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The Effect of Education, Training and Work Experience on Work Productivity With Work Motivation as a Mediator (Empirical Study of Private Employees inThe Automotive Industry in Tangerang)

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ABSTRACT

This study aims to examine the effects of education, training, and work experience on job productivity, with work motivation acting as a mediating variable. A quantitative research approach was applied, focusing on private sector employees in the automotive industry in Tangerang as the unit of analysis. Data were collected through questionnaire distribution and analyzed using SmartPLS version 3. Since the population size was not clearly defined, the sample was determined using Hair's method, which suggests multiplying the number of indicators by a factor between 5 and 10. With 35 indicators multiplied by 8, a total of 280 respondents were obtained. The data analysis process involved both outer model and inner model evaluations. The outer model assessment included tests of validity, reliability, discriminant validity, and collinearity, while the inner model evaluation covered R-square, F-square, bootstrapping, path coefficients, and specific indirect effects. The results reveal that education and training do not have a significant effect on job productivity. In contrast, work experience and work motivation show a positive and significant influence on job productivity. Additionally, work motivation does not significantly mediate the relationship between education and training and job productivity. However, it significantly mediates the relationship between work experience and job productivity in a positive direction. These findings suggest that work experience and work motivation are the key determinants of job productivity in the automotive industry in Tangerang.

Keywords: Education, Training, Work Experience, Work Motivation, and Work Productivity

INTRODUCTION

Indonesia is a developing country that is currently strategizing to become a developed nation through its "Indonesia Emas 2045" program, one of which involves leveraging the potential of its demographic surplus. As of 2022, Indonesia's population reached 275 million, with 209 million people (76%) classified as being of productive age (15–64 years). Of these, 143 million are part of the labor force, and 65 million are actively employed (Statistical Yearbook of Indonesia 2023, Statistics Indonesia).

Several indicators are used to measure the quality of human resources, including the World Talent Ranking issued by the Institute for Management Development (IMD) and the Human Development Index (HDI). Despite its large population, Indonesia's human resource competitiveness ranks fourth out of five Southeast Asian countries (IMD World Talent Ranking 2023). Globally, Indonesia ranks 47th out of 64 countries, an improvement from its previous position at 51st. According to the IMD report, factors such as limited education budgets, teacher shortages, and low student performance on assessments such as the PISA test contribute to Indonesia's relatively weak human capital competitiveness. Another commonly used measurement is the Human Development Index (HDI). The average HDI of developed countries is 80, whereas Indonesia's HDI in 2023 remains at 74.39. The quality of human resources directly affects both productivity levels and overall human capital competitiveness. When compared to other ASEAN countries, Indonesia ranked 6th out of 11 countries in terms of HDI in 2022 (Databoks-Katadata).

According to Professor Nasih in the Focus Group Discussion on Human Resource Development for Realizing Indonesia Emas 2045 at Airlangga University, one of the contributing factors to Indonesia's relatively low HDI is the low rate of educational participation. This is supported by data from BPS in 2023, which shows that only 30.2% of the population completed education up to the senior high school or vocational school level, while only 10.15% attained higher education. On the other hand, Indonesia's unemployment rate, which stood at 4.82% in February 2024, also plays a role in shaping the overall quality of human resources in the country.

In addition to education and work experience, training is also a key factor in improving human resource quality. Education has been shown to have a positive and significant effect on work productivity, as evidenced by studies conducted by (Rista & Hanif, 2019; Utari & Prasetyo, 2022). Training also significantly influences productivity, as demonstrated in research by (Aliya & Tobari, 2019; Rodli, 2019; Amal & Rahmayanti, 2021; Jariyah et al., 2023). Another variable that contributes to productivity is work experience, as studied by Ahmad. However, some studies have found that education does not have a significant impact on work productivity by (Aliya & Tobari, 2019; Jariyah et al., 2023).

