
WORK MOTIVATION AS A MEDIATOR: THE IMPACT OF TRAINING, SELF-DEVELOPMENT, AND SELF-EFFICACY ON EMPLOYEE PERFORMANCE AT THE OFFICE OF THE REGENT OF EAST KUTAI REGENCY

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ABSTRACT

This study investigates the complex interplay between training, self-development, self-efficacy, and employee performance, specifically examining the mediating role of work motivation within a public sector context. A quantitative research design was employed, collecting data from 165 employees at the Office of the Regent of East Kutai Regency via structured questionnaires. Structural Equation Modeling (SEM), demonstrating excellent model fit (e.g., GoF=0.563).

Findings indicate training ($\beta=0.15$, $P=0.02$) and self-development ($\beta=0.13$, $P=0.04$) directly and positively influence employee performance. While self-efficacy did not directly affect performance, it significantly impacted work motivation ($\beta=0.36$, $P<0.01$). Importantly, work motivation significantly influences employee performance ($\beta=0.27$, $P<0.01$). Mediation analysis confirmed work motivation partially mediates the relationship between training and performance, and self-development and performance. Crucially, work motivation fully mediates the relationship between self-efficacy and performance.

These results underscore the pivotal role of work motivation in translating individual capabilities and developmental inputs into enhanced organizational performance. The study offers valuable theoretical contributions by reinforcing human resource management theories and practical insights for government institutions, emphasizing targeted strategies for training, self-development, fostering motivation, and enhancing self-efficacy to optimize public service delivery.

Keywords: Training, Self-Development, Self-Efficacy, Work Motivation, Employee Performance.

1. INTRODUCTION

In the contemporary landscape of public administration, employee performance stands as a cornerstone for achieving organizational objectives and ensuring the efficient delivery of public services. A high-performing workforce is instrumental in fostering public trust, enhancing governmental effectiveness, and contributing to national development. Effective human resource management (HRM) practices are thus critical in cultivating and sustaining such performance, with a particular emphasis on developing employee capabilities and fostering their commitment.

Among the myriad factors influencing employee performance, training is widely recognized as a

foundational investment. It equips employees with the necessary skills, knowledge, and abilities to perform their roles effectively, adapt to new challenges, and contributes directly to organizational productivity. Complementing formal training, self-development represents an individual's proactive initiative for continuous learning and personal growth. Employees engaged in self-development tend to be more adaptable, innovative, and resilient, leading to improved work quality and output. Furthermore, self-efficacy, defined as an individual's belief in their capacity to execute tasks successfully, is a powerful psychological determinant of behavior and performance. High self-efficacy empowers employees to set challenging goals, persist in the face of obstacles, and perform at higher levels.

While the individual impacts of training, self-development, and self-efficacy on performance are well-documented, the intricate mechanisms through which these factors collectively influence employee performance, especially within the unique administrative context of Indonesian local government offices like the Office of the Regent of East Kutai Regency, remain less explored. Specifically, the role of internal psychological states, such as work motivation, as a mediating variable that potentially explains these relationships, has not been exhaustively investigated. Work motivation is theorized to be a critical link, translating competencies and self-belief into actual effort and sustained high performance. Understanding this mediation is crucial for developing more effective human resource strategies in the public sector.

Therefore, this study aims to comprehensively analyze: (1) the direct effects of training, self-development, and self-efficacy on employee performance, and (2) the mediating role of work motivation in the relationships between training and performance, self-development and performance, and self-efficacy and performance at the Office of the Regent of East Kutai Regency. Theoretically, this research contributes to the human resource management literature by providing empirical evidence for the comprehensive model, particularly confirming the significant mediating role of work motivation. The finding of a full mediation effect for self-efficacy on performance further deepens our understanding of behavioral mechanisms in organizational settings. Practically, the findings offer valuable insights and a clear roadmap for the Office of the Regent of East Kutai Regency and other public sector entities. It highlights key areas for intervention, such as strategic investment in continuous training, fostering a culture of self-development, implementing effective motivation-enhancing programs, and strengthening employee self-efficacy, all of which are crucial for optimizing employee performance and public service delivery.

