The Effect of Work Motivation, Education and Training on Employee Performance

Korason Cici Manutilaa
Universitas Pattimura; Ambon, Indonesia
E-Mail: cmanutilaa@gmail.com

Agusthina Risambessy
Universitas Pattimura; Ambon, Indonesia
E-Mail: risambessyagusthina68@gmail.com

Ferdy Leuhery
Universitas Pattimura; Ambon, Indonesia
E-Mail: ferdyleuhery12@gmail.com

Submitted:
17 MAY 2024

Accepted:
28 AUGUST 2024

ABSTRACT

The importance of education and training for employees in any institution lies in the fact that an employee or staff member must contribute their best to the organization. Education and training are provided to each employee to maintain their competence. This study aims to analyze and explain the influence of education and training on employee performance, with work motivation as a mediating factor. The research was conducted at the Wokam Village Office, Kepulauan Aru District, using a saturated sampling technique, with a total sample of 30 individuals. The data analysis method used was Path Analysis. The results of the study demonstrate that education has a significant impact on employee performance. Training significantly affects employee performance. Education significantly influences work motivation. Training significantly impacts employee performance. Work motivation has a significant effect on employee performance. Education significantly affects employee performance when mediated by work motivation. Training significantly affects employee performance when mediated by work motivation.

Keywords*: Education, Training, Work Motivation, Employee Performance*

ABSTRAK

Pentingnya pendidikan dan pelatihan bagi pegawai pada lembaga manapun karena tugas seorang pegawai atau karyawan harus memberi kontrbusi terbaik bagi perusahaan. Pendidikan dan pelatihan diberikan untuk setiap pegawai adar kompetensinya terpelihara. Penelitian ini bertujuan untuk menganalisis dan menjelaskan pengaruh antara Pendidikan dan Pelatihan Terhadap Kinerja Pegawai Motivasi Kerja Sebagai Mediasi. Objek penelitian dilakukan pada Kantor Desa Wokam Kecamatan Kepulauan Aru, metode penentuan sampel menggunakan tehnik Sampel jenuh dengan jumlah sampel 30 orang. Metode analisa data menggunakan Path Analysis. Hasil penelitian membuktikan bahwa pendidikan berpengaruh signifikan terhadap kinerja pegawai. Pelatihan berpengaruh signifikan terhadap kinerja pegawa. Pendidikan berpengaruh signifikan terhadap motivasi kerja. Pelatihan berpengaruh signifikan terhadap kinerja pegawai. Motivasi kerja berpengaruh signifikan terhadap kinerja pegawai. Pendidikan berpengaruh signifikan terhadap kinerja pegawai dimediasi, oleh motivasi kerja. Pelatihan berpengaruh signifikan terhadap kinerja pegawai dimediasi oleh motivasi kerja.

Kata kunci: *Pendidikan, Pelatihan, Motivasi Kerja, Kinerja Karyawan*

JIMKES

Jurnal Ilmiah Manajemen Kesatuan
Vol. 12 No. 5, 2024
pp. 2051-2062
IBI Kesatuan
ISSN 2337 – 7860
E-ISSN 2721 – 169X
DOI: 10.37641/jimkes.v12i5.2532

INTRODUCTION

In an organization, human resources are needed to be the driving force in every job that will be done. The organization in this case is the Manpower and Transmigration Service of Maluku Tengah Regency which is required to improve the quality and capabilities of human resources. Education and training, can be said to be the main factors in improving the quality of civil servant human resources or in other words, are the most effective policy tools in improving the performance of a bureaucratic organization. Government Regulation Number 101 of 2000 concerning Civil Servant Education and Training states that education and training for Civil Servants/Apparatus includes: (1) Structural/Leadership Training, namely training carried out to achieve civil servant leadership competencies according to level, (2) Functional Training, namely training carried out to achieve competency requirements according to the type and level of each functional position; and (3) Technical Training, namely training carried out to achieve technical competency requirements needed to carry out tasks.

Work Motivation is a driving force that causes an employee to be willing and ready to mobilize their abilities in forming expertise and skills, their energy and time to carry out various activities that are their responsibility and fulfill their obligations in order to achieve organizational goals (Kusdarianto et al., 2023; Arin et al., 2021). Performance is the result of work in terms of quality and quantity achieved by an employee in carrying out their duties in accordance with the responsibilities given to them (Mangkunegara & Prabu, 2013). Previous research by Ulfa et al. (2024), The Influence of Education and Training on the Performance of Employees of the Janeponto Regency Inspectorate, this study examines education and training on the performance of motivational employees as a mediating variable. Witari (2023), the influence of education and training and internal communication on employee performance using multiple linear regression. This study examines education and training on the performance of motivational employees as a mediating variable does not examine internal communication using PLS analysis. Rosyidah et al. (2024), in his research entitled The Influence of Education and Workload on Employee Job Satisfaction at PT. Telkom Group Palopo Branch, this study does not examine workload and job satisfaction but education and training, work motivation and performance (Arifin et al., 2023).

