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Analysis of the Interaction Between Responsible Leadership and Perceived Training Benefits on Planner Ability

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ABSTRACT

World issues related to SDGs, this training is a solution to overcome global challenges. The First Functional Training of Expert Planners at LPPM Unhas and Pusbindik latren Bappenas increased the capacity of Indonesian expert planners. Previous research only focused on one variable, such as Perceived Training Benefit (PTB) or Responsible Leadership (RL), without considering the interaction of variables and their influence on planner competence. This research proposes a comprehensive pseudo-moderation model to investigate the relationship between PTB, RL, and Planning Competency (KP) in an e-learning context. The research design used quantitative analysis of online surveys and interviews and pseudo-moderation was carried out using multiple linear regression. The Responsible Leadership (Z) variable has a significant influence on the Planner Competence (Y) variable with a regression coefficient of 1.096. Perceived Training Benefit (X) does not have a significant influence on the Planner Competence variable (Y). There is a positive interaction between Perceived Training Benefit (X) and Responsible Leadership (Z) which influences the Planner Competence (Y) variable. The beta coefficient value for Responsible Leadership (Z) is 0.724, indicating that RL has the strongest positive influence on the dependent variable. The interaction between Perceived Training Benefit (X) and Responsible Leadership (Z) has the most significant influence on the dependent variable. This research contributes to LPPM Unhas and other organizations that organize planner training to increase the effectiveness of their training. By understanding the factors that influence PTB and KP, organizations can design training programs that are more effective and relevant to planners' needs.

Keywords*: SDGs; Responsible Leadership (RL); Perceived Training Benefit (PTB); Planner competency (KP)*

INTRODUCTION

World issues related to SDGs, this training is one solution to overcome various challenges faced by countries in the world (Johannes et al., 2022; Saputra, 2020). One of the needs for training in Indonesia is competent planners, with the need continuing to increase with a target of 100,000 planners (Rulinawaty et al., 2022). However, only around 30,000 planners have sufficient competence (Bappenas, 2024). With training activities for planners, they will contribute to appropriate community services and improve the organization's reputation in order to improve sustainable communication and career path recommendations (Dani & Syaifullah, 2023; Pradana, Hariastuti, et al., 2023; Pradana, Luh, et al., 2023)

LPPM UNHAS, through PPKP, organized the First Functional Expert Planner

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Training (2021-2023) to support HR planning and SDGs in Indonesia. Collaboration with Pusbindiklatren Bappenas emphasizes the importance of this training in increasing the capacity of first expert planners. In this context, the analysis uses PTB and RL as critical instruments. This training supports the need for competent planners, presents the latest information, facilitates the exchange of experiences and encourages motivation. Strategically, this annual agenda supports the quality of planning and achievement of the national agenda, reducing the risk of sub-optimality in scientific development, disparities between regions, barriers to the exchange of information, and a decline in the performance of planners.

Studies (Susetyo et al., 2023), the first functional training of expert planners was effective in increasing competency by 78.7% and resulted in a new evaluation model with 5 levels. Studies (Susetyo et al., 2017), to improve the quality of Bappenas planners, the conditions obtained are training management and teachers (42%) and the need for achievement (38%). Studies (Arif Budi Setiawan & Adianto, 2020), The development of the competence of the Rokan Hulu Bappeda planning apparatus has not been optimal. Constraints include coordination between agencies and budget limitations (47%). Findings (Pertiwaningsih & Utama, 2023), The unemployment rate in North Jakarta has risen drastically from 58,554 (2020) to 92,219 (2021), so training programs are a great opportunity. Studies(Amalia, 2020), revealed that perceptions of training places (X1) and perceptions of organizational support (X2) have a positive and significant effect on employee organizational commitment (Y) at BDK Banjarmasin with a contribution of 30%. With targeted training programs and adequate organizational support can increase employee organizational commitment. Findings(Susetyo et al., 2017), positive influence 8.975 times (tcount) between work motivation and the quality of Bappenas planners (significant with sig 0.000 < 0.05). Findings(Rahayu & Wiwik Robiatul Adawiyah, 2023), the level of training motivation increased by 62.3% and training support by 58.7% on employee task performance.

