The Role of Training Needs Assessment and Off-the-Job Training Methods on the Performance of Employees at the Investment and One-Stop Integrated Services Office of Gorontalo Province

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A B S T R A C T

Optimal employee performance is crucial for the effectiveness of public service organizations; however, empirical evidence regarding specific influencing factors such as training needs assessment and off-the-job training methods remains limited in the Indonesian context. This quantitative study addresses this gap by examining the impact of both variables on the performance of 46 Civil Servants, using questionnaires and multiple linear regression analysis. The results show that both training needs assessment (t-value=3.458) and off-the-job training (t-value=2.024) have a significant positive effect on performance, both partially and simultaneously (F-value=11.958), with the regression model Y = 21.212 + 0.313X₁ + 0.155X₂ explaining 26.6% of the variance in performance. These findings contribute practical empirical evidence that strategic investment in both training aspects can be an effective measure to enhance human resource performance in public organizations, while also highlighting the need to explore other factors for more comprehensive interventions.

A B S T R A K

Kinerja karyawan yang optimal sangat penting bagi efektivitas organisasi layanan publik, namun bukti empiris mengenai faktor spesifik yang memengaruhinya seperti penilaian kebutuhan pelatihan dan metode pelatihan di luar pekerjaan masih terbatas dalam konteks Indonesia. Penelitian kuantitatif ini mengatasi kesenjangan tersebut dengan menguji pengaruh kedua variabel terhadap kinerja 46 Pegawai Negeri Sipil, menggunakan kuesioner dan analisis regresi linier berganda. Hasil penelitian menunjukkan bahwa baik penilaian kebutuhan pelatihan (nilai-t=3,458) maupun pelatihan di luar pekerjaan (nilai-t=2,024) berpengaruh signifikan terhadap peningkatan kinerja, baik secara parsial maupun simultan (nilai-F=11,958), dengan model regresi Y = 21,212 + 0,313X₁ + 0,155X₂ yang menjelaskan 26,6% varians kinerja. Temuan ini memberikan kontribusi praktis berupa bukti empiris bahwa investasi strategis dalam kedua aspek pelatihan tersebut dapat menjadi langkah efektif untuk meningkatkan kinerja sumber daya manusia di organisasi publik, sekaligus menyoroti perlunya eksplorasi faktor lain untuk intervensi yang lebih komprehensif.

INTRODUCTION

Employee performance is a crucial element in an organization that has a significant impact on the work results produced. Every institution expects its employees to work with full dedication and optimize their abilities to achieve maximum work outcomes (Mustapa et al., 2022). Specifically, in government agencies such as the Investment and One-Stop Integrated Service Office (DPMPTSP) of Gorontalo Province, enhancing employee performance has become an urgent necessity to meet the challenges posed by rapid changes and increasingly complex public service demands.

One of the key strategies to improve employee performance is by strengthening their competencies through targeted and relevant training programs (Wijonarko et al., 2020). Effective training must be grounded in a precise and systematic Training Needs Assessment (TNA) (Velayati et al., 2024). TNA is a process used to identify the gaps between the existing employee capabilities

and the competencies required to perform their duties optimally (Ngindana & Hermawan, 2019). This process ensures that training efforts are focused on priority areas, allowing resources to be used efficiently and producing meaningful outcomes.

The choice of training methods plays an equally important role in supporting competency development (Wulandari, 2020). Off the Job Training, which is conducted outside the regular work environment, provides employees the opportunity to concentrate on learning, refine their analytical thinking, leadership, communication, and management skills without routine work interruptions (Gusetyoningsih & Astutiningsih, 2021). This method allows for simulation of work situations and more in-depth discussions, making knowledge and skill transfer more effective (Mukhlisin et al., 2024).

DPMPTSP Gorontalo faces a dynamic and challenging environment marked by regulatory changes, rising public expectations, and rapid technological advancement. This situation demands that employees not only master administrative tasks but also develop adaptability, problem-solving, and innovation capabilities in delivering services. Therefore, enhancing employee competencies becomes a strategic priority to ensure the successful execution of organizational roles and functions (Herwina, 2021).

Recent employee performance data reveals a highly encouraging trend. The performance scores of DPMPTSP Gorontalo have shown significant improvement, increasing from 90.96 in 2022 to 94.77 in 2023, and further to 96.02 in 2024. This upward trajectory reflects the effectiveness of training programs and performance management strategies in place, as well as the high commitment and dedication of employees to delivering the best possible service to the people of Gorontalo. The success serves as concrete evidence that enhancing competencies through human resource development leads to sustainable positive impacts.

