



The Effect of Training, Work Discipline, And Work Motivation on The Performance of Employees of The Industry and Trade Office of Karawang Regency

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Abstract: This study employs a quantitative explanatory research design to examine the effect of training, work discipline, and work motivation on employee performance at the Industry and Trade Office of Karawang Regency. The study population comprised 150 active employees, all of whom were included as respondents through saturated sampling. Data were collected using a structured questionnaire measured on a five-point Likert scale and were analyzed through multiple linear regression following validity tests, reliability tests, and classical assumption verifications (normality, multicollinearity, and heteroscedasticity). Regression results indicate that training ($\beta = 0.25$, $p = 0.001$), work discipline ($\beta = 0.30$, $p = 0.000$), and work motivation ($\beta = 0.35$, $p = 0.000$) each exerted a statistically significant positive effect on employee performance. The simultaneous F-test yielded $F = 109.506$ ($p = 0.000$), confirming that the three predictors collectively and robustly explain variance in performance. Work motivation emerged as the dominant predictor, underscoring the primacy of motivational dynamics in public sector bureaucratic contexts. These findings highlight the need for the institution to adopt an integrated human resource development approach that revitalizes training programs, reinforces disciplinary frameworks, and cultivates sustainable motivational structures.

Keywords: Training; Motivation; Work Discipline; Human Resources; Employee Performance

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INTRODUCTION

The Industry and Trade Office of Karawang Regency occupy a strategically critical position within the regional governance architecture of West Java. As the principal institution responsible for supervising and fostering industrial and commercial activities across the regency, its operational effectiveness directly determines the pace of local economic growth and the quality of business-related public services delivered to the community. Yet, a closer examination of the office's internal performance landscape reveals several structural concerns that warrant systematic investigation.

According to the office's internal performance evaluation data, the Employee Performance Assessment scores recorded across recent evaluation cycles have shown an uneven distribution, with a notable segment of civil servants falling in the "adequate"

band rather than the "good" or "excellent" categories as mandated by the Ministry of Administrative Reform and Bureaucratic Reform (Permenpan RB No. 53/2014). Field observations and preliminary interviews further corroborate this pattern: a number of employees reported receiving limited access to structured training relevant to their current job functions, with some indicating that the last formal training they attended was conducted more than two years prior. Attendance records also reflect inconsistencies, particularly in punctuality and the regularity of task completion, signaling gaps in work discipline enforcement. Additionally, an informal diagnostic survey conducted prior to this study found that a portion of employees perceived their motivation to be insufficiently reinforced by the organization, citing a lack of performance-based reward mechanisms and limited career development pathways as contributing factors.

These empirical conditions align closely with the core theoretical propositions advanced in the human resource management literature. Mangkunegara (2020) asserts that structured and systematically designed training programs are among the most direct catalysts for improving work capacity, while (Sutrisno, 2016) argues that behavioral compliance with organizational norms (captured through the concept of work discipline) constitutes a foundational prerequisite for sustained performance. Concurrently, motivational theory, as synthesized by (Afandi, 2018) drawing on Herzberg's two-factor framework and Vroom's expectancy theory, posits that both intrinsic and extrinsic motivational forces must be deliberately cultivated to maintain high levels of employee engagement and productivity.

Despite the well-established individual contributions of these three factors, a critical research gap persists: few studies have empirically examined their simultaneous and interactive effects within the specific institutional context of a local government trade and industry office in Indonesia. The existing literature on public sector HRM predominantly focuses on either training or motivation in isolation, and even fewer studies contextualize their findings within the unique bureaucratic constraints, regulatory frameworks, and workforce characteristics of Indonesian regional government agencies (Nurlina et al., 2021; Somuah et al., 2024). This study therefore addresses that gap directly.

