

Training And Development On Employee Performance In Moderation Of Supervision At The Office Of Supervision And Service Of Customs And Excise Type B Madya Pabean B Samarinda

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ABSTRACT: This study aims to analyze the training and development of human resources (HR) on the performance of employees of the Samarinda Customs and Excise Supervision and Service Office (KPPBC), and to test the moderating role of supervision in strengthening the role of supervision in the work environment. This research uses quantitative methods with SEM-PLS techniques to test the hypothesis. Data were collected through questionnaires filled out by 70 employees of KPPBC Samarinda. The results of the analysis show that training and human resource development have a positive and significant influence on employee performance with p_{value} 0.005 and 0.016 respectively. However, supervision does not significantly moderate the relationship between training and performance (p_{value} 0.751) or HR development and performance (p_{value} 0.478). This finding indicates that although HR development and training play an important role in improving performance, supervision has not been able to significantly strengthen the influence of both. Therefore, it is necessary to improve the quality of supervision in order to be able to support the implementation of training and HR development more effectively.

KEY WORD: Training, HR Development, Employee Performance, Supervision

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I. INTRODUCTION

Employee performance is crucial for achieving the goals of organizations, including government institutions like the Customs and Excise Supervision and Service Office (KPPBC) Type Madya Customs B Samarinda. This office plays a strategic role in supporting economic growth through its taxation and customs activities. Effective employee performance is vital for smooth operations and ensuring transparency and accountability. Factors influencing employee performance include motivation, competence, and human resource development (HRM), which have been the focus of recent studies.

Research indicates that human resource development (HRD) and effective supervision significantly enhance employee performance. Supervision helps employees apply training results and meet performance targets. At KPPBC Samarinda, training, HR development, and supportive supervision greatly affect employee performance. Recent studies highlight the interaction of these three factors in various sectors.

To improve HR management strategies, a focus on competency development and effective supervision is essential. One management approach includes providing training that moderates the role of supervision on employee performance. Training should emphasize developing soft skills like leadership, communication, and time management to maximize employee effectiveness. In the customs sector, training is vital for ensuring economic stability and security against unauthorized trade.

Human Resource development is important for improving organizational quality and performance. It boosts both technical skills and managerial competencies essential for customs supervision. Effective supervision relies on the skills of supervisory officers, with training enhancing analytical and managerial skills. This supervision aims to prevent violations and ensure operational compliance. The training must be relevant to operational needs, addressing challenges posed by international regulations and technological advancements.

II. Theoretical Foundation

1. Performance

Performance in the context of human resource management, refers to the results or achievements achieved by individuals or groups in carrying out the tasks assigned in an organization. According to Tarique *et al.*, (2022), performance is the actual result achieved by an employee, as measured against the standards set by the

organization. Performance not only includes work results, but also the way the employee achieves these results, covering various aspects such as efficiency, quality, and innovation in work.

Shields *et al.* (2020) stated that performance also involves aspects of work behavior, such as employee commitment and attendance in completing work. Performance in this view is not only related to the end result, but also to the behavior and work processes that contribute to the achievement of organizational goals. These two views emphasize that performance is a combination of work results and behaviors that support the achievement of organizational goals.

1.1. Performance Variable Indicators

- [1] Quantity of work, refers to how many tasks an employee can complete in a given period of time. Mohd Said *et al.*, (2022) mentioned that work quantity is often measured by the ability of employees to achieve targets in the amount of work set by the organization. In this case
- [2] Quality of work, refers to how well a task or job is completed in accordance with the standards set by the organization.
- [3] Employee knowledge on performance, Permatasari *et al.* (2024) explain that knowledge of tasks includes a deep understanding of procedures, regulations, and policies relevant to the job.
- [4] Creativity, refers to the ability of employees to provide new ideas that are beneficial to the organization. Shakib, (2024) identified that employees who are able to think creatively contribute more to improving efficiency and innovation in the workplace
- [5] Cooperation, measuring the extent to which employees are willing to cooperate with others, both with coworkers, superiors, and other agencies. According to Shalini, (2024), cooperation in the work environment involves not only tasks directly related to work
- [6] Responsibility, is an important component in employee performance, where employees are expected to show an attitude of responsibility in every assigned task. Tarigan & Situmorang, (2024) stated that responsibility reflects an employee's willingness to complete tasks well, manage risks, and take initiative in handling problems.

