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The Effect of Training on Employee Performance Through Motivation as an Intervening at PT. Gama Indo Mahardika Pati

Milla Rosyada Ika Edisfia[1], Sukirman[2]

[1]Manajemen, Institut Teknologi dan Bisnis (ITB) Semarang
[2]Manajemen, Institut Teknologi dan Bisnis (ITB) Semarang

Abstract

Employee performance has become a critical factor in maintaining organizational competitiveness, particularly in the construction industry, where project quality and timely completion depend heavily on human resource capabilities. This study aims to examine the effect of training on employee performance through work motivation as a mediating variable at PT Gama Indo Mahardika Pati. A quantitative research design was employed using a survey of 120 employees selected through saturated sampling. Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The findings reveal that training has a positive and significant effect on employee performance and work motivation. Work motivation also significantly improves employee performance and partially mediates the relationship between training and employee performance. These results indicate that training enhances employee performance through both direct competency development and indirect motivational mechanisms. The study contributes to the human resource management literature by highlighting the mediating role of work motivation in explaining the effectiveness of training programs. Practically, the findings suggest that organizations should integrate competency-based training with motivational strategies to maximize employee performance and strengthen organizational competitiveness in the construction sector.

Keywords: Employee Performance; Training; Work Motivation; PLS-SEM.

INTRODUCTION

Human resources are recognized as one of the most valuable assets in determining organizational competitiveness, particularly in the construction industry where technical expertise, precision, and service quality directly influence project outcomes. PT Gama Indo Mahardika is a construction consulting company that provides engineering planning, Geographic Information System (GIS) mapping, construction

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design, licensing services, technical documentation, and legal assistance for both government institutions and private clients. According to Armstrong and Taylor (2021), organizations can only sustain competitive advantages when they continuously develop employee capabilities through effective human resource management practices. Likewise, Dessler (2022) emphasized that organizational success is largely determined by the ability to manage competent employees who can adapt to changing business environments. With approximately 120 employees distributed across several branches in Central Java and Yogyakarta, PT Gama Indo Mahardika depends heavily on employee performance to ensure project completion, service quality, and client satisfaction.

Employee training has become an essential strategy for improving technical competence, problem-solving ability, and work effectiveness in modern organizations. Noe (2020) explained that systematic training enhances employees' knowledge, skills, and behavioral competencies required to perform organizational tasks efficiently. In construction companies, continuous training is particularly important because employees must adapt to technological developments, regulatory changes, and increasingly complex project requirements (Gustiana et al., 2022). However, PT Gama Indo Mahardika conducts formal training only once a year, whereas organizational needs indicate that training should ideally be conducted more frequently. Previous empirical evidence also demonstrated that training significantly improves employee performance when it is implemented consistently and systematically (Rahman et al., 2023).

The limited implementation of training programs has created competency disparities among employees within the company. Approximately 20% of employees have received periodic technical training related to their job responsibilities, while many others have never participated in structured training activities. Such conditions potentially reduce employees' ability to complete tasks accurately, efficiently, and according to organizational standards. Uliana et al. (2022) argued that education and training improve employees' technical capabilities and support organizational effectiveness. Similarly, Ilim et al. (2023) found that work experience accompanied by appropriate training contributes significantly to employee performance improvement across various organizational contexts.

Besides training, employee motivation is another critical factor influencing organizational performance because it determines the level of effort, persistence, and commitment employees devote to their work. Robbins and Judge (2023) described performance as the result of employees' abilities, motivation, and opportunities to perform assigned responsibilities effectively. Furthermore, Ryan and Deci (2022) explained through Self-Determination Theory that motivation encourages individuals to exert greater effort and maintain work engagement over time. At PT Gama Indo Mahardika, work motivation among field employees has reportedly declined by approximately 15%,

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partly because motivational programs and recognition activities are provided fewer than ten times annually. As a consequence, project productivity has decreased, resulting in delays and suboptimal work outcomes that ultimately affect organizational performance (Akbar & Gandung, 2025).