Studies (Bitterová et al., 2014), A survey of 93 school principals highlighted the need for key competencies in school management, such as motivation, learning environment, task delegation and team leadership. It is important to establish an appropriate training program. Studies (Gençer & Samur, 2016), leadership style and technological competence of the leader. As a result, leadership style cannot predict the leader's technological competence.

Studies (Müller et al., 2024), Mapped 4 models of leaders in digital transformation with specific skills (for example: innovator, integrator, pioneer, pacesetter). This is important for selection or development of digital leadership.Findings(Schiuma et al., 2024), the rise of digital transformation means 6 competencies need to be improved. Findings (Passarelli et al., 2024), Expert consensus (80.5% - 95.6%) on 129 physician trainer competencies, including specific coaching, understanding the health context, coaching theory, etc. A critical step toward standardization and certification of physician trainers. Findings (Null & Delmotte, 2024), Westinghouse's Global Competency model increases HR cost

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efficiency by X% and accelerates talent development.

Findings (Xiao et al., 2024), proposed the importance of responsible leadership for employee green behavior (80%) through continuous change motivation. Findings (Özkan et al., 2023), responsible leadership can increase employee morale (promotive voice) of 392 five-star hotel employees in Turkey. Studies(Haider et al., 2022), leadership is responsible (positive) for knowledge sharing (teachers & staff, 295 respondents). The university culture (moderator) strengthens the relationship. Studies (Cyfert et al., 2022), energy dynamics are triggered by environmental and stakeholder pressures (187 energy managers/experts and psychological empowerment has a significant impact of up to 34% on work flexibility. Findings (Szczepańska-Woszczyna, 2015), responsible leadership (RL) in Poland is still new (post 1989) compared to other countries (100 years). This study examines the influence of RL on Human Resource Management (HR) in developing countries. Findings(Younas et al., 2023), A survey of 307 business leaders (68% response rate) shows that responsible leadership is effective in encouraging employee environmentally friendly behavior (green behaviors).

Findings (Gutierrez et al., 2024), the positive correlation of 361 workers shows the importance of professionalism. Findings (Merenda et al., 2023), a case-based interactive euthanasia training program effectively increased dairy farm workers' knowledge (average score increase 0.26 - 0.64). Young and less experienced groups need to be prioritized for training. Studies(Willem Menzemer et al., 2024), Online surveys (323 respondents) and interviews (28 people) revealed that fire evacuation training was effective in increasing preparedness (correlation of quality training with preparedness). Findings (Zhou et al., 2023), the average professional benefit score of nurses was 142.4 (from a range of 33.0-165.0) between strategy and coherence. Findings(Siddiqi et al., 2024), tourism managers and NGOs have different success metrics (NGO 33%, operator 33%). Findings (Romero-Elías et al., 2024), a 6-month motivational exercise program can increase physical activity adherence in colon cancer patients (n=16) and have a positive impact on their psychology and behavior.

Most previous research only focused on one variable, such as Perceived Training Benefit (PTB) or Responsible Leadership (RL), in relation to planner competency. This does not consider interactions between variables and their influence on planner competence in a comprehensive manner. Research on PTB, RL, and planner competency in Indonesia is still relatively small. This limits understanding of the context and dynamics that occur in Indonesia. Preliminary research uses various research methods, such as qualitative, quantitative, and mixed-methods. This makes comparison of research results difficult and less conclusive. Research on PTB, RL, and planner competency in the e-learning context is still missing. This is important to learn because e-learning is becoming an increasingly popular training method. This research proposes a comprehensive pseudo-moderation model to investigate the relationship between Perceived Training Benefit (PTB), Responsible Leadership (RL), and Planning Competency (KP) in the e-learning

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context. This model considers the interactions between the variables PTB, RL, and KP, which allows a deeper understanding of how these variables influence each other and contribute to improving planner competence. This research goes further by innovating a moderating variable, namely Responsible Leadership (RL). RL is not only positioned as a moderating variable, but also as an independent variable. This allows researchers to directly examine how RL can influence the relationship between PTB and KP.

