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WORK MOTIVATION IMPROVEMENT THROUGH TRAINING AND EDUCATION DEVELOPMENT

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Abstract : This research was conducted at PT. Harmoni Mitra Utama in Samarinda City and aims to determine the effect of training and educational development on employee work motivation using SPSS 22.0. The population in this study were all employees of PT. Harmoni Mitra Utama Samarinda and the sample is a total population of 50 employees. This type of research is an explanatory research with the quantitative approach. The research method used is a form of explanatory surv ey method and conducted to answer the hypothesis that there is the influence of training and educational development on the work motivation of employees of PT. Harmoni Samarinda's main partner. The results of this study indicate that training has no significant effect on the work motivation of employees of PT. Harmoni Mitra Utama Samarinda, while the development of ed ucation has a significant influence on the work motivation of employees of PT. Harmoni Mitra Utama Samarinda. Education is an effort to prepare employees through educational activities. Training is a short-term educational process that is organized in learning knowledge and skills for certain goals.

Keywords : *Motivation, Training, Educational Development*

1. Introduction

The role of human resources from time to time will be more strategic to the development and dynamics of the organization. The role of human resources at this time is very vital, thus human resource management at this time has undergone changes compared to the previous period. Says human resource management consists of managers' activities to plan, develop and maintain an effective workforce. Where an employee who has excellent knowledge, skills, and motivation is human capital with potential that will give the organization a competitive advantage.

Given the importance of human resource issues, leaders need to foster good relationships with employees in the sense of paying attention to what the needs and desires of employees are,
including providing training to employees. In addition, companies must also pay attention to how to build and motivate employees to work more effectively and responsibly, so that the goals set by the previous company are achieved.

Training is very important for companies that want to advance, especially in anticipating technological advances. With the training, it is hoped that it can improve the skills and expertise of employees, because skills and expertise are needed in every company activity. If every employee already has the skills needed by the company, then this encourages employees towards improving the quality of their work. Training is an effort in order to develop the workforce, namely the knowledge, skills, and abilities of employees in carrying

out their duties.

In providing work motivation, it is also felt to be unfair, because of differences in employees in terms of getting a career promotion or promotion. The strong system of kinship and kinship with superiors makes employees feel unmotivated at work, as well as in terms of improving work performance.

Therefore, this paper intends to look at the application of training and educational development in increasing the motivation of employees of PT. Harmoni Mitra Utama Samarinda. Based on the explanation above, the author is interested in conducting a study with the title "Increasing Work Motivation Through Training and Education Development". Although the scope is almost the same but because the objects, time periods, and analytical tools used are different, there are some things that are not the same so that they can be used as references to complement each other.

Development of Hypotheses and Theoretical Framework

Training is a factor that encourages motivation. The appointment of an employee to conduct training is a form of concern from superiors to employees for the survival of the company. Training will form an employee to become an expert in the job, giving rise to a great responsibility. So when responsibility is given, employees will be motivated and enthusiastic and ready to take on these responsibilities. When it is deemed ready, the supervisor will provide recommendations for promotions or further training. From the results of research conducted by [4] shows the results that training has a positive and significant effect on work motivation. Then it can be hypothesized as follows:

H1: It is suspected that there is a significant effect between training on work motivation.

When education becomes one of the benchmarks for employees, of course it will shape the employee's personality to be even better at work. Education itself aims to provide quality human resources who have the ability to carry out their duties in the organization better. In order to improve professionalism, objectively defined skills and knowledge are the main requirements in the acceptance, appointment, placement, promotion and education of candidates. In addition, in order to maintain the best human resources in the organization, it is necessary to continue to support the improvement of skills and knowledge with the aim of strengthening self-confidence, loyalty to the organization, and employee commitment to the organization. Research on work motivation was conducted by[5] where the development of education showed a significant positive effect on work motivation. Then it can be hypothesized as follows:

H2: It is suspected that there is a significant influence between the development of education on work motivation

