



## The Influence of Education, Training, and Leadership on Employee Careers with Motivation as an Intervening Variable at the Department of Social Affairs, Women's Empowerment and Child Protection, as well as Community and Village Empowerment in Balangan Regency

Fredy Jayen<sup>1</sup>, Abdul Kadir<sup>2</sup>, Melania<sup>3</sup>, Sriyunia Anizar<sup>4</sup>, Erlita Handayani<sup>5</sup>

<sup>1,2,3,4,5</sup> Pancasetia College of Economics Banjarmasin

**ABSTRACT:** One crucial factor in human resource management is employee career development. The significance of the human resources role in achieving organizational goals must be balanced and supported by clear career paths to motivate employees to deliver excellent work performance for the advancement of the organization, considering factors such as education level, work experience, competence, commitment, loyalty, motivation, and employee performance. This research aims to determine the influence of education, training, and leadership on employee careers with motivation as an intervening variable at the Department of Social Affairs, Women's Empowerment and Child Protection, as well as Community and Village Empowerment in Balangan Regency.

This study employs a quantitative research method with a population of 52 individuals using a saturation sampling technique. Path analysis processed with SPSS is used for data analysis. The research results indicate that education, training, and leadership do not have a significant influence on employee motivation. Education, training, and motivation do not significantly affect employee careers. Leadership has a significant influence on employee careers. Leadership, through motivation as an intervening variable, has a significant impact on the careers of employees at the Department of Social Affairs, Women's Empowerment and Child Protection, as well as Community and Village Empowerment in Balangan Regency.

**KEYWORDS:** Education, Employee Career, Leadership, Motivation, Training.

### INTRODUCTION

Organizations or institutions serve as collaborative spaces where individuals work together under the leadership of a manager to achieve specific goals by utilizing resources. They function as interconnected systems, and any issues with one element can affect others. Successful system functioning relies on responsible task execution by organization members. Human resource capabilities significantly influence an organization's ability to mobilize and utilize various resources. In the contemporary era, technology plays a crucial role and, while it can replace certain human roles, human resources remain indispensable. Despite technological advancements, organizations still need human input to operate and manage technologies. The integration of human resources and technology is essential for organizational success, as technology facilitates and expedites tasks. The effective and efficient combination of both resources results in maximal benefits for an organization. Therefore, human resource management is crucial for any organization or institution. According to Khasmir (2019: 151), a career is the position and rank that someone achieves during their employment. Meanwhile, a career ladder is the hierarchy of positions or ranks within a company.

In order for an employee to perform their job effectively and contribute to the organization's goals, they need to be equipped with education and training to enhance their skills. Continuous and consistent motivation from leaders is also crucial to maintain enthusiasm, even when some employees may struggle to meet targets. Education and training activities aim to supplement and improve an employee's competence, directly and indirectly influencing their career, acting as intervening variables. Individuals with specific education and training can enhance their capabilities, leading to improved job performance and career advancement. Conversely, a lack of education and training hinders career development. The role of leaders, who assess and decide on an employee's career, is significant, as leaders have the authority to influence career paths. Additionally, motivation, the drive to perform activities, affects an employee's career directly or indirectly through intervening variables. Strong motivation positively impacts career



progression, while weak motivation hinders it. A preliminary study in the Department of Social Affairs, Women's Empowerment and Child Protection, as well as Community and Village Empowerment in Balangan Regency, revealed diverse educational backgrounds among civil servants, sometimes not aligning with their positions.

Broadly, the education levels in the Department of Social Affairs, Women's Empowerment and Child Protection, as well as Community and Village Empowerment in Balangan Regency, consist of: seven (7) individuals with high school education, six (6) with diploma, thirty (30) with bachelor's degree, and ten (10) with master's degree. Additionally, a significant number of civil servants have not participated in any training or workshops in the past year. In 2021, only thirteen (13) employees, or 24.52%, from the Department of Social Affairs, Women's Empowerment and Child Protection, as well as Community and Village Empowerment in Balangan Regency attended training or workshops. This indicates that the majority of civil servants did not engage in training activities in the year 2021.

