

# The Impact of Education and Training, and Self-Efficacy on Employee Performance with Work Ability as an Intervening Variable

Maryanti Tandipayuk <sup>1\*</sup>, Zakaria <sup>2</sup>, Rita Yuni Mulyanti <sup>3</sup>

<sup>2\*</sup> Universitas Yapis Papua, Indonesia

<sup>1</sup> Universitas Terbuka, Indonesia

<sup>3</sup> Universitas Teknologi Muhammadiyah Jakarta

## ARTICLE INFO



### Correspondence Email:

[zakariahatta15@gmail.com](mailto:zakariahatta15@gmail.com)

### Keywords:

Education and Training; Self-Efficacy;  
Employee Performance; Work Ability

### DOI:

<https://doi.org/10.33096/jmb.v11i2.885>



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## ABSTRACT

This study examines the impact of education training and self-efficacy on employee performance at the Directorate General of Sea Transportation Office in Merauke. The research aims to determine how these factors influence work ability and employee performance. Using a quantitative approach, the findings reveal that education, training, and self-efficacy positively and significantly affect work ability and employee performance. Additionally, work ability mediates these relationships. The study implies that organizations should invest in structured training programs and self-efficacy development to enhance employee performance. Further research should consider other factors that influence job motivation and work environment.

## ABSTRAK

Penelitian ini mengeksplorasi pengaruh pendidikan dan pelatihan serta efikasi diri terhadap kinerja pegawai di Kantor Direktorat Jenderal Perhubungan Laut Wilayah Merauke. Tujuan penelitian ini adalah untuk menentukan bagaimana faktor-faktor tersebut mempengaruhi kemampuan kerja dan kinerja pegawai. Dengan menggunakan pendekatan kuantitatif, hasil penelitian menunjukkan bahwa pendidikan dan pelatihan serta efikasi diri berpengaruh positif dan signifikan terhadap kemampuan kerja dan kinerja pegawai. Selain itu, kemampuan kerja berperan sebagai mediator dalam hubungan tersebut. Penelitian ini menyarankan agar organisasi berinvestasi dalam program pelatihan yang terstruktur dan pengembangan efikasi diri untuk meningkatkan kinerja pegawai. Penelitian lanjutan disarankan untuk mempertimbangkan faktor-faktor lain seperti motivasi kerja dan lingkungan kerja.

## INTRODUCTION

Human resources are vital in any organization, especially in government settings, where optimizing and effectively managing personnel is crucial for achieving organizational goals. "Human resources" refers to government employees who contribute their skills, creativity, and efforts to meet the organization's objectives. Effective management maximizes employee performance, a key indicator of organizational success. As defined by Hasibuan (2013), employee performance is the output achieved based on an individual's skills, experience, and capabilities. Sinambela (2018) views performance as the quality and quantity of tasks completed. However, not all employees perform optimally, which can hinder organizational goals. This underperformance may stem from inadequate knowledge, skills, and abilities. Education and training are proposed solutions to enhance employee skills and performance. According to Hasibuan (2010), these programs are designed to improve theoretical, conceptual, and moral skills. Research by Purnamiati (2022) and Selitubun (2022) supports the positive and significant impact of education and training on employee performance, highlighting their importance in workforce development.

The literature underscores the role of education and training in boosting employee performance, but results vary. Malik et al. (2020) noted that even good educational programs sometimes enhance performance, and Syahputra & Tanjung (2020) observed inconsistent training impacts. Another critical factor, self-efficacy, involves an individual's belief in their capability to manage tasks (Galyon et al., 2012). High self-efficacy individuals handle challenges better, while those with low self-efficacy are more likely to doubt their abilities and give up. Research findings on self-efficacy's impact on performance are mixed. Sembiring (2022) and Candra & Dewi (2022) found a positive relationship, while Fauziyyah & Rohyani (2022) found no significant effect. This inconsistency highlights a research gap, which this study aims to address by examining workability as an intervening variable to provide a more nuanced understanding of these influences. This study explores the relationships between education, training, self-efficacy, workability, and employee performance, proposing several hypotheses to understand these dynamics. The theories suggest that education, training, and self-efficacy positively impact employee performance and workability. Furthermore, workability is proposed as an intervening variable that enhances the effects of education, training, and self-efficacy on employee performance. The study employs a quantitative research design, utilizing structured surveys and statistical analyses to examine these relationships among employees at the Office of the Directorate General of Sea Transportation, Merauke Region.