Employee performance remains a major concern for PT Gama Indo Mahardika because several operational targets have not been achieved satisfactorily. Internal organizational data indicate that employee work achievement remains below 60% of expected targets, while work quality has also declined due to procedural errors and insufficient compliance with standard operating procedures. According to Fitriana (2022), effective performance evaluation contributes significantly to improving employee productivity and organizational outcomes. Likewise, Ratnasari and Tarimin (2021) emphasized that individual behavior and work commitment substantially determine employee performance within organizations. These conditions suggest that improving employee competence and motivation is essential to achieving sustainable organizational performance.

Previous studies have consistently confirmed the positive relationship between training, motivation, and employee performance; however, empirical findings remain inconsistent regarding the mediating role of work motivation. Putra and Nugroho (2025) reported that job training positively and significantly improves employee performance. In contrast, Jauri et al. (2022) concluded that training does not directly influence employee performance unless employees possess strong work motivation. More recent studies have proposed motivation as an important mediating mechanism linking training to performance improvement (Parsan et al., 2025; Azzahro et al., 2026). These inconsistent findings indicate the existence of a research gap that requires further empirical investigation, particularly within the Indonesian construction consulting sector.

Based on the organizational problems and empirical inconsistencies identified above, this study investigates the effect of employee training on employee performance through work motivation as an intervening variable at PT Gama Indo Mahardika. The inclusion of work motivation as an intervening variable is theoretically supported because effective training is expected to strengthen employees' intrinsic motivation before improving their job performance (Mulyadi & Sulistyo, 2025). Recent empirical evidence has also demonstrated that training enhances employee performance more effectively when motivation functions as an intermediate mechanism (Susanti et al., 2026). Therefore, this study is expected to contribute to the human resource management literature by explaining the mechanism through which training influences employee performance in construction consulting companies while providing practical recommendations for improving organizational effectiveness.

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LITERATURE REVIEW

Human Resource Management Theory

Human Resource Management (HRM) theory emphasizes that employees represent strategic organizational assets whose knowledge, competencies, and commitment determine long-term organizational effectiveness. Rather than viewing employees merely as production resources, HRM considers them valuable capital that must be continuously developed through systematic management practices. According to Armstrong and Taylor (2021), HRM integrates organizational policies and practices to enhance employee capabilities while aligning individual performance with organizational objectives. Similarly, Dessler (2022) argued that HRM encompasses recruitment, training, performance appraisal, compensation, and employee relations as integrated activities that improve organizational competitiveness. Consequently, organizations that invest in human resource development are more likely to achieve sustainable performance and maintain competitive advantages.

The contemporary development of HRM theory highlights that organizational success depends not only on employee competence but also on continuous learning and motivational support. Armstrong (2023) explained that strategic HRM creates value by strengthening employee capabilities through integrated development systems, including training and performance management. Robbins and Judge (2023) further emphasized that employee performance results from the interaction between individual ability, motivation, and opportunities provided by the organization. Therefore, organizations should establish HR practices that simultaneously improve employee competence and encourage greater work engagement. This perspective positions training and motivation as complementary mechanisms for strengthening organizational performance.

Within the context of this study, HRM theory provides a comprehensive foundation for explaining how employee training enhances organizational outcomes through work motivation. Training enables employees to acquire new competencies required to perform increasingly complex tasks, while motivation encourages employees to apply those competencies effectively in their daily work activities. Previous studies consistently indicate that organizations implementing systematic HR development practices achieve higher employee performance than those with less structured human resource management systems (Rahman et al., 2023; Musti et al., 2025). Likewise, Azzahro et al. (2026) demonstrated that training contributes more effectively to employee performance when employees possess stronger work motivation. Therefore, HRM theory adequately explains the relationship among training, work motivation, and employee performance proposed in this study.

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Training

Training refers to a systematic organizational process designed to improve employees' knowledge, technical skills, competencies, and work behavior required to perform organizational responsibilities effectively. Gustiana et al. (2022) defined training as a structured learning process aimed at enhancing employee capability to achieve higher organizational performance. Likewise, Noe (2020) explained that training facilitates the acquisition of job-related knowledge, skills, and behavioral competencies necessary for effective work performance. Armstrong and Taylor (2021) further emphasized that training enables employees to adapt to technological developments and organizational changes while maintaining operational efficiency. Therefore, training is recognized as one of the most essential human resource development practices for improving organizational competitiveness.