Based on several empirical studies above, if examined, these variables are considered closer to the conditions of the Desa Wokam apparatus, Kepulauan Aru Regency, which is a government institution at the village level that has a major role in providing services to the community. Along with the development of science and information technology which is now a problem that must be faced by Village apparatus because of the lack of employee skills in completing work due to the uneven level of education they have and the lack of training activities that must be followed by employees to help the adequacy of Village apparatus knowledge. There are often complaints from the public because the service is not smooth due to limited knowledge in the service operation process, work motivation also has an important role but without good knowledge it is not possible to complete knowledge as soon as possible. This is very much understood by the apparatus itself, it needs the attention of the agency to improve, so researchers are interested in studying the Influence of Education and Training on Employee Performance Work Motivation as a Mediation in Wokam Village Apparatus, Kepulauan Aru District.

The formulation of the problem is: Does education affect work motivation in Wokam Village Apparatus, Kepulauan Aru District? Does training affect work motivation in Wokam Village Apparatus, Kepulauan Aru District? Does education affect the performance of the apparatus in Wokam Village Apparatus, Kepulauan Aru District? Does training affect the performance of the apparatus in Wokam Village Apparatus, Kepulauan Aru District? Does work motivation affect the performance of the apparatus in Wokam Village Apparatus, Kepulauan Aru District? Does education affect the performance of the apparatus through work motivation in Wokam Village Apparatus, Kepulauan Aru District? Does training affect the performance of the

apparatus through work motivation in Wokam Village Apparatus, Kepulauan Aru District.

LITERATURE REVIEW

Operational Definition is an explanation that specifically and clearly describes the variables used in the study, including how the variables are measured or observed (Sa'adah, 2021). This definition aims to avoid ambiguity and ensure that all parties involved in the study understand the variables in the same way. According to Sugiyono (2016) Research variables are attributes or characteristics of people or objects that have certain variations determined by the study to be studied and conclusions drawn. The variables used in this study are exogenous variables. Independent variables are variables that affect other variables in relation to the problem being studied. Exogenous variables in this study include Education (X1 and Training (X2). Other variables in this study are Endogenous Variables, variables that are influenced by other variables in relation to the problem being studied. Endogenous variables in this study are employee performance (Y) and mediating variables, which explain how or why two other variables are related. The mediating variable in this study is Work Motivation (Z).

Education Variable (X1) is defined as a deliberate effort, either directly or indirectly, to achieve better performance. The indicators include formal education and non-formal education, measured by a Likert scale. Training Variable (X2) refers to a short-term educational process that helps non-managerial employees learn technical knowledge and skills. The indicators consist of readiness for training, training environment, training methods, and evaluation of training results, also measured by a Likert scale. Work Motivation (Y1) is defined as the drive to act based on direction, intensity, and persistence in achieving tasks, with indicators of physiological needs, safety needs, social belonging, self-esteem, and self-actualization. Performance Variable (Y) is a description of the level of achievement of the program being implemented. According to Bernardin & Russel (2001), performance is measured through six main criteria: quality, quantity, timeliness, cost-effectiveness, need for supervision, and interpersonal impact, all of which are also measured using a Likert scale.

Inferential statistics are statistics related to data analysis (samples) to then draw conclusions (inferences) that are generalized to all subjects from which the data is taken (population) (Agustianti et al., 2022; Wibowo & Putri, 2023). This method is used to test the relationship between variables with Path Analysis. Partial Least Square (PLS) analysis is a powerful analysis method because it is not based on many assumptions. PLS as a data analysis technique with SmartPLS software version 3. This PLS method has its own advantages, namely: Data does not have to be multivariate normally distributed (Indicators with categorical, ordinal, interval to ratio scales can be used in the same model) and the sample size does not have to be large. Although PLS is used to confirm theory, it can also be used to explain whether or not there is a relationship between latent variables. PLS can also analyze constructs formed with reflective indicators and formative indicators. PLS has two indicator models, namely the Reflective Indicator Model and the Formative Model. The Reflexive Indicator Model, often called the principal factor model where the covariance of indicator measurements is influenced by the latent construct or reflects the variation of the latent construct. And in the reflective model, the unidimensional construct is depicted in an ellipse with several arrows from the construct to the indicator, this model hypothesizes that changes in the latent construct affect changes in the indicator. While the Formative Model, this model does not assume that the indicator is influenced by the construct but assumes that all indicators affect a single construct.