The primary objectives are to clarify the role of education and training programs and self-efficacy in improving workability and employee performance. This research aims to contribute to the body of knowledge in human resource management by providing insights into optimizing workforce performance, especially in the public sector. By identifying effective strategies for enhancing employee performance, the study offers practical implications for human resource management practices, particularly in government organizations like the Directorate General of Sea Transportation, Merauke Region.

### *Education and Training*

Education and training are vital for enhancing employees' cognitive and job-related skills, especially in management Awoitau et al. (2024). As defined by Indonesian Labor Law No. 13 of 2003, these programs aim to develop competencies, productivity, discipline, attitudes, and work ethics. Swasto (2003) emphasizes practical application in training, while Sedarmayanti (2009) highlights education's role in preparing individuals for problem-solving. Kasmir (2017) and Priansa (2018) describe training as a structured effort to align employee skills and behaviors with organizational needs, fostering better and more efficient work performance. Hasibuan (2010) notes that systematic education and training improve theoretical, conceptual, and moral skills, making employees more adept. These programs are increasingly important due to evolving job demands and advancing technology. According to Moekijat (2008) and Simamora in Ambar (2009), the objectives include enhancing skills, knowledge, and attitudes, improving performance, reducing new employee learning time, addressing operational issues, and preparing for promotions. Herman (2013) and Mangkunegara (2013) identify indicators of practical training, such as content relevance, appropriate methods, instructor competence, and adequate facilities.

### *Self-Efficacy*

Bandura (1997) defines self-efficacy as an individual's belief in their capacity to manage actions necessary for goal achievement, evaluating abilities across different activities and contexts. Baron & Byrne (2000) describe it as assessing competence to perform tasks and achieve objectives. High self-efficacy fosters confidence and motivation, which is essential for enhancing employee performance (Jumady, 2023). Several factors influence self-efficacy, including gender, age, education level, and work experience Bandura (1997). These factors contribute to varying levels of confidence in managing tasks and challenges. Self-efficacy involves cognitive, motivational, affective, and selection processes, which shape how individuals perceive and respond to challenges. As Bandura (1997) identified, self-efficacy indicators include past experiences, vicarious experiences, verbal persuasion, and emotional cues. These factors collectively determine an individual's belief in their ability to succeed and manage stress, ultimately impacting their performance.

### *Work Ability*

As defined by Fernandes et al. (2013), workability refers to the dynamic aspects and individual characteristics that influence the quality of work life, productivity, and overall well-being. It plays a crucial role in balancing job demands and personal resources. Thota (2012) defines ability as the potential gained through education, training, and experience. Hasibuan (2012) emphasizes that ability reflects physical and mental capacities essential for job performance. There are two primary types of workability: intellectual and physical. Intellectual ability involves reasoning, cognitive tasks, and problem-solving skills, often measured through IQ tests. It includes numerical aptitude, verbal comprehension, perceptual speed, and reasoning skills. Physical ability pertains to performing tasks requiring physical strength, stamina, and coordination, including dynamic strength and flexibility (Robbins, 2009). Factors influencing workability include formal education, training content, and work experience (Binardi, 2013). As Robbins (2012) identified, critical workability indicators are work capability, educational background, and job tenure, collectively reflecting an individual's readiness and competence to perform job responsibilities.