Accordingly, this research pursues three interconnected objectives: (1) to empirically assess the partial effect of training, work discipline, and work motivation on employee performance; (2) to evaluate the simultaneous effect of these three variables taken together; and (3) to identify which variable exerts the most dominant influence, thereby providing a prioritization framework for evidence-based HR policy reform at the Industry and Trade Office of Karawang Regency. The findings are intended to serve dual functions, advancing theoretical understanding of HRM dynamics in Indonesian regional bureaucracies, and providing actionable, evidence-grounded recommendations for institutional improvement.

LITERATURE REVIEW

Employee performance does not arise in a vacuum; it is the product of a number of variables that interact in complex ways. Among the various constructs studied in the human resource management literature, training, work discipline, and work motivation consistently emerge as primary determinants of performance across diverse organizational types and sectors. Previous empirical studies have convincingly

demonstrated that these three factors, when managed effectively, can drive significant performance improvements. However, what remains insufficiently examined is how their effects compound when operating simultaneously; a question that lies at the core of this study, particularly within the context of local government organizations.

Training and Employee Performance

Among the many human resource development interventions available, training is considered one of the most direct and impactful pathways to improving work capacity. This is because training addresses employees' cognitive, technical, and behavioral dimensions within a single structured developmental process. Mangkunegara (2020) argues that the value of a training program is largely determined by how systematically it is designed, encompassing initial needs analysis, the articulation of measurable learning objectives, the selection of pedagogically appropriate methods, and the rigorous evaluation of outcomes. Programs that adhere to this systematic design logic have been shown to yield significantly greater improvements in work capacity than ad hoc or infrequent training activities.

(Somuah et al.,2024), in their investigation of training practices within the public higher education sector, provide complementary evidence: organizational investment in training is found to be directly proportional to improvements in staff performance, particularly when training content is authentically aligned with the actual job demands employees encounter. The practical implication is clear, it is not merely the existence of training programs that matters, but their relevance, quality, and systematic implementation. These insights inform Hypothesis 1 of this study.

H1: Training has a statistically significant positive effect on employee performance.

Work Discipline and Employee Performance

While training builds functional capabilities, work discipline is the organizational mechanism that ensures those capabilities are consistently and responsibly applied in the daily execution of duties. Conceptually, work discipline reflects the degree to which employees have internalized the rules, operational procedures, and ethical standards of their organization, and the extent to which this internalization manifests in observable behavior. Sutrisno (2016) asserts that employees with high levels of work discipline tend to be more productive because they operate within a structured and predictable work rhythm: arriving on time, meeting task deadlines, and consistently maintaining output quality.

Beyond individual performance, collective discipline within a team or organizational unit also contributes to the creation of a more orderly and operationally efficient work environment, one that facilitates cross-functional coordination and reduces the incidence of procedural errors. Nurlina et al (2021) extend this argument with empirical evidence demonstrating that disciplined employees are not merely faster in completing their work; they are also more accurate, because their adherence to established procedures reduces the likelihood of mistakes and rework.

H2: Work discipline has a statistically significant positive effect on employee performance.

Work Motivation and Employee Performance

If training equips employees with the tools they need and discipline ensures those tools are consistently applied, motivation is the driving force that determines the intensity and quality of their application. Work motivation is the internal psychological state that shapes how energetically, persistently, and purposefully an individual engages with their professional responsibilities. Drawing on Herzberg's two-factor theory and Vroom's expectancy theory, Afandi (2018) distinguishes between intrinsic motivators (such as meaningful work, recognition of achievement, and opportunities for professional growth) and extrinsic motivators, including compensation structures, managerial acknowledgment, and career advancement prospects.

Afandi (2018) emphasizes that sustaining the motivational engagement of public sector employees requires attending to both sources of motivation simultaneously, as they fulfill complementary psychological needs. Hartati et al., (2024) corroborate this position empirically: employees who report high levels of motivation (regardless of whether that motivation is primarily intrinsic or extrinsic) consistently demonstrate superior levels of productivity, higher-quality work output, and greater task focus compared to their lower-motivation counterparts.

