of creativity, developing new ways of working and still paying attention to fairness in learning opportunities and experience equally.

10. In addition, it is suggested that leaders can focus more on employee abilities when giving assignments, and continue to improve more effective direct communication to support employee engagement, for example through joint sports activities or regular and scheduled casual chat sessions between leaders and subordinates.

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