### *Employee Performance*

Employee performance is critical for organizational success, reflecting the effective use of human resources in achieving organizational goals (Bahasoan & Baharuddin, 2023). Bangun (2012) defines performance as the outcome of work done by an individual based on set job requirements, while Sinambela (2018) describes it as the willingness to complete tasks responsibly and effectively. Performance measures how well employees fulfill their duties and responsibilities. Various factors influence employee performance, including individual abilities, psychological factors, and organizational support. Gibson (2008) identifies key influences such as personal skills, work experience, attitude, motivation, job satisfaction, leadership, and organizational structure. Performance is measured through indicators such as the quantity and quality of work, timeliness, attendance, and teamwork. Bangun (2012) emphasizes that these indicators are essential for evaluating how well employees meet job standards, complete tasks on time, maintain presence, and collaborate with others. These measures help organizations assess and enhance overall employee performance, ensuring that employees contribute

effectively to achieving organizational objectives.

## RESEARCH METHODS

This study utilizes a quantitative explanatory research design to examine the relationships between Education and Training (X1), Self-Efficacy (X2), and Employee Performance (Y), with Work Ability (Z) as an intervening variable. Conducted at the Directorate General of Sea Transportation Office, Merauke Region, it involves 120 employees as the study population. Data were collected through Likert scale questionnaires and interviews, with a census method ensuring a comprehensive sample. The validity and reliability of instruments were confirmed using SPSS 24. The analysis employed Structural Equation Modeling (SEM) with AMOS 24, assessing model fit through indices like Chi-square and RMSEA. The Sobel test evaluated the mediating role of Work Ability. Variables were operationally defined, with indicators specified for Education, Training, and Self-Efficacy Hasibuan (2010); Bandura (1997).

## RESULTS AND DISCUSSION

### *Result*

Validity testing determines whether a questionnaire accurately measures what it intends to measure. A questionnaire is valid if its questions reveal the intended information. Significance is tested by comparing the calculated *r*-value with the table value ( $df = n-2$ ), where *n* is the sample size. The question is valid if the calculated *r*-value exceeds the table value and is positive (Ghozali, 2013). Reliability measures the consistency of responses over time, indicating the questionnaire's stability. Based on Table 1, all items used to measure the variables of competence, organizational culture, career development, and employee performance in this study have correlation coefficient values greater than 0.179 and a significance coefficient of 0.000, less than 0.05. Therefore, all items used to measure these variables are considered valid.

Reliability measures the consistency of a questionnaire, indicating whether responses are stable over time. It can be assessed in two ways: repeated measures, where the same questions are asked differently, and one-time measurements, where responses are compared for correlation. Reliability is established if Cronbach's alpha exceeds 0.70 (Ghozali, 2013). Based on Table 2, Cronbach's Alpha values for all variables—competence, organizational culture, career development, and performance—are more significant than the reliability standard of 0.70. This indicates that all statements regarding these variables are reliable, allowing the research to proceed.

The analysis method used in this research is Structural Equation Modeling (SEM). Hypothesis testing was conducted using the AMOS 24.00 software to analyze causality within the proposed model.

**Table 2. Reabilty Test Results**

Variable	Cronbach's Alpha (a)	Reliability Standard	Description
Education and Training	0.751	0,70	Reliable
Self-Efficacy	0.822	0,70	Reliable
Work Ability	0.781	0,70	Reliable
Performance	0.770	0,70	Reliable