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

The Simultaneous Effect of Training, Work Discipline, and Work Motivation on Employee Performance

Analyzing each variable in isolation, while analytically necessary, provides only a partial account of the mechanisms through which employee performance is shaped. In organizational practice, training, discipline, and motivation do not operate as independent forces; they are dynamically interrelated and mutually constitutive. Kurniawan (2020) demonstrates that the simultaneous application of all three factors generates a performance enhancement effect that substantially exceeds the additive sum of their individual contributions; a finding consistent with systems-theoretic perspectives on organizational behavior.

The logic underlying this interaction is as follows: training furnishes employees with the requisite competencies; discipline ensures those competencies are applied with consistency and procedural fidelity; and motivation supplies the sustained drive necessary to pursue continuous improvement beyond the baseline of compliance. When these three elements coexist and are mutually reinforced, they produce a high-performance work system characterized not only by efficiency, but also by adaptability and organizational commitment.

Hartati et al., (2024) deepen this analysis by demonstrating that the relationship between the three variables is synergistic rather than merely additive. The practical implication is that a deficit in any one of these dimensions can substantially undermine the effectiveness of the other two. An employee who has received high-quality training but operates in a low-motivation environment may possess the knowledge but lack the drive to apply it fully. Conversely, a highly motivated employee who lacks adequate training may channel their energy productively but without the technical foundation required for high-quality output. This systems-level interdependence underscores the necessity of pursuing an integrated HRM strategy that addresses all three dimensions simultaneously.

H4: Training, work discipline, and work motivation simultaneously exert a statistically significant positive effect on employee performance.

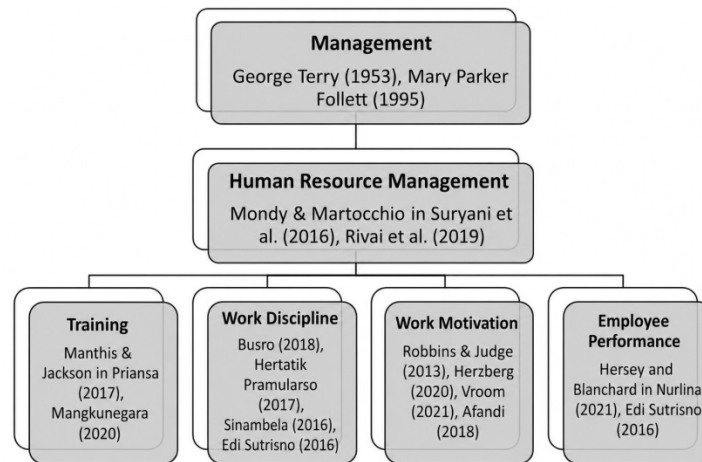


Figure 1. Research Framework

The Effect of Training, Work Discipline, and Work Motivation on Employee Performance at the Industry and Trade Office of Karawang Regency