2. Training

Training is an important part of human resource development (HRD) in organizations. Tarique *et al.* (2022) define training as a systematic process designed to improve employees' skills, knowledge, and competencies to be more effective in carrying out job duties and responsibilities. Training is designed to improve employees' future performance by focusing on job-relevant skills.

According to Sastrohadiwiryono & Syuhada, (2019) explains that training also includes improving the technical knowledge, skills, and interpersonal abilities needed to overcome challenges that arise in a dynamic work environment. Training serves to bridge the gap between the skills employees currently have and the needs of the organization.

Various empirical studies have identified the benefits and impact of training on employee performance in various sectors. Mohd Said *et al.* noted that training plays an important role in improving employee productivity, especially when training programs are tailored to individual and organizational needs. Relevant training programs provide long-term benefits to organizations in terms of increased efficiency and employee knowledge.

2.1. Performance Variable Indicators

- [1] Time Required to Achieve Required Proficiency. This indicator measures how quickly employees can achieve the required level of competence after attending training. Pandey, (2024) found that the time required to achieve proficiency is influenced by the quality of training and the relevance of the material provided
- [2] Knowledge and Skills Retention Knowledge and Skills Retention, this indicator refers to the ability of employees to retain information and skills acquired during training over a long period of time
- [3] Transfer of Training, measures the extent to which employees are able to apply the skills and knowledge gained during training to their daily work. Shakib, (2024) highlighted that effective transfer of training relies heavily on organizational support and the relevance of training materials to job tasks
- [4] Training Impact, this indicator refers to organizational performance of increased productivity, efficiency, and quality of work after training. Permatasari *et al.*, (2024) revealed that effective training directly contributes to improved organizational performance metrics
- [5] Employee Engagement Employee engagement reflects the level of participation and motivation of employees after the training. (Revathi, 2024) noted that employees who feel training is relevant to their needs tend to be more engaged in their work and show increased motivation

- [6] *Net Promoter Score* (NPS) is a tool used to assess the extent to which employees recommend training programs to their colleagues. Mulani (2024) emphasizes that a high NPS indicates that the training program is perceived as useful by participants and relevant to their work
- [7] *Stakeholder* satisfaction, measured through feedback from superiors and coworkers regarding changes in employee competencies after training. Pandey (2024) found that stakeholder satisfaction correlates with improvements in employee skills and performance gained from training.

3. Human Resource Development (HRD)

Human Resource Development (HRD) is a systematic and planned effort to improve employee competencies, skills, and abilities in order to face current and future work challenges. Tarique *et al.* (2022) define HR development as a continuous process that aims to increase employee capacity through training, education, and work experience. This process includes the development of technical, managerial, and social skills needed to support individual and organizational performance.

According to Dessler, (2023) also emphasizes that HR development is an important component in an organization's strategy to create a competent and change-ready workforce. This development includes formal training, informal learning, and opportunities to develop new skills that suit organizational and individual needs.

Several recent empirical studies identify the positive impact of HR development on employee and organizational performance. (Permatasari *et al.*, 2024) emphasized the importance of HR development in improving employee competencies in the government sector. HR development that focuses on relevant training and education has been shown to increase the effectiveness of employees in carrying out their duties.

(Mulani, 2024) found that structured HR development, especially in the manufacturing industry, plays a role in reducing work error rates and improving operational efficiency. By giving employees access to training and opportunities to develop new skills, organizations can improve overall effectiveness and productivity.

(Revathi, 2024) in his research in the health sector shows that HR development contributes to improving service quality, especially through technical training provided to health workers. Effective HR development ensures that employees have the necessary skills to face operational challenges and improve work outcomes.