In Kabupaten Balangan, frequent changes in leadership occur annually, as evident in the 2022 appointments. These leadership transitions result in varied leadership styles, impacting the motivation, work enthusiasm, performance, and careers of subordinates. Additionally, the appointments pose challenges for employees unable to receive promotions if their superiors hold lower ranks. The Department of Social Affairs, Women's Empowerment and Child Protection, as well as Community and Village Empowerment in Balangan Regency, also experienced changes in officials in 2022, including the Secretary, Head of Departments, and certain functional positions.

Motivation among civil servants in this department is assessed through discipline, tracked via the E-Office attendance reports, and performance, evaluated through monthly E-performance and annual SKP reports on the Silka application. Discipline and performance, influencing the Additional Income for Employees, are indicators affected by employee motivation. To receive full Additional Income for Employees without deductions, employees must adhere to punctuality and exhibit good monthly E-performance. This serves as encouragement and motivation for employees to maintain both discipline and high-performance levels.

Based on the above issues, the author is interested in conducting research to investigate whether education, training, and leadership factors can influence the career of employees in the Department of Social Affairs, Women's Empowerment and Child Protection, as well as Community and Village Empowerment in Balangan Regency, with motivation as an intervening variable.

## LITERATURE REVIEW

### *a. Education*

According to Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and a learning process so that learners actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and skills necessary for themselves, society, nation, and state.

Meanwhile, H. Horne in PGSD (2022) explains that education is a continuous (perpetual) process of higher adaptation for human beings who have developed physically and mentally, who are free and conscious of God as manifested in the intellectual, emotional, and humane aspects of human beings in the surrounding environment.

Meanwhile, Sinambela (2019: 355) explains that education within an organization is the process of transforming knowledge from one person to another, or in other words, the dominant aspect of education is the development of knowledge and the abilities of the conceiver. Sinambela (2019: 355) elaborates that skill development in education is comprehensive, covering various areas with an emphasis on cognitive and affective aspects, and the implementation timeframe extends beyond 1 year. The content delivered in education is generally more focused on conventional teaching methods in a classical format. The ultimate recognition in the education process is a degree or diploma. Based on these theories, education is seen as a process of adding knowledge and behaviors that serve the development of an employee to achieve organizational goals, as evidenced by a degree or diploma.

Musanef, as cited in Gaol, Novitalia Lumban (2020: 21), explains that the benefits of education include realizing employee professionalism through the enhancement of knowledge and skills, achieving work productivity through effective, efficient, and integrated work patterns, fostering disciplined attitudes and behaviors among employees, promoting dedication and exemplary behavior, supporting the cultivation of a high fighting spirit in task execution, and preparing employees with educational qualifications to assist in preparing them for structural and functional positions in institutional organization.



Regarding education indicators, according to the National Education System Law No. 20 (2003), the indicators for the level of education consist of educational levels and suitability of majors. Educational levels are stages of education determined based on the developmental stage of learners, the objectives to be achieved, and the abilities developed, namely:

- 1) Basic education, which is the initial education stage for the first 9 (nine) years of a child's school life, laying the foundation for secondary education.
- 2) Secondary education, which is an advanced stage of basic education.
- 3) Higher education, which is the stage of education following secondary education, encompassing bachelor's, master's, doctoral, and specialist programs offered by higher education institutions.