This research aims to explore the relationship between Perceived Training Benefit (PTB) and Planning Competency, with Responsible Leadership (RL) as a moderator variable. PTB is defined as the trainee's perception of the benefits they feel the training has on their knowledge, skills and abilities. Planner Competency (KP) refers to the level of planners' ability to carry out planning tasks effectively and efficiently. RL is defined as responsible leader behavior, such as accountability, integrity, and commitment to employee development.

This study contributes to LPPM Unhas and other organizations that organize planner training to increase the effectiveness of their training. By understanding the factors that influence PTB and KP, organizations can design training programs that are more effective and relevant to planners' needs. By understanding the role of PTB and RL, planners can be more active in the training process and get maximum benefit from the training they participate in. Competent planners can make better decisions, complete tasks more efficiently, and be more innovative. This can ultimately increase the productivity and profitability of the organization.

This study builds a new theoretical model that details the relationships between PTB, KP, and RL. This model has the potential to enrich research and support the development of more sophisticated interventions to improve KP. With increased KP, organizations can increase efficiency, innovation, and better decisions, resulting in significant increases in productivity and profitability. From a scientific perspective, this research complements the literature related to PTB and RL, and presents an important contribution to practical and theoretical understanding in management training and planner development.

METHODOLOGY

Research Design and Research Location.

The research design uses quantitative with numerical analysis related to the competency of planners in training at LPPM Unhas through filling out closed questionnaires. The quantitative method uses associative causality to determine the level of contribution of the Perceived Training Benefit, Responsible Leadership and Planner Competence variables with partial, simultaneous and pseudo-moderation contributions in the Agenda which is carried out through e-learning via the Planning Information and Electronic Learning System (SIPENA) on August 8 2022 – September

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23, 2022.

Population And Sampling. The research population includes junior planner training participants from all study programs/institutions/centers in tertiary institutions that partner with Pusbindiklatren Bappenas. The sample, consisting of 23 participants, was selected through a purposive sampling technique from PPKP-LPPM UNHAS, representing various ministries and regional governments.

Reasearch And Instruments.

This study utilizes primary data collection methods through closed questionnaires and secondary data from scientific articles on human resource management from the late national and international journals. The questionnaire includes the variables Perceived Training Benefit, Responsible Leadership, and Planner Competence with a Likert scale of 1-5.

Operational Variables

Table 1. Operational Variables

No.	Variable	Question Items	Code	Source
1	Perceived Training Benefit (X)	Facilities support professional learning. Competent facilitators, quality materials. Effective training program, real simulation. Social engagement in training. Post-training benefits. Collaboration between consultants and academics.	PTB1 PTB2 PTB3 PTB4 PTB5 PTB6	(Amalia, 2020) Items 1 and 2 (Siddiqi et al., 2024) items 3 and 4 (Zhou et al., 2023) items 5 and 6
2	Responsible Leadership (Z)	Leaders prioritize people. Leader communication is good. Dynamic training program. Awards for contributors. Sustainable vision and mission. Efficient work behavior.	RLD 1 RLD 2 RLD 3 RLD 4 RLD 5 RLD	(Xiao et al., 2024)Items 1, 2 and 3 (Younas et al., 2023)items 4,5 and 6

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			6	
3	Planner Competency (Y)	Comprehensive evaluation of competencies. Impact of responsibilities on members. Effective learning environment. Monitor, evaluate training. HR management for training. Identify development needs. Internal development program.	PCP1 PCP2 PCP3 PCP4 PCP5 PCP6 PCP7	(Susetyo et al., 2023)Items 1 and 2 (Bitterová et al., 2014)items 3,4,5,6 and 7

Data Analysis Techniques.

This research focuses on the validity of the data and model. The instrument was tested using the IBM SPSS for Windows 21 program, with a calculated r value of at least 0.349 for instrument validity and the Cronbach's Alpha method for reliability (≥0.400). Multiple linear regression analysis was used to examine the relationship between variables, with the classic assumption of multicollinearity (VIF ≤10, Tolerance ≥0.1). The t and f statistical tests are used to assess the influence of the independent variable on the dependent variable, with t count > 2.045 and f t count > 3.295 to accept the alternative hypothesis (H1-H4), with the regression equation used is Y = a + b1X1+ e and Y = a + b1X1 + b2Z + e, which will be designed 3 models. The interaction test evaluates the influence of pseudo moderating variables by comparing the coefficients of the model determinants. This is important to determine whether Responsible Leadership (Z) weakens or strengthens Perceived Training Benefit (X1).