The steps of data analysis and structural equation modeling using Partial Least Squares (PLS) software include several stages. First, designing a Structural Model (Inner Model), which describes the relationship between latent variables based on substantive theory. The design of this model is based on the formulation of the problem or research hypothesis. Second, designing a Measurement Model (Outer Model), which defines

how each indicator block relates to the latent variable. This design determines the nature of the indicators of each latent variable, whether reflective or formative, based on the operational definition of the variable. Third, the path diagrams are converted to equation systems, where the basic equation models of the inner model and outer model are converted into mathematical equations involving latent variables and their indicators. Fourth, Estimation: Weight, Path Coefficients, and Loading are carried out using the least squares method. Estimation includes weight estimates to calculate latent variables, path coefficients between latent variables, and loadings between latent variables and their indicators. The iteration process will stop if the convergence condition is achieved. Fifth, Goodness of Fit Evaluation is measured using R^2 for the dependent latent variable, and Q^2 predictive relevance to assess how well the observed values are generated by the model and its parameter estimates. Finally, Hypothesis Testing (Resampling Bootstrapping) is performed using the bootstrap method, which allows analysis without requiring the assumption of a normal distribution or large sample. Hypothesis testing is performed using the t-test, and the results are evaluated based on the p-value.

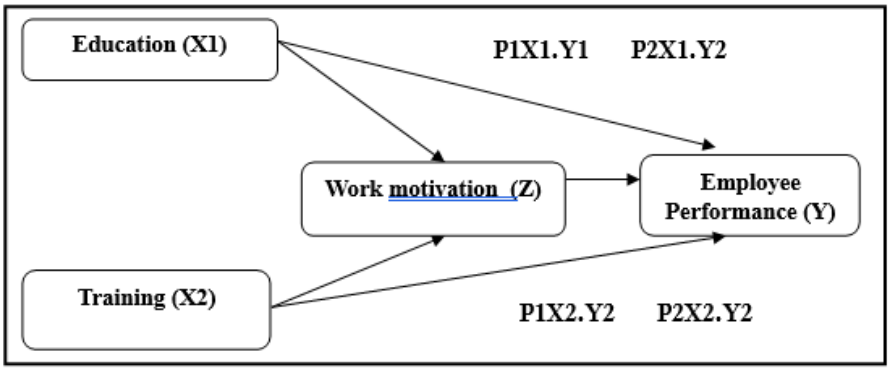

Figure 1. Path Test Model

METHODS

This research is a correlational study aimed at identifying the causal relationships between independent and dependent variables, utilizing a quantitative descriptive approach. The population for this study comprises the Wokam Village Apparatus in the Kepulauan Aru District, totaling 30 individuals (Arifuddin & Usman, 2017). The sample, also consisting of 30 employees, was selected through saturated sampling, where the entire population is sampled to ensure comprehensive representation. Data collection involves both qualitative and quantitative methods. Qualitative data consists of verbal statements rather than numerical figures and is gathered through interviews, document analysis, focused discussions, and observations, as noted in field notes (transcripts). Conversely, quantitative data is numerical, allowing for direct measurement or calculation. According to Sugiyono (2016), quantitative data represents information expressed in numbers or figures. Primary data is collected directly from original sources. Marlius et al. (2023) define primary data as information obtained firsthand, in this case through questionnaires distributed to respondents. Secondary data, as described by Sugiyono (2016), are indirectly sourced and include processed data derived from primary data. For this study, secondary data encompasses literature, previous research, and electronic media (internet). The primary data collection method for this research employs a questionnaire as the main tool, targeting respondents with closed questions. Additionally, interviews are conducted to obtain supplementary information that may not be captured through the questionnaire. Lastly, documentation involves reviewing relevant documents within the agency that pertains to the research issue, thereby enriching the data collected and ensuring a comprehensive understanding of the subject matter.

RESULTS

The test results show that there are several indicators that do not reach a confidence level of 0.7, namely X1.1, Z.1, Z.3, Z.5, Z.6, Z.10, and Y.4. Because the loading factor values of these indicators are below the required limit, they are considered invalid in representing the construct being measured. Therefore, these indicators must be eliminated to improve the validity of the model. Elimination of these insignificant indicators will help ensure that only indicators with a strong contribution to the construct are used in the model. After elimination is carried out, retesting can be carried out to ensure that the resulting model is better and meets the desired convergent validity criteria. With this step, further analysis will provide more accurate and reliable results.