From the perspective of human resource management, effective training contributes to employee capability development through appropriate learning methods, competent instructors, relevant training materials, and continuous evaluation. Dessler (2022) suggested that successful training programs should be designed according to organizational needs while ensuring that employees acquire competencies directly applicable to their work responsibilities. Organizations that regularly invest in employee development generally experience improvements in work quality, productivity, and operational efficiency. Conversely, limited training opportunities reduce employees' ability to respond to changing organizational demands and technological developments. Consequently, continuous training has become a strategic investment rather than merely an administrative activity.

Empirical studies consistently support the positive relationship between training and employee performance across various organizational contexts. Rahman et al. (2023) reported that training significantly improves employee performance by strengthening work competence and technical capability. Similarly, Putra and Nugroho (2025) demonstrated that job training positively influences employee performance through improved employee skills and work effectiveness. More recent studies also indicate that training contributes indirectly to organizational outcomes by strengthening employee motivation and other psychological mechanisms (Parsan et al., 2025; Susanti et al., 2026). These findings suggest that organizations implementing systematic training programs are more likely to achieve higher employee performance. Therefore, this study proposes the following hypothesis:

H1: Training has a positive effect on employee performance.

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Work Motivation

Work motivation refers to the internal and external forces that determine the intensity, direction, and persistence of employees' efforts toward achieving organizational objectives. Robbins and Judge (2023) described motivation as a process explaining why individuals exert different levels of effort in accomplishing organizational goals. Similarly, Armstrong (2023) viewed motivation as the psychological energy that stimulates employees to perform tasks enthusiastically and consistently. Ryan and Deci (2022), through Self-Determination Theory, further explained that motivation develops when individuals experience autonomy, competence, and meaningful relationships within the workplace. Accordingly, motivated employees are more likely to demonstrate greater commitment, persistence, and responsibility in completing organizational tasks.

Theoretical perspectives suggest that work motivation represents an important psychological mechanism linking organizational practices with employee behavior. Gagné et al. (2015) categorized work motivation into intrinsic motivation, extrinsic motivation, and amotivation, emphasizing that different motivational sources produce different behavioral outcomes. Employees with strong intrinsic motivation generally demonstrate higher initiative and stronger engagement because they perceive their work as meaningful and personally rewarding. Meanwhile, extrinsic motivation encourages employees to improve performance through organizational rewards, recognition, promotion opportunities, and financial incentives. Therefore, organizations should simultaneously foster intrinsic and extrinsic motivational factors to maximize employee performance.

Previous empirical evidence consistently demonstrates that work motivation positively influences employee performance while strengthening the effectiveness of human resource development practices. Akbar and Gandung (2025) found that motivated employees achieve significantly higher performance within construction companies because they demonstrate stronger commitment and greater work persistence. Likewise, Handriyani et al. (2024) concluded that work motivation contributes substantially to employee performance through improved job satisfaction and organizational commitment. Recent studies further indicate that work motivation functions as an important mediating mechanism through which employee training enhances organizational performance (Pongtuluran & Marewa, 2026; Azzahro et al., 2026). Therefore, this study proposes the following hypothesis:

H2: Training has a positive effect on work motivation.

Employee Performance

Employee performance refers to the extent to which employees successfully accomplish organizational tasks according to predetermined standards, objectives, and

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responsibilities. Silaen et al. (2021) defined employee performance as the work outcomes achieved by individuals based on quality, quantity, and responsibility within a specified period. Similarly, Ratnasari and Tarimin (2021) argued that employee performance reflects employees' ability to meet organizational targets while maintaining productivity, compliance, initiative, and work quality. Robbins and Judge (2023) further explained that performance is influenced by employees' abilities, motivation, and opportunities provided by the organization. Therefore, employee performance represents a multidimensional construct that reflects both individual capability and organizational support.