Pseudo Moderation Hypothesis Model

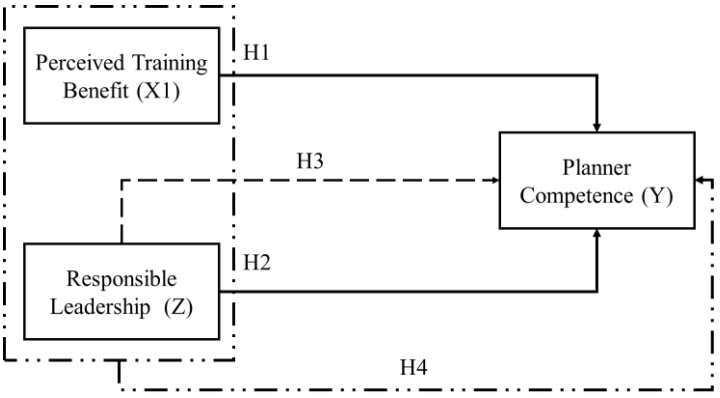

Figure 1. Research Conceptual Framework

Hypothesis Modeling

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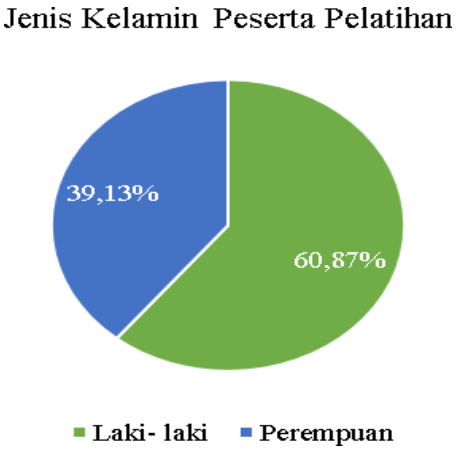
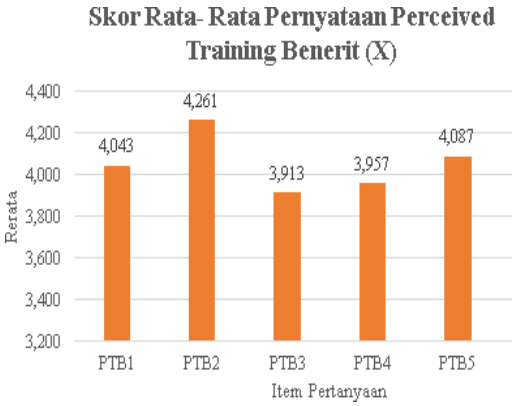
H1: Perceived Training Benefits contribute to Planner Competence H2:Responsible Leadership contributes to Planner Competence
H3:Responsible Leadership moderates the perceived Training Benefit's contribution to Planner Competence
H4: Perceived Training Benefit and Responsible Leadership contribute to Planner Competence.

RESULT AND DISCUSSION

Result





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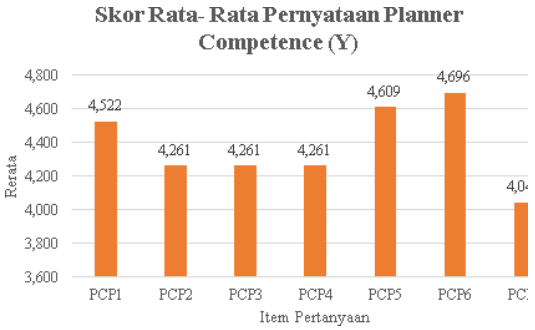

The results of the analysis show that the average scores for training facilities (4.043 for PTB1 and 3.565 for PTB6) and facilitators (4.261 for PTB2) indicate sufficient satisfaction. However, there is room for improvement in training simulations (3,913 for PTB3) and collaboration with consultants and academics (3,565 for PTB6). The post-training benefits (3,957 for PTB4 and 4,087 for PTB5) were quite felt. Leadership aspects show commitment to sustainability (RLD1 and RLD2), good communication (RLD2), human resource development (RLD3 and RLD4), clear vision and mission (RLD5), and effective work behavior (RLD6). Male gender dominates (60.87%). Suggestions for improvement include improving the quality of training simulations and collaboration with consultants as well as further recognition of HR contributions.

