



The Effect of Training and Work Motivation on Professionalism and Employee Performance at The Banjarmasin City Women's Empowerment and Child Protection Office

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ABSTRACT

This study aims to analyze the effect of training and work motivation on professionalism and employee performance at the Banjarmasin City Women's Empowerment and Child Protection Office. The research employed a quantitative approach with a survey method. The population consisted of all employees in the office, and a saturated sampling technique was applied, resulting in 71 respondents. Data were collected through a Likert-scale questionnaire and analyzed using Partial Least Squares (PLS) (SmartPLS 3.2.0) to test both direct and indirect effects, with professionalism serving as a mediating variable. The findings reveal that training and work motivation have a positive and significant effect on both professionalism and employee performance. Professionalism also has a positive and significant impact on performance, mediating the relationship between training, work motivation, and performance, although the direct effects are more potent than the indirect effects. These results underscore the importance of enhancing training quality and effectively managing work motivation to promote professionalism and achieve optimal employee performance.

Keyword:

Training, Work Motivation, Professionalism, Employee Performance, SmartPLS.

INTRODUCTION

In general, agencies or organizations continually strive to improve the performance of their employees. The success or failure of an organization in maintaining its existence depends largely on human effort to maximize work effectiveness and efficiency. Human resources play a critical role as the primary driver of all organizational activities.

Within an operational system, human resources are a fundamental form of capital and serve as a key determinant in achieving organizational goals. Therefore, effective human resource management is essential, as organizational success depends not only on technological capabilities and financial resources but also on the quality of its people. In small agencies, management challenges may

be relatively simple; however, in larger organizations, these challenges become more complex, requiring highly qualified leaders to guide employees toward achieving performance targets. According to Sutrisno (2016), performance is the result of employee work viewed in terms of quality, quantity, timeliness, and cooperation in achieving organizational goals.

The focus of this research is the Banjarmasin City Women's Empowerment and Child Protection Office, which is tasked with carrying out regional government functions related to public works, including highways, urban infrastructure, water resources, spatial planning, housing, and settlement areas, in

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accordance with regional autonomy principles and delegated duties.

Training (diklat) is recognized as an important means of measuring and improving the competence of government officials (Mumus, 2013). It is not only intended to enhance knowledge but also to improve employee performance. Strategic training programs have been shown to significantly contribute to organizational success (Yunifar, 2017), with evidence indicating that training positively influences work motivation and performance. Similarly, Armstrong (1999) describes work motivation as an internal and external driving force that shapes work behavior, influencing its direction, intensity, and duration. Without adequate motivation, employees are unlikely to perform optimally or contribute effectively to the organization.

However, practical issues persist. Some employees experience declining motivation due to monotonous routines and the absence of rewards such as promotions or bonuses, while certain tasks remain incomplete within deadlines. Professionalism, defined by Maister (1998) as expertise, reliability, responsibility, diligence, discipline, and seriousness in work, is also affected. A high level of professionalism supports organizational growth, yet in the Banjarmasin City Women's Empowerment and Child Protection Office, some employees lack sufficient knowledge, skills, and attitudes due to limited participation in training, technical guidance, and professional development programs.

Performance data over recent years indicate fluctuations in target achievement, influenced by suboptimal training participation and low motivation to take on new tasks or develop skills. Previous research findings on these relationships are inconsistent: Anjas (2018) found that motivation significantly affects performance, while Maharani (2016) reported no such effect. Similarly, Husada (2015) concluded that training impacts performance, whereas Marhadika (2018) found otherwise. Yakin (2021) demonstrated that professionalism mediates the relationship between motivation and performance, strengthening the effect.

Considering these inconsistencies and the practical challenges within the organization, this study aims to examine the influence of training and work motivation on professionalism and employee performance, as well as the mediating role of professionalism. The research is titled: "The Influence of Training and Work Motivation on the Professionalism and Performance of Employees at the Banjarmasin City Women's Empowerment and Child Protection Office."

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Human Resource Development

Human resource development (HRD) programs should be carefully designed based on scientific methods and aligned with the skills required by the organization, both for current and future needs. The primary aim of HRD is to improve employees' theoretical, technical, conceptual, and moral capabilities so they can perform effectively and achieve optimal results. HRD is an integrated activity carried out by management to increase employees' value, enhance organizational productivity, and prepare them for higher-level responsibilities.

According to Notoatmodjo (2003), HRD at the macro level is a process of improving human quality and capabilities to achieve national development goals, involving planning, development, and management of human resources. At the micro level, HRD focuses on planning, education, training, and managing employees to achieve optimal outcomes. Handoko (2001) emphasized that HRD is essential in addressing challenges faced by large organizations, such as employee obsolescence, socio-technical changes, and workforce turnover.

Effective HRD not only improves knowledge, skills, and abilities but also influences employees' attitudes and behaviors. Needs analysis is a critical step to determine current competencies and the skills required for optimal job performance. Modern job demands, such as proficiency in information technology, highlight the necessity for continuous learning.