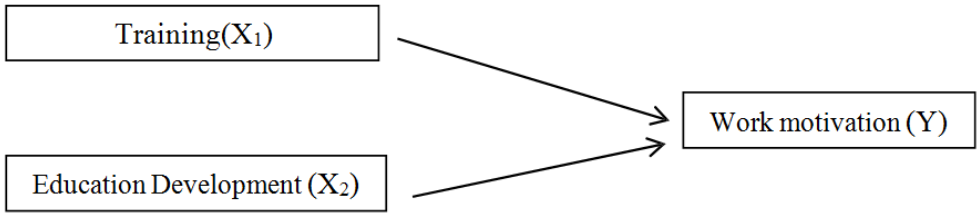

Figure 1: Conceptual Framework Diagram

2. Research Methods

2.1. Data Analyze

Suggests that "the accuracy of testing a hypothesis about the relationship between variables in research is highly dependent on the quality of the data obtained and used in the test". The quality of the data obtained is largely determined by the sincerity of the respondents in answering all research questions, and the measuring instrument (in the form of questionnaires) used to collect the data, whether it has high validity and reliability. If the data used to test the hypothesis is invalid and unreliable, then the hypothesis testing will not hit the target. Before processing data for hypothesis testing, researchers need to test the validity and reliability of the data whether they meet the valid and reliable criteria.

2.1.1. Validity Test

Valid means that the data obtained by using tools (instruments) and can answer the research objectives while reliable means consistent or stable. This validity test is done by correlating each indicator in a variable with the total score. To test the validity of using the product moment correlation technique.

Validity testing was carried out using SPSS 22 with the following criteria:

1) If the value of Sig. (2-tailed) < 0.05 and the Pearson Correlation is positive, then the statement is declared valid
2) If the value of Sig. (2-tailed) < 0.05 and the Pearson Correlation is negative, then the statement is declared invalid
3) If the value of Sig. (2-tailed) > 0.05, then the statement item is declared invalid

2.1.2. Reliability

Test Reliability is an index that shows the extent to which a measuring instrument can be trusted. To find out whether the measuring instrument is reliable or not, it was tested using the Alpha Cronbach method [7] The basis for decision making in the reliability test is as follows:

1) If Cronbach's Alpha value > 0.60 then the questionnaire is declared reliable or consistent
2) If Cronbach's Alpha value < 0.60 then the questionnaire is declared unreliable or inconsistent

2.2. Data Analysis Model

To answer the first problem, the data were analyzed using descriptive statistics using a frequency distribution. According to [6], what is meant by descriptive statistics are statistics that are used to analyze the data collected as they are without intending to make conclusions that apply to the public or generalizations. The use of descriptive statistics to provide a description of the independent and dependent variables through the use of frequency tables. So, the data collected will then be edited and tabulated in a table, after which a descriptive discussion is carried out. To answer the next problem, it is adapted to the hypothetical model, where to test the hypothesis of this study, multiple linear regression analysis techniques are used with the following formula:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e \quad (1)$$

Description:

Y = Work Motivation
X_1 = Training
X_2 = Educational Development

2.3. Object of Research

The method of data collection in this study used a written statement instrument addressed to the respondent, and was specifically designed to obtain information. This method is carried out by providing structured and systematic questions or statements relating to the problems of training, education development, and work motivation raised in this study. Instruments or questionnaires that have been designed in such a way will be directly to the respondents at PT. Harmoni Mitra Utama Samarinda. The population of this study are employees in the administration and operations at PT. Harmoni Mitra Utama Samarinda except the leader. In this study, 52 questionnaires were distributed. So this study uses 52 employees of the administration and operations at PT. Harmoni Mitra Utama Samarinda as a sample.