Moreover, the achievements of DPMPTSP Gorontalo in boosting performance contribute significantly to fostering a conducive investment climate. With faster, transparent, and higher-quality services, the region becomes more attractive to investors, thereby supporting regional economic growth and community welfare.

However, beyond these achievements, this study is motivated by a still-limited understanding of how the mechanisms within training design specifically Training Needs Assessment (TNA) and Off-the-Job Training contribute specifically to improving employee performance in public sector organizations. Although various empirical evidence has confirmed the positive relationship between training and performance, most prior studies still treat training as a homogeneous intervention. This has resulted in a lack of exploration into the interaction between the relevance of training needs (through TNA) and its delivery methods (such as Off-the-Job Training) in producing performance impacts, especially within the context of public organizations often faced with various bureaucratic constraints.

Consequently, a research gap exists, specifically in empirically explaining the source of performance improvement: whether it is more dominantly derived from the accuracy of needs diagnosis through TNA, or from the training method itself, such as Off-the-Job Training. To address this gap, this study aims to examine the relative and combined roles of Training Needs Assessment (TNA) and Off-the-Job Training on employee performance within the public service context of the Investment and One-Stop Integrated Service Office (DPMPTSP) of Gorontalo Province.

Based on the background, the researcher formulated the following hypotheses: H1: It is suspected that Training Need Assessment (TNA) has a significant effect on improving employee

performance at the Investment and One-Stop Service Office (Dinas Penanaman Modal & PTSP) of Gorontalo Province. H2: It is suspected that the implementation of the Off the Job Training method positively affects the improvement of employee performance. H3: It is suspected that there is a simultaneous effect between Training Need Assessment (TNA) and the Off the Job Training method on employee performance at the mentioned office.

LITERATURE
Employee Performance

DeCenzo & Robbins, (2009) explains that performance is a measure encompassing both effectiveness and efficiency in achieving objectives, where efficiency is defined as the ratio of effective output to the input required to achieve the goal. Furthermore, Alzahmi & Alshamsi (2024) reveals a close relationship between individual performance and company performance, stating that if an individual's performance is good, it is very likely that the company's performance will also be good. Good employee performance can be achieved if they possess high skills, are willing to work because they receive compensation in accordance with agreements, and have expectations of a better future (Neupane & Khanal, 2022).

Fauziyah & Kuswinarno, (2024) highlight several factors that make performance critically important:
1. Good performance directly contributes to increasing the productivity of individuals or teams. When each member works effectively, organizational or personal goals can be achieved more quickly and efficiently.
2. Every individual who works has the desire to develop their work abilities to the fullest potential.
3. Individuals who perform their duties to the best of their abilities hope to achieve accomplishments and receive recognition.
4. Everyone also wants their performance to be evaluated objectively.
5. Good performance is often associated with quality results and efficiency in the utilization of resources.

Robbins & Judge (2018) also put forward several indicators used to measure employee performance, which are:
1. **Quality**: Refers to employees' perception of the quality of work produced, including the level of perfection in task completion according to the skills and abilities possessed.
2. **Quantity**: Measures the amount of output produced, such as the number of units or cycles of activity successfully completed.
3. **Timeliness**: Assesses the degree to which activities are completed within the set timeframe, including coordination with expected outcomes and optimization of other activity times.

4. **Effectiveness**: Describes the extent to which the use of organizational resources—such as labor, technology, raw materials, and funds—is maximized to improve the results for each unit of resources used.
5. **Independence**: Indicates an employee's ability to carry out tasks and responsibilities independently in the future.

In this study, employee performance is no longer viewed merely as a consequence of individual motivation or capability, but rather as a product that can be shaped and optimized through deliberate and structured systems and designs in Human Resource Development (HRD). This perspective serves as the foundation for this research to investigate specific and effective interventions.

Training Need Assessment

(Werner & DeSimone, 2012), Training Need Assessment is a process of gathering data on training needs that not only focuses on identifying skill gaps but also takes into account external factors such as technological changes, organizational strategies, or organizational goals that may influence training needs. They emphasize the importance of collecting accurate data from various sources to ensure that the training provided is relevant and aligned with actual needs. In line with that, Gupta & Singh, (2008) argue that Training Need Assessment should be conducted systematically with the goal of identifying the gap between the skills employees currently possess and the skills needed by the organization. Without a thorough needs analysis, the training provided will not align with the organization's objectives and will fail to significantly improve employee productivity (Markaki et al., 2021).