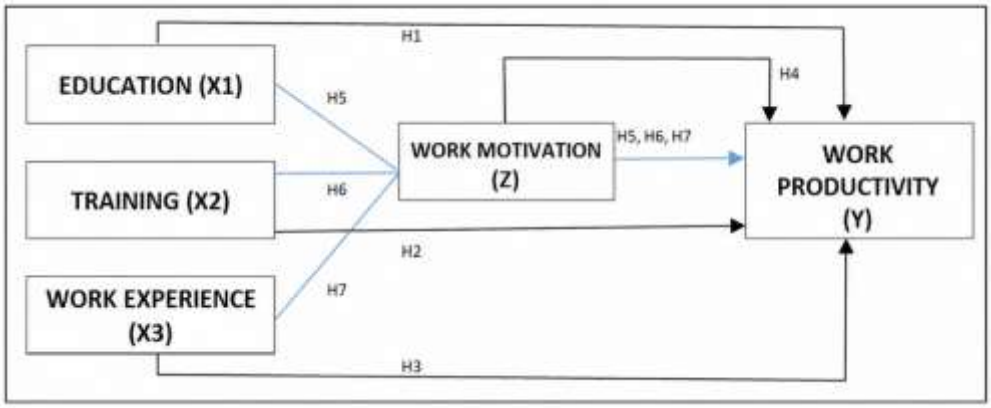
According to data from the Association of Indonesian Automotive Industries (Gaikindo), car sales from January to October 2024 reached 710,406 units, reflecting a 15.05% decrease compared to the same period in 2023, which recorded 836,128 units. As a result, Gaikindo revised its 2024 car sales target from the initial 1.1 million units to 850,000 units (Sabki, 2024).

Meanwhile, motorcycle sales on a year-over-year (YoY) basis from January to June 2024 showed a 1.07% month-on-month increase in June 2024 and a 3.5% annual growth. However, cumulatively, motorcycle sales in the first half of 2024 declined by 1%. The researcher suspects that this decline in sales is due to both external and internal factors, including political and economic conditions. The automotive industry is chosen as the object of this study due to its significant contribution to the national economy, evidenced by transactions exceeding IDR 18.8 trillion during the 2024 GIIAS automotive exhibition in Tangerang (Jayadi, 2024).

Research Model

This research model tested seven hypotheses, namely four hypotheses of direct influence and three indirect hypotheses with mediating with education, training and work experience as independent variables, job productivity as the dependent variable and work motivation as a mediating variable.

Image 1. Research Model



Sumber : Author (2024)

Based on the image of the research model, the following hypothesis was formed:

Education Affects Work Productivity.

Education is the process through which an individual acquires knowledge or skills. It is typically measured by the duration of schooling or the highest level of education completed. Education also reflects an investment in the educational sector, which is expected to enhance human productivity and result in higher output per capita (Hadiyanto dalam (Rista & Hanif, 2019); (Rodli, 2019)).

H1 = Education Affects Work Productivity of Private Sector Employees in the Automotive Industry in Tangerang

Training Affects Work Productivity.

Work training plays a crucial role in enhancing employee productivity. Through training programs, employees can develop new skills, update their knowledge relevant to their field, and master the latest technologies that improve operational efficiency. Training also serves to introduce best practices that help minimize errors and enhance the quality of work outcomes. Consequently, work training significantly contributes to productivity improvement, as trained employees tend to perform more effectively and efficiently. This aligns with the findings of research conducted by (Amal & Rahmayanti, 2021; Jariyah et al., 2023; Rodli, 2019).

H2 = Work Training Affects Work Productivity of Private Sector Employees in the Automotive Industry in Tangerang

Work Experience Affects Work Productivity.

Employees with longer work experience tend to have a deeper understanding of work processes, organizational culture, and effective problem-solving strategies. Extensive work experience also enables employees to develop both technical and non-technical skills, which can enhance efficiency and effectiveness in task completion. Furthermore, experienced employees usually possess better decision-making abilities, reduce the time required to complete tasks, and minimize the likelihood of errors. Therefore, increased work experience is significantly correlated with higher productivity, as more experienced employees typically work smarter and more effectively. This is supported by the findings of research conducted by penelitian (Sugiarti et al., 2020; Utari & Prasetyo, 2022).

H3 = Work Experience Affects Work Productivity of Private Sector Employees in the Automotive Industry in Tangerang

Work Motivation Affects Work Productivity.

High work motivation plays a crucial role in enhancing employee productivity. Motivated employees tend to work more diligently, innovatively, and efficiently, while demonstrating strong commitment to their goals. Research indicates that good motivation reduces absenteeism and improves the quality of output. Additionally, motivated employees are more proactive, collaborative, and adaptable to change. Therefore, increased work motivation directly contributes to productivity improvement (Citta, 2019; A. W. Lestari, 2019; Sugiarti et al., 2020).