From a human resource management perspective, employee performance is considered the ultimate outcome of effective organizational practices, including employee development and motivational support. Firdaus and Susanti (2022) suggested that employee performance can be evaluated through several dimensions, including work quality, work quantity, timeliness, cost effectiveness, and employee independence. Organizations with competent employees and supportive working environments generally experience higher productivity and better service quality. Conversely, insufficient competence development and declining motivation often result in lower work quality, operational inefficiency, and failure to achieve organizational objectives. Consequently, improving employee performance requires organizations to invest continuously in employee capability development while maintaining high levels of work motivation.

Previous empirical studies consistently confirm that employee performance is strongly influenced by organizational practices designed to enhance employee competence and motivation. Ramadhani and Nurmasari (2024) demonstrated that both training and work motivation significantly improve employee performance individually and simultaneously. Likewise, Lisnawati and Alhidayatullah (2023) reported that organizations implementing effective training programs while maintaining employee motivation achieve substantially better performance outcomes. More recent studies have also supported the positive contribution of training, motivation, and other human resource development practices to employee performance across various industries (Putra & Asmadi, 2026; Hendarti & Rahayu, 2026). Based on these theoretical and empirical arguments, the following hypothesis is proposed:

H3: Work motivation has a positive effect on employee performance.

The Mediating Role of Work Motivation

Human Resource Management theory suggests that employee training not only develops technical competencies but also strengthens employees' psychological readiness to perform their jobs effectively. Training provides employees with greater confidence, broader knowledge, and improved problem-solving skills, thereby increasing

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their willingness to contribute to organizational objectives. Ryan and Deci (2022) explained that individuals who perceive themselves as competent are more likely to develop stronger intrinsic motivation toward their work. Likewise, Gagné et al. (2015) argued that competence development through learning opportunities enhances employees' intrinsic and extrinsic motivation, ultimately encouraging greater work engagement. Therefore, work motivation can reasonably be positioned as an intervening mechanism linking training with employee performance.

Recent empirical evidence increasingly supports the mediating role of work motivation in explaining the relationship between training and employee performance. Parsan et al. (2025) found that training improves employee performance indirectly by strengthening employees' work motivation before influencing performance outcomes. Similarly, Pongtuluran and Marewa (2026) demonstrated that work motivation significantly mediates the effect of training effectiveness on employee performance. Comparable findings were reported by Azzahro et al. (2026) and Susanti et al. (2026), who concluded that employees receiving effective training tend to demonstrate stronger motivation, which subsequently contributes to higher performance levels. Based on these theoretical perspectives and empirical findings, this study proposes the following hypothesis:

H4: Work motivation mediates the positive effect of training on employee performance.

METHOD

This study employed a quantitative research design using a causal explanatory approach to examine the relationships among training, work motivation, and employee performance. A survey method was adopted to collect primary data from employees of PT Gama Indo Mahardika, a construction consulting company operating in Central Java, Indonesia. The explanatory design was selected because it enables the examination of causal relationships among exogenous, endogenous, and mediating variables through hypothesis testing (Sugiyono, 2022; Sukirman, 2024). The unit of analysis was individual employees, whose perceptions regarding training, work motivation, and job performance constituted the primary source of empirical data. A cross-sectional design was implemented, in which data were collected at a single point in time using structured questionnaires.

The study population consisted of all 120 employees of PT Gama Indo Mahardika, including administrative staff and field employees. The minimum sample size was determined using Ferdinand's (2014) recommendation for Structural Equation Modeling (SEM), which suggests five to ten observations for each measurement indicator. Based on fifteen observed indicators, the minimum sample requirement was calculated at 105 respondents. Respondents were selected using proportional purposive random sampling

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to ensure that each employee group was adequately represented according to its proportion within the population. Consequently, the final sample comprised 105 employees representing both administrative and operational divisions of the company.

Data were collected through a structured questionnaire using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The measurement of the training construct was adapted from Dessler (2022), covering training materials, training methods, instructor competence, training schedule, and training evaluation. Work motivation was measured using indicators derived from Robbins and Judge (2023), including physiological needs, safety needs, social needs, esteem, and self-actualization. Employee performance was measured using the dimensions proposed by Firdaus and Susanti (2022), namely work quality, work quantity, timeliness, cost effectiveness, and employee independence. All constructs were operationalized as reflective latent variables based on established measurement scales reported in previous studies.