**Table 1. Validity Test Results**

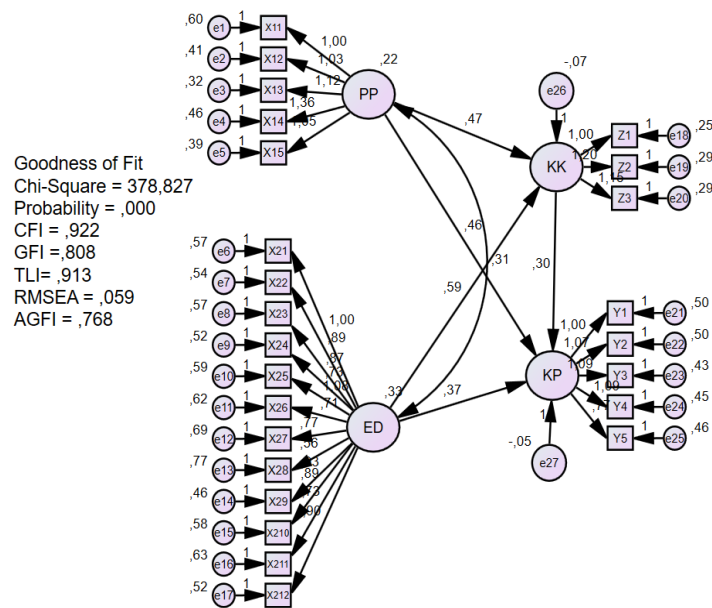
			Estimate	S.E.	C.R.	P	Label
X11	<---	PP	1,000				
X12	<---	PP	1,030	,184	5,590	***	
X13	<---	PP	1,122	,187	6,005	***	
X14	<---	PP	1,357	,225	6,021	***	
X15	<---	PP	1,050	,184	5,689	***	
X26	<---	ED	,710	,145	4,913	***	
X27	<---	ED	,765	,154	4,976	***	
X28	<---	ED	,564	,148	3,824	***	
X29	<---	ED	,935	,149	6,279	***	
Z1	<---	KK	1,000				
Z2	<---	KK	1,201	,133	9,038	***	
Z3	<---	KK	1,154	,129	8,923	***	
Y1	<---	KP	1,000				
Y2	<---	KP	1,070	,159	6,710	***	
Y3	<---	KP	1,088	,155	7,004	***	
Y4	<---	KP	1,092	,158	6,928	***	
Y5	<---	KP	,774	,134	5,784	***	
X23	<---	ED	,868	,152	5,705	***	
X21	<---	ED	1,000				
X22	<---	ED	,885	,151	5,873	***	
X24	<---	ED	,729	,138	5,278	***	
X25	<---	ED	1,078	,170	6,337	***	
X212	<---	ED	,897	,150	5,963	***	
X211	<---	ED	,731	,146	4,994	***	
X210	<---	ED	,892	,154	5,784	***	

Source: Data processed (2024)

Almost all Goodness of fit criteria provide indices exceeding the recommended limits. SEM analysis uses multicriteria to measure the Goodness-of-fit of a proposed model. Goodness-of Fit and cut-off values used in SEM analysis are as follows:

The SEM analysis employs multiple criteria to assess the Goodness-of-Fit for the proposed model, with several indices serving as benchmarks. The Chi-Square ( $\chi^2$ ) measure indicates the model's overall fit. A smaller chi-square value, such as 378.827 in this study, with a probability of 0.000, suggests a less satisfactory fit. The Normed Chi-Square (CMIN/DF), obtained by dividing the chi-square value by the degrees of freedom, shows a value of 1.408, indicating a good fit as it is below the threshold of 2. The Root Mean Square Error of Approximation (RMSEA), which adjusts for sample size, is 0.059, below the acceptable maximum of 0.08, indicating a satisfactory fit. The Comparative Fit Index (CFI), comparing the tested model with a baseline model, yields a value of 0.922, suggesting a good fit. The Tucker-Lewis Index (TLI) measures the model fit compared to a baseline model, and with a value of 0.913, it also indicates a good fit. The Goodness of Fit Index (GFI), which ranges from 0 to 1, shows a value of 0.808, indicating a marginal fit as it falls below the desirable threshold of 0.90. Similarly, the Adjusted Goodness of Fit Index (AGFI), an extension of GFI adjusted for degrees of freedom, is 0.768, indicating a marginal fit. Most indices suggest that the proposed model fits the data well, although some indicate areas for improvement.