Based on the definitions put forward by experts, Training Needs Assessment in this study is positioned as a strategic alignment mechanism that ensures training relevance, thereby increasing the likelihood of skill transfer and performance improvement (Soni & Saraf, 2025). This process functions as a critical bridge that connects organizational goals with the design of training interventions, ensuring that resources are deployed to address the most essential competency gaps for performance enhancement within the public bureaucratic context (Kura & Kaur, 2021).

The indicators of Training Need Assessment according to Swanson & Holton (2001), as cited in the study by Sunyoto et al., (2020) are:
1. **Organization-Based Analysis**: Reviews the needs of the organization or company as a whole, so that the results of the Training Needs Assessment (TNA) can be applied to all individuals within the organization.
2. **Task-Based Analysis**: Focuses on whether the required skill standards for a particular job are already met by the jobholder.
3. **Person-Based Analysis**: Focuses on whether employees are capable of performing tasks according to job demands.

Off The Job Training Method

According to Noe, (2008), Off the Job Training is training that takes place outside the workplace, where trainees are not directly involved with their daily tasks. This training is typically conducted in classrooms, seminars, or using various training tools such as simulations or computer-based learning. (Armstrong, 2009) reveals that the Off the Job Training method allows participants to explore training materials without the constraints of time and limited job tasks. Armstrong emphasizes that by attending training outside the workplace, participants can develop a deeper understanding of theoretical concepts, which can later be applied more effectively in the workplace.

However, the effectiveness of Off-the-Job Training depends on its alignment with actual job requirements. As cautioned by Hedlund & Österberg (2013), the success of any training method is largely determined by the extent to which its content and approach are aligned with the specific competencies required to perform the tasks. Furthermore, (Paslawski et al., 2014), in his four-level evaluation model, emphasizes that learning transfer (level 3) and impact on work results (level 4) can only be achieved if the training is designed based on accurate needs identification. Therefore, the advantages of a training method even if conducted outside the work environment cannot stand alone without being preceded by a comprehensive needs assessment process. Without this foundation, training risks becoming an elegant solution to the wrong problem, or merely an administrative activity without real impact on performance improvement, especially in the context of public bureaucracy that is laden with complexity and resource constraints.

The indicators in the Off the Job Training method according to Gutara et al. (2021) are:

1. **Instructor Quality**: Refers to the ability and competence of the instructor in mastering the material and effectively delivering it to the training participants.
2. **Training Participants**: Refers to the individuals attending the training program, whose quality is influenced by their background, experience, and motivation to learn and develop themselves.
3. **Training Delivery Method:** Refers to the way or technique used by the instructor to deliver the material, which may include case studies, simulations, or discussions.
4. **Training Material Suitability**: Refers to the relevance and appropriateness of the topics taught in relation to the participants' needs and the training objectives.
5. **Training Outcome Evaluation**: This is the process of measuring the extent to which the training objectives have been achieved, usually carried out through tests or feedback to assess participants' knowledge and skill improvement.

RESEARCH METHOD

This study employs a quantitative approach with a descriptive and verificative design to examine the causal relationship between variables. This approach was selected not only to describe the phenomenon but, more importantly, to analyze and compare the relative explanatory power of two key mechanisms: Training Needs Assessment (TNA) and Off-the-Job Training on employee

performance. The quantitative design enables this strategic comparison by measuring the extent to which each independent variable contributes to predicting the dependent variable employee performance at the Investment and One-Stop Integrated Service Office (DPMPTSP) of Gorontalo Province. Thus, this research seeks to reveal which of these two training design mechanisms plays a more dominant role. Data was collected systematically through structured questionnaires to test the hypotheses, following rigorous procedures to ensure the analytical results could indicate significant effects, both partially and simultaneously (Sugiyono, 2017).

The research population consists of all 57 employees at the DPMPTSP of Gorontalo Province. A sample of 46 Civil Servants (PNS) was selected using a purposive sampling technique based on criteria that ensure data relevance and depth to the research context. While this single-institution, public sector setting limits the generalizability of findings to broader contexts, it provides a methodological advantage in the form of in-depth organizational analysis. Focusing on one organization allows this study to capture the specific dynamics, challenges, and practices at DPMPTSP Gorontalo in greater detail and context, yielding a rich understanding of how the variables interact within a real bureaucratic ecosystem.