3.1. Variable Indicators of Human Resource Development (HR)

- [1] *Individual Competency Improvement* Individual competency improvement refers to the skills and knowledge gained by employees after participating in a development program. Study by Sugianto *et al.*, (2022) shows that an effectively designed HR development program can improve employee competencies
- [2] *Individual Performance Improvement*, this indicator measures changes in the quality and quantity of employee performance after participating in the development program. Research (Palikhe & Thapa, 2023) revealed that sustainable HR development significantly improves individual productivity and performance, both in terms of time efficiency and quality of work results.
- [3] *Employee Participation*, refers to the level of enthusiasm and involvement of employees in development activities organized by the organization. (Shakib, 2024) noted that the level of employee participation in HR development programs is an important indicator in assessing the effectiveness of training
- [4] *Talent Retention*, assesses the organization's success in retaining talented employees to stay with the company in the long term. (Permatasari *et al.*, 2024) found that quality HR development can increase the loyalty of potential employees, especially through career development opportunities and the motivation provided.
- [5] *Employee Satisfaction*, measures employee perceptions of the programs and development opportunities offered by the organization. (Revathi, 2024) identified that employees who are satisfied with HR development programs tend to have a higher commitment to the organization and are more productive in their work.

4. Supervision

According to (Tarique *et al.*, 2022), defines supervision as a systematic process carried out by managers to monitor, evaluate, and provide feedback on individual or team performance. This supervision aims to ensure employees work in accordance with organizational goals and to improve the efficiency and effectiveness of their performance.

Several empirical studies in the last two years have identified the positive impact of supervision on

employee and organizational performance. Akhtar, (2022) showed that effective supervisory support has a direct influence on improving employee task performance, especially when supervisors provide clear and constructive feedback. Good supervision also increases employee engagement with work.

Khawaldeh, (2023) found that consistent and systematic supervision contributes to improving the quality of employee performance in the education sector, especially when supervisors play a role in providing timely and relevant directions.

In research conducted by Prabowo *et al.*(2023), supervision was found to be a key factor in improving employee performance through career development. Supervision that involves monitoring performance and providing regular feedback helps employees feel more valued and motivated to deliver better results.

According to Rahmaningrum & Suryalena, (2024) revealed that effective supervision significantly affects employee work discipline, which in turn contributes to improved performance in the manufacturing sector. In this case, supervision acts as a driver for employees to keep following the rules and procedures that have been set.

Research by Nuriyah *et al.*, (2024) also shows that supervision in the public sector improves employee performance by providing clear direction and helping employees overcome operational obstacles they may face.

Previous research Darmawan & Sumartik, (2023) In their research, they found that effectively conducted supervision not only improves individual performance, but also increases overall team efficiency. Well-conducted supervision helps in solving operational problems more quickly and effectively.

4.1. Indicator of Supervision Variables

- [1] Frequency of Performance Appraisals, performance appraisals measure how often employees are appraised for their performance. Rahmaningrum & Suryalena, (2024) stated that performance appraisals carried out regularly help monitor employee development and provide an opportunity to immediately correct deficiencies
- [2] Giving Feedback Regularly, this indicator is given regularly is very important for performance improvement. According to Prabowo *et al.*(2020), structured and consistent feedback provides employees with information on how they can improve their performance
- [3] Clarity of Objectives and Work Standards to be Achieved Clarity, objectives and work standards to be achieved are very important in the supervision process. Akhtar, (2022) shows that when employees have a clear understanding of work objectives and performance standards, they are better able to achieve the expected results
- [4] Suitability of Sanctions and Rewards Based on Performance, this indicator measures whether the sanctions and rewards given to employees are in accordance with the performance achieved. Darmawan & Sumartik, (2023) stated that the application of fair and timely sanctions and rewards motivates employees to work harder and maintain high performance standards
- [5] Availability of Means to Objectively Monitor Performance, this indicator refers to the means that allow objective monitoring of performance. Nuriyah *et al.*, (2024) found that the use of adequate tools and technology to monitor performance in *real-time* can increase accuracy in supervision
- [6] Periodic Assessment of Target Achievement Assessment, this indicator is carried out periodically on employee target achievement is important to ensure that performance is in accordance with the predetermined plan. Khawaldeh, (2023) emphasizes that periodic assessments provide a clear picture of the extent to which employees have achieved the given targets, and provide an opportunity to adjust strategies if necessary
- [7] Objectivity of the Supervisory Process Objectivity, in the supervisory process, refers to the extent to which supervision is carried out without being influenced by personal bias or subjectivity. Rahmaningrum & Suryalena, (2024) noted that objectivity is key in creating fairness in employee supervision