Table 2. Validation and Reliability Testing

No.	Code	Pearson Correlation	Table	cisio n	Cronbac h Alpha	Standard Cronbach Alpha	Decision
1	PTB1	0.747	0.349	Valid	0.677	0.400	High Reliability
	PTB2	0.711	0.349	Valid			
	PTB3	0.652	0.349	Valid			
	PTB4	0.432	0.349	Valid			
	PTB5	0.579	0.349	Valid			
	PTB6	0.610	0.349	Valid			
2	LD 1	0.900	0.349	Valid	0.865	0.400	High Reliability
	LD 2	0.908	0.349	Valid			
	LD 3	0.863	0.349	Valid			
	RLD 4	0.769	0.349	Valid			
	LD 5	0.700	0.349	Valid			
	LD 6	0.847	0.349	Valid			

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3	PCP1	0.804	0.349	Valid	0.859	0.400	High Reliability
	PCP2	0.772	0.349	Valid			
	PCP3	0.840	0.349	Valid			
	PCP4	0.559	0.349	Valid			
	PCP5	0.526	0.349	Valid			
	PCP6	0.774	0.349	Valid			
	PCP7	0.908	0.349	Valid			

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The analysis shows a strong relationship between the Responsible Leadership (RLD) and Perceived Training Benefit (PTB) dimensions, with the highest correlation between RLD1 and PTB1 (0.900). However, the relationship between RLD and Planner Competence (PCP) tends to be lower. RLD overall had a higher correlation with PTB than with PCP, confirming the dominant role of responsible leadership in enhancing training benefits. All dimensions have Cronbach Alpha values above 0.677, indicating high internal reliability. RLD stands out as the most dominant dimension, due to its strong correlation with PTB and high Cronbach Alpha values. Good leader communication and dynamic training programs can increase the benefits of training.

Table 3. ***Classical Assumptions of the Multicollinearity Approach***

Variable	Tolerance	Tolerance Standards	VI F	VIF Standard	Decision
Perceived Training Benefit (X)	0.601	>0.100	1,663	<10,000	Multicollinearity
Responsible Leadership	0.601	>0.100	1,663	<10,000	Multicollinearity
Perceived Training Benefit (X)*Responsible Leadership	1,000	>0.100	1,000	<10,000	Multicollinearity

Activation of the classic assumptions of the multicollinearity approach uses a deviation table computation to provide stable values according to tolerance standards > 0.1000 and VIF < 10,000. Multicollinearity analysis shows that all variables have adequate Tolerance and VIF values (Tolerance > 0.100 and VIF < 10.000), so there are no significant multicollinearity problems in this regression model.

Table 4. Model 1 Partial Test

Model	Variable	B	Error	Tcount	Table	Significance	Decision
1	Constant	13,219	4,311	3,067		0.006	
	Perceived Training Benefit (X)	0.732	0.176	4,156	2,045	0,000	Alternative hypothesis 1 is accepted

Model 1 is a constant, namely 13.219. This value shows the predicted value of the dependent variable (Y) when all independent variables (X) are equal to zero. The highest value is the regression coefficient for the Perceived Training Benefit (X)

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variable, namely 0.732. This value shows that every one point increase in Perceived Training Benefit will increase the dependent variable (Y) by an average of 0.732 points. The smallest value is the p value, which is 0.000. This value shows that there is a significant statistical relationship between Perceived Training Benefit and Planner Competence (Y) at a significance level of 0.05.