**Figure 1. Structural Equation Modeling Model**

*Source: Processed from Amos 24*

Based on the model fit assessment described above, nearly all Goodness of Fit criteria provide indices that exceed the recommended thresholds. SEM analysis employs multiple criteria for a proposed model to measure the Goodness of Fit. The specific Goodness of Fit indices and their Cut Off Values used in SEM analysis are as follows:

**Table 3. Model Fit Index**

Goodness-of Fit of Fit Index	Value	Cut-of Value	Description
<b>X2 (Chi Square)</b>	378.827	$\leq 67,505$	Less Good
<b>Probability</b>	0,000	$\leq 0,05$	Fit
<b>RMSEA</b>	0.059	$\leq 0,08$	Fit
<b>CMIN/DF</b>	1,408	$\leq 2,00$	Fit
<b>TLI</b>	0.913	$\geq 0,90$	Fit
<b>CFI</b>	0.922	$\geq 0,90$	Fit

*Source: Processed from Amos 24*

### Hypothesis Test

The Confirmatory Factor Analysis (CFA) simplifies the interpretation of regression results, typically using standardized coefficients known as Standardized Regression Weights. To test the hypotheses developed within the regression model, the SEM output from Amos focuses on these standardized regression weights. The confirmatory factor analysis results are presented in the following table 4. The study indicates that education and training positively and significantly affect workability, with a parameter estimate of 0.472, a standard error of 0.109, and a critical ratio of 4.319. The probability value of 0.000 is below the 0.05 significance level, suggesting these programs significantly enhance workability. Similarly, self-efficacy, with a parameter estimate of 0.587, standard error of 0.105, and a critical ratio of 5.593, also positively and significantly influences workability. The analysis further reveals that self-efficacy affects employee performance, with a parameter estimate of 0.373, a standard error of 0.108, and a

critical ratio of 3.450, confirming a significant impact on performance. Additionally, workability positively affects employee performance, evidenced by a parameter estimate of 0.297, a standard error of 0.089, and a critical ratio of 3.324. Finally, the study examines the impact of education and training on employee performance, finding a parameter estimate of 0.457, a standard error of 0.129, and a critical ratio of 3.548, concluding that these programs significantly improve employee performance outcomes.

**Table 4. Confirmatory Factor Analysis Results**

			Estimate	S.E.	C.R.	P
KK	<---	PP	,472	,109	4,319	***
KK	<---	ED	,587	,105	5,593	***
KP	<---	ED	,373	,108	3,450	***
KP	<---	KK	,297	,089	3,324	***
KP	<---	PP	,457	,129	3,548	***

#### *Sobel Test*

##### *Education and Training on Employee Performance with career development as an intervening variable*

The study found that education and training, as independent variables, have a positive and significant effect on workability, positioned as the dependent variable. The critical question is whether the new career development concept can bridge the previously identified research gap, which can be assessed by examining the significance of the mediating variable using the Sobel test results, calculated online at <http://quantpsy.org/sobel/sobel.htm>.

Input:		Test statistic:	Std. Error:	p-value:
a	0.472	Sobel test: 2.64324877	0.05303474	0.00821147
b	0.297	Aroian test: 2.60010823	0.05391468	0.00931944
s <sub>a</sub>	0.109	Goodman test: 2.68861047	0.05213994	0.00717501
s <sub>b</sub>	0.089	Reset all	Calculate	

**Figure 2. Sobel test**

Based on the Sobel test results in Figure 2, the relationship between education and training, career development, and employee performance shows a Sobel test value of 2.64324877 and a p-value of 0.00821147. Since the p-value is less than 0.05, career development significantly mediates the effect of education and training on employee performance. This indicates that career development effectively bridges the gap between education and training and employee performance, suggesting that improving education and training will positively impact employee performance through effective career development.

##### *Education and Training on Employee Performance with career development as an intervening variable*

The study found that self-efficacy, as an independent variable, positively and significantly influences employee performance, the dependent variable. The question remains whether the new concept of career development can effectively bridge the research gap. This is assessed by examining the significance of the mediating variable, using the Sobel test results available at <http://quantpsy.org/sobel/sobel.htm>.