5. Correlation between Research Variables

5.1. Training and Employee Performance

Training plays an important role in improving employee performance by providing the knowledge and skills required to perform tasks effectively. Well-designed training provides opportunities for employees to improve their competencies, which in turn can improve productivity and work quality. Several empirical studies in the last three years have shown that training not only affects technical skills, but also employees' ability to adapt to changes in technology and new procedures in the workplace. When employees receive training that is appropriate to their job needs, this can speed up the process of completing tasks and improve work results that meet the standards expected by the organization. Palikhe & Thapa, (2023),

In this context, several recent studies have shown that training can reduce error rates on the job, increase

operational efficiency and improve employee retention. This positive relationship between training and performance is evident in a variety of sectors, including the public and private sectors, where training programs tailored to employee needs directly improve individual and organizational performance. Shakib, (2024),

Training has a significant influence on employee performance, both in terms of increasing technical competence and in terms of motivation and job satisfaction. Effective training programs not only improve productivity and performance quality, but also increase employee retention and loyalty, ultimately contributing to the long-term success of the organization.

5.2. HR Development and Employee Performance

HR development programs that include training, *mentoring*, and continuing education enable employees to improve their technical knowledge and *interpersonal* skills, making them better able to face job challenges and meet organizational standards. Palikhe & Thapa, (2023). Effective HR development also enables employees to increase their capacity to complete more complex tasks, leading to improved overall performance. HR development is also closely related to employee motivation and job satisfaction, which in turn affects their performance. Employees who feel that they have the opportunity to grow through development programs provided by the organization tend to be more motivated and committed to their work.

Recent studies reveal that HR development focused on career advancement and personal development contributes to employee loyalty, reduces *turn-over*, and increases employee involvement in achieving organizational goals. Revathi, (2024). Thus, HR development not only improves technical skills, but also creates a work environment that supports and motivates employees to perform better.

HR development has a significant influence on employee performance. Through improved competencies and skills, as well as increased motivation and job satisfaction, a targeted HR development program can contribute to improved individual and overall organizational performance. Therefore, HR development is an important strategic investment for the long-term success of the organization.

III. RESEARCH METHODS

This type of research is quantitative research by looking for causal relationships. This research is associative research that is causal in nature, where the relationship studied is causal. This research design is *explanatory* research (*explanatory research*) explaining the relationship between one variable and another variable consisting of employee performance, training, HR development and supervision at the Samarinda Customs Type B Customs Supervision and Service Office (KPPBC Samarinda). The variables used in this study are employee performance, training, HR development and supervision. The following is an operational definition at KPPBC Samarinda.

1. Employee Performance (Y)

- [1] Quantity of work; The extent to which can achieve the target quantity of work set in terms of quantity. (Y)_{1.1}
- [2] Quality of work; Quality of work according to set standards. (Y)_{1.2}
- [3] Knowledge; Level of understanding of the task at hand. (Y)_{1.3}
- [4] Creativity; Providing creative ideas. (Y)_{1.4}
- [5] Cooperation; Willingness to cooperate with others, Level of cooperation with agencies, superiors and coworkers. (Y)_{1.5}
- [6] Responsibility; Responsible attitude in doing work. (Y)_{1.6}

2. Training (X)₁

- [1] Time required to achieve the required proficiency; Assesses the length of time it takes for an employee to reach a competency level after training. (X)_{1.1}
- [2] Retention of knowledge and skills; Assessing how long employees are able to retain the knowledge and skills acquired in training. (X)_{1.2}
- [3] Transfer of training; Assessing the extent to which employees are able to apply training knowledge to their daily work. (X)_{1.3}
- [4] Impact on organizational performance metrics; Assess whether training has an impact on improving overall organizational performance. (X)_{1.4}
- [5] Employee engagement; Assessing the level of motivation and participation of employees after the training. (X)_{1.5}
- [6] *Net Promoter Score*; Assesses the level of employee recommendation of the training program to

- colleagues. (X)_{1.6}
- [7] *Stakeholder* satisfaction; Assessing the level of satisfaction of superiors and coworkers with changes in employee competencies. (X)_{1.7}