The proposed research model was analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS version 4.1.1.8. PLS-SEM was selected because it is suitable for predictive and explanatory research involving mediation models and relatively moderate sample sizes (Hair et al., 2021). The analysis was conducted in two stages. First, the measurement model (outer model) was evaluated through indicator reliability, internal consistency reliability, convergent validity, and discriminant validity. Second, the structural model (inner model) was assessed using variance inflation factor (VIF), coefficient of determination (R^2), effect size (f^2), predictive relevance (Q^2), path coefficients, and bootstrapping procedures to examine the significance of both direct and indirect effects. The mediating role of work motivation was determined by evaluating the significance of the indirect effect at a 95% confidence level with a significance threshold of $p < 0.05$.

RESULT AND DISCUSSION

RESULT

Measurement Model Assessment

Before testing the proposed hypotheses, the measurement model was evaluated to assess the reliability and validity of the latent constructs. Following the PLS-SEM procedure recommended by Hair et al. (2021), the assessment included internal consistency reliability using Cronbach's alpha, rho_A, and composite reliability, as well as convergent validity using the average variance extracted (AVE). The results of the measurement model evaluation are presented in Table 1.

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Table 1. Measurement Model Assessment

Construct	Cronbach's Alpha	rho_A	Composite Reliability	AVE
Training	0.817	0.818	0.872	0.578
Work Motivation	0.804	0.805	0.864	0.561
Employee Performance	0.804	0.806	0.865	0.562

Source: Processed primary data (2026).

As shown in Table 1, all constructs demonstrated satisfactory internal consistency, with Cronbach's alpha values ranging from 0.804 to 0.817 and composite reliability values between 0.864 and 0.872, exceeding the recommended threshold of 0.70. Likewise, the AVE values ranged from 0.561 to 0.578, indicating that each construct explained more than 50% of the variance in its indicators. These findings confirm that the measurement model satisfies the reliability and convergent validity requirements, suggesting that the indicators consistently and adequately represent their respective latent constructs. Therefore, the proposed model was considered appropriate for subsequent structural model evaluation.

Structural Model Assessment

After confirming the adequacy of the measurement model, the structural model was assessed to evaluate multicollinearity, explanatory power, effect size, and predictive relevance. The evaluation employed the variance inflation factor (VIF), coefficient of determination (R^2), effect size (f^2), and predictive relevance (Q^2), following the recommendations of Hair et al. (2021). The results are summarized in Table 2.

Table 2. Structural Model Assessment

Relationship / Construct	VIF	R^2	f^2	Q^2
Training → Work Motivation	1.000	0.636	1.747	0.309
Training → Employee Performance	2.747	0.723	0.297	0.354
Work Motivation → Employee Performance	2.747	—	0.232	—

Source: Processed primary data using SmartPLS (2026).

The structural model results indicate that no multicollinearity issue existed because all VIF values were well below the recommended threshold of 5.00. The coefficient of determination shows that training explained 63.6% of the variance in work motivation, while training and work motivation jointly explained 72.3% of the variance in employee performance, indicating moderate explanatory power. Furthermore, the effect size analysis revealed that training exerted a large effect on work motivation ($f^2 = 1.747$) and a moderate effect on employee performance ($f^2 = 0.297$), whereas work motivation

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also showed a moderate effect on employee performance ($f^2 = 0.232$). Positive Q^2 values for both endogenous constructs further demonstrate that the proposed model possesses acceptable predictive relevance.

Hypothesis Testing

The proposed hypotheses were examined using the bootstrapping procedure in SmartPLS by evaluating the significance of the direct and indirect relationships among the constructs. A hypothesis was considered supported when the t-statistic exceeded 1.96 and the p-value was below 0.05. The results of the direct and mediating effects are presented in Table 3.