3. Result and Discussion

3.1. Result

Analysis Results of:

1) Validity Test Result

Tabel 3.1 Validity Test Result of Variable X1

Correlations

		item_1	item_2	item_3	item_4	item_5	item_6	item_7	item_8	item_9	item_10	skor_total
item_1	Pearson Correlation	1	.587**	.458**	.102	.571**	.576**	.429**	.434**	.432**	.476**	.677**
	Sig. (2-tailed)		.000	.001	.470	.000	.000	.002	.001	.001	.000	.000
	N	52	52	52	52	52	52	52	52	52	52	52
item_2	Pearson Correlation	.587**	1	.485**	.114	.363**	.445**	.251	.395**	.300*	.202	.557**
	Sig. (2-tailed)	.000		.000	.420	.008	.001	.073	.004	.030	.150	.000
	N	52	52	52	52	52	52	52	52	52	52	52
item_3	Pearson Correlation	.458**	.485**	1	.575**	.611**	.615**	.467**	.604**	.582**	.671**	.823**
	Sig. (2-tailed)	.001	.000		.000	.000	.000	.000	.000	.000	.000	.000
	N	52	52	52	52	52	52	52	52	52	52	52
item_4	Pearson Correlation	.102	.114	.575**	1	.441**	.352*	.385**	.521**	.492**	.462**	.602**
	Sig. (2-tailed)	.470	.420	.000		.001	.010	.005	.000	.000	.001	.000
	N	52	52	52	52	52	52	52	52	52	52	52
item_5	Pearson Correlation	.571**	.363**	.611**	.441**	1	.670**	.741**	.660**	.595**	.636**	.843**
	Sig. (2-tailed)	.000	.008	.000	.001		.000	.000	.000	.000	.000	.000
	N	52	52	52	52	52	52	52	52	52	52	52
item_6	Pearson Correlation	.576**	.445**	.615**	.352*	.670**	1	.713**	.685**	.486**	.593**	.818**
	Sig. (2-tailed)	.000	.001	.000	.010	.000		.000	.000	.000	.000	.000
	N	52	52	52	52	52	52	52	52	52	52	52
item_7	Pearson Correlation	.429**	.251	.467**	.385**	.741**	.713**	1	.648**	.490**	.469**	.745**

	Sig. (2-tailed)	.002	.073	.000	.005	.000	.000		.000	.000	.000	.000
	N	52	52	52	52	52	52	52	52	52	52	52
item_8	Pearson Correlation	.434**	.395**	.604**	.521**	.660**	.685**	.648**	1	.588**	.567**	.816**
	Sig. (2-tailed)	.001	.004	.000	.000	.000	.000	.000		.000	.000	.000
	N	52	52	52	52	52	52	52	52	52	52	52
item_9	Pearson Correlation	.432**	.300*	.582**	.492**	.595**	.486**	.490**	.588**	1	.738**	.770**
	Sig. (2-tailed)	.001	.030	.000	.000	.000	.000	.000	.000		.000	.000
	N	52	52	52	52	52	52	52	52	52	52	52
item_10	Pearson Correlation	.476**	.202	.671**	.462**	.636**	.593**	.469**	.567**	.738**	1	.786**
	Sig. (2-tailed)	.000	.150	.000	.001	.000	.000	.000	.000	.000		.000
	N	52	52	52	52	52	52	52	52	52	52	52
skor_total	Pearson Correlation	.677**	.557**	.823**	.602**	.843**	.818**	.745**	.816**	.770**	.786**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	52	52	52	52	52	52	52	52	52	52	52

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Tabel 3.2 Validity Test Result of Variable X2