3. HR Development

- [1] Improvement of individual competence; Assessing the improvement of employee skills and knowledge after participating in the development program.(X)_{2.1}
- [2] Individual performance improvement; Assessing changes in the quality and quantity performance levels of employees.(X)_{2.2}
- [3] Employee participation; Assessing the level of enthusiasm and involvement of employees in development activities. (X)_{2.3}
- [4] Talent retention; Assessing the success of nurturing and motivating potential employees to remain in a long-term career. (X)_{2.4}
- [5] Employee satisfaction; Assessing the level of employee satisfaction with the development programs and opportunities offered. (X)_{2.5}

4. Surveillance

- [1] Frequency of performance appraisal; Indicates how often the performance appraisal process is conducted, such as semi-annually, annually. The more frequent, the more objective it will be. (M)₁
- [2] Providing regular feedback; Providing regular and routine feedback on performance achieved. Useful for continuous improvement. (M)₂
- [3] Clarity of objectives and work standards that must be achieved; Performance standards must be clear and understood so that it is easy to measure the achievement of targets. (M)₃
- [4] Appropriateness of sanctions and *rewards* based on performance; Fairness is created when sanctions and *rewards* are applied according to the level of performance achievement. (M)₄
- [5] Availability of means to monitor performance objectively; The existence of *assessment centers*, *bookkeeping* etc. so that performance assessment is based on objective data. (M)₅
- [6] Periodic assessment of target achievement; To monitor the progress of target achievement on a regular basis for timely improvement. Appropriateness of responsibility and authority, participation in setting targets, system in accordance with organizational values. For fairness and support of the monitoring system for individual and organizational performance achievement. (M)₆
- [7] Objectivityofthesupervisoryprocess; Freefrom bias basedon data andfactstoprovidefairandusefulfeedback. (M)₇

5. Data Analysis Technique

5.1. SEM-PLS Analysis

In this study, data analysis used the *Partial Least Square* (PLS) approach. PLS (*Partial Least Square*) is used to estimate partial least squares of regression models or known as projections on latent structures. PLS is a predictive technique that is an alternative to *Ordinary Least Square* (OLS) regression, or *structural equation modeling*(SEM).

The main purpose of SEM-PLS is to explain the relationship between constructs and emphasize the understanding of the value of the relationship. In this case, the important thing to note is the need for a theory that provides assumptions to describe the model, variable selection, analysis approach, and interpretation of results. Because this study uses indicators to measure each construct, and also the measurement model is structural, the authors decided to use SEM-PLS.

The variance-based *Structural Equation Modeling* (SEM) method is known as the *Partial Least Square* (PLS) method. The reasons behind the selection of the PLS analysis model are as follows:

- [1] PLS is a *powerful* analytical method that is not based on many assumptions and allows analysis of various latent variable indicators, both reflexive and formative indicators.
- [2] The PLS method is easier to operate, because PLS does not require certain distribution assumptions, does not require modification of the index.
- [3] PLS SEM allows users to use measurement scales other than intervals such as nominal, ordinal and ratio data, which is not allowed in the covariance-based SEM that we are familiar with.

The steps to be taken in PLS include:

- [1] Designing a measurement model (*outer model*) that explains the relationship between latent variables and their indicator variables which are reflexive in nature in this study;
- [2] The design of the structural model (*inner model*) explains the relationship between one variable and another latent variable;
- [3] The construction of the path diagram is based on two models, namely the structural model and the measurement model;
- [4] Convert the path diagram into a structural equation model (the relationship between the latent variables under study) and measurement model (the relationship between indicator variables and latent variables);
- [5] Parameter estimation in PLS (reflective model) is done by means of *path estimation*;
- [6] *Goodness of Fit evaluation* by testing the suitability of the model, namely the *outer model* (*Convergent validity, Discriminant validity, and Composite reliability*) and the *inner model* (*R-square, F-square, and Q-square presictive relevance*);
- [7] Testing hypothesis that conducted with method *bootstraping resampling method* and the test statistic used is the t-test.

Designing the Measurement Model (Outer Model)

A research concept and model cannot be tested in a relational and causal relationship prediction model if it has not passed the purification stage in the measurement model. This measurement model is used to test construct validity and instrument reliability.