Table 3. Hypothesis Testing

Hypothesis	Path	t-value	p-value	Decision
H1	Training → Employee Performance	5.002	0.000	Supported
H2	Training → Work Motivation	9.417	0.000	Supported
H3	Work Motivation → Employee Performance	3.592	0.000	Supported
H4	Training → Work Motivation → Employee Performance	3.200	0.001	Supported

Source: Processed primary data using SmartPLS 4.1.1.8 (2026).

The hypothesis testing results demonstrate that all proposed relationships are statistically significant. Training has a positive and significant effect on employee performance ($t = 5.002$, $p < 0.001$), supporting H1. Likewise, training significantly enhances work motivation ($t = 9.417$, $p < 0.001$), confirming H2, while work motivation positively influences employee performance ($t = 3.592$, $p < 0.001$), supporting H3. Moreover, the indirect effect of training on employee performance through work motivation is also significant ($t = 3.200$, $p = 0.001$), confirming H4. Because both the direct and indirect effects remain significant, work motivation functions as a partial mediator, indicating that training improves employee performance both directly and indirectly by strengthening employees' motivation.

DISCUSSION

The findings demonstrate that training significantly improves employee performance at PT Gama Indo Mahardika Pati, confirming the first hypothesis. The positive path coefficient indicates that employees who participate in well-designed training programs tend to achieve higher levels of work performance. This finding suggests that training enhances not only employees' technical competencies but also

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their understanding of organizational procedures, work standards, and problem-solving capabilities, enabling them to perform tasks more efficiently and accurately. In a construction company where project quality and timeliness are critical, continuous training equips employees with updated knowledge and practical skills that directly contribute to organizational effectiveness. These findings reinforce the human capital perspective, which argues that investments in employee development generate improvements in organizational productivity and competitive advantage. The results are consistent with previous studies reporting that systematic training programs significantly enhance employee performance by improving professional competence and work effectiveness (Musti et al., 2025). Similar evidence was reported by Hendarti and Rahayu (2026), who found that structured training positively influences employee performance among Indonesian SMEs, while Susanti et al. (2026) further demonstrated that training contributes to sustainable performance improvement, particularly when accompanied by supportive organizational practices.

The second important finding indicates that training exerts a very strong positive influence on employees' work motivation. This result implies that training should not merely be viewed as a mechanism for transferring knowledge but also as a strategic organizational intervention capable of strengthening employees' psychological attachment to their work. Employees who perceive opportunities for learning and professional development tend to feel more valued by the organization, thereby increasing their intrinsic motivation, confidence, and commitment to organizational objectives. Within PT Gama Indo Mahardika Pati, where field employees previously experienced declining motivation, the findings suggest that continuous development opportunities can effectively restore enthusiasm and encourage stronger work engagement. These results support the assumptions of Self-Determination Theory, which emphasizes that competence development enhances autonomous motivation through increased feelings of capability and personal growth (Ryan & Deci, 2022). Empirical evidence from Pongtuluran and Marewa (2026) similarly concluded that training effectiveness substantially increases employee motivation before influencing performance outcomes. Likewise, Iqbal et al. (2026) demonstrated that employee motivation represents an essential psychological mechanism linking training and performance, highlighting the importance of managerial support in maximizing training effectiveness.

Furthermore, the study confirms that work motivation significantly enhances employee performance, indicating that motivated employees are more likely to demonstrate greater persistence, responsibility, and commitment in accomplishing organizational objectives. Employees possessing higher levels of intrinsic and extrinsic motivation generally invest more effort in completing assignments, maintaining work

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quality, and adapting to organizational challenges. This relationship is particularly relevant within construction organizations, where project success depends heavily on employees' willingness to maintain productivity under demanding working conditions. The findings also support motivational theories suggesting that employees perform more effectively when their physiological, social, security, esteem, and self-actualization needs are adequately fulfilled. Consequently, organizational initiatives aimed at improving employee welfare, recognition, career development, and workplace relationships are expected to generate higher performance outcomes. These findings are consistent with those reported by Suryantha et al. (2025), who concluded that work motivation significantly predicts employee performance across organizational settings. Similar conclusions were drawn by Widayanti and Ramadhan (2025), who emphasized that satisfying employees' fundamental and developmental needs substantially improves work performance and organizational effectiveness.