H4 = Work Motivation Affects Work Productivity of Private Sector Employees in the Automotive Industry in Tangerang

Education and Work Motivation Affects Work Productivity.

Education and work motivation have a significant relationship in determining employee performance. Education enhances knowledge and skills, which can strengthen self-confidence and competence. This, in turn, fosters intrinsic motivation, as employees who feel competent are more motivated to achieve their work goals. Moreover, a better understanding of organizational objectives gained through education can also increase extrinsic motivation. Therefore, education not only prepares employees technically but also enhances work motivation, which is essential for optimal performance.

H5 = Education Affects Work Productivity of Private Sector Employees in the Automotive Industry in Tangerang through Work Motivation as a Mediating Variable.

Training and Work Motivation Affects Work Productivity.

Through training, employees acquire new skills and enhance existing ones, which not only improves their competence but also boosts their self-confidence. Higher competence is often associated with increased intrinsic motivation, as employees feel more capable and motivated to complete tasks effectively. Additionally, structured and relevant training can also enhance extrinsic motivation, as employees perceive that the company cares about their development, which in turn increases loyalty and job satisfacti on. Thus, work training functions not only to improve technical skills but also contributes to the overall enhancement of work motivation.

H6 = Work Training Affects Work Productivity of Private Sector Employees in the Automotive Industry in Tangerang through Work Motivation as a Mediating Variable.

Work Experience and Work Motivation Affects Work Productivity.

Work experience impacts work motivation by deepening employees' understanding of their duties and responsibilities, which in turn enhances self-confidence and independence. Employees with more experience tend to have higher intrinsic motivation to achieve good results and value opportunities for development more. Additionally, extensive experience can boost extrinsic motivation through increased commitment to the company. Therefore, work experience not only enriches practical skills but also strengthens work motivation by enhancing employees' confidence and loyalty.

H7 = Work Experience Affects Work Productivity of Private Sector Employees in the Automotive Industry in Tangerang through Work Motivation as a Mediating Variable.

RESEARCH METHODS

Population and Sample

The study population consists of private-sector employees working within the automotive industry in Tangerang. The exact number of this population in Tangerang is not available from either BPS (Statistics Indonesia) or GAIKINDO. However, it is known that the total number of employees in the automotive industry at the national level is approximately 1.5 million (Gaikindo.co.id, 2023).

The sample size in this study was determined using the method proposed by (Hair et al., 2019), in which the minimum required sample can be calculated by multiplying the number of indicators by a factor ranging from 5 to 10. Based on this guideline, the sample size for this research was determined by multiplying 35 indicators by 8, resulting in a total of 280 respondents.

Data Collection

The data source in this study is qualitative in nature, which was converted into quantitative data using a Likert scale ranging from 1 to 5. The data were collected through the distribution of online questionnaires. Statistical analysis was conducted using the SmartPLS software as an analytical tool.

Data Analysis Technique

This study uses Structural Equation Modeling as data analysis technique, which is a statistical modeling technique that integrates elements of factor analysis, regression analysis, and path analysis. This technique enables researchers to evaluate relationships between observed variables and latent variables (constructs or underlying factors), as well as the relationships among latent variables. SEM provides both visual and quantitative representations of complex theoretical models, allowing researchers to examine direct and indirect effects among these variables.

Statistical data analysis in this study was carried out through several stages, including demographic statistics of respondents, descriptive statistics of research variables, validity and reliability testing, coefficient of determination test (R-Square), and hypothesis testing. A model is considered reliable if the Cronbach's Alpha value of a construct exceeds 0.6 and the composite reliability value is greater than 0.7 (Ghozali, 2021). Hypothesis testing was conducted by examining the t-statistic and p-value. If the t-statistic value is greater than 1.96 (at a 95% confidence level), the hypothesis is accepted, and if the p-value is less than 0.05, the independent variable has a significant influence on the dependent variable (according to Abdillah & Hartono, as cited in (Panjaitan, 2021)).

Variable Operationalization

Variable operationalization is the process of defining research variables into measurable indicators that can be concretely assessed and used for data collection in a study.

