

The Influence Of Human Resources Quality And Education & Training On Employee Achievement

Case Study At The Population And Civil Registration Service Of Pesir Barat District

*Quality, Training
and Employee
Achievement*

Epi Parela, Senen Mustakim, David Ariswandy
Department Of Management, Universitas Sang Bumi Ruwa Jurai, Indonesia
Email: epi.parela@saburai.ac.id

871

Submitted:
JANUARY 2025

Accepted:
MARCH 2025

ABSTRACT

This study examines the effect of human resource quality and education & training on employee achievement at the Population and Civil Registration Service of Pesisir Barat District. Using a quantitative approach, the research employed a census method with 44 employees as respondents. Data were collected through structured questionnaires and analyzed with multiple regression, including validity, reliability, and classical assumption tests. The findings reveal that, simultaneously, human resource quality and education & training significantly affect employee achievement. However, partial analysis indicates that education & training exerts a stronger influence compared to human resource quality. The study contributes by highlighting the strategic role of continuous training programs in enhancing public sector performance, particularly in local government institutions in Indonesia. Theoretically, this research enriches discussions on human capital and training effectiveness, while practically, it provides recommendations for public managers to prioritize structured and sustainable training interventions.

Keywords: human resource quality, education and training, employee achievement, public sector

ABSTRAK

Penelitian ini menganalisis pengaruh kualitas sumber daya manusia dan pendidikan serta pelatihan terhadap kinerja pegawai pada Dinas Kependudukan dan Pencatatan Sipil Kabupaten Pesisir Barat. Penelitian menggunakan pendekatan kuantitatif dengan metode sensus terhadap 44 responden pegawai. Data dikumpulkan melalui kuesioner terstruktur dan dianalisis dengan regresi berganda yang mencakup uji validitas, reliabilitas, dan asumsi klasik. Hasil penelitian menunjukkan bahwa secara simultan kualitas sumber daya manusia serta pendidikan dan pelatihan berpengaruh signifikan terhadap kinerja pegawai. Namun, secara parsial, pendidikan dan pelatihan memiliki pengaruh yang lebih dominan dibandingkan kualitas sumber daya manusia. Studi ini menegaskan pentingnya program pelatihan berkelanjutan dalam meningkatkan kinerja sektor publik, khususnya pada lembaga pemerintah daerah. Secara teoretis, penelitian ini memperkaya kajian mengenai human capital dan efektivitas pelatihan, sedangkan secara praktis memberikan rekomendasi bagi manajer publik untuk memprioritaskan intervensi pelatihan yang terstruktur dan berkesinambungan.

Kata kunci: kualitas sumber daya manusia, pendidikan dan pelatihan, kinerja pegawai, sektor publik

INTRODUCTION

Human resources in an organization have a very important role, because without the support of good human resources an organization will face problems in achieving organizational goals. To reduce these problems, it is necessary for an organization to view humans no longer as a burden to the organization but as an asset to the organization. If this can be achieved, a good relationship and synergy will be created between leaders and

JIMKES

Jurnal Ilmiah Manajemen
Kesatuan
Vol. 13 No. 2, 2025
pp. 871 - 880
IBI Kesatuan
ISSN 2337 - 7860
E-ISSN 2721 - 169X
DOI: 10.37641/jimkes.v13i2.2909

employees in the organization. In addition, the increasing development of information and communication technology can certainly affect the goals of the organization that will be achieved in the future.

Human resources are widely recognized as the most critical asset in organizations, including public institutions, because their quality directly influences service performance and organizational effectiveness. In the context of local government, the ability to deliver efficient, transparent, and accountable services largely depends on the competence and performance of civil servants (Arifin & Wahyudi, 2021). According to the theory of human capital, investment in skills and competencies enhances employee productivity and contributes to institutional success (Becker, 2024; Chen & Huang, 2022). This perspective is particularly relevant for public sector organizations that are mandated to provide high-quality services to citizens.

The quality of human resources encompasses knowledge, skills, attitudes, and integrity that enable employees to carry out their tasks effectively. Previous studies emphasize that human resource quality is a significant determinant of employee achievement, especially when aligned with organizational goals (Putri & Rahman, 2024). However, in practice, the quality of employees in government institutions often faces challenges such as limited competence, outdated skills, and lack of innovation. These challenges demand systematic interventions, particularly through education and training programs.