## ***b. Training***

Sinambela (2019: 353) explains that training is one of the systematic processes by an organization to develop the skills, abilities, knowledge, and attitudes that can change employee behavior to achieve the established organizational goals. According to Kasmir (2019: 126), training is a process to shape and equip employees by enhancing their skills, abilities, knowledge, and behavior. Kasmir also mentions that training is a facility provided by companies to learn about job-related knowledge, skills, and employee behavior. Sinambela (2019: 355) states that skill development in training is specific to certain things, with an emphasis on psychomotor skills. The implementation timeframe for training is short, less than 1 year. The content delivered in training is more specific, and the emphasis on teaching methods in training is unconventional, involving edu-games. The final recognition in the training process is a certificate. Based on these theories, training is a process of adding knowledge, skills, expertise, and behavior that serves the development of an employee to achieve organizational goals, as evidenced by a certificate.

According to Wahyuningsih (2019: 6), there are five indicators in training, including:

- 1) Training Objectives. Training objectives must be realistic and presented in such a way that the training is conducted to develop work skills with the expectation that participants can increase awareness of the work they perform.
- 2) Materials. Training materials can take various forms, such as work management, essays, work correspondence, work psychology, work discipline and ethics, as well as work reporting or instructional materials used.
- 3) Methods Used. In training, the methods used involve participatory approaches, including group discussions, seminars, exercises, practical demonstrations, games, educational events, tests, group field visits, and studies (benchmarking).
- 4) Participant Qualifications. Participants are employees who have met qualification requirements, such as permanent employees and employees recommended by their leaders.
- 5) Trainer Qualifications. Trainers or training providers must meet qualification requirements, including having knowledge and skills related to the training material, and the ability to inspire and motivate participants using participatory methods.

## ***c. Leadership***

According to Yuki (2005), leadership is the process of influencing others to understand and agree on what needs to be done and how tasks can be effectively accomplished. It is also the process of facilitating individual and collective efforts to achieve common goals. Consistent with this, Robbins (2006) states that leadership is the ability to influence a group toward the achievement of a goal. The broad definition of leadership includes the process of influencing in determining organizational goals, motivating follower behavior to achieve goals, and influencing to improve group and cultural dynamics. According to Rivai (2004), leadership also influences the interpretation of events by followers, the organization of activities to achieve goals, the maintenance of cooperation and teamwork, and the acquisition of support and cooperation from individuals outside the group or organization. Kasmir (2019:191) defines leadership as the behavior of a leader in organizing, managing, and directing subordinates to perform tasks and responsibilities assigned to them. Soedaryono (2014:8) concludes that leadership is any action determined by an individual or group to coordinate and guide individuals or groups gathered within a specific framework to achieve predetermined goals.

Characteristics that Must Be Possessed by a Leader. Purwanto states that leadership qualities are fundamental and he refers to them as the five essential qualities, namely:



- 1) Fairness. Not discriminating between subordinates and superiors. Not favoring certain employees among subordinates. If a leader is not fair, they will be disregarded by their subordinates. Fairness means blaming the wrong and acknowledging the right.
- 2) Protective. In work relationships, subordinates always want to be protected by their leader.
- 3) Initiative. Courageous in making difficult decisions and accepting risks to achieve the best results.
- 4) Charismatic and self-confident.

In carrying out their duties, a leader must have credibility, ability, and authority in performing their leadership functions. Additionally, a leader is also expected to have a cooperative attitude toward employees in the organization they lead. This cooperative attitude greatly assists employees in their work and can increase their motivation. The better the motivation of organizational members, the higher their participation in achieving organizational goals, and conversely, the lower the motivation, the lower the level of participation in achieving organizational goals. According to Rivai (2005:53), leadership variables consist of five indicators: instruction, consultation, participation, delegation, and control.

#### **d. Motivation**

According to Sulistiyani (2018:277), motivation provides the drive to do the best work. Kasmir (2019:190) states that work motivation is an impetus for someone to perform their job. Sinambela (2019:578) mentions that motivation is a process that explains the intensity, direction, and perseverance of an individual to achieve their goals. These goals serve as the primary driving force for someone to strive towards obtaining or achieving what they desire, whether it be in a positive or negative context.

On the other hand, according to Puspasari (2022), motivation is a driving force that encourages individuals to work more optimally and continually improve their performance compared to previous results. From the descriptions above, it can be concluded that motivation is the impetus to carry out a task for the best possible outcome.