Table 1. Variable Operationalization

Variable	Dimension	Indicators	Item No.	Scale	Source
Education (According to Widi (as cited in (Hendrayani, 2020) and Tirtahardja (as cited in (Rofikoh, 2019))	Formal	Highest educational attainment	1	Ordinal	Questionnaire
	Non formal	Attitude and personality	2 - 3	Ordinal	Questionnaire
		Relevance of major	4 - 5	Ordinal	Questionnaire
		Competency	6	Ordinal	Questionnaire
Training (Nurdin, 2019)		Training objectives	7	Ordinal	Questionnaire
		Training materials	8	Ordinal	Questionnaire
		Training methods	9	Ordinal	Questionnaire
		Participants	10	Ordinal	Questionnaire
		Trainer qualifications	11 – 12	Ordinal	Questionnaire
Work Experience (Lela et al., 2022)		Length of service	13	Ordinal	Questionnaire
		Knowledge level	14 – 15	Ordinal	Questionnaire
		Ability level	16 – 18	Ordinal	Questionnaire
Work Motivation		Hardwork/Work Ethic	19	Ordinal	Questionnaire
		Future orientation	20	Ordinal	Questionnaire

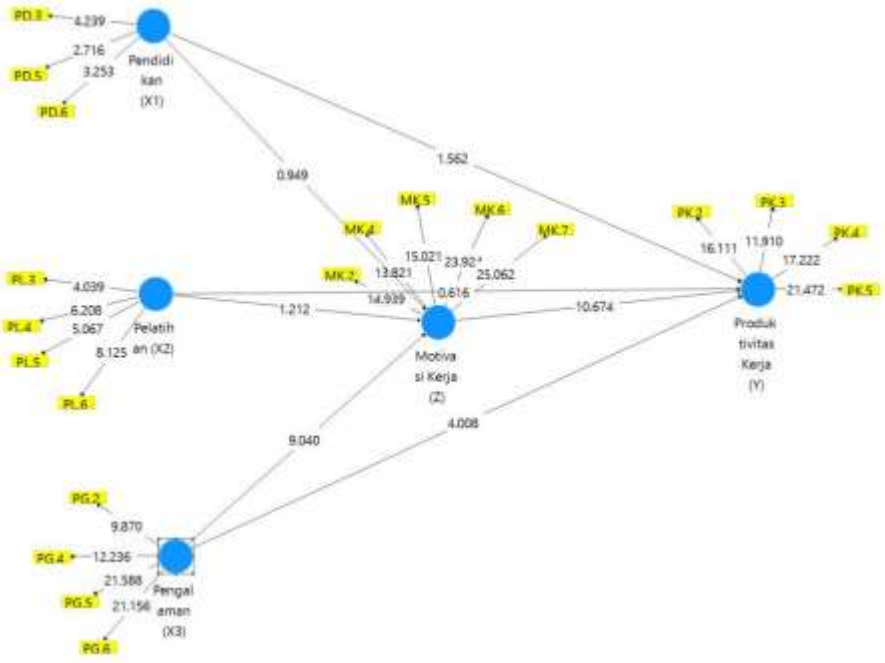
(According to Mangkunegara as cited in (Manuain, 2022))		High level of aspiration	21	Ordinal	Questionnaire
		Task orientation and task seriousness	22	Ordinal	Questionnaire
		Drive for advancement	23	Ordinal	Questionnaire
		Work persistence	24	Ordinal	Questionnaire
		Relationship with coworkers	25	Ordinal	Questionnaire
		Time management	26	Ordinal	Questionnaire
Work Productivity (According to Umar as cited in (Loliyana et al., 2023))	Effectiveness	Quality of work	27 – 28	Ordinal	Questionnaire
		Quantity of work	29 – 30	Ordinal	Questionnaire
		Timeliness	31 – 32	Ordinal	Questionnaire
	Efficiency	Adherence to work instructions	33	Ordinal	Questionnaire
		Compliance with procedures	34 - 35	Ordinal	Questionnaire

RESULTS AND DISCUSSION

Structural Model (Inner Model)

The purpose of Inner Model testing is to evaluate the relationships among latent constructs (independent, dependent, and mediating variables) within the structural research model. In this study, this testing phase is used to determine the effects between variables, both direct and indirect. The Inner Model assessment is conducted by examining the coefficients fo determination (R-square), path coefficients, and specific indirect effects.