Education and training are essential strategies for improving employee achievement because they provide structured opportunities for employees to enhance knowledge, acquire new skills, and adapt to changing organizational demands. Empirical evidence suggests that well-designed training programs positively impact work efficiency, service innovation, and employee commitment (Nugroho & Sari, 2023; Ibrahim & Abubakar, 2021). In the public sector, training is not only a means of individual development but also a mechanism to ensure that public service standards and policies are consistently met (Sofiani & Malik, 2022).

Despite the growing body of literature on human resource quality and training, studies focusing on local government agencies in Indonesia remain limited. Most prior research has concentrated on the private sector or central government institutions (Prasetyo & Anggraeni, 2020; Utami & Kurniawan, 2021). Consequently, there is a knowledge gap regarding how human resource quality and education & training interact to influence employee achievement in local-level population and civil registration services, which play a crucial role in providing fundamental administrative services for citizens.

This study addresses that gap by examining the simultaneous and partial effects of human resource quality and education & training on employee achievement at the Population and Civil Registration Service of Pesisir Barat District. The novelty of this research lies in its focus on a local government agency as a case study, providing evidence from a context that has not been extensively explored in previous empirical studies. By integrating insights from human capital theory and recent public sector performance literature, this study contributes to the theoretical discourse on human resource development and offers practical recommendations for improving employee achievement in local government institutions.

The novelty of this research lies in its contextual focus and theoretical contribution. While prior studies on human resource quality and training have predominantly examined private organizations or central government institutions, this study provides empirical evidence from a **local government agency that delivers essential administrative services**—the Population and Civil Registration Service. This context is strategic because civil registration services form the backbone of citizen identity and public trust, yet they remain underexplored in academic research. By integrating *human capital theory* with recent discussions on public sector performance, the study not only addresses the gap in literature regarding employee achievement in local bureaucracies but also offers new insights into how structured and continuous training interventions can optimize the inherent quality of human resources. Such positioning highlights the study's contribution to advancing the global discourse on public human resource development,

particularly in developing countries where local governments play a critical role in governance and service delivery.

Hypothesis is defined as a temporary answer whose truth must be proven, based on the descriptions above, the researcher proposes the following hypothesis :

H1 There is an influence of the quality of human resources on the work achievement of employees at the Population and Civil Registration Service of Pesisir Barat District.

H2 There is an influence of training education on employee achievement at the Population and Civil Registration Service of Pesisir Barat District.

H3 There is an influence of the quality of human resources and education and training together on the work achievement of employees at the Population and Civil Registration Service of Pesisir Barat District.

METHOD

This study employed a **quantitative approach** with an explanatory survey design to examine the influence of human resource quality and education & training on employee achievement. Quantitative methods are suitable for testing hypotheses and establishing causal relationships between independent and dependent variables (Creswell & Creswell, 2018).

The population of this research comprised all employees of the Population and Civil Registration Service of Pesisir Barat District, totaling 45 individuals. Due to the relatively small population size, the research applied a **census technique**, involving all employees as respondents. This approach ensures high external validity for the organizational unit under study (Sugiyono, 2022). A total of 44 valid responses were collected, yielding a response rate of 97.8%.

Data were collected using a **structured questionnaire** developed from previous studies on human capital and training effectiveness (Nugroho & Sari, 2023; Putri & Rahman, 2024). The questionnaire consisted of three main sections:

1. **Human Resource Quality (X1):** measured through indicators of competence, integrity, responsibility, and work discipline.
2. **Education & Training (X2):** measured through indicators of training relevance, frequency, evaluation, and skill improvement.
3. **Employee achievement (Y):** measured through indicators of work quantity, quality, timeliness, and service orientation.

All items were rated using a **five-point Likert scale** ranging from 1 (strongly disagree) to 5 (strongly agree). Prior to distribution, the questionnaire was reviewed by two academic experts and one practitioner to ensure content validity.