Regarding data collection techniques, the researcher utilized several primary methods. Observation was conducted to obtain direct data from the research subjects. Additionally, closed questionnaires with a 1-5 Likert scale were used to gather the respondents' perceptions related to the research variables. This method was chosen to ensure that the collected data can be analyzed quantitatively in line with the research objectives (Noor, 2012).

This study employs several stages in data analysis techniques, starting with validity and reliability tests to ensure data collection instruments, such as questionnaires, accurately and consistently measure variables. This is followed by classical assumption tests to check data suitability for regression analysis, including normality, multicollinearity, and heteroscedasticity. When these assumptions are met, multiple linear regression analysis is applied to examine the effects of independent variables (Training Need Assessment and Off the Job Training method) on the dependent variable (employee performance). Finally, hypothesis testing is conducted to determine the significance of these effects both partially and simultaneously (Siregar, 2023).

RESULT and DISCUSSION
RESULT
Validity & Reliability
Table 1 *Validity & Reliability Test Result*

Variable	Item Variable	R Calculation	R Table	Description	Cronbach's Alpha	Description
Training Need Assessment	X1.1	0,872	0,291	Valid	0.931	Reliable
	X1.2	0,843	0,291	Valid		
	X1.3	0,841	0,291	Valid		
	X1.4	0,623	0,291	Valid		
	X1.5	0,843	0,291	Valid		
	X1.6	0,736	0,291	Valid		
	X1.7	0,773	0,291	Valid		
	X1.8	0,871	0,291	Valid		
	X1.9	0,807	0,291	Valid		

	X2.1	0,711	0,291	Valid		
	X2.2	0,721	0,291	Valid		
	X2.3	0,827	0,291	Valid		
	X2.4	0,807	0,291	Valid		
Off the Job	X2.5	0,830	0,291	Valid		
Training	X2.6	0,877	0,291	Valid	0.947	Reliable
method	X2.7	0,836	0,291	Valid		
	X2.8	0,817	0,291	Valid		
	X2.9	0,778	0,291	Valid		
	X2.10	0,770	0,291	Valid		
	X2.11	0,720	0,291	Valid		
	X2.12	0,838	0,291	Valid		
	Y.1	0,815	0,291	Valid		
	Y2	0,769	0,291	Valid		
	Y3	0,917	0,291	Valid		
	Y4	0,743	0,291	Valid		
Employee	Y5	0,898	0,291	Valid	0.950	Reliable
Performance	Y6	0,842	0,291	Valid		
	Y7	0,921	0,291	Valid		
	Y8	0,881	0,291	Valid		
	Y9	0,898	0,291	Valid		

Source: SPSS 22 Vers. (Researchers, 2025)

Based on the results of the validity test presented in Table 4.1, all statements in the research questionnaire were deemed valid because the calculated r values for each statement exceeded the critical r value of 0.291. This indicates that the research instruments used are trustworthy and appropriate for measuring the variables studied. Furthermore, the reliability test results showed that all values for the variables Training Need Assessment, Off the Job Training method, and Employee Performance yielded a Cronbach's Alpha greater than 0.6. Therefore, it can be concluded that all the instruments used in this study are reliable and consistently measure the same variables over repeated applications.
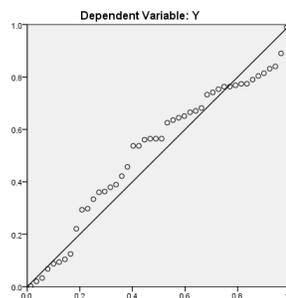
Normalitas Test

Figure 1 *P-Plot Result Test*
Source: SPSS 22 Vers. (Researchers, 2025)

Based on Figure 1, it can be observed that the residual data points are scattered closely along the diagonal line without showing any significant deviations. This condition

indicates that the distribution of the residuals approximates a normal distribution. Therefore, the assumption of residual normality in this regression model can be considered fulfilled according to the normality test criteria.