2. LITERATURE REVIEW

The Literature Review section serves to establish the theoretical foundation of the study and to position the current research within the broader academic discourse. This section elaborates on the key constructs of training, self-development, self-efficacy, work motivation, and employee performance, alongside the theoretical underpinnings of their interrelationships.

2.1 Employee Performance

Employee performance is a critical outcome variable in organizational behavior and human resource management. It refers to the overall output, quality, and effectiveness of an individual's work within an organization, aligning with organizational goals and standards. Performance is

often conceptualized as encompassing both task performance (activities contributing to the technical core of the job) and contextual performance (behaviors supporting the organizational, social, and psychological environment). Theories such as the Goal-Setting Theory by Locke and Latham emphasize that clear, challenging goals can significantly drive performance.

Understanding the antecedents of employee performance is vital for organizational success, especially in public sector entities where accountability and service quality are paramount.

2.2 Training

Training is a systematic process designed to enhance an individual's knowledge, skills, and abilities (KSAs) to improve job performance. It is a fundamental human resource development intervention that aims to bridge the gap between current and desired employee competencies. Research consistently shows a positive correlation between training investment and various organizational outcomes, including increased productivity, improved service quality, and enhanced innovation. The Human Capital Theory posits that investments in training increase the value of human capital, leading to higher productivity and performance. Effective training programs are tailored to specific needs, ensuring relevance and transferability of learned skills to the workplace.

2.3 Self-Development

Self-development refers to the proactive and voluntary efforts undertaken by individuals to improve their KSAs and personal effectiveness, often beyond formal organizational training initiatives. This concept is rooted in theories of lifelong learning and personal agency. Self-developed individuals are typically more adaptable, resilient, and possess a greater capacity for problem-solving, which directly contributes to their performance. The Social Cognitive Theory by Bandura, for instance, highlights self-regulation and personal initiative as crucial drivers of individual growth and mastery, reinforcing the importance of employees taking ownership of their own learning journeys.

2.4. Self-Efficacy

Self-efficacy, a core construct within Bandura's Social Cognitive Theory, is defined as an individual's belief in their capacity to successfully execute courses of action required to achieve specific outcomes. It profoundly influences an individual's choice of activities, effort expenditure, persistence in the face of adversity, and thought patterns. Employees with high self-efficacy are more likely to undertake challenging tasks, exert greater effort, and persevere through difficulties, which typically translates into superior performance. Conversely, low self-efficacy can lead to avoidance of challenging tasks and reduced effort. In an organizational context, self-efficacy can be fostered through mastery experiences, vicarious learning, social persuasion, and physiological and emotional states.

2.5. Work Motivation

Work motivation refers to the psychological processes that arouse and direct behavior towards achieving organizational goals. It is a critical internal state that drives employees to exert effort, persist in tasks, and dedicate their energy to work-related activities. Various theories, such as Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, Expectancy Theory by Vroom, and

Equity Theory, provide frameworks for understanding the complex nature of motivation. Highly motivated employees are generally more engaged, productive, and committed, thereby significantly impacting their overall performance. Given its role as an internal driver, motivation is often posited as a key mediator in the relationship between external stimuli or individual attributes and resultant performance.

2.6. Interrelationships and Hypotheses Development

The theoretical frameworks suggest intricate relationships between these constructs. Training and self-development are expected to enhance skills and knowledge, which in turn can boost work motivation by increasing feelings of competence and value, ultimately leading to improved employee performance. Similarly, high self-efficacy provides individuals with the confidence to tackle challenges, which is a strong precursor to increased motivation and subsequently, better performance.

Based on the theoretical arguments and empirical evidence from previous studies, this research proposes the following hypotheses:

- H1: Training has a positive and significant effect on employee performance.
- H2: Self-development has a positive and significant effect on employee performance.
- H3: Self-efficacy has a positive and significant effect on employee performance.
- H4: Training has a positive and significant effect on work motivation.
- H5: Self-development has a positive and significant effect on work motivation.
- H6: Self-efficacy has a positive and significant effect on work motivation.
- H7: Work motivation has a positive and significant effect on employee performance.
- H8: Work motivation mediates the positive and significant effect of training on employee performance.
- H9: Work motivation mediates the positive and significant effect of self-development on employee performance.
- H10: Work motivation mediates the positive and significant effect of self-efficacy on employee performance.