Construct validity was tested using item–total correlation, with a minimum threshold of 0.30. Reliability was evaluated using Cronbach’s alpha, where a value above 0.70 is considered acceptable for social science research (Hair et al., 2020). In this study, all constructs demonstrated acceptable validity and high reliability.

Data were analyzed using **multiple linear regression** with the following steps:

1. **Descriptive statistics** to summarize respondent characteristics and variable distributions.
2. **Classical assumption tests** including normality (Kolmogorov–Smirnov), multicollinearity (Variance Inflation Factor and Tolerance), and heteroscedasticity (Breusch–Pagan test).
3. **Hypothesis testing** using the F-test for simultaneous effects and the t-test for partial effects at a 5% significance level.
4. **Coefficient of determination (R²)** to evaluate the explanatory power of the independent variables.

All analyses were conducted using SPSS version 26.

The study adhered to ethical research standards. Respondents were informed about the research objectives and assured that participation was voluntary. Anonymity and confidentiality of responses were strictly maintained. Ethical approval was obtained from

the Faculty of Economics Research Ethics Committee, and informed consent was secured from all participants.

RESULTS AND DISCUSSION

Data Validity Test and Data Reliability Test

The validity test was conducted using SPSS version 22. The results show that all statement items related to the three variables—human resource quality (X1), education and training (X2), and employee achievement (Y)—have correlation coefficients (r-count) greater than the critical value (r-table = 0.444). This indicates that all items are valid and suitable for use as research measurement instruments.

The reliability test results also demonstrate strong internal consistency. Human resource quality (X1) achieved a Cronbach’s alpha of 0.938, education and training (X2) reached 0.931, and employee achievement (Y) obtained 0.933. All values are well above the threshold of 0.60, indicating that the instruments are reliable in providing consistent measurement results.

Furthermore, the normality test yielded a significance value of 0.223 (>0.05), confirming that the residuals are normally distributed. The homogeneity test produced a significance value of 0.210 (>0.05), suggesting that the data are homogeneously distributed across groups.

Quantitative Analysis

Table 19 Hypothesis Test of the Influence of Human Resource Quality on Performance Employee Work

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.554	4.971		4.940	.000
	Kualitas SDM (X1)	.431	.112	.509	3.836	.000

Based on the results of the t-test, the calculated t value is 3.836. When compared with the t table at a significance level of 0.05, which is 1.683, then the calculated t 3.836 > t table 1.683 so that it can be concluded that; Ha which states that there is an influence of the Human Resource Quality variable (X1) on the Employee Work Performance variable (Y) can be accepted. So the Human Resource Quality variable (X1) has an effect on the Employee Work Performance variable (Y).

The regression equation between the Human Resource Quality variable (X1) and the Employee Work Performance variable (Y) is $Y = 24.554 + 0.431X1$, which means that every one point increase in the Human Resource Quality variable will be followed by an increase in the Employee Work Performance variable at the Population and Civil Registration Service of Pesisir Barat District by 0.431 points.

Table 20 Coefficient of Determination of Human Resource Quality on Employee Work Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.509 ^a	.259	.242	3.753

Coefficient of Determination (KD) = $R^2 = 0.259 \times 100\% = 25.9\%$. It can be concluded that the variable of Human Resource Quality (X 1) explains the variation in changes to the Employee Work Performance Variable (Y) at the Population and Civil Registration Service of Pesisir Barat District by 25.9%, while the remaining 74.1% is explained by other variables not examined in this study.

Table 21 Hypothesis Test of the Effect of Education and Training on Employee Work Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.103	5.451		3.871	.000
	Pendidikan Pelatihan (X2)	.503	.122	.537	4.130	.000

875

Based on the results of the t-test, the calculated t value is 4.130. When compared with the t table at a significant level of 0.05, which is 1.683, then the calculated t is $4.130 > t$ table = 1.683, so it can be concluded that; The hypothesis stating that there is an influence of the Education Training variable (X2) on Employee Work Performance (Y) can be accepted.

The regression equation between the Education and Training variables (X 2) and Employee Work Performance (Y) is $Y = 21.103 + 0.503X_2$, which means that every one point increase in the Education and Training variable will be followed by an increase in the Employee Work Performance variable of 0.503 points.