Multicollinearity Test

Table 2 *Multicollinearity Test*

Model	Unstandardized Coefficients		Standardized Coefficients	Collinearity Statistics	
	B	*Standar Error*	Beta	Tolerance	VIF
Training Need Assessment	0.313	0.096	0.429	0.980	1.021
Off the Job Training method	0.155	0.089	0.231	0.980	1.021

Source: SPSS 22 Vers. (Researchers, 2025)

Based on the data presented in Table 2, it can be seen that the Variance Inflation Factor (VIF) values for the variables Training Need Assessment (X1) and Off the Job Training method (X2) are both 1.021. These VIF values are well below the critical threshold of 10, indicating no significant multicollinearity among the independent variables. Additionally, the Tolerance values for both variables are 0.980, which is higher than the cutoff value of 0.1. This indicates that there are no symptoms of multicollinearity in the regression model used. Therefore, it can be concluded that multicollinearity does not occur.
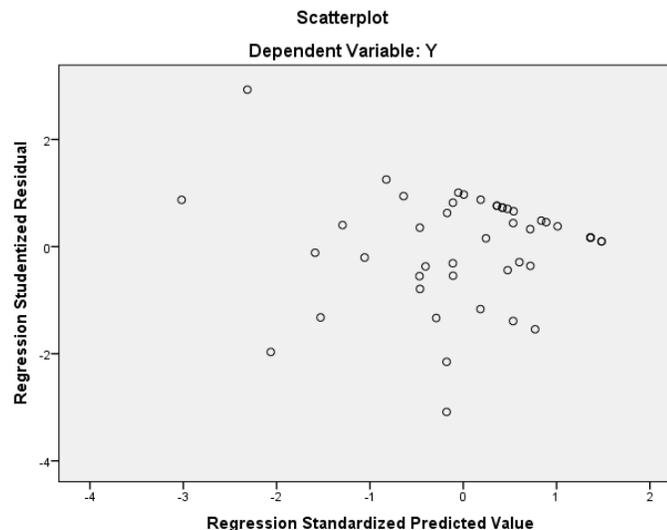
Heteroskedasticity Test

Figure 2 *Heteroskedasticity Test*
Source: SPSS 22 Vers. (Researchers, 2025)

Based on the scatterplot in Figure 2, showing the heteroskedasticity test results, it can be seen that the data points are randomly and evenly scattered above and below the zero line on the Y-axis. There is no clear pattern such as widening or narrowing that would indicate

non-constant residual variance. This indicates that the independent variables in the regression model have equal variance (homoscedasticity), thus no heteroskedasticity occurs.

Multiple Linear Regression

Table 3 *Multiple Linear Regression Test*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	*Standar Error*	Beta		
(Constant)	21.212	5.333		3.978	0.000
Training Need Assessment	0.313	0.096	0.429	3.252	.002
Off the Job Training method	0.155	0.089	0.231	1.746	.088

Source: SPSS 22 Vers. (Researchers, 2025)

Based on Table 3 above, a multiple linear regression equation can be formulated as follows:

$$Y = a + B_1 X_1 + B2 X2 + e$$
$$Y = 21.212 + 0.313 + 0.155$$

1. The constant value obtained is 21.212, indicating that the Employee Performance variable equals 21.212 when the values of the Training Need Assessment and Off the Job Training method variables are held constant.
2. The regression coefficient for the Training Need Assessment variable (X1) is 0.313, indicating that TNA has a positive influence on employee performance. This means that the higher the evaluation of TNA, the higher the employee performance.
3. The regression coefficient for the Off the Job Training method variable (X2) is 0.155, showing that the Off the Job Training method also positively affects employee performance. The higher the assessment of this method, the higher the employee performance.

Partial Test (t)

Based on the t-test results presented in Table 3, the Training Need Assessment (X1) variable shows a calculated t-value of 3.458, which is higher than the critical t-table value of 2.017, with a significance level of 0.001, well below the 0.05 threshold. This result indicates that Training Need Assessment has a positive and statistically significant effect on employee performance. This finding suggests that a systematic identification of training needs enables organizations to align training programs with the actual competency requirements of employees. Consequently, training programs that are designed based on real organizational needs are more likely to produce meaningful improvements in employee performance.

Furthermore, the Off the Job Training (X2) variable also demonstrates a significant influence on employee performance. The calculated t-value for this variable is 2.024, which exceeds the t-table value of 2.017, with a significance level of 0.049, still below the 0.05 threshold. This result confirms that the Off the Job Training method contributes significantly to improving employee performance. Training conducted outside the workplace environment often provides a more structured learning experience, allowing employees to enhance their knowledge, develop new skills, and broaden their professional perspectives.