According to Hasibuan, as cited in Puspitasari (2022), the indicators of work motivation for employees are influenced by:

- 1) Physical needs. This is addressed by providing fair wages to employees, bonuses, meal allowances, transportation allowances, housing facilities, and so on.
- 2) Security and safety. This is addressed by providing facilities for job security and safety, including social security benefits, pension funds, health benefits, health insurance, and workplace safety equipment.
- 3) Social needs. This is addressed by interacting with others, including fostering harmonious working relationships, the need to be accepted within a group, and the need for love and affection.
- 4) Self-appreciation. This is addressed by recognition and appreciation based on abilities, fulfilling the need to be respected and valued by other employees and leaders for one's work achievements.
- 5) Self-actualization. This is addressed by providing attractive and challenging tasks where employees can utilize their capabilities, skills, and potentials. In terms of fulfilling this need, organizations can conduct education and training programs (training).

#### **e. Career**

According to Kasmir (2019:151), a career is the position and rank acquired by an individual during their employment. Meanwhile, a career ladder is the hierarchy of positions or ranks within a company. This means that changes in status and position will occur during one's employment. A person's career can advance, but it can also decline within a certain period. As explained by Sinambela (2019:403), a career is a series of job positions held by an individual throughout their career cycle, starting from the lowest position to the highest. Based on the definitions provided by these experts, it can be concluded that a career is a series of job levels, both in terms of position and rank, achieved by an individual during their employment.

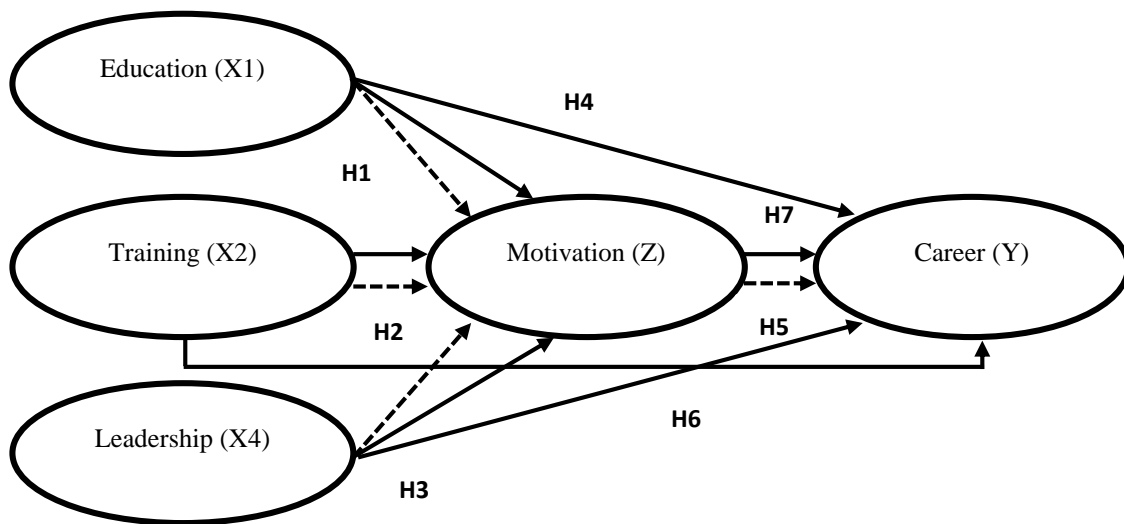
According to Siagian (2012:207), as cited by Angga Rahyu Shaputra and Susi Hendriani (2015), there are five indicators that need to be considered in career development, as follows:

- 1) Fair treatment in career development. Fair treatment can only be realized if promotion criteria are based on objective and rational considerations widely known among employees.