Table 22 Coefficient of Determination of Education and Training on Employee Work Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.537 ^a	.289	.272	3.678

Coefficient of Determination (KD) = $R^2 = 0.289 \times 100\% = 28.9\%$. It can be concluded that the Education Training variable (X 2) explains the variation in changes in the Employee Work Performance variable (Y) by 28.9%, while the remaining 71.1% is explained by other variables not examined in this study.

Simultaneous hypothesis testing the influence of variables Human Resource Quality (X1) and Education and Training (X2) together (simultaneously) on the variable Employee Work Performance (Y). From the F test, the calculated F of 9.510 is much greater than the F table value of 3.232, so the Quality of Human Resources (X1) and Education and Training (X2) together (simultaneously) have an effect on Employee Work Performance (Y). Thus, the proposed hypothesis stating that there is an effect of the Quality of Human Resources (X1) and Education and Training (X2) together on Employee Work Performance (Y) can be proven or accepted based on the results of the analysis conducted above.

Table 23 Simultaneous Hypothesis Testing

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	253.204	2	126.602	9.510	.000 ^b
	Residual	545.796	41	13.312		
	Total	799.000	43			

Table 24 Calculation of the influence of the Correlation Coefficient Simultaneously

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.563 ^a	.317	.284	3.649

Coefficient of Determination (KD) = $R^2 = 0.317 \times 100\% = 31.7\%$. So it can be concluded that the magnitude of the influence of Human Resource Quality and Education Training on Employee Work Performance is 31.7% and the remaining 68.3% is due to adjustments to other variables that the author did not examine in writing this thesis.

DISCUSSION

The findings of this study demonstrate that human resource quality and education & training jointly have a significant effect on employee achievement at the Population and Civil Registration Service of Pesisir Barat District. This result indicates that both competence and continuous professional development are essential in ensuring effective performance in public sector organizations. However, the partial regression analysis suggests that education and training exert a stronger influence than human resource quality alone. This finding highlights the importance of structured training interventions in enhancing employee achievement, particularly in local government institutions.

These results are consistent with the theory of human capital, which posits that investments in knowledge, skills, and training contribute directly to increased productivity and organizational effectiveness (Becker, 2024). Empirical evidence from prior studies also supports this conclusion. For example, Nugroho and Sari (2023) found that civil servant training programs in Southeast Asia significantly improved service delivery outcomes. Similarly, Chen and Huang (2022) emphasized that training and development practices in government agencies have a direct and measurable impact on employee achievement, especially when training programs are relevant and continuously evaluated.

Interestingly, the relatively weaker partial effect of human resource quality may indicate that while competence and integrity are crucial, they need to be continuously nurtured through systematic training to translate into measurable performance improvements. This finding resonates with Putri and Rahman (2024), who argue that public service innovation is often driven not only by the inherent quality of employees but also by ongoing professional development opportunities that enable them to adapt to changing demands.

From a theoretical perspective, this study contributes to the growing body of literature on human capital and public sector performance by providing empirical evidence from a local government agency in Indonesia—an area that has been underexplored compared to studies in private or central government institutions (Prasetyo & Anggraeni, 2020; Utami & Kurniawan, 2021). The research also highlights the complementary nature of human resource quality and education & training, thereby strengthening the discourse on goal congruence between individual capabilities and institutional objectives.

Practically, the results suggest that public managers should prioritize structured and sustainable training programs tailored to the specific needs of employees in local government institutions. Such programs should be aligned with job requirements, evaluated regularly, and supported by post-training follow-up to ensure that learning outcomes are applied in the workplace. In addition, investments in training should be accompanied by supportive organizational culture and leadership commitment to maximize the effectiveness of human resource development (Ibrahim & Abubakar, 2021).

From a policy standpoint, the findings underscore the need for local governments to allocate adequate budgets for capacity-building initiatives. Training programs should not merely be formalities but should be designed based on comprehensive job analyses and performance gaps. Policymakers should also establish monitoring and evaluation mechanisms to ensure that training interventions contribute to tangible improvements in service delivery, thereby strengthening public trust and accountability (Sofiani & Malik, 2022).

In summary, this study reinforces the strategic role of education and training in improving public sector performance. While human resource quality remains a fundamental determinant, its impact is optimized when accompanied by systematic training and continuous professional development.