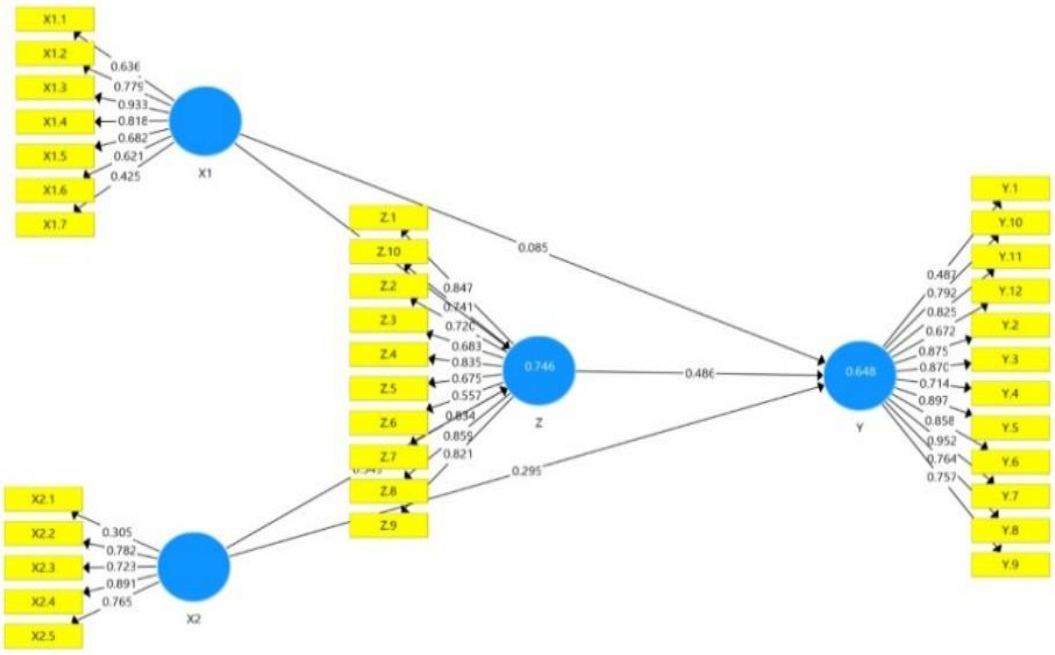

Figure 2. Initial Model Path Diagram

The large influence of education and training variables on work motivation is 0.654 or 65.4%. Meanwhile, the influence of education and training variables on employee performance variables is 0.688 or 68.8%. Outer Model Analysis is conducted to test the validity and reliability of the instrument so that the questionnaire items used are suitable for measurement. The tests conducted on the outer model are Convergent Validity, Discriminant Validity and Composite Reliability. all indicators have outer loading values above 0.5 so it can be concluded that the outer loading test for each indicator per variable above has met the requirements for good convergent validity and is declared "valid". Then this data can be used for further analysis. By looking at the Cross Loading value and AVE value. The second test to evaluate outer loading is the discriminant validity test. This test itself is conducted to measure how far a variable differs from other variables in the research model. Measurements in this test use the cross-loading value and the Fronell-Larcker criterion. An indicator is said to meet the requirements for discriminant validity if the cross-loading value of the indicator on its variable is the largest compared to other variables (Ghozali, 2014) and the AVE root value in the Fronell-Larcker criterion table of each variable must be greater than its correlation with other variables.