Source: Synthesized from multiple academic references

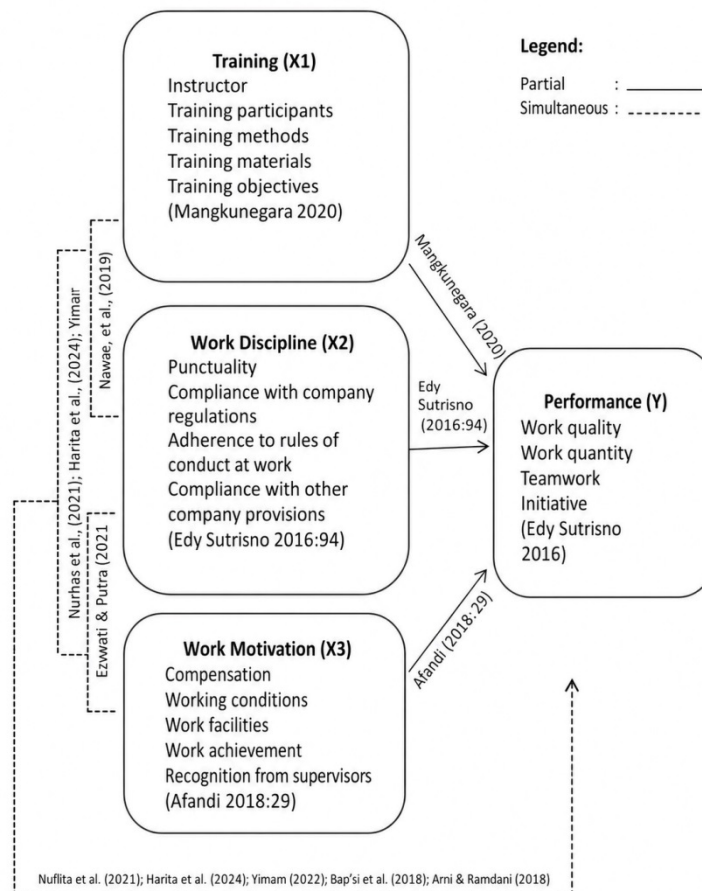


Figure 2. Research Paradigm

Source: Synthesized from multiple academic references

METHOD

This study adopts a quantitative explanatory research design, selected on the grounds that it allows for the systematic measurement and statistical testing of causal relationships between theoretically grounded predictor variables and a clearly defined outcome variable (Sugiyono, 2019). The explanatory orientation of the design goes beyond descriptive reporting to specifically interrogate why and to what extent variations in training quality, disciplinary standards, and motivational conditions give rise to differences in employee performance, making it epistemologically appropriate for the objectives of this study.

Population and Sampling

The study population comprised all 150 active civil servants employed at the Industry and Trade Office of Karawang Regency at the time of data collection. Given that the population size was sufficiently small to be practically enumerable, a saturated sampling (or total population sampling) technique was applied, meaning that every member of the population was included as a research respondent (Sugiyono, 2019). This approach eliminates sampling error by definition and ensures that the findings accurately represent the actual conditions of the entire institution rather than a subset thereof. The final valid sample consisted of 122 respondents after excluding incomplete or unusable questionnaires.

Variables and Measurement Instruments

The study operationalizes four variables, each grounded in established theoretical frameworks:

- a. Training (X1) was measured using five indicators adapted from Mangkunegara (2020): (1) instructor competence, (2) participant suitability, (3) training methodology, (4) curriculum relevance, and (5) alignment of training objectives with organizational needs.
- b. Work Discipline (X2) was operationalized through four indicators derived from Sutrisno (2016): (1) adherence to working hours, (2) compliance with organizational regulations, (3) conformity with behavioral norms in the workplace, and (4) observance of other institutional provisions.
- c. Work Motivation (X3) was measured using five indicators drawn from Afandi (2018): (1) compensation and remuneration, (2) working conditions, (3) availability of work facilities, (4) recognition of professional achievement, and (5) acknowledgment by supervisors.
- d. Employee Performance (Y) was assessed using four indicators adapted from Sutrisno (2016): (1) quality of work output, (2) quantity of work completed, (3) cooperative engagement with colleagues, and (4) initiative in task execution.

All items were measured using a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), a format well-suited to capturing the gradation of attitudinal and perceptual responses among respondents.

Data Analysis Procedures

Data were analyzed in a sequential, multi-stage process as follows:

- e. Stage 1 (Instrument Validity Testing): Each questionnaire item was subjected to Pearson product-moment correlation testing. Items with a corrected item-total correlation value exceeding the critical r-table value ($r > 0.177$ at $\alpha = 0.05$, two-tailed, $df = 120$) were retained as valid.
- f. Stage 2 (Reliability Testing): The internal consistency of each scale was assessed using Cronbach's Alpha. Scales achieving a coefficient of $\alpha \geq 0.60$ were considered adequately reliable for research purposes (Sugiyono, 2019).
- g. Stage 3 (Classical Assumption Testing): Prior to regression modeling, three diagnostic tests were performed: (a) a Kolmogorov-Smirnov normality test to verify that model residuals follow a normal distribution; (b) a Variance Inflation Factor (VIF) test for multicollinearity, with $VIF < 10$ and Tolerance > 0.10 serving as acceptable thresholds; and (c) a Glejser test for heteroscedasticity, with non-significant results ($p > 0.05$) indicating homoscedastic residuals.
- h. Stage 4 (Multiple Linear Regression Analysis): The primary analytical method was multiple linear regression, expressed by the model: $Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$, where Y = employee performance, X_1 = training, X_2 = work discipline, X_3 = work motivation, α = constant, β_1 – β_3 = regression coefficients, and ε = error term.
- i. Stage 5 (Hypothesis Testing): Partial effects were evaluated using the t-test ($\alpha = 0.05$, two-tailed), with statistical significance established when $t_{\text{calculated}} > t_{\text{table}}$ or $p < 0.05$. Simultaneous effects were tested using the F-test, with $F_{\text{calculated}} > F_{\text{table}}$ or $p < 0.05$ as the criterion for significance. The coefficient of determination (R^2) was also computed to quantify the proportion of variance in employee performance explained by the three predictors collectively.

All computations were performed using IBM SPSS Statistics Version 26. The scope of analysis is strictly bounded to the Industry and Trade Office of Karawang Regency; generalization of findings to other institutional contexts requires further empirical investigation.

ANALYSIS AND DISCUSSION

This section presents the results of statistical analyses conducted on questionnaire data collected from employees of the Industry and Trade Office of Karawang Regency, processed using SPSS 26. Results are organized sequentially, beginning with instrument quality verification, followed by descriptive statistics, classical assumption diagnostics, and culminating in regression analysis and substantive discussion.

Descriptive Statistics

Table 1 summarizes the central tendency and dispersion characteristics of the four research variables.

Table 1. Validity Test on Variables

Variable	Mean	Standard Deviation	Minimum	Maximum
Training (X1)	3.85	0.72	2.00	5.0
Work Discipline (X2)	3.90	0.68	2.5	5.0
Work Motivation (X3)	4.00	0.65	2.50	5.00
Employee Performance (Y)	3.95	0.70	2.75	5.0

All four variables record mean scores within the range of 3.85–4.00 on the five-point Likert scale, indicating that respondents collectively hold favorable perceptions of training quality, disciplinary standards, motivational conditions, and their own performance levels. The standard deviations (0.65–0.72) reflect moderate levels of response variability, suggesting that while the overall tendency is positive, meaningful inter-individual differences exist in how employees experience each of these dimensions. Notably, work motivation ($M = 4.00$) and employee performance ($M = 3.95$) record the highest mean values, while training ($M = 3.85$) records the lowest, a pattern that foreshadows the regression findings discussed below and warrants institutional attention to training program comprehensiveness.

Instrument Validity and Reliability

All questionnaire items successfully passed the validity test, with corrected item-total correlation values exceeding the r -table threshold of 0.177. Reliability coefficients (Cronbach's Alpha) for all four scales substantially surpassed the minimum acceptable threshold of 0.60, as shown in Table 2.

Table 2. Reliability Test Results

Variable	Cronbach's Alpha	R Table	Description
Training (X1)	0.962	0.6	Valid
Work Discipline (X2)	0.896	0.6	Valid
Work Motivation (X3)	0.929	0.6	Valid
Employee Performance (Y)	0.886	0.6	Valid

Source: Primary data processed using SPSS 26, 2025

The Cronbach's Alpha coefficient for Training ($\alpha = 0.962$) is particularly high, reflecting strong inter-item consistency in the measurement of this construct. Similarly, Work Motivation ($\alpha = 0.929$), Work Discipline ($\alpha = 0.896$), and Employee Performance ($\alpha = 0.886$) all demonstrate robust reliability. These results confirm that the measurement instruments used in this study are internally consistent and suitable for regression analysis.