In HRD, effectiveness means completing tasks according to organizational goals, while efficiency refers to achieving results with optimal use of time and resources. Beyond technical competence, employees are expected to work creatively, proactively seek tasks, and plan work in line with organizational objectives. Education and training are therefore inseparable from the HRD process, as they enhance employees' capabilities and overall performance.

Motivation and Performance

Gomes (2003) conceptualized performance as a function of motivation and ability:

$$P = f(M \times A)$$

where P = performance, M = motivation, and A = ability. Ability is often innate and demonstrated through work, while motivation drives creativity, effort, and persistence. Armstrong (1999) defines motivation as

something that moves people to act, aligning their efforts with organizational goals. Robbins (2001) similarly views performance as the interaction between ability and motivation, noting that deficiencies in either will negatively affect outcomes.

Hypotheses Development

H1: Training → Professionalism

Training is a systematic process designed to enhance employees' knowledge, skills, and attitudes, enabling them to perform professionally. Mumus (2013) identified training as a key method for assessing civil servants' competence, while Supriadi (1998) emphasized that professionalism is shaped by both pre-service and in-service training. Yunidasari (2020) found a significant positive relationship between training and professionalism.

Hypothesis 1: Training has a positive and significant effect on employee professionalism.

H2: Work Motivation → Professionalism

Motivation influences the direction, intensity, and persistence of work behavior (Armstrong, 1999). Motivated employees are more likely to exhibit high professionalism (Supriadi, 1998). Soffa (2018) also confirmed that work motivation positively affects professionalism.

Hypothesis 2: Work motivation has a positive and significant effect on employee professionalism.

H3: Training → Performance

Training improves knowledge and skills, leading to higher productivity and performance (Gomes, 2003; Torang, 2014). Azlansya (2019) demonstrated a significant positive effect of training on performance.

Hypothesis 3: Training has a positive and significant effect on employee performance.

H4: Work Motivation → Performance

Motivated employees are generally more productive and committed (Fahmi, 2012). Soffa (2018) found a positive link between motivation and performance.

Hypothesis 4: Work motivation has a positive and significant effect on employee performance.

H5: Professionalism → Performance

Professionalism involves expertise, responsibility, and a strong work ethic (Maister, 1998). Maharani (2018) found that professionalism significantly influences performance.

Hypothesis 5: Professionalism has a positive and significant effect on employee performance.

H6: Training → Professionalism → Performance

Training can improve professionalism, which in turn enhances performance (Supriadi, 1998; Yakin, 2021).

Hypothesis 6: Professionalism mediates the effect of training on employee performance.

H7: Work Motivation → Professionalism → Performance

Work motivation fosters professionalism, ultimately improving performance (Armstrong, 1999; Soffa, 2018).

Hypothesis 7: Professionalism mediates the effect of work motivation on employee performance.

RESEARCH METHODS

Research Design

This study employed a quantitative research design with a survey method to examine the influence of training and work motivation on professionalism and employee performance. The research also tested the mediating role of professionalism in these relationships. The quantitative approach was chosen to allow for hypothesis testing and statistical measurement of variable relationships based on data collected from employees of the Banjarmasin City Women's Empowerment and Child Protection Office.

Population and Sample

The population consisted of all employees working at the Banjarmasin City Women's Empowerment and Child Protection Office. Using a saturated sampling (census) technique, all 71 employees were included as respondents, ensuring complete representation of the organization in the analysis.

Data Collection Procedures

Primary data were collected using a structured questionnaire distributed directly to respondents. The questionnaire employed a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The items were designed based on theoretical and empirical literature, reflecting the operational definitions of each variable:

1. Training: training materials, delivery methods, instructor competence, training facilities.
2. Work Motivation: intrinsic motivation, extrinsic motivation, recognition and rewards.
3. Professionalism: knowledge and skills, responsibility, work discipline, adherence to professional ethics.
4. Employee Performance: quality of work, quantity of work, timeliness, teamwork.

Measurement Validity and Reliability

The questionnaire items were pre-tested to ensure clarity and relevance. Construct

validity was assessed using convergent and discriminant validity tests, while reliability was evaluated using Cronbach's Alpha and Composite Reliability values.

Data Analysis Techniques

Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS version 3.2.0. This technique was selected due to its suitability for complex models involving mediation and relatively small sample sizes. The analysis consisted of two stages:

1. Measurement Model (Outer Model): testing indicator reliability, convergent validity, discriminant validity, and construct reliability.
2. Structural Model (Inner Model): testing the significance of hypothesized relationships using path coefficients, t-statistics, and p-values obtained through a bootstrapping procedure (5,000 resamples).

A significance level of 5% ($\alpha = 0.05$) was applied, with t-statistics greater than 1.96 and p-values less than 0.05 indicating statistically significant effects. The mediating role of professionalism was evaluated using the indirect effect test within the bootstrapping framework.

RESULTS

Hypothesis Testing

The analysis using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 3.2.0 confirmed that all proposed hypotheses were supported at the 5% significance level. The key results are summarized as follows:

Training → Professionalism

Training has a positive and significant effect on professionalism (H1 supported). Employees who participate in structured and relevant training programs demonstrate higher levels of professional knowledge, skills, and attitudes.