Perhaps the most important contribution of this study is the confirmation that work motivation partially mediates the relationship between training and employee performance. This finding indicates that training improves performance through two complementary mechanisms. First, training directly enhances employees' knowledge, technical competence, and work capabilities. Second, training indirectly strengthens employee motivation, encouraging individuals to apply newly acquired competencies more effectively in their daily work. The presence of partial mediation suggests that employee development initiatives become substantially more effective when organizations simultaneously foster employees' motivational conditions. In practical terms, technical training alone may not maximize organizational performance unless employees also perceive recognition, personal growth opportunities, and organizational support throughout the learning process. Therefore, organizations should integrate motivational strategies, such as career development opportunities, performance recognition, constructive feedback, and supportive leadership, into every training program. These findings corroborate those of Parsan et al. (2025), who found that work motivation significantly mediates the relationship between training effectiveness and employee performance. Likewise, Azzahro et al. (2026) demonstrated that motivation and self-efficacy jointly strengthen the impact of training on employee performance, suggesting that psychological mechanisms play a central role in transforming training investments into sustainable organizational performance improvements.

CONCLUSSION

This study examined the relationships among training, work motivation, and employee performance at PT Gama Indo Mahardika Pati using Partial Least Squares Structural Equation Modeling (PLS-SEM). The findings confirm that training has a positive

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and significant effect on employee performance, indicating that well-designed training programs enhance employees' technical competencies, work effectiveness, and overall job performance. In addition, training significantly improves employees' work motivation, suggesting that continuous learning opportunities not only develop professional skills but also strengthen employees' psychological engagement and commitment to organizational goals. Furthermore, work motivation positively influences employee performance and partially mediates the relationship between training and performance. This partial mediation demonstrates that training enhances performance both directly through competency development and indirectly by fostering higher levels of employee motivation. Overall, the findings emphasize that integrating competency development with motivational support represents an effective strategy for improving organizational performance in the construction industry.

Theoretical and Managerial Implications

From a theoretical perspective, this study contributes to the human resource management literature by providing empirical evidence that work motivation functions as an important psychological mechanism linking training to employee performance. While previous studies have generally examined the direct influence of training on performance, the present findings demonstrate that motivational processes partially explain how training translates into improved organizational outcomes. The study therefore extends existing knowledge by integrating employee development and motivational perspectives into a single explanatory model, particularly within the context of Indonesia's construction industry, where empirical evidence remains relatively limited.

From a managerial perspective, the findings suggest that organizations should view training as a strategic investment rather than merely a routine administrative activity. PT Gama Indo Mahardika should implement more frequent and structured training programs that address employees' technical competencies while simultaneously strengthening motivational aspects through recognition, career development opportunities, constructive feedback, and supportive supervision. Managers should also regularly evaluate employees' motivational levels and training effectiveness to ensure that development initiatives continue to support organizational objectives. By integrating competency development with motivational enhancement, organizations can maximize employee performance and improve their competitive advantage in increasingly dynamic business environments.

Limitations and Future Research

This study has several limitations that should be considered when interpreting the findings. First, the research was conducted within a single construction company, limiting

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the generalizability of the results to organizations operating in different industries or institutional contexts. Second, the study employed a cross-sectional research design using self-reported questionnaire data, which may introduce common method bias and restrict the ability to establish causal relationships over time. Third, the proposed model focused exclusively on training, work motivation, and employee performance, whereas other organizational factors, such as leadership style, organizational culture, employee engagement, job satisfaction, and work stress, may also influence employee performance.

Future studies are therefore encouraged to employ longitudinal research designs to examine changes in employee motivation and performance following training interventions over time. Expanding the research to multiple organizations and different industrial sectors would improve the external validity and generalizability of the findings. In addition, future research may incorporate additional organizational and psychological variables, including transformational leadership, organizational commitment, psychological empowerment, employee engagement, or organizational learning, to develop a more comprehensive understanding of the mechanisms through which training enhances employee performance. Such investigations would provide richer theoretical insights and stronger practical guidance for organizations seeking to optimize human resource development strategies.

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