Simultaneous Test (F-Test)

The simultaneous significance of the three-predictor model was evaluated using the F-test. Results are presented in Table 3.

Table 3. Simultaneous Effect of Predictors on Employee Performance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1377.304	3	459,101	109,506	.000 ^b
	Residual	494,714	118	4,192		
	Total	1,872,018	121			
a. Dependent Variable: Employee Performance						
b. Predictors: (Constant), Work Motivation, Work Discipline, Training						

Source: Results of Questionnaire Data Processing SPSS 26, 2025

The F-statistic of 109.506 is statistically decisive, exceeding the critical F-table value of 2.68 at the 5% significance level by a factor of approximately 41, with an associated p-value of 0.000. This result provides unambiguous evidence that the combined set of predictors (training, work discipline, and work motivation) collectively and significantly explains the variance observed in employee performance. H4 is therefore accepted. The magnitude of the F-statistic further signals that the three-predictor model possesses strong explanatory power, a point underscored by the coefficient of determination ($R^2 = 0.736$), indicating that approximately 73.6% of the variance in employee performance is accounted for by the three independent variables.

Discussion

The discussion that follows situates the regression findings within the theoretical literature and the specific bureaucratic context of the Industry and Trade Office of Karawang Regency, with the aim of moving beyond descriptive reporting toward substantive analytical interpretation.

Training ($\beta = 0.25$, $p = 0.001$). The partial regression coefficient for training indicates that, holding work discipline and work motivation constant, a one-unit improvement in perceived training quality is associated with a 0.25-unit increase in employee performance. While this effect is statistically significant, its coefficient is the smallest among the three predictors, a finding that, rather than diminishing the importance of training, points to a contextual nuance: the training programs currently available at the office may be insufficient in frequency or scope to fully activate employees' performance potential. This interpretation is consistent with the descriptive statistics, which revealed that training recorded the lowest mean score ($M = 3.85$) among all variables. Employees who reported limited access to job-relevant training may possess the motivation and discipline to perform, but lack the technical and procedural knowledge needed to do so at a high level. This finding aligns with Somuah et al. (2024), who demonstrate that it is the quality and alignment of training with actual job demands (not merely its availability) that drives performance gains.

Work Discipline ($\beta = 0.30$, $p = 0.000$). The regression coefficient for work discipline is the second largest in the model, signaling its substantive role as a performance determinant in this institutional context. In the specific environment of a regional government agency, where role clarity, procedural compliance, and regulatory adherence are structurally embedded in job design, it is unsurprising that discipline exerts a significant effect on performance. The attendance and regulatory compliance data observed during fieldwork at the office further substantiate this finding: employees who consistently adhered to working hours and regulatory protocols were rated higher in performance evaluations, a pattern corroborated by Nurlina et al. (2021). That said, the persistence of attendance irregularities among a subset of employees suggests that disciplinary enforcement mechanisms may not yet be sufficiently systematic or consistently applied across all organizational units, representing a tangible area for managerial improvement.

Work Motivation ($\beta = 0.35$, $p = 0.000$). Work motivation emerges as the most dominant predictor of employee performance in this study, a finding that carries significant theoretical and practical implications for the management of public sector human resources in Indonesia. The pre-study diagnostic survey's disclosure that many employees perceived limited career development pathways and insufficient recognition mechanisms provides an important interpretive lens for this result: the positive relationship between motivation and performance may paradoxically be strongest precisely because motivational deficits are most acutely felt in this institutional setting. Employees who do experience strong motivational conditions (whether through meaningful work, supervisory recognition, or performance-based incentives) appear to convert that motivational energy into markedly superior performance outcomes. This finding resonates with Afandi's (2018) synthesis of Herzberg's and Vroom's theories, and with Hartati et al.'s (2024) empirical evidence, both of which highlight motivation as the variable most capable of amplifying the effects of training and discipline. The dominant role of motivation in this study may also reflect a broader characteristic of Indonesian regional bureaucracies, where hierarchical recognition structures and career advancement norms create a particularly high degree of motivational sensitivity among civil servants.