- 2) Concern from immediate supervisors. Employees generally desire the involvement of their immediate supervisors in career planning. One form of concern is providing feedback to employees about their task performance, allowing them to understand potentials and challenges. Feedback is crucial for employees as an initial step to increase the chances of promotion.
- 3) Information about various promotion opportunities. Employees typically expect to have access to information about various opportunities for promotion.
- 4) Interest in being promoted. An appropriate approach to cultivating employees' interest in career development is a flexible and proactive approach. Employee interest in career development is highly individualistic, considering factors such as age, gender, current job type and nature, education, training, family responsibilities, and various other variables.
- 5) Satisfaction level. Although it can generally be said that everyone wants to achieve success, including in their careers, the measure of success varies from person to person. These differences result from varying levels of individual satisfaction, which does not always mean achieving a high position in the organization but also involves accepting the reality that, due to various limiting factors, an employee may be "satisfied" upon reaching a certain position or rank.

**f. Conceptual Framework**



**Figure 1.** Conceptual Framework

**g. Hypothesis**

Hypotheses are temporary answers to research problems until proven through collected data. In relation to the previously explained issues, the hypotheses in this study are:

- H1: Education significantly influences the motivation of employees at the Department of Social Affairs, Empowerment of Women and Child Protection, as well as Community Empowerment and Village Affairs in Balangan Regency.
- H2: Training significantly influences the motivation of employees at the Department of Social Affairs, Empowerment of Women and Child Protection, as well as Community Empowerment and Village Affairs in Balangan Regency.
- H3: Leadership significantly influences the motivation of employees at the Department of Social Affairs, Empowerment of Women and Child Protection, as well as Community Empowerment and Village Affairs in Balangan Regency.
- H4: Education significantly influences the career of employees at the Department of Social Affairs, Empowerment of Women and Child Protection, as well as Community Empowerment and Village Affairs in Balangan Regency.
- H5: Training significantly influences the career of employees at the Department of Social Affairs, Empowerment of Women and Child Protection, as well as Community Empowerment and Village Affairs in Balangan Regency.
- H6: Leadership significantly influences the career of employees at the Department of Social Affairs, Empowerment of Women and Child Protection, as well as Community Empowerment and Village Affairs in Balangan Regency.





H7: Motivation significantly influences the career of employees at the Department of Social Affairs, Empowerment of Women and Child Protection, as well as Community Empowerment and Village Affairs in Balangan Regency.

**RESEARCH METHODS**

This type of explanatory research is intended to explain the relationship, differences or influence of Education, Training, and Leadership on Employee Careers with Motivation as an Intervening Variable at the Department of Social Affairs, Women's Empowerment and Child Protection, as well as Community and Village Empowerment in Balangan Regency. The population in the study were All civil servants in the Department of Social Affairs, Empowerment of Women and Child Protection, as well as Community Empowerment and Village Affairs amount to 52 people. The sampling technique in this research is a non-probability sampling with saturation or census sampling is employed due to the small population size, where all 52 individuals in the population. The data analysis technique in this research is based on primary data obtained directly by distributing questionnaires to employees of the Department of Social Affairs, Empowerment of Women and Child Protection, as well as Community Empowerment and Village Affairs in Balangan Regency. Subsequently, it will be analyzed using Path Analysis using the SPSS program. The steps involve conducting validity and reliability tests as well as classical assumption tests.

**RESEARCH RESULT**

Based on the tabulation of each variable, namely the variables of education (X1), training (X2), leadership (X3), motivation (Z), and career (Y), sourced from the questionnaire data filled out by the respondents and processed using the SPSS version 20 for Windows program with path analysis, the following results were found:

a. Regression model 1

**Table 1.** The Results of Coefficient Determination Model 1  
**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.389 <sup>a</sup>	.151	.098	.42041

a. Predictors: (Constant), Leadership (X3), Education (X1), Training (X2)  
b. Dependent Variable: Motivation (Z)

Based on Table 1, the R Square value for work motivation is 0.151, indicating that the contribution or influence of education, training, and leadership on motivation is 15.1%, while the remaining 84.9% is the contribution from other variables not included in the study.