3. CONCEPTUAL FRAMEWORK AND RESEARCH HYPOTHESIS

Based on the theoretical discussions and existing empirical evidence, this study proposes a conceptual framework that illustrates the relationships between training (TR), self-development (SD), and self-efficacy (SE) as independent variables, employee performance (EP) as the dependent variable, and work motivation (MW) as the mediating variable. The framework posits that training, self-development, and self-efficacy directly influence employee performance. More importantly, it hypothesizes that work motivation acts as a crucial intervening mechanism, translating the effects of training, self-development, and self-efficacy into improved employee performance. This model is depicted in Figure 1.

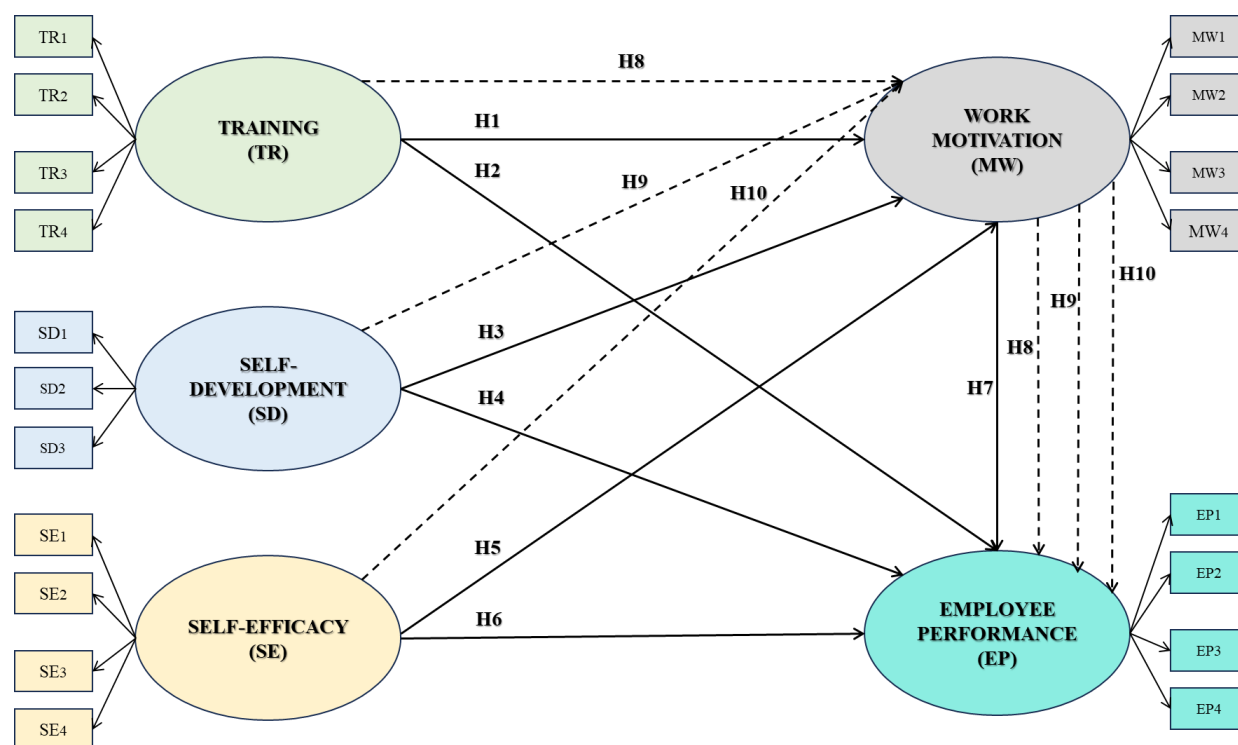


Figure 1. Conceptual Framework and Research Hypothesis

Description of Notation:

TRAINING (TR)

TR1: "The training I attend is relevant to my tasks and work."