Table 5. Model 2 Partial Test

Model	Variable	B	Error	Tcount	Table	Significance	Decision
1	Constant	-2,834	2,821	-1,005		0.327	
	ceived Training Benefit (X)	0.152	0.109	0.1387	2,045	0.181	ative hypothesis 1 is rejected
2 2	Responsible Leadership (Z)	1,096	0.130	8,404	2,045	0,000	Alternative hypothesis 2 is accepted

The dominant value in the model is the Responsible Leadership (Z) variable with a regression coefficient of 1.096. This value shows that one unit increase in the Responsible Leadership (Z) variable will increase the Planner Competence (Y) variable by 1,096 units. The t-calculated value for Responsible Leadership (Z), namely 8.404. This value is much greater than the t-table (2.045) with a significance level of 0.000. This shows that Responsible Leadership has a statistically significant influence on the dependent variable. The significance value for Perceived Training Benefit (X), namely 0.181. This value is greater than the commonly used significance level (0.05). This shows that Perceived Training Benefit does not have a statistically significant influence on Planner Competence (Y). Alternative hypothesis 1 which states that Perceived Training Benefit has a positive influence on the dependent variable is rejected. Alternative hypothesis 2 which states that Responsible Leadership has a

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positive influence on the dependent variable is accepted.

Table 6. Model 3 Partial Test

Model	Variable	B	Error	Tcount	Table	Significance	Decision
3	Constant	8,267	2,515	3,287		0.004	
	Perceived Training Benefit (X)	-0.598	0.167	-3,583	2,045	0.002	Alternative hypothesis 1 is accepted
	Responsible Leadership	0.724	0.086	0.591	2,045	0,000	Alternative hypothesis 2 is accepted
	Perceived Training Benefit (X)*Responsible Leadership	0.025	0.006	4,530	2,045	0,000	Alternative hypothesis 3 is accepted

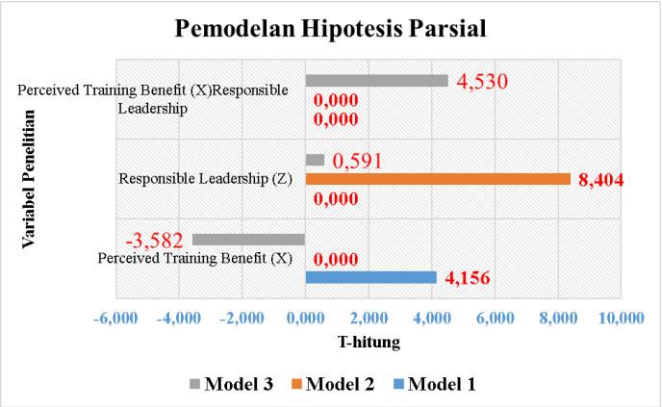

Figure 2. Partial Hypothesis Modeling

The dominant value in this regression model is the Responsible Leadership (RL) variable with a beta coefficient value of 0.724. This shows that RL has the strongest positive influence on the dependent variable (not shown in the table). The highest absolute value is the calculated t value for the Perceived Training Benefit (PTB)*Responsible Leadership (RL) variable, namely 4.530. This value shows that the interaction between PTB and RL has the most significant influence on the dependent variable. The smallest value is the significance value for all independent variables (PTB, RL, and PTB*RL), namely 0.000. This value shows that all independent variables have a significant influence on the dependent variable at a significance level of 0.05. Alternative hypothesis 1: Accepted. This means that PTB has a negative influence on the dependent variable. Alternative hypothesis 2: Accepted. This means

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that RL has a positive influence on the dependent variable. Alternative hypothesis 3: Accepted. This means that there is a positive interaction between PTB and RL, where the influence of PTB on the dependent variable becomes stronger with increasing RL values.

Table 7. Simultaneous Hypothesis Modeling

No	Variable	Fcount	Ftable	Significance	Decision
1	Perceived Training Benefit (X)*Responsible Leadership	72,569	3,295	0,000	Alternative hypothesis 4 is accepted
2	Perceived Training Benefit (X)*Responsible Leadership	1,205 ,477	3,295	0,000	Alternative hypothesis 4 is accepted