Figure 1. PLS Bootstrapping Results



Source: SmartPLS 3 (2024)

Coefficients of Determination (R-Square)

According to Hair, (2019), the categories of the coefficient of determination values are as follows: a value between 0 and 0.25 is considered weak, a value greater than 0.50 is considered moderate, and a value above 0.75 is categorized as strong.

Table 2. Coefficient of Determination Results

Dependent Variables	R-Square	R-Square Adjusted
Work Motivation (Z)	0,257	0,249
Work Productivity (Y)	0,293	0,283

Source: SmartPLS 3 (2024)

Model 1 shows that 24.9% of the variation in work motivation can be explained by the independent variables influencing it (education, training, and experience). In contrast, 75.1% of the variance is accounted for by factors outside the proposed research model. Model 2 indicates that 28.3% of the variation in work productivity can be explained by the independent variables (education, training, and work experience) and the mediating variable used in the model, namely work motivation. A total of 71.7% is explained by variables beyond the scope of this study. This suggests that the model 1 and 2 has weak predictive power.

Path Coefficients

The path coefficient is used to determine the validity of the research hypothesis. Hypothesis testing is conducted by examining value of t-statistic and p-value. If the t-statistic value is greater than 1.96 (at a 95% confidence level), the hypothesis is accepted, and when the p-value is less than 0.05, the effect of the independent variable on the dependent variable is deemed statistically significant. (according to Abdillah & Hartono, as cited in (Panjaitan, 2021)).

Table 3. Path Coefficients Results

	T-Statistic	*P-Values*
Education (X1) > Work Productivity (Y)	1,562	0,118
Training (X2) > Work Productivity (Y)	0,616	0,538
Work Experience (X3) > Work Productivity (Y)	4,008	0,000
Work Motivation (Z) > Work Productivity (Y)	10,674	0,000
Education (X1) > Work Motivation (Z)	0,949	0,342
Training (X2) > Work Motivation (Z)	1,212	0,225
Work Experience (X3) > Work Motivation (Z)	9,040	0,000

Source: SmartPLS 3 (2024)

It can be concluded that experience (X3) has a significant impact on work motivation (Z) and work productivity (Y). Work motivation (Z) also has a significant impact on work productivity (Y), indicating the important role of the mediating variable in the model. Education (X1) and training (X2) are not found to be significant predictors of work motivation or work productivity.

Specific Indirect Effects

The Specific Indirect Effect is applied to determine the indirect influence of an independent variable on a dependent variable as transmitted through a mediating variable within the structural model (Inner Model). This test is essential in studies involving mediating relationships, as it provides a more specific understanding of the strength of the indirect effect.

Table 4. Specific Indirect Effects Results

	T-Statistic	*P-Values*
Education (X1) > Work Motivation (Z) > Work Productivity (Y)	0,937	0,349
Training (X2) > Work Motivation (Z) > Work Productivity (Y)	1,177	0,239
Work Experience (X3) > Work Motivation (Z) > Work Productivity (Y)	7,154	0,000

Source: SmartPLS 3 (2024)

Referring to the results of the Specific Indirect Effect test above, the following provides an interpretation of the indirect relationship of the independent variables on the dependent variable through the mediating variable, work motivation (Z):

A t-statistic value of 0.937 (< 1.96) and a p-value of 0.349 (> 0.05) indicate that the indirect effect of education on work productivity through work motivation is not significant. Therefore, the variable work motivation does not function as a mediating variable in the relationship between education and work productivity.

A t-statistic value of 1.177 (< 1.96) and a p-value of 0.239 (> 0.05) indicate that the indirect effect of training on work productivity through work motivation is not significant. This indicates that the variable work motivation does not significantly mediate the interaction between training and work productivity.

A t-statistic value of 7.154 (> 1.96) and a p-value of 0.000 (< 0.05) indicate that the indirect effect of experience on work productivity through work motivation is significant. This indicates that work motivation significantly mediates the link between experience and work productivity.