TR2: "The training materials provided are easy to understand and applicable." TR3: "Training helps me improve the skills and knowledge needed for my job." TR4: "After attending training, I feel more prepared to face work challenges."

SELF-DEVELOPMENT (SD)

SD1: "I actively seek opportunities to learn new things beyond formal training." SD2: "I read books or articles, or attend webinars to improve my self-competence." SD3: "I take the initiative to sharpen skills relevant to my career development."

SELF-EFFICACY (SE)

SE1: "I am confident that I can complete difficult tasks if I work hard." SE2: "I feel capable of overcoming obstacles that arise in my work." SE3: "I am confident that I can achieve the set work goals."

SE4: "I have the ability to adapt to changing job demands."

WORK MOTIVATION (MW)

MW1: "I feel motivated to deliver my best work every day." MW2: "I have high spirit in completing my work."

MW3: "I feel valued for my contributions and efforts at work." MW4: "I have a strong drive to achieve my work targets."

EMPLOYEE PERFORMANCE (EP)

EP1: "I am able to complete tasks within the set timeframe."

EP2: "The quality of my work always meets the expected standards." EP3: "I am able to collaborate with colleagues to achieve team goals." EP4: "I am proactive in finding solutions to problems that arise at work."

4. RESEARCH METHODS

This study employed a quantitative research design with an explanatory approach, collecting data through a survey method using structured questionnaires. The population consisted of 603 employees at the Office of the Regent of East Kutai Regency, from which a purposive sample of 165 employees (16 CPNS and 149 PPPK) was selected. Data were collected using self-administered questionnaires with a 5-point Likert scale for all items, ensuring anonymity and confidentiality.

The latent variables were operationally defined and measured by specific indicators: Training (TR) by 4 indicators (TR1-TR4), Self-Development (SD) by 3 indicators (SD1-SD3), Self-Efficacy (SE) by 4 indicators (SE1-SE4), Work Motivation (MW) by 4 indicators (MW1-MW4), and Employee Performance (EP) by 4 indicators (EP1-EP4).

The analysis proceeded in three stages: Measurement Model Assessment (evaluating convergent and discriminant validity, and internal consistency reliability using factor loadings, AVE, and CR), Structural Model Assessment and Hypotheses Testing (examining path coefficients and p-values for direct and mediation effects, and R-squared), and Model Fit and Quality Indices (assessing overall model fit using APC, ARS, AVIF, GoF, SPR, etc.).

It is using Structural Equation Modeling. Interpretation of the comprehensive analysis results is in harmony with the nature that multivariate analysis already considers the relationship between variables. Using structural equation models (SEM), using the least-squares and factor-based methods. There is a ten model fit and quality index (Kock, 2010), as follows (refer to Table 1):

Table 1. Model fit and quality index

No	Model Fit & Quality Index	Criteria Fit
1	Average Path Coefficient (APC)	$p < 0.001$
2	Average R-squared (ARS)	$p < 0.001$
3	Average Adjusted R-squared (AARS)	$p < 0.001$
4	Average block Variance Inflation Factor (AVIF)	Acceptable if ≤ 5
		Ideally ≤ 3.3
5	Average Full Collinearity VIF (AFVIF)	Acceptable if ≤ 5
		Ideally ≤ 3.3
		Small ≥ 0.1

6	Tenenhaus GoF (GoF)	Medium ≥ 0.25
		Large ≥ 0.36
7	Simpson's paradox ratio (SPR)	Acceptable if ≥ 0.7
		Ideally = 1
8	R-squared contribution ratio (RSCR)	Acceptable if ≥ 0.9
		Ideally = 1
9	Statistical suppression ratio (SSR)	Acceptable if ≥ 0.7

5. RESULTS AND DISCUSSION

The Structural Equation Modeling (SEM) analysis using WarpPLS 8.0 demonstrated an excellent model fit and quality. Key indices, including Average Path Coefficient (APC = 0.245, $P < 0.001$), Average R-squared (ARS = 0.430, $P < 0.001$), and Tenenhaus GoF (GoF = 0.563, indicating large fit), confirmed the model's strong statistical quality, explanatory power, and predictive capability. These results, alongside low VIF values (AVIF = 1.324, AFVIF = 1.518) indicating an absence of multicollinearity, affirm the reliability and validity of the model for further interpretation.