Work Motivation → Professionalism

Work motivation positively and significantly affects professionalism (H2 supported). Highly motivated employees exhibit stronger adherence to professional standards and responsibilities.

Training → Performance

Training significantly enhances employee performance (H3 supported). Access to relevant materials, effective delivery methods, and adequate facilities contributes to improved work quality and productivity.

Work Motivation → Performance

Work motivation has a positive and significant effect on performance (H4 supported). Motivated employees are more

proactive, productive, and committed to meeting work targets.

Professionalism → Performance

Professionalism significantly influences performance (H5 supported). Employees with strong professional ethics, responsibility, and expertise achieve higher performance outcomes.

Training → Professionalism → Performance

Professionalism mediates the relationship between training and performance (H6 supported). While the direct effect of training on performance is stronger, professionalism still serves as a meaningful indirect pathway.

Work Motivation → Professionalism → Performance

Professionalism also mediates the effect of work motivation on performance (H7 supported). As with training, the direct influence of motivation on performance is greater, but professionalism enhances the overall impact.

DISCUSSION

The findings of this study confirm that both training and work motivation are essential drivers of professionalism and employee performance.

Training and Professionalism

The significant relationship between training and professionalism aligns with Mumus (2013) and Yunidasari (2020), who emphasized that training is a vital instrument in developing civil servants' competence. Well-designed training programs equip employees with up-to-date knowledge, practical skills, and professional attitudes, enabling them to perform their roles effectively.

Work Motivation and Professionalism

The positive link between work motivation and professionalism supports Armstrong's (1999) theory that motivation shapes work behavior. Employees who feel motivated, whether through intrinsic factors such as personal growth or extrinsic factors like recognition, are more likely to uphold professional standards in their duties. This is consistent with Soffa's (2018) empirical findings.

Training and Performance

The strong effect of training on performance corroborates Gomes (2003) and Azlansya (2019), who found that training enhances both productivity and output quality. In this study, employees reported that relevant training content, effective delivery methods, and supportive facilities contributed directly to their ability to meet performance targets.

Work Motivation and Performance

Motivation's positive effect on performance is in line with Fahmi (2012) and

Soffa (2018). Motivated employees take greater initiative, are more adaptable to challenges, and demonstrate higher productivity levels.

Professionalism and Performance

The finding that professionalism significantly affects performance echoes Maister (1998) and Maharani (2018). Employees with high professional standards, demonstrated through responsibility, discipline, and ethical conduct, tend to achieve better performance outcomes.

Mediating Role of Professionalism

The mediating role of professionalism between training and performance, as well as between motivation and performance, is consistent with Yakin (2021), who argued that professionalism strengthens the effects of these variables. Although the direct effects were stronger, professionalism still played a complementary role in enhancing performance.

Practical Implications

For the Banjarmasin City Women's Empowerment and Child Protection Office, these results highlight the need to invest in continuous, targeted training programs and to implement motivational strategies, such as recognition systems, career advancement opportunities, and improved work facilities. These initiatives will not only enhance professionalism but also ensure sustained improvements in employee performance.

CONCLUSION

This study examined the influence of training and work motivation on professionalism and employee performance, with professionalism tested as a mediating variable, among employees of the Banjarmasin City Women's Empowerment and Child Protection Office. Using a quantitative survey approach and analyzing data with PLS-SEM, the results demonstrated that:

1. Training has a positive and significant effect on both professionalism and performance.
2. Work motivation positively and significantly influences both professionalism and performance.
3. Professionalism has a positive and significant effect on performance.
4. Professionalism mediates the relationships between training and performance, and between work motivation and performance, although the direct effects are stronger than the indirect effects.

These findings reinforce the importance of designing effective training programs and implementing strategies to maintain and enhance employee motivation. Professionalism, while not the sole driver of performance, serves as an important reinforcing factor that can

amplify the positive effects of training and motivation.

Based on the findings, several recommendations can be made for organizational practice and future research:

1. Enhance Training Programs
 - a. Design training sessions that are directly aligned with job requirements and organizational goals.
 - b. Ensure training is practical, interactive, and supported by adequate facilities and competent instructors.
2. Strengthen Employee Motivation
 - a. Implement a structured recognition and reward system to acknowledge employee achievements.
 - b. Provide career development opportunities, including promotions and skill enhancement programs.
3. Promote Professionalism
 - a. Foster a culture of responsibility, discipline, and ethical work behavior through continuous professional development initiatives.
 - b. Provide employees with the resources and autonomy necessary to perform tasks effectively.
4. Organizational Support
 - a. Improve workplace facilities and provide adequate tools to facilitate task completion.
 - b. Encourage open communication between leaders and employees to address challenges and maintain motivation.
5. Directions for Future Research
 - a. Future studies could incorporate additional variables such as work environment, organizational culture, or leadership style to provide a more comprehensive understanding of the factors affecting professionalism and performance.
 - b. Comparative studies across different public sector agencies could offer broader insights into best practices for employee development.

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