Correlations

		item_1	item_2	item_3	item_4	item_5	item_6	item_7	item_8	item_9	item_10	skor_total
item_1	Pearson Correlation	1	.656**	.565**	.210	.206	.405**	.167	.269	.192	.315*	.593**
	Sig. (2-tailed)		.000	.000	.136	.143	.003	.237	.054	.173	.023	.000
	N	52	52	52	52	52	52	52	52	52	52	52
item_2	Pearson Correlation	.656**	1	.679**	.220	.256	.538**	.073	.271	-.002	].149	.576**
	Sig. (2-tailed)	.000		.000	.116	.067	.000	.606	.052	.990	.293	.000
	N	52	52	52	52	52	52	52	52	52	52	52
item_3	Pearson Correlation	.565**	.679**	1	.170	.277*	.499**	.325*	.347*	.369**	.477**	.713**
	Sig. (2-tailed)	.000	.000		.229	.047	.000	.019	.012	.007	.000	.000
	N	52	52	52	52	52	52	52	52	52	52	52

item_4	Pearson Correlation	.210	.220	.170	1	.323*	.000	.438**	.541**	.341*	.073	.559**
	Sig. (2-tailed)	.136	.116	.229		.020	1.000	.001	.000	.013	.607	.000
	N	52	52	52	52	52	52	52	52	52	52	52
item_5	Pearson Correlation	.206	.256	.277*	.323*	1	.501**	.386**	.533**	.367**	.242	.631**
	Sig. (2-tailed)	.143	.067	.047	.020		.000	.005	.000	.007	.084	.000
	N	52	52	52	52	52	52	52	52	52	52	52
item_6	Pearson Correlation	.405**	.538**	.499**	.000	.501**	1	.387**	.479**	.295*	.289*	.648**
	Sig. (2-tailed)	.003	.000	.000	1.000	.000		.005	.000	.034	.037	.000
	N	52	52	52	52	52	52	52	52	52	52	52
item_7	Pearson Correlation	.167	.073	.325*	.438**	.386**	.387**	1	.677**	.617**	.465**	.703**
	Sig. (2-tailed)	.237	.606	.019	.001	.005	.005		.000	.000	.001	.000
	N	52	52	52	52	52	52	52	52	52	52	52
item_8	Pearson Correlation	.269	.271	.347*	.541**	.533**	.479**	.677**	1	.500**	.269	.758**
	Sig. (2-tailed)	.054	.052	.012	.000	.000	.000	.000		.000	.054	.000
	N	52	52	52	52	52	52	52	52	52	52	52
item_9	Pearson Correlation	.192	-.002	.369**	.341*	.367**	.295*	.617**	.500**	1	.699**	.689**
	Sig. (2-tailed)	.173	.990	.007	.013	.007	.034	.000	.000		.000	.000
	N	52	52	52	52	52	52	52	52	52	52	52
item_10	Pearson Correlation	.315*	.149	.477**	.073	.242	.289*	.465**	.269	.699**	1	.606**
	Sig. (2-tailed)	.023	.293	.000	.607	.084	.037	.001	.054	.000		.000
	N	52	52	52	52	52	52	52	52	52	52	52
skor_total	Pearson Correlation	.593**	.576**	.713**	.559**	.631**	.648**	.703**	.758**	.689**	.606**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	52	52	52	52	52	52	52	52	52	52	52

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

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Tabel 3.3 Validity Test Result of Variable Y