This finding emphasizes that the effectiveness of training programs is not determined solely by the training method used, but largely by the accuracy of the training needs analysis that underlies the training design. In other words, effective training programs must be grounded in a clear understanding of organizational and individual competency needs so that the knowledge and skills developed through training can directly support improved employee performance.

Simultaneous Test

Table 4 *Simultaneous Test*

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	251.756	1	251.756	11.958	.001[b]
Residual	926.352	44	21.053		
Total	1178.109	45			

Source: SPSS 22 Vers. (Researchers, 2025)

Based on the simultaneous test or F-test results in Table 5, the obtained F calculated value is 11.958. This value is greater than the F table value of 3.21, and the significance level is less than 0.05. Therefore, it can be concluded that the Training Need Assessment and Off the Job Training method variables together have a significant effect on Employee Performance.

Coefficient Determinasi (R²)

Table 5 *Coefficient Determinasi (R²) Test*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.516[a]	.266	.232	4.48516

Source: SPSS 22 Vers. (Researchers, 2025)

Based on the results of the coefficient of determination test in Table 4.18, the coefficient of determination R was found to be 0.516. This value indicates the strength of the relationship between the Training Need Assessment and Off the Job Training method variables toward Employee Performance. Meanwhile, the R Square (R2) value is 0.266, meaning that 26.6% of the variation in employee performance can be explained by these two variables. The remaining 73.4% is influenced by other factors outside the scope of this research model.

DISCUSSION

The Influence of Training Needs Assessment on Employee Performance at the Investment and One-Stop Integrated Services Office of Gorontalo Province

The main finding of this study confirms that Training Needs Assessment (TNA) significantly enhances employee performance at the Investment and One-Stop Integrated Service Office (DPMPTSP) of Gorontalo Province. This finding is substantiated by the effective implementation of the three key TNA components organization-based, task-based, and person-based analyses which collectively ensure that the training program is aligned with strategic goals, relevant to specific job demands, and tailored to individual development needs. Empirically, the regression model shows that the combination of TNA and Off-the-Job Training variables can explain 26.6% of the variation in performance improvement ($R^2 = 0.266$), with TNA's contribution being statistically more dominant. This figure indicates that while both training mechanisms contribute positively, there remains room for other factors beyond this research model to be explored.

The dominance of TNA's influence over the training method carries not only practical but also significant theoretical meaning. This finding provides strong empirical justification for Contingency Theory, particularly within the domain of human resource development. The core principle of this theory that there is no single best way (one best way) and that the effectiveness of an intervention is contingent upon its alignment with the specific organizational context Lawrence & Lorsch (1986) and (Erosa, 2020) is clearly reflected in the research results. In this context, a comprehensive TNA process functions as a critical contingency diagnostic mechanism. It identifies the unique needs (contingencies) of the DPMPTSP Gorontalo ranging from strategic and operational demands to individual capacities thereby enabling the training design to achieve an optimal "fit" with the organization's internal conditions.

Consequently, this finding refines the theoretical discourse by asserting that within the distinct and often rigid context of public bureaucracy, relevance and precision of targeting (ensured by TNA) are more fundamental prerequisites for training success than the delivery format or modality alone.

The Influence of Off-the-Job Training Methods on Employee Performance at the Investment and One-Stop Integrated Services Office of Gorontalo Province

The Off-the-Job Training method has a positive and significant influence on improving employee performance at the DPMPTSP of Gorontalo Province. The success of this method lies not only in its delivery mechanics but in the quality of the social investment it represents. Supporting factors such as competent instructors, relevant materials, and interactive methods (simulations, discussions) function as a form of high-quality organizational investment perceived by employees (Shore et al., 2011). When the organization provides meaningful training free from routine work interruptions, it builds a strong perception of organizational support (Perceived Organizational Support/POS) in the minds of employees.

This finding gains a solid theoretical foundation from Social Exchange Theory (Stranzl, 2024). This theory explains the employment relationship as a series of reciprocal interactions governed by a norm of reciprocity. Off-the-Job Training, perceived as a valuable and sincere investment from the organization, creates a normative obligation (norm of reciprocity) for employees. In return for the resources (time, expertise, learning opportunities) invested by the organization, employees are motivated to reciprocate with the "currency" they possess: increased commitment, effort, and performance. Therefore, the post-training performance improvement can be interpreted not merely as a result of new skill acquisition, but also as the fulfillment of an obligation within this social exchange relationship.