CONCLUSION

This study investigated the influence of human resource quality and education & training on employee achievement at the Population and Civil Registration Service of Pesisir Barat District. The findings confirm that both factors significantly affect employee achievement when tested simultaneously, with education and training exerting a stronger

partial influence than human resource quality. These results underscore the pivotal role of continuous professional development in enhancing public sector performance and ensuring effective service delivery.

From a **theoretical perspective**, the study contributes to the literature on human capital by providing empirical evidence from a local government institution, a context that remains underexplored in previous research. The findings also suggest that employee competence alone is insufficient unless it is continuously reinforced through systematic and relevant training programs.

From a **practical perspective**, the results highlight the importance for public managers to design structured, competency-based training programs that are regularly evaluated and aligned with organizational goals. Managers should also create a supportive environment that encourages employees to apply newly acquired skills in their daily work.

From a **policy standpoint**, the study emphasizes the need for local governments to prioritize investment in training and development initiatives as part of broader human resource strategies. Adequate budget allocation, integrated monitoring systems, and post-training evaluation mechanisms are necessary to ensure that training interventions contribute to measurable improvements in service delivery, thereby enhancing institutional accountability and public trust.

Despite these contributions, the study has limitations, including its single-institution focus and relatively small sample size, which may restrict generalizability. Future research should adopt comparative and longitudinal designs, as well as incorporate qualitative approaches, to provide deeper insights into how human resource quality and training interact to improve employee achievement in diverse public sector settings.

REFERENCE

- [1] Arifin, A., & Wahyudi, R. (2021). Human capital development and employee achievement in public organizations. *Journal of Public Administration Research*, 15(2), 87–99.
- [2] Becker, G. S. (2024). *Human capital: A theoretical and empirical analysis with special reference to education* (3rd ed.). electronic re-print edition. University of Chicago Press.
- [3] Chen, L., & Huang, J. (2022). Training and development practices in government agencies: A performance perspective. *International Journal of Human Resource Studies*, 12(3), 55–71.
- [4] Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- [5] Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2020). *Multivariate data analysis* (8th ed.). Cengage Learning.
- [6] Ibrahim, M., & Abubakar, S. (2021). The impact of training on employee achievement in the public service. *Public Policy and Administration Research*, 11(4), 22–34.
- [7] Nugroho, D., & Sari, P. (2023). Education and training effectiveness for civil servants in Southeast Asia. *Asian Journal of Public Sector Management*, 8(1), 44–60.
- [8] Prasetyo, A., & Anggraeni, F. (2020). Human capital and organizational performance: Evidence from Indonesian companies. *International Journal of Business and Society*, 21(3), 1015–1030.
- [9] Putri, M., & Rahman, H. (2024). The role of human resource quality in driving public service innovation. *Global Journal of Public Sector Innovation*, 9(2), 102–118.
- [10] Sofiani, D., & Malik, R. (2022). Training programs and employee productivity in government institutions. *Journal of Human Resource Development*, 6(1), 55–67.
- [11] Sugiyono. (2022). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.

- [12] Utami, L., & Kurniawan, A. (2021). Linking human resource quality and organizational performance in the Indonesian public sector. *Journal of Governance and Integrity*, 5(2), 77–89.
- [13] Kamara, M. S., & Conteh, S. (2025). *The effect of training on public service delivery effectiveness in Sub-Saharan Africa*. *Cogent Business & Management*, 12(1), 2466788. Taylor & Francis. <https://doi.org/10.1080/23311886.2025.2466788>
- [14] Suryana, A., & Prasetyo, H. (2025). *Strategic ESG-driven human resource practices: Transforming employee management for sustainable organizational growth*. ArXiv Preprint. <https://arxiv.org/abs/2505.08201>
- [15] Ibrahim, A., & Khalid, R. (2025). *Enhancing employee performance in the public sector: The interplay of leadership style, organizational commitment, and job satisfaction*. *International Journal of Business, Management and Commerce*, 5(40), 1–15. <https://ijbmcjournals.org/wp-content/uploads/2025/03/Vol-5-No-40-2025-IJBMC-1.pdf>