Correlations

		item_1	item_2	item_3	item_4	item_5	item_6	item_7	item_8	item_9	item_10	item_11	item_12	total_skor
item_1	Pearson Correlation	1	.381**	.010	.372**	.244	.384**	.289*	.528**	.609**	.536**	.283*	.249	.610**
	Sig. (2-tailed)		.005	.945	.007	.081	.005	.038	.000	.000	.000	.042	.076	.000
	N	52	52	52	52	52	52	52	52	52	52	52	52	52
item_2	Pearson Correlation	.381**	1	.113	.465**	.193	.552**	.297*	.471**	.269	.400**	.163	.154	.559**
	Sig. (2-tailed)	.005		.427	.001	.170	.000	.032	.000	.054	.003	.247	.276	.000
	N	52	52	52	52	52	52	52	52	52	52	52	52	52
item_3	Pearson Correlation	.010	.113	1	.316*	.315*	.238	.352*	.122	.090	-.063	.375**	.047	.416**
	Sig. (2-tailed)	.945	.427		.022	.023	.089	.010	.387	.527	.655	.006	.743	.002
	N	52	52	52	52	52	52	52	52	52	52	52	52	52
item_4	Pearson Correlation	.372**	.465**	.316*	1	.403**	.330*	.550**	.384**	.459**	.375**	.343*	.247	.674**
	Sig. (2-tailed)	.007	.001	.022		.003	.017	.000	.005	.001	.006	.013	.077	.000
	N	52	52	52	52	52	52	52	52	52	52	52	52	52
item_5	Pearson Correlation	.244	.193	.315*	.403**	1	.053	.607**	.198	.213	.150	.437**	.112	.530**
	Sig. (2-tailed)	.081	.170	.023	.003		.708	.000	.158	.130	.288	.001	.429	.000
	N	52	52	52	52	52	52	52	52	52	52	52	52	52
item_6	Pearson Correlation	.384**	.552**	.238	.330*	.053	1	.382**	.632**	.430**	.549**	.386**	.405**	.678**
	Sig. (2-tailed)	.005	.000	.089	.017	.708		.005	.000	.001	.000	.005	.003	.000
	N	52	52	52	52	52	52	52	52	52	52	52	52	52
item_7	Pearson Correlation	.289*	.297*	.352*	.550**	.607**	.382**	1	.407**	.501**	.287*	.540**	.340*	.730**
	Sig. (2-tailed)	.038	.032	.010	.000	.000	.005		.003	.000	.039	.000	.014	.000
	N	52	52	52	52	52	52	52	52	52	52	52	52	52
item_8	Pearson Correlation	.528**	.471**	.122	.384**	.198	.632**	.407**	1	.743**	.777**	.532**	.471**	.784**
	Sig. (2-tailed)	.000	.000	.387	.005	.158	.000	.003		.000	.000	.000	.000	.000
	N	52	52	52	52	52	52	52	52	52	52	52	52	52

item_9	Pearson Correlation	.609**	.269	.090	.459**	.213	.430**	.501**	.743**	1	.795**	.557**	.583**	.784**
	Sig. (2-tailed)	.000	.054	.527	.001	.130	.001	.000	.000		.000	.000	.000	.000
	N	52	52	52	52	52	52	52	52	52	52	52	52	52
item_10	Pearson Correlation	.536**	.400**	-.063	.375**	.150	.549**	.287*	.777**	.795**	1	.441**	.451**	.701**
	Sig. (2-tailed)	.000	.003	.655	.006	.288	.000	.039	.000	.000		.001	.001	.000
	N	52	52	52	52	52	52	52	52	52	52	52	52	52
item_11	Pearson Correlation	.283*	.163	.375**	.343*	.437**	.386**	.540**	.532**	.557**	.441**	1	.568**	.730**
	Sig. (2-tailed)	.042	.247	.006	.013	.001	.005	.000	.000	.000	.001		.000	.000
	N	52	52	52	52	52	52	52	52	52	52	52	52	52
item_12	Pearson Correlation	.249	.154	.047	.247	.112	.405**	.340*	.471**	.583**	.451**	.568**	1	.588**
	Sig. (2-tailed)	.076	.276	.743	.077	.429	.003	.014	.000	.000	.001	.000		.000
	N	52	52	52	52	52	52	52	52	52	52	52	52	52
total_skor	Pearson Correlation	.610**	.559**	.416**	.674**	.530**	.678**	.730**	.784**	.784**	.701**	.730**	.588**	1
	Sig. (2-tailed)	.000	.000	.002	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	52	52	52	52	52	52	52	52	52	52	52	52	52

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

From the table above, it can be seen that all statement items show the value of Sig. (2-tailed) is less than 0.05 and the Pearson Correlation value is positive, therefore it can be declared valid and continued.