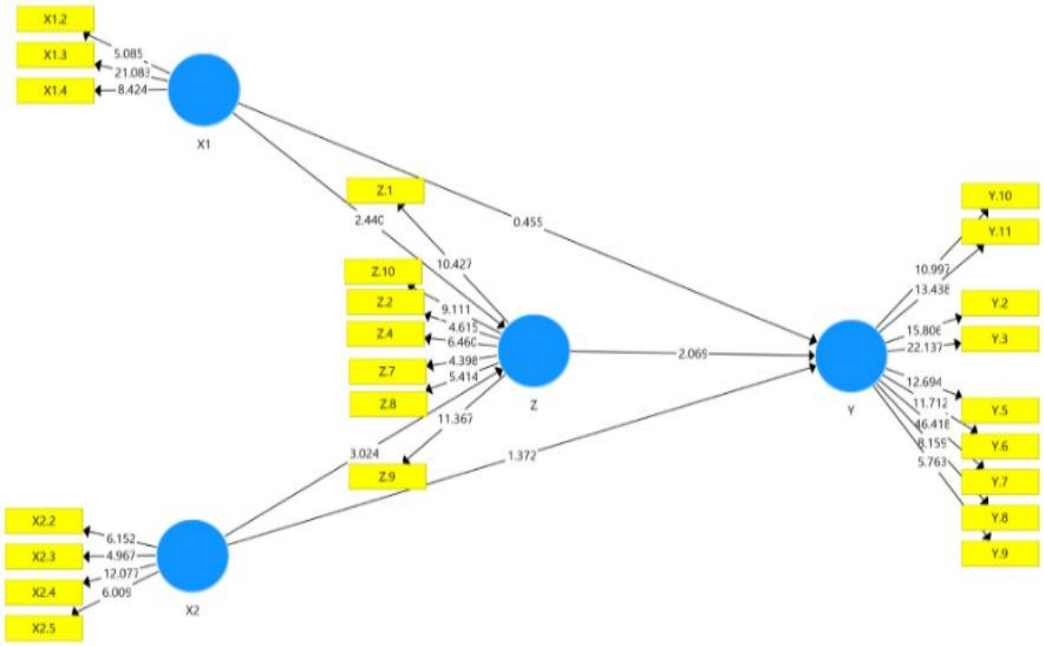

Figure 3. Path Test Result Model

To measure the Fornell-Larcker Criterion, it is necessary to look at the correlation between the variable and itself and ensure that the value is not smaller than the correlation of the variable with other variables. Good discriminant validity values can be seen in Table 1 below. The table shows that the Education variable (X1) has a correlation value of 0.882, which indicates that it has strong discriminant validity. Meanwhile, the Training variable (X2) has a correlation value of 0.793, and the Work Motivation variable (Z) shows a correlation value of 0.851. Meanwhile, Performance (Y) has a correlation value of 0.804. All of these values indicate that each variable has a stronger relationship with itself than with other variables, which indicates good discriminant validity. This data source comes from primary data processing in 2024. By looking at the Construct Reliability and Validity values. The last test in the process of evaluating the outer model is the composite reliability test. This test is carried out to see the consistency in measuring research variables. Composite reliability is measured by looking at each composite reliability value in the construct reliability and validity. The composite reliability test can be said to be 'valid' or "reliable" if the value of each composite reliability of each indicator per variable is "above 0.7". The expected Cronbach's alpha value is above 0.7. Then the AVE value should be equal to 0.5 or more to be declared valid.

Table 1. Composite Reliability Values

Variable	Cronbach's Alpha	rho_A	Composite Reliability	AVE
Education	0.859	0.924	0.913	0.778
Training	0.801	0.807	0.871	0.630
Work Motivation	0.952	0.953	0.959	0.724
Performance	0.916	0.921	0.933	0.666

Based on Table 1, it can be seen that the composite reliability value of all indicators of each variable, namely organizational culture, organizational learning and employee performance, is more than 0.7 so that it has met the requirements to be accepted. It can be concluded that all indicators are declared "valid & reliable" so that they can be used for further analysis. The inner model is a structural model that predicts the relationship between latent variables. Evaluation of this model uses the coefficient of determination

(R2) to assess how much the endogenous construct can be explained by the exogenous construct.

Table 2. R-Square Value

Variable	R-Square	R-Square Adj.
Employee Performance	0.689	0.654
Work Motivation	0.710	0.688

Based on the Table 2, for the evaluation of the structural model or inner model, it can be seen from the determination coefficient value or adjusted R-Square value. Evaluation of the inner model itself is carried out by two tests, namely (1) testing the effect of education and training on performance and (2) on work motivation. Based on the results of data processing using SmartPLS, it can be seen that the determination coefficient or R-Square of the effect of education and training on performance is classified as moderate with a value of 0.689 or 68.9%. This value indicates that education and training of 45.5% can explain the performance of medical personnel while the rest is influenced by factors outside the model. While the R-Square value of the effect of education and training on work motivation is classified as weak with a value of 0.710 or 71.0% which means that only a small part of the respondents' work motivation is influenced by education and training and the rest is influenced by factors outside the model.

Based on the data processing carried out, the results can be used to answer the hypothesis in this study. Hypothesis testing in this study was carried out by assessing the T-Statistic and P-Values. The hypothesis of this study can be stated positive and significant if the value of T-Statistic is greater than the value of T-Table which is 1.69 and the value of P-Value is less than 0.05.

Table 3. Hypothesis and Mediation

Test	Hypothesis	Effect	Original Sample	T Statistics	P Values	Results
Hypothesis	H1	X1 -> Y	0.070	2.455	0.025	Accepted
	H2	X2 -> Y	0.429	2.840	0.008	Accepted
	H3	X1 -> Z	0.332	2.972	0.005	Accepted
	H4	X2 -> Z	0.500	3.024	0.001	Accepted
	H5	Z-> Y	0.599	2.569	0.020	Accepted
Mediation	H6	X1 -> Z→Y	0.357	2.584	0.007	Accepted
	H7	X2 -> Z→Y	0.299	2.360	0.008	Accepted

The results of hypothesis testing, all hypotheses proposed are accepted with p-values below 0.05, indicating statistical significance. For the direct hypothesis, H1 shows that X1 has a significant effect on Y with an original sample value of 0.070 and a p-value of 0.025. H2 shows a significant effect of X2 on Y with an original sample value of 0.429. In H3 and H4, X1 and X2 have a significant effect on Z with values of 0.332 and 0.500, respectively. Furthermore, H5 shows that Z has a significant effect on Y with an original sample value of 0.599 and a p-value of 0.020. In the mediation test, H6 and H7 are also accepted, indicating that Z successfully mediates the relationship between X1 and X2 on Y, with original sample values of 0.357 and 0.299, respectively. Overall, these results confirm that the variable Z plays an important role in mediating the relationship between X1 and X2 on Y.

Table 4. Total Effect

Test	Effect	Y	Z
Indirect Effects	X1	0.187	0.429
	X2	0.631	0.500
	Z	0.599	
Specific Indirect Effects	X1 -> Z -> Y		0.257
	X2 -> Z -> Y		0.299

Based on the Table 4, both independent variables (X1 and X2) affect Y indirectly through Z, with X2 showing a stronger effect than X1. The indirect effect is measured by multiplying the effect of each variable on Z and the effect of Z on Y. In the context of the study, this highlights the importance of considering the mediating variable (Z) in analyzing the relationship between the independent and dependent variables.