Input:		Test statistic:	Std. Error:	p-value:
a	0.587	Sobel test: 2.86540494	0.06084271	0.00416476
b	0.297	Aroian test: 2.83219292	0.06155619	0.00462299
s <sub>a</sub>	0.105	Goodman test: 2.89981345	0.06012076	0.00373385
s <sub>b</sub>	0.089	Reset all	Calculate	

**Figure 3. Sobel test**

Based on the Sobel test results shown in Figure 4.3, the relationship between self-efficacy, career development, and employee performance yielded a Sobel test value of 2.86540494 with a p-value of 0.00416476. Since the p-value is less than 0.05, it indicates that career development significantly mediates the impact of self-efficacy on employee performance. This finding suggests that career development effectively bridges the gap, ensuring that increased self-efficacy positively influences employee performance through effective career development strategies.

## Dicussion

### *Education and Training affect Employee Performance*

Education and training positively and significantly impact employee performance, indicating that well-planned and systematic programs can enhance performance. This finding aligns with the theory that education and training are essential for improving and developing employees' attitudes, behaviors, skills, and knowledge. According to Nitisemito (2001), these programs are crucial for employee development, helping them better understand their duties and responsibilities, increase efficiency, and acquire new skills relevant to technological and methodological advancements. Consequently, employees who undergo education and training can work more effectively and productively, ultimately boosting the organization's overall performance. This research is supported by Purnamiati (2022) and Selitubun (2022), who also found that education and training significantly impact employee performance. Continuous implementation of these programs ensures employees stay current with the latest developments in their fields, which is vital in a dynamic and competitive work environment. Moreover, appropriate education and training programs can enhance employee motivation and job satisfaction, increasing employee retention and reducing turnover.

### *Self-efficacy affects employee performance*

Self-efficacy positively and significantly impacts employee performance, indicating that high self-efficacy can enhance job performance. Self-efficacy refers to an individual's belief in their competence to complete specific tasks. Woolfolk (2004) explains that self-efficacy helps reduce anxiety in daily work, thereby improving performance. Employees with high self-efficacy are more confident in completing their tasks, face challenges with optimism, and do not easily give up when encountering difficulties. This makes them more productive and effective in their work. This finding aligns with (Sembiring, 2022; Candra & Dewi, 2022) studies, which also found that self-efficacy significantly influences employee performance. Therefore, increasing employee self-efficacy through various self-development and motivation programs can be a crucial strategy for enhancing performance. Leadership training, mentoring, and coaching can effectively boost employee self-efficacy and, consequently, their performance. Moreover, highly motivated



employees are more likely to take the initiative and make decisions that positively impact the organization.

#### *Education and Training affect Work Ability*

Education and training positively and significantly impact work ability, indicating that effective programs can enhance employees' capabilities. Adequate knowledge and skills are essential for employees to perform their duties well. Quality training provides the technical skills needed for specific jobs and enhances analytical and problem-solving abilities. According to (Mastulen et al., 2021), improvements in education and training positively and significantly affect workability. Continuous education and training programs ensure that employees stay updated with the latest field developments, which is crucial in a dynamic and ever-changing work environment. Thus, organizations that consistently invest time and resources in employee education and training will significantly improve workability. Moreover, training focused on developing soft skills such as communication, teamwork, and time management will further strengthen workability and employee effectiveness. Enhanced workability through training also helps employees adapt more quickly to changes in technology and work methodologies, which is vital for maintaining organizational competitiveness.

#### *Self-efficacy affects employability*

Self-efficacy positively and significantly impacts workability, indicating that high self-efficacy enhances employee work ability. Self-efficacy is the belief in one's ability to complete tasks successfully. Chasanah (2008) explains that self-efficacy motivates individuals and prepares them to tackle work tasks because they trust their capabilities. Guidetti et al. (2018) also found that self-efficacy significantly influences workability. Employees with high self-efficacy are typically more proactive in seeking solutions to problems and are likelier to take initiative in their work. They are also more resilient to work-related stress, allowing them to stay focused and productive in challenging situations. Therefore, enhancing employees' self-efficacy can be a strategy to improve their overall workability. Self-efficacy can be achieved through activities that support personal development, such as motivational training, stress management workshops, and mentoring programs that help employees build confidence. High self-efficacy also improves employees' ability to adapt to changes and new challenges in the workplace.