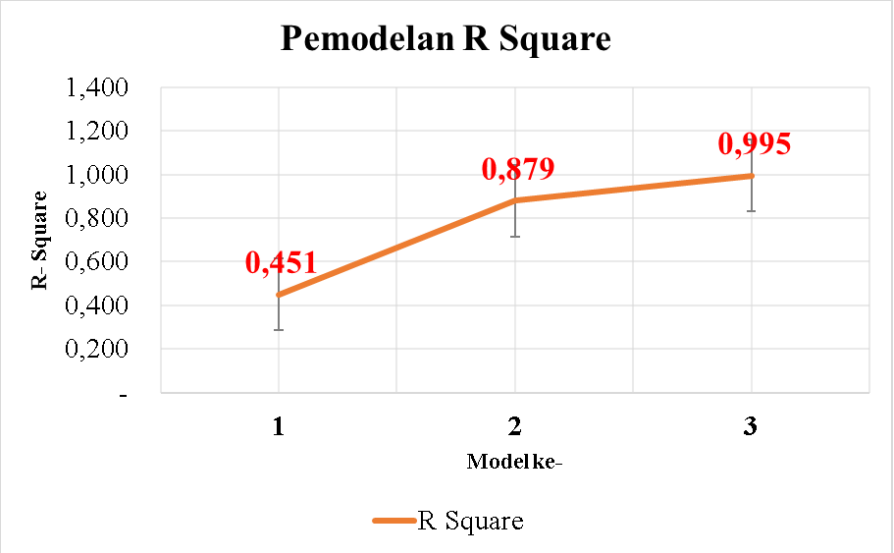

Figure 3. R Square Modeling

The highest R Square value is Model 3 (0.995), followed by Model 2 (0.879) and Model 1 (0.451). This shows that Model 3 has the best ability in explaining variations in Perceived Training Benefit and Responsible Leadership contributing to Planner Competence compared to Model 1 and Model 2. The R Square value represents the proportion of variations in Perceived Training Benefit and Responsible Leadership contributing to Planner Competence. The higher the R value Square, the better the model's ability to explain the relationship between variables.

Disccusion

Perceived Training Benefit contributes to Planner Competence. Correlation analysis and partial test, a positive and significant relationship was

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revealed between Perceived Training Benefits (X) and Planner Competence (Y), with a high correlation coefficient and significant p-value ($p < 0.05$). Confirmation of the internal reliability of variables X and Y is shown by good Cronbach Alpha values. The F test on Model 1 confirmed the overall significance of the regression model ($p < 0.05$). The significant regression coefficient for Perceived Training Benefit (X) ($p < 0.05$) shows its positive impact on Planner Competence (Y). This confirms that increasing the Perceived Benefits of Training can increase Planner Competency. Strategies such as improving training facilities, developing facilitator competency, and developing relevant training programs can be implemented to maximize the benefits of training in increasing planner competency.

This study is in line with(Rahayu & Wiwik Robiatul Adawiyah, 2023), that although Perceived Training Benefit was not tested directly, this research shows that Perceived Motivation for Training and Perceived Support for Training have a positive influence on Task Performance. This indicates that Perceived Training Benefit most likely also has a positive influence on Task Performance. Studies(Hidayah et al., 2021), Perceived Reciprocal Benefit (X2) of 0.202 is greater than 0.05. A p-value greater than 0.05 indicates that there is not enough evidence to reject the null hypothesis (H0) which states that there is no relationship.Implementation strategies that can be implemented include improving the quality of training facilities, strengthening facilitator competence, designing effective training programs, increasing social involvement in training, ensuring post-training benefits, increasing collaboration with consultants and academics, developing a comprehensive evaluation system, and managing human resources. effective, designing internal training development programs, and in line with previous study findings in accordance with (Hidayah et al., 2021) And (Rahayu & Wiwik Robiatul Adawiyah, 2023). This research provides evidence that the Perceived Benefits of Training can improve Planner Competence. This suggests that it is important to design and implement training programs that provide perceived benefits to participants. Perceived benefits can increase participant motivation and engagement, which in turn can lead to increased competence.