2) Reliability Test Result

Table 3.4 Summary of Reliability Test Results

No	Variable	Cronbach's Alpha	Value	Result	Description
1.	Training (X_1)	0,910	0,60	Reliable	Continued
2.	Education Deveopment (X_2)	0,837	0,60	Reliable	Continued
3.	Motivasi (Y)	0,866	0,60	Reliable	Continued

From the summary table above, it shows that all Cronbach's alpha values are more than 0.60 so that the keywords are real and can be continued.

3) Multiple Linear Regression Test Result

Table 5 Summary of Multiple Linear Regression Test Results

Variable	Koefiesien	T Count	Sig.	Description	Conclusion
Constant	7,124				
Training (X_1)	0,128	0,790	0,434	Not Significant	H_1 Rejected
Education Development (X_2)	0,907	4,567	0,000	Significant	H_2 Accepted
F Count	= 27,076		0,000	Significant	
R Square	= 0,525				

3.2. Discussion

1) The Effect of Training on Work Motivation.

Training is one of the keys to the success of a company in building employee motivation. In the implementation of training, employees can be given an understanding of what to do and what the employee will get if he makes the best contribution to his company. Training activities can build and foster creativity to increase the skills of the relevant expertise in the fields of students and trainers so that they are related to increasing work productivity. Training can also improve employee discipline in work, arrive on time, and employee morale and loyalty to the company. One of the efforts to improve the presence and ability of employees is training. Training is a must from an agency and a must in all fields, because the more educated and trained the employees are, the higher their work motivation.

Testing on hypothesis 1 shows that training has no significant effect on work motivation, this is evidenced by the significance value of the beta coefficient 0.434 > 0.05. These results indicate that the training process that is planned and implemented has little effect on the work motivation of employees of PT. Harmoni Sinar Utama Samarinda. This is probably because the training held is not right on target or there are some that are not in accordance with the field of work.

From the results of this study, it can be concluded that the results of this study support the research of [8] with the title "The Effect of Training on Employee Work Motivation at the Regional V Center for Social Welfare Education and Training in Makassar City" where the results of the study concluded that training does not have a significant contribution to work motivation.

2) The Effect of Educational Development on Work Motivation.

Employee development is considered important because of the demands of the job. Training and education are carried out for new employees so that they can carry out new tasks assigned to them and for existing employees to improve the quality of their duties. No matter how good a career plan that has been made by an employee accompanied by reasonable and realistic career goals, the plan will not become a reality without systematic career development. Employee development consists of education and training. Education is a short-term process that uses systematic and organized procedures. Education is the basis for future employees.

Testing on hypothesis 2 shows that the development of education has a significant effect on work motivation, this is evidenced by the significance value of the beta coefficient of 0.000 <0.05. These results indicate that the development of applied education has an influence on the work motivation of employees of PT. Harmoni Sinar Utama Samarinda. From the results of these studies, it can be concluded that the results of this study support the research of [5] with the title "The Influence of Employee Development on Employee Motivation and Work Performance (Study on permanent employees of PT PG Tulangan Sidoarjo)" where the results of the study concluded that the variables of education, training, and career development of employees have a significant influence on employee performance in the form of providing employee motivation.

4. Conclusion and Suggestion

4.1. Conclusion

Based on the results of research and discussions that have been carried out, the following conclusions can be drawn:

1) Training has no significant effect on the work motivation of employees of PT. Samarinda Main Ray Harmony
2) Educational development has a significant influence on the work motivation of

employees of PT. Samarinda Main Ray Harmony

4.2. Suggestion

Based on the conclusions put forward, there are several suggestions for further consideration, namely:

1) To improve the ability of employees, in this case company managers must pay attention to the following:
   a. Pay attention to the educational qualifications of employees according to the field of work in their placement
   b. Improving employees' formal education from high school level to undergraduate level
   c. Involving employees in various technical trainings in accordance with the field of work
2) Responding to motivational problems, company managers should:
   a. Pay attention to employee welfare
   b. Provide awards to employees who excel periodically
   c. Carry out promotions to employees who have met the requirements according to the provisions

References

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