#### *Work Ability affects Employee Performance*

Workability positively and significantly impacts employee performance, indicating that higher workability enhances employee performance. Employee performance reflects how well employees can complete assigned tasks. Employees with high workability are more efficient and effective in their duties, possessing the necessary skills and knowledge to perform their work. Rakata et al. (2022) found that workability positively and significantly affects employee performance. This finding aligns with research by Sasongko et al. (2020) and Harahap (2019), indicating a significant positive impact of workability on employee performance. Therefore, organizations should ensure their employees have adequate workability through continuous training and development programs. This approach improves individual employee performance and enhances the organization's overall performance. It is crucial to create a supportive work environment where employees feel valued and motivated to improve their work abilities

continuously. Additionally, management should provide opportunities for employees to learn and grow through formal and informal training. This will increase employee competence and ultimately lead to long-term improvements in performance.

#### *Education and Training affect Employee Performance through Work Ability*

Education and training impact employee performance through workability, indicating that effective education and training programs enhance employees' workability, improving their performance. Hasibuan (2014) describes education and training as improving technical and managerial skills. Good training enhances workability, directly boosting employee productivity and performance. Khoiriyah et al. (2021) found that education and training significantly affect employee performance through workability. Well-designed education and training programs help employees develop new skills and refine existing ones, enabling them to work more efficiently and effectively. Thus, investing in education and training benefits individual employees and the organization. Training programs that adapt to technological changes and labor market demands ensure that employees are always prepared for new challenges, continuously improving their workability and driving better organizational performance. Additionally, employees who feel supported in their skill development tend to have higher loyalty to the organization, positively affecting employee retention. Organizations committed to providing ongoing training and education to their employees will benefit long-term through increased performance and productivity.

#### *Self-efficacy affects Employee Performance through Work Ability*

Self-efficacy influences employee performance through workability, indicating that high self-efficacy enhances employees' work abilities, thereby improving their performance. According to Bandura (1997), self-efficacy is the belief in one's capability to organize and execute actions required to achieve specific performance levels. Employees with high self-efficacy tend to be more confident and better at overcoming work challenges. Studies by Mangkunegara (2006) and Robbins & Judge (2008) suggest that ability is the capacity of individuals to perform tasks in a specific job. This research shows that self-efficacy significantly impacts employee performance through workability. Enhancing employees' self-efficacy through training and personal development can help them feel more confident in their roles, ultimately improving their performance. Organizations that support self-efficacy development through mentoring, coaching, and constructive feedback programs create a positive work environment, encouraging employees to reach their full potential and boosting overall organizational performance. Employees with high self-efficacy also tend to exhibit greater creativity and innovation, which are crucial in a competitive and constantly changing business environment. Promoting self-efficacy development can foster a more collaborative and proactive workplace culture, enhancing the organization's overall performance.

## **CONCLUSION**

Based on the findings, the study concludes that education, training, and self-efficacy positively and significantly impact workability and employee performance at Merauke's Directorate General of Sea Transportation Office. These results affirm the hypothesis that structured and systematic education and training programs enhance employee capabilities,

leading to better performance. Similarly, high self-efficacy boosts employees' confidence and workability, improving their performance. The study also reveals that workability mediates the relationship between education and training, self-efficacy, and employee performance, indicating that improving workability is crucial for achieving better outcomes. It is recommended that the Directorate General of Sea Transportation Office implement comprehensive education and training programs and support self-efficacy development to enhance employee performance. For academic purposes, further research should explore additional factors influencing employee performance, such as job motivation, job satisfaction, and work environment, to provide a more holistic understanding and help design more effective strategies for performance improvement.

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