**Table 2.** The Result of Regression Model 1 Test  
**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.220	.690		3.218	.002
	Education (X1)	.089	.115	.114	.777	.441
	Training (X2)	.132	.154	.130	.861	.394
	Leadership (X3)	.252	.157	.248	1.602	.116

a. Dependent Variable: Motivation (Z)



Based on Table 2, the regression equation is as follows:

$$M = 0.114P + 0.130Pe + 0.248K + \epsilon$$

- 1) The regression coefficient for education is 0.114, and its positive value indicates that each increase in education by 1 will lead to an increase in work motivation by 0.114. The education variable has a significance value of 0.441. The significance level of the education variable is greater than alpha ( $\alpha$ ) of 0.05, meaning that education (X1) does not have a significant effect on the intervening variable (Z) Work Motivation.
- 2) The regression coefficient for training is 0.130, and its positive value indicates that each increase in training by 1 will lead to an increase in work motivation by 0.130. The training variable has a significance value of 0.394. The significance level of the training variable is greater than alpha ( $\alpha$ ) of 0.05, meaning that training (X2) does not have a significant effect on the intervening variable (Z) Work Motivation.
- 3) The regression coefficient for leadership is 0.248, and its positive value indicates that each increase in leadership by 1 will lead to an increase in work motivation by 0.248. The leadership variable has a significance value of 0.116. The significance level of the leadership variable is greater than alpha ( $\alpha$ ) of 0.05, meaning that leadership (X3) does not have a significant effect on the intervening variable (Z) Work Motivation.

b. Regression Model II

**Table 3.** The Results of Coefficient Determination Model 1

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.742 <sup>a</sup>	.550	.512	.28675

a. Predictors: (Constant), Motivation (Z), Education (X1), Training (X2), Leadership (X3)

b. Dependent Variable: Career (Y)

Based on Table 3, the R Square value for employee career is 0.550, meaning that the contribution or influence of education, training, leadership, and motivation on employee career is 55%, while the remaining 45% is the contribution from other variables not included in the study.

**Table 4.** The Result of Regression Model 1 Test

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.572	.519		1.103	.276
1 Pendidikan (X1)	.102	.079	.140	1.293	.202
Pelatihan (X2)	.096	.106	.102	.909	.368
Kepemimpinan (X3)	.500	.110	.532	4.547	.000
Motivasi (Z)	.168	.098	.181	1.705	.095

a. Dependent Variable: Career (Y)

Based on Table 4, the regression equation is as follows:

$$Y = 0.140P + 0.102Pe + 0.532K + 0.181M + \epsilon$$

- 1) The regression coefficient for education is 0.140, and it is positively valued, indicating that each increase in education by 1 will result in a career increase of 0.140. The education variable has a significance value of 0.202. The significance level of the



education variable is greater than alpha ( $\alpha$ ) 0.05. This means that education (X1) does not significantly influence the career variable (Y).

- 2) The regression coefficient for training is 0.102, and it is positively valued, indicating that each increase in training by 1 will result in a career increase of 0.102. The training variable has a significance value of 0.368. The significance level of the training variable is greater than alpha ( $\alpha$ ) 0.05. This means that training (X2) does not significantly influence the career variable (Y).
- 3) The regression coefficient for leadership is 0.532, and it is positively valued, indicating that each increase in leadership by 1 will result in a career increase of 0.532. The leadership variable has a significance value of 0.000. The significance level of the leadership variable is less than alpha ( $\alpha$ ) 0.05. This means that leadership (X3) significantly influences the career variable (Y).
- 4) The regression coefficient for work motivation is 0.181, and it is positively valued, indicating that each increase in work motivation by 1 will result in a career increase of 0.181. The motivation variable has a significance value of 0.095. The significance level of the motivation variable is greater than alpha ( $\alpha$ ) 0.05. This means that motivation (Z) does not significantly influence the career variable (Y).