The outer model or measurement model defines how each indicator block relates to its latent variable. The design of the measurement model determines the nature of the indicators of each latent variable, whether reflexive or formative, based on the operational definition of the variable.

The reflexive model is often referred to as the *principal factor* model, which means that manifest variables are influenced by latent variables. The reflexive indicator model equation is as follows:

$$\begin{aligned} X &= \lambda x\xi + \varepsilon x \\ Y &= \lambda y\eta + \varepsilon y \end{aligned}$$

Where x and y are indicators for exogenous latent variables (ξ) and endogenous latent variables (η). While λx and λy are loading matrices that describe like simple regression coefficients that connect latent variables with their indicators.

The formative model is the opposite of the reflexive model where the formative model assumes that manifest variables affect latent variables.

The direction of causality flows from manifest variables to latent variables. The formative indicator model equation is as follows:

$$\begin{aligned} \xi &= \Pi\xi X_i + \delta\xi \\ \eta &= \Pi\eta Y_i + \delta\eta \end{aligned}$$

Where ξ , η , X , and Y are the same as the previous equation. With Πx and Πy are like multiple regression coefficients of the latent variable on the indicator, while $\delta\xi$ and $\delta\eta$ are the residuals of the regression. The indicator in this study is reflective because the latent variable indicator affects the indicator, or in other words, it measures how far the indicator can explain the latent variable. For this reason, 2 ways of measuring validity and 2 ways of measuring reliability are used, namely:

[1] Validity Test

Convergent Validity *Convergent Validity* measures the amount of correlation between constructs and latent variables. In evaluating *Convergent Validity* from examining individual *item reliability*, it can be seen from the *standardized loading factor*. The *standardized loading factor* describes the magnitude of the correlation between each measurement item (*indicator*) and its construct. The correlation can be said to be valid if the *loading factor* has a value > 0.5

Discriminant Validity or with *Average Variance Extracted (AVE)* *Discriminant validity* relates to the principle that measures of different *constructs* should not be highly correlated. *Discriminant validity* occurs if 2 (two) different instruments measuring two constructs that are predicted to be uncorrelated produce scores that are indeed uncorrelated. The *discriminant validity* test is assessed based on the *cross loading* of the measurement with its construct. This method used to assess *discriminant validity* is to compare the root AVE for each construct with the correlation between other constructs and the model.

AVE (*Average Variance Extracted*) is the average percentage score of variance extracted from a set of latent variables estimated through the standardized loading of their indicators in the process of iterating the algorithm in PLS.

The way to calculate the AVE value is as follows:

$$AVE = \frac{\sum \lambda i^2}{\sum \lambda i^2 + \sum \lambda var \epsilon(i)}$$

[2] Reliability Test

In addition to the validity test, PLS also conducts a reliability test to measure the internal consistency of the measuring instrument. Reliability shows the accuracy, consistency and accuracy of the measuring instrument in making measurements. The reliability test in PLS can use two methods, namely:

Cronbach's Alpha. Used to measure the lower limit of the reliability value of a construct where the consistency of each answer is tested. *Croncach's alpha* is said to be good if the value is > 0.7 although the value of 0.6 is still acceptable.

Composite Reliability. Used to measure the true value of the reliability of a construct, *Composite Reliability* is considered better than *Croncach's alpha* in estimating the internal consistency of a construct, which will be considered good if the value is > 0.7 although the value of 0.6 is still acceptable, the method for composite reliability is as follows:

$$pc = \frac{(\sum \lambda i)^2}{(\sum \lambda i)^2 + \sum_i var \epsilon(i)}$$

Where λ1 is the loading factor, and var ε(i)= 1-λ1².

IV. FIGURES AND TABLES

1. Employee Performance (Y1)

Table 1. Responses on Employee Performance

No.	Statement	Symbol	5	4	3	2	1	Mean
1	Quantity of work; employees are able to completing work on time	Y1.1	4	17	36	10	0	3.22
2	Quality of work; quality of work completed in accordance with the established standards	Y1.2	13	19	26	9	0	3.54
3	Knowledge; employees understand instructions and instructions on task well	Y1.3	13	18	26	10	0	3.51
4	Creativity; proposed ideas can effectively implemented	Y1.4	5	17	28	17	0	3.15
5	Cooperation; employees easily cooperate with superiors and related agencies	Y1.5	14	15	30	8	0	3.52
6	Responsibility; employees complete work with full responsibility	Y1.6	8	21	28	10	0	3.40
Mean Employee Performance Responses (Y1)								3.39