DISCUSSION

The results of the study showed that education had a significant positive effect on the performance of Wokam Village Apparatus, Aru Islands District. The coefficient of 0.070 with a t-statistic of 2.455 and a p-value of 0.025 ($p < 0.05$) confirms that the higher the level of education of the apparatus, the better their performance. The average response of respondents to the education variable was very good, with a mean value of 4.28. Higher education allows employees to think faster and more agile in completing tasks. Conversely, low education can have a negative impact on performance. Although the education variable showed a positive effect, the results of this study also noted that its effect on performance and work motivation was relatively low. Non-formal education obtained by employees supports the implementation of tasks and helps them face difficulties. This study is in line with previous results which stated that education and training have a significant effect on employee performance (Mardiati & Jannah, 2020; Yuniarsih et al., 2022; Idris & Saripuddin, 2023). However, it is different from the findings of Onibala et al. (2017), which states that education level does not significantly affect performance, this study confirms the importance of education in improving the performance of Village Officials.

The results of the study showed that training had a significant positive effect on the performance of Wokam Village Officials, Aru Islands District, with a coefficient value of 0.429, t-statistics of 2.840, and p-value of 0.008 ($p < 0.05$). This means that the more training an employee attends, the better their performance, so the hypothesis is accepted. The average response of respondents to training was very good, with a mean value of 4.13, which shows that training has a real impact on employee performance. mThe training provided is tailored to the job, and the evaluation shows that employees are able to solve difficulties deftly. The training methods applied improve employee skills and understanding, and encourage them to be responsible. The institution also organizes training internally and externally.

Thus, training has a significant positive effect on the performance of Wokam Village Officials. The results of this study are in line with previous research conducted by Pakpahan (2014), in his research: education (X1) with indicators of formal and non-formal education, and training (X2) with indicators of leadership training, functional training and technical training. The dependent variable in this study is performance with indicators of quantity, quality, and attitude/reliability. Research by Nugraha et al. (2020), proves that there is a partial influence of education and training on performance. In addition, Fatmawala et al. (2023), also stated that the quality of government apparatus performance that continues to increase is an aspect that must be maintained and preserved by the agency, in connection with the agency's desire to avoid decline. Training has a major influence in determining the effectiveness and efficiency of the organization/agency, because training can help employees to work better.

The results of the study showed that education had a significant positive effect on the work motivation of Wokam Village Apparatus, Aru Islands District, with a coefficient value of 0.332, t-statistic 2.972, and p-value 0.005 ($p < 0.05$). This means that the higher the level of employee education, the higher their work motivation, so the hypothesis is accepted. The average response of respondents to education was very good, with a mean value of 4.31. Education, both formal and non-formal, plays an important role in supporting the implementation of tasks quickly and effectively. Non-formal education helps employees think critically and provides a sense of security while working. Employees with good education are valued in the workplace, which encourages a sense of belonging and creates a productive work environment. Therefore, periodic evaluation

of the knowledge gained from non-formal education is needed to ensure its effectiveness and increase employee work motivation.

The results of the study showed that training had a significant positive effect on the work motivation of Wokam Village Apparatus, Aru Islands District, with a coefficient value of 0.500, t-statistic 3.024, and P-value 0.001 ($p < 0.05$). Although the effect of training on work motivation is relatively small compared to other variables, the training evaluation showed good results. Employees feel safe and appreciated in the workplace, and get the opportunity to develop their potential. The institution provides training according to employee needs, with materials and methods designed to improve skills. The training methods used facilitate understanding and strengthen a sense of togetherness in the work environment. This finding is in line with the research of Retnilasari & Putra (2019) which shows the positive effect of training programs on employee performance, Pakpahan (2014) emphasizes the importance of education and training in improving performance.

The results of the study showed that work motivation has a very strong direct influence on the performance of Wokam Village Apparatus, Aru Islands District. The work motivation coefficient value is 0.599, with a t-statistic of 2.569 and a P-value of 0.020 ($p < 0.05$), so the hypothesis is accepted. This confirms that work motivation, both physical and non-physical, increases employee comfort in the workplace. The better the work motivation, the higher the employee performance. Descriptively, the respondents' responses to the work motivation variable showed very good results, with a mean value of 4.42. Employees feel protected in the workplace, which encourages them to maintain a good name and build good working relationships. Although working to meet daily needs, employees use organizational resources effectively to achieve maximum results, prioritizing the quality of tasks completed. Employees feel safe in completing their work, even before the deadline, thanks to supervision from supervisors. They are respected by colleagues and given the opportunity to express opinions and ideas. The opportunity to develop self-potential is also a significant factor in improving the performance of the Wokam Village Apparatus, Aru Islands District.