Responsible Leadership contributes to Planner Competence. Partial test analysis shows that there is a significant positive influence of Responsible Leadership (Z) on Planner Competency (Y) ($p < 0.000$). These findings confirm that responsible leadership has a strong contribution in increasing planner competence. Strategies to increase Planner Competency through Responsible Leadership involve increasing transparency, accountability, participation and collaboration in the work environment. Leaders must also reinforce organizational values, provide training and professional development, and provide rewards and recognition to employees. This will motivate employees to improve their performance and achieve better competencies. Therefore, the alternative hypothesis which states the positive influence of Responsible Leadership on Planner Competency is accepted based on the

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findings from Model 2 Partial Test (B = 1.096, p < 0.000).This study is closely related to (Bastidas et al., 2023), city leaders need to have new competencies. These competencies include digital & technical skills, governance & management, and ethical and responsible innovation. This research identifies the lack of a holistic framework for assessing these competencies, and offers a multidisciplinary approach to address them.

Responsible Leadership moderates the Perceived Training Benefit's contribution to Planner Competence. Responsible Leadership's moderation of the relationship between Perceived Training Benefit and Planner Competency is the focus. Regression analysis shows a significant negative effect of Perceived Training Benefit on Planner Competency (p < 0.002), which indicates that the benefits of training do not directly strengthen planner competence. On the other hand, Responsible Leadership has a positive and significant influence on Planner Competency (p < 0.000), indicating the important role of responsible leadership in increasing planner competence. The interaction between Perceived Training Benefit and Responsible Leadership is also significant (p < 0.000), indicating that Responsible Leadership can moderate the negative influence of Perceived Training Benefit on Planner Competency. In a practical context, this highlights the importance of the role and interaction of Responsible Leadership in maximizing the benefits of training for increasing planner competence.This study is in line with (Hafner & Sun, 2021), This research shows that effective leadership in a crisis involves a variety of activities, such as, Making quick and responsive decisions. Communicate the decision to the public clearly. Have a clear vision and goals. Building community trust and cooperation. Invite the community to take joint action. Effective communication is an important key in crisis leadership. This research uses the case of New Zealand which is considered successful in handling the Covid-19 crisis.

Perceived Training Benefit and Responsible Leadership contribute to Planner Competence. This research investigates the factors that influence Planner Competency (Y), namely Perceived Training Benefit (X) and Responsible Leadership (Z). The research results show that Perceived Training Benefit (X) has a negative effect on Planning Competence (Y) (B = -0.598, p = 0.002), indicating that positive perceptions of training benefits do not directly increase planning competence. On the other hand, Responsible Leadership (Z) has a positive effect on Planning Competency (Y) (B = 0.724, p = 0.000), meaning that responsible leadership increases planning competence. Furthermore, the interaction between Perceived Training Benefit (X) and Responsible Leadership (Z) shows a positive influence (B = 0.025, p = 0.000), indicating that responsible leadership can moderate the negative relationship between Perceived Training Benefit (X) and Planner Competence (Y). Strategies to mitigate the negative impact of Perceived Training Benefit (X) and harness the positive impact of Responsible Leadership (Z) include building effective and relevant training programs, ensuring maximum benefits from training, encouraging the

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application of knowledge and skills, increasing transparency and accountability, fostering participation and collaboration, strengthening organizational values, providing professional development and training, and offering recognition and rewards. This model shows that Perceived Training Benefit and Responsible Leadership can explain most of the variation in Planner Competency, with a significant contribution from the interaction of these two variables.

CONCLUSION AND RECOMMENDATION

Perceived Training Benefit (PTB) directly has a negative impact on Planner Competency (PC), indicating that a positive view of the benefits of training does not automatically increase planner competence. However, Responsible Leadership (RL) shows a significant positive influence on PC, indicating the important role of responsible leadership in increasing planner competence. RL also plays a role in moderating the relationship between PTB and PC, with the potential to reduce the negative impact of PTB and optimize the benefits of training in improving PC. The high R Square value of Model 3 (0.995) confirms that PTB and RL are able to explain most of the variation in PC.

The analysis found a significant theoretical contribution in the relationship between Perceived Training Benefit (X), Responsible Leadership (Z), and Planner Competence (Y). These findings strengthen the understanding of the importance of the perceived benefits of training and responsible leadership in improving planner competency. This contribution supports theories related to the positive influence of training on performance, as well as the importance of leadership in optimizing the benefits of training. Additionally, interactions between variables offer new insight into how training and leadership influences may moderate each other to influence planner competency. This contribution provides a theoretical foundation for the development of more effective training and leadership practices in improving organizational performance.

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