This finding also aligns with the research of (Mukhlisin et al., 2024), while offering a new perspective. Although both studies acknowledge the effectiveness of training methods, analysis through the lens of Social Exchange Theory reveals that this success is highly contingent on how the training is perceived by employees. Training viewed as mere formality or irrelevant (e.g., due to a lack of accurate prior TNA) will fail to trigger a positive social exchange cycle. Consequently, to maximize outcomes, organizations must not only choose the right method, but more importantly, ensure that every training intervention is communicated and executed as a meaningful, strategic investment in their exchange relationship with employees.

The Influence of Training Needs Assessment and Off-the-Job Training Methods on Employee Performance at the Investment and One-Stop Integrated Services Office of Gorontalo Province

Based on the research findings, the simultaneous implementation of Training Needs Assessment (TNA) and the Off-the-Job Training method has a positive and significant effect on improving employee performance at the Investment and One-Stop Integrated Service Office (DPMPTSP) of Gorontalo Province. This combined influence is not merely additive but suggests a synergistic interaction where each component amplifies the effectiveness of the other.

Training Needs Assessment serves as the diagnostic and strategic foundation, playing a critical role in accurately identifying competency gaps and ensuring the training content aligns with the organization's strategic objectives and the employees' actual needs (Zhou & He, 2024). This precise targeting prevents resource misallocation and increases the intrinsic relevance of the training program. Meanwhile, the Off-the-Job Training method provides the optimal pedagogical environment for addressing these identified needs (Manoharan et al., 2024). By removing employees from daily operational pressures, it offers a conducive space for deep learning, encourages the exploration of new insights, and facilitates the strengthening of both technical and non-technical competencies through focused methods like simulations and interactive discussions (Arnold et al., 2025).

The significant relationship between these two variables demonstrates a powerful complementary logic in human resource development: a precise diagnosis (TNA) followed by an immersive, high-quality intervention (Off-the-Job Training). This synergy implies that the maximum return on training investment in public sector institutions is achieved

not by prioritizing one element over the other, but by strategically integrating a robust, evidence-based needs analysis with a well-executed, context-appropriate delivery method. Therefore, this study concludes that a holistic training strategy characterized by needs-based planning supported by a conducive learning format constitutes a highly effective mechanism for performance enhancement within the specific context of government bureaucracy.

CONCLUSION & IMPLICATION

Overall, this study successfully demonstrates that both Training Needs Assessment (TNA) and the Off-the-Job Training method have a positive effect, both partially and simultaneously, on improving employee performance at the Investment and One-Stop Integrated Service Office (DPMPTSP) of Gorontalo Province. The key finding reveals the dominant influence of TNA, affirming that the foundation of training success lies in the relevance and precision of targeting derived from an accurate needs diagnosis. Meanwhile, the Off-the-Job Training method acts as an effective catalyst by creating a conducive learning environment and fostering a positive social exchange relationship between the organization and its employees. The synergy between these two mechanisms—precise diagnosis (TNA) and immersive intervention (training)—results in a holistic and effective human resource development strategy within the public bureaucratic context.

Theoretically, this research makes a significant contribution by integrating two major theoretical frameworks. First, the findings support Contingency Theory by showing that training effectiveness is highly dependent on its fit with the specific organizational context, where TNA functions as the diagnostic mechanism to achieve that fit. Second, the results also enrich Social Exchange Theory by revealing that high-quality training is perceived as an organizational investment, which in turn triggers a reciprocal norm of improved performance from employees. Thus, this study not only confirms causal relationships but also deepens the understanding of the underlying mechanisms and contexts.

However, this study has several limitations. The cross-sectional design employed restricts the ability to draw strong causal inferences and observe the long-term impact of training. The single-institution sample also limits the generalizability of the findings to other public organizations with potentially different characteristics. Therefore, for future research, it is recommended to adopt a longitudinal design to measure the sustained impact of training. Future studies could also test mediating variables such as learning transfer or organizational commitment to better understand the pathways of influence. Furthermore, a mixed-methods approach could be applied to explore the qualitative nuances behind employee perceptions of training relevance and effectiveness, thereby enriching the quantitative findings obtained.

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