The results of the study indicate that education has a significant positive effect on employee performance, mediated by the work motivation of Wokam Village Apparatus, Kepulauan Aru District. The coefficient value for education on employee performance, mediated by work motivation, is 0.862 with a t-statistic of 2.759 and a P-value of 0.040 ($p < 0.05$). This proves that the higher the application of education, the higher the employee performance, although the mediation effect is smaller than the direct effect. The hypothesis is accepted. Respondents' responses show that the work motivation variable obtained a mean value of 4.42, indicating a very good perception. In addition to formal education, employees also receive non-formal education that helps them complete their work quickly and efficiently. Organizational resources are used effectively to achieve maximum results, and the quality of work is always prioritized. Work is completed on time, with supervision from supervisors to prevent unwanted actions. The non-formal education obtained needs to be evaluated periodically to improve accuracy and effectiveness. This finding is in line with research by Suryani et al. (2023); Wahyuni (2021), which shows that formal and non-formal education and training support the completion of tasks quickly, effectively, and with quality, with proper supervision.

The results of the study indicate that training has a significant positive effect on employee performance, with work motivation as a mediator, in the Wokam Village Apparatus, Aru Islands District. The coefficient value for training on employee performance is 0.727, with a t-statistic of 2.735 and a P-value of 0.042 ($p < 0.05$). This proves that the higher the implementation of training, the higher the employee performance mediated by work motivation. The hypothesis is accepted. Descriptively, the average response of respondents to the work motivation variable shows very good results, with a mean value of 4.31. The institution organizes training to meet the needs of employees, who strive to maintain a good name and build working relationships in

their environment. Employees complete their work on time and according to the targets set, even before the deadline. The training evaluation shows good results, with efficient use of organizational resources to achieve maximum results. Supervisory supervision prevents unwanted actions and ensures employees carry out their duties properly. Training materials are designed according to the work being done, helping employees understand their tasks, and improving the quality of work results. This finding is in line with Pakpahan (2014) research on education and training that supports employee performance in terms of quantity, quality and attitude.

CONCLUSION

Education and training have a significant impact on employee performance. Education not only improves performance directly, but also through work motivation as a mediator variable. Higher levels of education contribute to increased motivation, which in turn drives better performance. In addition, training also shows a significant effect on performance, both directly and through work motivation. This finding confirms that work motivation plays an important role in mediating the effect of education and training on performance. Therefore, education and training are key factors in improving employee performance, with work motivation strengthening the influence of both. The implications of these results are very important for the company's strategy in improving overall performance. Investment in education and training should be a priority for management to create a productive work environment. By improving the quality of education and training, companies can not only improve individual performance, but also build teams that are more motivated and committed to achieving company goals. This shows that a holistic approach to human resource development is essential in achieving long-term success.

REFERENCES

[1] Adam, M. I., Sanosra, A., & Susbiani, A. (2020). The Influence of Education and Training and Competence on Organizational Commitment and Employee Performance. *Indonesian Journal of Management and Business Science*, *10*(1), 109-23.

[2] Agustianti, R., Nussifera, L., Angelianawati, L., Meliana, I., Sidik, E. A., Nurlaila, Q., ... & Hardika, I. R. (2022). *Metode Penelitian Kuantitatif Dan Kualitatif*. Tohar Media.

[3] Arin, B., Indar, I., Aripa, L., & Haris, H. (2021). Work Motivation of Health Workers at Panambungan Health Center, Makassar City. *Jurnal Promotif Preventif*, *4*(1), 17-28.

[4] Kusdarianto, I., Ramlawati, R., & Mas'ud, M. (2023). The influence of leadership style, work discipline, job satisfaction, and work environment on employee performance BKKBN Kota Palopo. *Enrichment: Journal of Management*, *13*(2), 1378-1389.

[5] Busono, G. A. (2016). The influence of employee training and development systems on employee performance at PT. Persada Sawit Mas (PSM), Pampangan District, Ogan Komering Ilir Regency. *MUQTASHID Jurnal Ekonomi Syari'ah*, *1*(1), 81-114.

[6] Fatmawala, S., Latupapua, C. V., & Risambessy, A. (2023). The Influence of Education, Internal Communication Training and Work Discipline on the Performance of Employees at the Manpower and Transmigration Service of Central Maluku Regency. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, *6*(10), 8397-8404.

[7] Idris, M., & Saripuddin, D. (2023). Pengaruh Komitmen, Pendidikan Dan Pelatihan Terhadap Kinerja Pegawai Pada Inspektorat Kabupaten Jeneponto. *Sparkling Journal of Management (SJM)*, *1*(3), 288-298.

[8] Arifuddin, K. H., & Usman, A. (2017). Company size, profitability, and auditor opinion influence to audit report lag on registered manufacturing company in Indonesia Stock Exchange. *International Journal of Applied Business and Economic Research*, *15*(19), 353-367.

[9] Mangkunegara, A. A. P., & Prabu, A. (2013). Manajemen Sumber Daya Manusia Perusahaan, Remaja Rosdakarya, Bandung. *Ismail, Iriani*.