Interpretation of Research Results and Discussion

1. Education on Work Productivity
   The first hypothesis in this study proposed that education has an influence on the work productivity of private-sector employees in the automotive industry in Tangerang. The statistical test results show a t-statistic value of 1.562 (< 1.96) and a p-value of 0.118 (> 0.05), indicating that the hypothesis is rejected. This means there is no direct effect of education (both formal and non-formal) on the work productivity of private employees in the automotive industry in Tangerang. This finding is consistent with previous studies by Aliya & Tobari, 2019 dan Jariyah et al., 2023.
2. Training on Work Productivity
   The second hypothesis in this study proposed that training has an influence on the work productivity of private-sector employees in the automotive industry in Tangerang. The statistical test results show a t-statistic value of 0.616 (< 1.96) and a p-value of 0.538 (> 0.05), indicating that the hypothesis is rejected. This means there is no direct effect of the training variable (such as training materials, methods, and trainer qualifications) on the work productivity of private employees in the automotive industry in Tangerang. This finding is supported by previous studies conducted by (E. Lestari et al., 2022) and (Septiana & Agung, 2021).
3. Work Education on Work Productivity
   The third hypothesis in this study proposed that experience has an influence on the work productivity of private-sector employees in the automotive industry in Tangerang. The statistical test results show a t-statistic value of 4.008 (> 1.96) and a p-value of 0.000 (< 0.05), indicating that the hypothesis is accepted. This means there is a significant direct effect of the experience variable on the work productivity of private employees in the automotive industry in Tangerang. This finding is consistent with previous research by (Rodli, 2019) and (Utari & Prasetyo, 2022), which stated that higher levels of experience can positively impact work productivity. Employees with more experience tend to possess deeper expertise in their tasks and are able to complete a greater volume of work.
4. Work Motivation on Work Productivity
   The fourth hypothesis in this study proposed that work motivation has an influence on the work productivity of private-sector employees in the automotive industry in Tangerang. The statistical test results show a t-statistic value of 10.674 (> 1.96) and a p-value of 0.000 (< 0.05), indicating that the hypothesis is accepted. This means there is a significant direct effect of the work motivation variable on the work productivity of private employees in the automotive industry in Tangerang. This finding is consistent with previous studies (Citta,

2019; Saksono, 2019; Sugiarti et al., 2020), which demonstrated that higher levels of employee motivation are positively associated with increased work productivity.

5. Education on Work Productivity through Work Motivation
   The fifth hypothesis proposed that education influences the work productivity of private-sector employees in the automotive industry in Tangerang, with work motivation as a mediating variable. The statistical test results show a t-statistic value of 0.937 (< 1.96) and a p-value of 0.349 (> 0.05), indicating that the hypothesis is rejected. This means that work motivation does not mediate the effect of education on the work productivity of private employees in the automotive industry in Tangerang.
6. Training on Work Productivity through Work Motivation
   The sixth hypothesis proposed that training influences the work productivity of private-sector employees in the automotive industry in Tangerang, with work motivation as a mediating variable. The statistical test results show a t-statistic value of 1.177 (< 1.96) and a p-value of 0.239 (> 0.05), indicating that the hypothesis is rejected. This means that work motivation does not mediate the effect of training on the work productivity of private employees in the automotive industry in Tangerang.
7. Work Experience on Work Productivity through Work Motivation
   The seventh hypothesis proposed that experience influences the work productivity of private-sector employees in the automotive industry in Tangerang, with work motivation as a mediating variable. The statistical test results show a t-statistic value of 7.154 (> 1.96) and a p-value of 0.000 (< 0.05), indicating that the hypothesis is accepted. This means that work motivation significantly mediates the effect of experience on the work productivity of private employees in the automotive industry in Tangerang.

SUMMARY AND SUGGESTION

The analysis reveals that work experience and work motivation have a direct influence on employee productivity. Additionally, work experience can also affect employee productivity indirectly when mediated by the variable of work motivation.

This study has limitations, namely it focuses on private-sector employees working in the automotive industry in Tangerang, is limited to a sample of 280 respondents, and was conducted in the year 2024. The results of the study may vary if any of these three factors change or if different variable indicators are used.

Based on the results, suggestion for the automotive industry in Tangerang include focusing on employees' work experience. This can be achieved by recruiting experienced candidates, managing senior employees effectively, and assigning them to automotive exhibitions. Additionally, companies should enhance employee motivation through rewards, recognition of achievements, and a work environment that supports productivity. For future research, it is recommended to consider other mediating variables, increase the sample size, and deepen the literature review.

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