Synergistic Interaction of the Three Predictors. Beyond their individual effects, the simultaneous F-test result ($F = 109.506$, $p = 0.000$, $R^2 = 0.736$) demonstrates that training, work discipline, and work motivation function as an integrated performance-generating system. The high R^2 value confirms that the three-predictor model accounts for nearly three-quarters of the variance in employee performance, a figure that is unusually high for behavioral research in organizational settings and speaks to the comprehensiveness of the theoretical model. The synergistic interpretation offered by Hartati et al. (2024) and Kurniawan (2020) is well-supported by these data: no single variable is sufficient on its own. Training without motivation produces underutilized knowledge; motivation without discipline risks channeling effort inconsistently; and discipline without training or motivation may sustain compliance but not excellence. The evidence from this study therefore strongly advocates for a holistic, simultaneously-executed approach to HRM reform at the Industry and Trade Office of Karawang Regency

CONCLUSION

This study provides robust quantitative evidence for three principal conclusions. First, training ($\beta = 0.25$), work discipline ($\beta = 0.30$), and work motivation ($\beta = 0.35$) each exert a statistically significant positive partial effect on employee performance at the Industry and Trade Office of Karawang Regency, confirming Hypotheses 1 through 3. Second, the simultaneous application of all three predictors yields a statistically decisive combined effect ($F = 109.506$, $p = 0.000$, $R^2 = 0.736$), confirming Hypothesis 4 and demonstrating the substantial explanatory power of the integrated model. Third, work motivation is the most dominant predictor, suggesting that motivational dynamics play a disproportionately influential role in public sector performance within the regional bureaucratic context studied, a finding with important implications for institutional policy prioritization.

Several limitations must be acknowledged. First, the study is bounded by its single-site design, encompassing only the Industry and Trade Office of Karawang Regency. Generalization of findings to other regional government agencies (particularly those with different workforce compositions, organizational cultures, or regional governance structures) requires corroborating evidence from multi-site or comparative studies. Second, the research model incorporates only three independent variables. While their combined explanatory power is high ($R^2 = 0.736$), the remaining variance (approximately 26.4%) is attributable to factors not captured in the current model, including leadership style, organizational climate, job satisfaction, workload dynamics, and structural-level governance characteristics. Third, the cross-sectional design of this study captures a single temporal snapshot, precluding causal inferences about the directionality of effects over time.

For institutional leadership at the Industry and Trade Office of Karawang Regency, the following evidence-based recommendations are offered:

Training Reform: Training programs should be redesigned with greater attention to systematic needs assessment, ensuring that curriculum content is directly aligned with current job demands and emerging regulatory requirements in the trade and industry sector. The frequency of training should be increased, with a minimum annual schedule for role-specific skill development, and post-training evaluation mechanisms should be formalized to track knowledge transfer to the workplace.

Disciplinary Framework Strengthening: The current disciplinary monitoring system should be standardized and consistently enforced across all organizational units. Particular attention should be directed toward the formalization of attendance monitoring protocols and the implementation of transparent, fair procedures for addressing non-compliance, measures that are likely to have a direct and measurable impact on performance consistency.

Motivational System Development: Given that work motivation is the most dominant performance predictor, it warrants the highest level of institutional investment. This includes the design of performance-based recognition schemes (both financial and non-financial), the creation of structured career development pathways that provide civil servants with a clear and meritocratic route to professional advancement, and the strengthening of supervisory practices that provide regular, constructive feedback.

For future researchers, it is recommended that subsequent studies incorporate additional variables (such as transformational leadership, organizational commitment, job satisfaction, and work-life balance) into expanded models. Longitudinal or panel designs would also be valuable in assessing the durability of training and motivational interventions over time. Multi-site comparative designs encompassing multiple regional trade and industry offices across West Java or other provinces would further strengthen the generalizability of these findings.

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