[10] Mardiati, D., & Jannah, M. (2020). Pengaruh Pendidikan Dan Pelatihan, Kompetensi, Lingkungan Kerja Terhadap Kinerja Pegawai Dinas Kesehatan Kabupaten Pasuruan. *Journal Management and Business Applied*, *1*(1), 79-90.

[11] Marlius, D., Susanti, F., Fernos, J., & Harmen, A. A. (2023). Kinerja Pegawai Dilihat Dari Komunikasi Organisasi Dan Lingkungan Kerja. *Creative Research Management Journal*, *6*(2), 112-125.

[12] Mendonca, Y. M. S. (2022). Pengaruh lingkungan kerja dan disiplin kerja terhadap semangat kerja pegawai sekretariat DPRD Kabupaten Kepulauan Lembata. *Jurnal Mitra Manajemen*, *6*(3), 166-180.

[13] Nugraha, A., Firman, A., & Asri, A. (2020). Pengaruh Pendidikan Dan Pelatihan Terhadap Kinerja Melalui Kompetensi Pegawai Pada Dinas Pariwisata Dan Kebudayaan Kabupaten Pangkep. *Jurnal Aplikasi Manajemen & Kewirausahaan MASSARO*, *2*(1), 49-63.

[14] Onibala, R., Kojo, C., & Uhing, Y. (2017). Pengaruh tingkat pendidikan dan kompensasi terhadap kinerja pegawai pada dinas kesehatan provinsi sulawesi utara. *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi*, *5*(2).

[15] Pakpahan, E. S. (2014). *Pengaruh pendidikan dan pelatihan terhadap kinerja pegawai (Studi pada Badan Kepegawaian Daerah Kota Malang)* (Doctoral dissertation, Brawijaya University).

[16] Wahyuni, N. (2021). Effect of education and training, career development and job satisfaction of employee performance at the department of education office of Gowa. *YUME: Journal of Management*, *4*(2), 125-137.

[17] Rosyidah, I., Perizade, B., & Zunaidah, Z. (2024). The Influence of Financial Compensation and Job Satisfaction on Employee Performance with Work Motivation as A Variable Intervening: Voluntary Labor Study in the General Section of the Regional Secretariat Ogan Ilir Regency. *International Journal of Business, Economics and Management*, *6*(4), 276-288.

[18] Retnilasari, E., & Putra, P. (2019). Pengaruh program pelatihan dan pengembangan sumber daya manusia terhadap peningkatan kemampuan dan kinerja karyawan PT. Bank Syariah Mandiri. *MASLAHAH (Jurnal Hukum Islam Dan Perbankan Syariah)*, *10*(2), 49-61.

[19] Runtuwene, P. (2016). Pengaruh Penempatan Kerja, Mutasi Dan Beban Kerja Terhadap Kinerja Karyawan Pada PT. Bank Sulutgo Manado. *Jurnal Berkala Ilmiah Efisiensi*, *16*(1).

[20] Sa'adah, L. (2021). *Metode penelitian ekonomi dan bisnis*. Lppm Universitas Kh. A. Wahab Hasbullah.

[21] Suryani, N. K., Wahid, U., & Toni, A. (2023). Peran Efektifitas Komunikasi Organisasi dalam Meningkatkan Motivasi Kerja Karyawan. *Widya Manajemen*, *5*(2), 109-119.

[22] Trisnaning, W., Purnomo, H., & Subagyo, S. (2022). Motivation as a mediation of leadership style and compensation on employee performance at PT Bahasakuinggris. *Jurnal Manajemen*, *12*(1), 27-40.

[23] Ulfa, M., Muryati, M., & Mas, N. (2024). APIP Performance Improvement Model Based on Integrity and Competence Mediated by Organizational Commitment (Study on APIP Inspectorate of Probolinggo Region). *Jurnal Cakrawala Ilmiah*, *4*(1), 3801-3826.

[24] Wibowo, B. A., & Putri, A. D. (2023). *Pengantar Ilmu Statistika*. Anak Hebat Indonesia.

[25] Yuniarsih, N., Indupurnahayu, I., & Aminda, R. S. (2022). Analysis of the Influence of Organizational Culture, Training and Compensation on the Performance of Educational Personnel (Empirical Study at the Faculty of Fisheries and Marine Sciences, IPB). *Jurnal Ilmiah Manajemen Kesatuan*, *10*(3), 483-492.

[26] Arifin, Z., Rimbano, D., Jonathan, A., Racdhasuni, B., Angiasari, H., Letami, O., ... & Prayoga, A. (2023). The Influence of Communication and Work Environment on Employee Performance. In *Proceeding International Conference on Economic and Social Sciences. 1,* 43-59.

[27] Witari, N. N. (2023). *Pengaruh Komunikasi, Lingkungan Kerja Dan Knowledge Sharing Terhadap Kinerja Karyawan Pt Tiga Inti Mitra Denpasar.* Bali: Dissertation, Universitas Mahasaraswati Denpasar.

Work Motivation,
Education, Training

2062