Source: Data processing results, 2024

2. Training (X1)

Table 2. Training Responses

No.	Statement	Symbol	5	4	3	2	1	Mean
1	Time required to achieve the required proficiency; standardized knowledge proficiency after attending Training	X1.1	13	10	33	11	0	3.37
2	Retention of knowledge and skills; Employees can retain knowledge and skills gained from training	X1.2	11	15	29	12	0	3.37
3	Transfer of training; Employees are able to apply the knowledge gained to the job Actually	X1.3	6	15	36	10	0	3.25

4	Impact on organizational performance metrics; visible improvement in organizational performance as a whole overall after the implementation of the training	X1.4	7	16	34	10	0	3.30
5	Employee engagement; employee motivation and participation in work after the training.	X1.5	9	10	39	9	0	3.28
6	Net Promoter Score; Employees recommend the training program to other colleagues	X1.6	10	20	19	18	0	3.33
7	Stakeholder satisfaction; the level of satisfaction of superiors and colleagues with the increase in employee competence after training	X1.7	8	27	23	9	0	3.51
Mean Training Responses (X1)								3.35

Source: Data processing results, 2024

3. HR Development (X2)

Table 3. HR Development Responses

No.	Statement	Symbol	5	4	3	2	1	Mean
1	Improvement of individual competence; there is an increase in the ability and knowledge of employees after participating in the development program.	X2.1	9	20	29	9	0	3.43
2	Improvement of individual performance; there is a change in the quantity and quality performance of employees after participating in the program development program	X2.2	14	18	25	10	0	3.54
3	Employee participation; the level of enthusiasm and involvement of employees in development activities	X2.3	10	21	26	10	0	3.46
4	Talent retention; development programs succeeded in retaining potential employees for a long-term career. Long	X2.4	12	17	31	7	0	3.51
5	Employee satisfaction; the level of employee satisfaction with the development programs and opportunities offered by the company.	X2.5	10	19	30	8	0	3.46
Average HR Development (X2)								3.48

Source: Data processing results, 2024

4. Surveillance

Table 4. Supervision Responses

No.	Statement	Symbol	5	4	3	2	1	Mean
1	Frequency of performance appraisal; appraisal process performance is carried out in one period	M1	8	20	26	13	0	3.34
2	Providing regular feedback; performance feedback is provided regularly and at regular intervals	M2	4	25	30	8	0	3.37
3	Clarity of objectives and work standards; objectives and standards of work to be achieved have been communicated.	M3	15	22	22	8	0	3.66
4	Appropriateness of sanctions and rewards to performance; sanctions and rewards are applied accordingly with employee performance achievement	M4	13	22	22	10	0	3.57

5	Availability of objective performance monitoring tools; objective assessment tools such as assessment centers are available, bookkeeping system	M5	14	16	30	7	0	3.55
6	Periodic assessment of target achievement; an assessment of achievement is conducted. target regularly	M6	6	19	28	14	0	3.25
7	Objectivity of the supervisory process; the assessment process is free from personal bias and based on data	M7	8	21	25	13	0	3.36
Mean Surveillance Responses (M)								3.44

Source: Data processing results, 2024

5. Convergent Validity

Convergent validity is fulfilled if the scores obtained with two different instruments measuring the same concept show a high correlation. Indicators that have convergent validity are having an outer loading factor above 0.50 which is still tolerable with a *t-statistic* value above 1.96 or *p-value* < 0.05. Further test results are shown in the following table:

Table 5. Outer Model Testing Results

No.	Statement	Symbol	Outer Loading	CA	CR	AVE
EMPLOYEE PERFORMANCE (Y)		Y1	0.780	0.871	0.904	0.611
1	Quantity of work; employees are able to complete work on time	Y1.1	0.7			
2	Quality of work; quality of work completed in accordance with the established standards	Y1.2	0.818			
3	Knowledge; employees understand instructions and instructions on tasks well	Y1.3	0.780			
4	Creativity; proposed ideas can be effectively implemented	Y1.4	0.806			
5	Cooperation; employees easily cooperate with superiors and related agencies	Y1.5	0.846			
6	Responsibility; employees complete work with full responsibility	Y1.6	0.775			
TRAINING (X)₁		X1	0.793	0.902	0.923	0.631
1	Time required to achieve required proficiency; knowledge proficiency to standard after attending training	X1.1	0.831			
2	Retention of knowledge and skills; Employees are able to retain the knowledge and skills acquired. of training	X1.2	0.817			
3	Transfer of training; Employees are able to apply the knowledge gained to the job. Actually	X1.3	0.822			
4	Impact on organizational performance metrics; visible improvement in overall organizational performance after implementation Training	X1.4	0.735			
5	Employee engagement; motivation and participation of employees in work after attending training	X1.5	0.801			

6	Net Promoter Score; Employees recommend the training program to their colleagues	X1.6	0.762			
7	Stakeholders satisfaction; the level of satisfaction of superiors and colleagues with the increase in employee competence after participating in the program. Training	X1.7	0.787			
HUMAN RESOURCE DEVELOPMENT (X)₂		X2	0.802	0.862	0.901	0.645
1	Improved individual competence; there is an increase in skills and knowledge in employees after participating in the development program	X2.1	0.799			
2	Improved individual performance; there are changes in the quantity and quality of employee performance after participating in the development program.	X2.2	0.842			
3	Employee participation; the level of enthusiasm and involvement of employees in development activities	X2.3	0.792			
4	Talent retention; development programs succeeded in retaining potential employees for long-term careers.	X2.4	0.837			
5	Employee satisfaction; the level of employee satisfaction with the development programs and opportunities offered by the company.	X2.5	0.742			
SUPERVISION (M)		M	0.752	0.873	0.903	0.576
1	Frequency of performance appraisal; the performance appraisal process is carried out in one period	M1	0.822			
2	Regular feedback; feedback on performance is given regularly and periodically.	M2	0.560			
3	Clarity of work objectives and standards; work objectives and standards to be achieved has been communicated	M3	0.800			
4	Appropriateness of sanctions and rewards with performance; sanctions and rewards are applied in accordance with employee performance achievements.	M4	0.822			
5	Availability of means to objectively monitor performance; assessment tools available objectives such as assessment center, bookkeeping system	M5	0.749			
6	Periodic assessment of target achievement; regular assessment of target achievement is conducted	M6	0.665			
7	Objectivity of the supervision process; process assessments are free from personal bias and based on data	M7	0.848			

Source: Data processing results, 2024

V. CONCLUSION

The conclusion of this study shows that:

Training has a significant influence on employee performance at KPPBC Samarinda. Training that is organized effectively is able to improve the technical and managerial abilities of employees, which in turn contributes to improving their performance in carrying out organizational tasks. This is in line with various previous studies that show that quality training not only improves employee competence but also encourages work productivity and effectiveness. Thus, training can be considered as one of the important factors in HR development strategy to improve overall organizational performance.

Human resource development (HRD) has a significant influence on employee performance at KPPBC

Samarinda. HR development programs that include improving technical and managerial skills are proven to be able to improve employee competence and productivity. Employees who get the opportunity to develop themselves through training and other development programs show better performance in carrying out their duties. These results support previous research which shows that HR development is an important factor in driving improvements in individual and organizational performance, making HR development a key element.

Supervision does not moderate the significant effect of training on employee performance at KPPBC Samarinda. Although training contributes positively to improving employee performance, the role of supervision in strengthening this relationship is not optimal. Supervision that is less effective in providing regular direction and feedback causes the effect of training on performance not to be significantly strengthened. This suggests that to maximize the results of training, it is necessary to improve the quality and consistency of supervision in order to support the application of knowledge and skills gained through training.

Supervision does not moderate the significant effect of HR development on employee performance at KPPBC Samarinda. Although HR development contributes positively to improving employee performance, the role of supervision as a moderating factor is not strong enough to strengthen the relationship. Inconsistent and ineffective supervision in providing support and direction after HR development programs causes the transfer of skills and knowledge into work practices to be less than optimal. Therefore, improvements in the quality of supervision are needed so that HR development can have a more maximum impact on employee performance.

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