The results of the hypotheses testing are summarized as follows:

Direct Effects on Employee Performance:

- Training (H1: $\beta=0.15$, $P=0.02$) and Self-Development (H2: $\beta=0.13$, $P=0.04$) both demonstrated a positive and significant direct effect on Employee Performance. This aligns with existing literature, confirming that investing in formal training and fostering individual growth initiatives directly enhances employee capabilities and output.

- Self-Efficacy (H3), however, did not show a direct significant effect on Employee Performance. This

intriguing finding suggests that, in this context, self-efficacy's impact on performance is not immediate but likely channeled through other mechanisms.

Direct Effects on Work Motivation:

- Training (H4: $\beta=0.41$, $P<0.01$), Self-Development (H5: $\beta=0.20$, $P<0.01$), and Self-Efficacy (H6: $\beta=0.36$, $P<0.01$) all had a positive and significant effect on Work Motivation. This highlights the crucial role of these factors in boosting employees' drive, enthusiasm, and willingness to exert effort. Feeling equipped, growing, and confident directly fuels motivation.

Direct Effect of Work Motivation on Employee Performance:

- Work Motivation (H7: $\beta=0.27$, $P<0.01$) was found to have a positive and significant direct effect on Employee Performance. This confirms its fundamental role as a direct driver, where highly motivated employees consistently demonstrate superior work output and commitment.

Mediation Effects via Work Motivation:

- Work Motivation partially mediates the relationship between Training and Employee Performance (H8). Training directly improves performance, but it also enhances performance indirectly by increasing employee motivation.

- Work Motivation also partially mediates the relationship between Self-Development and Employee Performance (H9). Individual self-development initiatives directly boost performance, and simultaneously enhance performance through increased motivation.

- Crucially, Work Motivation fully mediates the relationship between Self-Efficacy and Employee Performance (H10). This implies that while employees' belief in their capabilities (self-efficacy)

is vital, its positive effect on performance is entirely channeled through their work motivation. Self-efficacy serves as a precursor to motivation, which then directly drives performance. Overall, the model explained 48% ($R^2=0.48$) of the variance in Employee Performance. These findings provide a comprehensive understanding of how individual and organizational developmental factors contribute to employee performance, emphasizing the central and multifaceted role of work motivation as a key intermediary in this process within the public sector of East Kutai Regency.

6. CONCLUSION

This study aimed to investigate the direct effects of training, self-development, and self-efficacy on employee performance, and critically, the mediating role of work motivation in these relationships at the Office of the Regent of East Kutai Regency. Based on the comprehensive quantitative analysis using Structural Equation Modeling (SEM), several key conclusions can be drawn:

First, the findings unequivocally demonstrate that training and self-development are significant direct contributors to employee performance. This underscores the importance of both organizational initiatives in skill enhancement and individual proactivity in continuous learning for improving work output in the public sector.

Second, work motivation emerged as a powerful and direct determinant of employee performance. This highlights that an inspired and driven workforce is essential for achieving high levels of productivity and effectiveness.

Third, the study provides strong evidence for the mediating role of work motivation in the relationships between the independent variables and employee performance. Specifically, work motivation partially mediates the effects of both training and self-development on performance, meaning that these factors enhance performance not only directly but also by boosting employees' motivation.

Most notably, the research concluded that work motivation fully mediates the relationship between self-efficacy and employee performance. This significant finding implies that an employee's belief in their capabilities (self-efficacy) does not directly translate into performance improvements unless it first ignites their internal drive and enthusiasm (work motivation). In the context of the Office of the Regent of East Kutai Regency, fostering self-efficacy is crucial primarily because it serves as a powerful catalyst for increased motivation, which then directly propels better performance.

In essence, this study confirms a multi-layered mechanism where developmental inputs and self-belief contribute to performance, with work motivation acting as a critical psychological conduit.

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