c. The Hypothesis Testing Results

Based on Tables 2 and 4, the Path Analysis Test reveals the following:

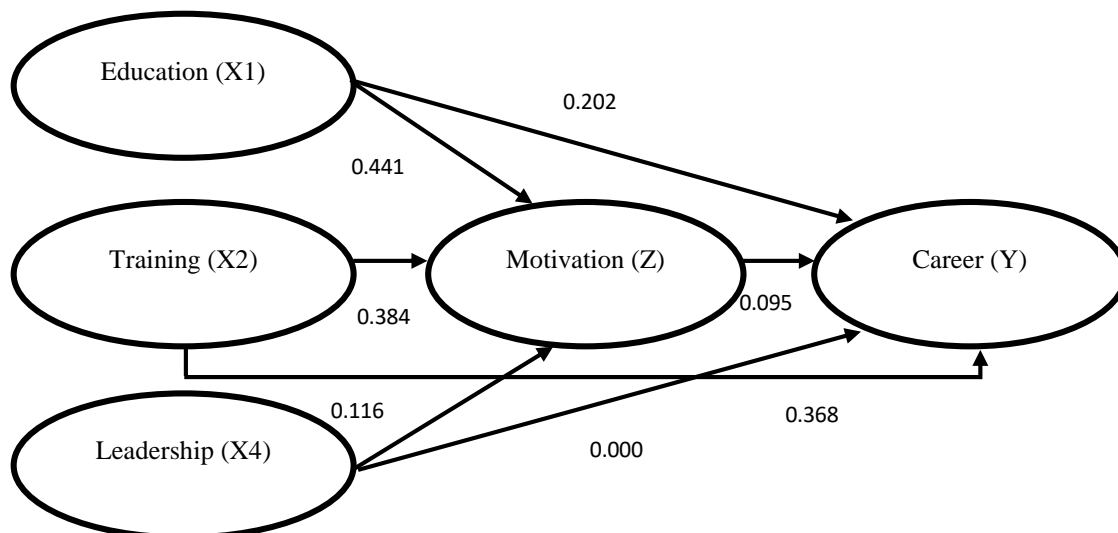


Figure 2. The Result of Path Analysis Test

1) Direct Influence

*Analysis of the influence of education on motivation.*

From Figure 2, it can be observed that the significance value for education is 0.441. The significance level of the education variable is greater than the alpha ( $\alpha$ ) of 0.05. Thus, it can be concluded that education does not have a significant direct effect on the motivation of employees in the Department of Social Affairs, Women's Empowerment and Child Protection, as well as Community Empowerment in Kabupaten Balangan. This means that H1 in this study is rejected.

*Analysis of the influence of training on motivation.*

From Figure 2, it can be seen that the significance value for training is 0.394. The significance level of the training variable is greater than alpha ( $\alpha$ ) of 0.05. Therefore, it can be concluded that training does not have a significant direct effect on the motivation of employees in the Department of Social Affairs, Women's Empowerment and Child Protection, and Community Empowerment in Kabupaten Balangan. This means that H2 in this study is rejected.





### *Analysis of the influence of leadership on motivation.*

From Figure 2, it can be observed that the significance value for leadership is 0.116. The significance level of the leadership variable is greater than alpha ( $\alpha$ ) of 0.05. Thus, it can be concluded that leadership does not have a significant direct effect on the motivation of employees in the Department of Social Affairs, Women's Empowerment and Child Protection, and Community Empowerment in Kabupaten Balangan. This means that H3 in this study is rejected.

### *Analysis of the influence of education on career.*

From Figure 2, it can be observed that the significance value for education is 0.202. The significance level of the education variable is greater than alpha ( $\alpha$ ) of 0.05. Thus, it can be concluded that education does not have a significant direct effect on the career of employees in the Department of Social Affairs, Women's Empowerment and Child Protection, and Community Empowerment in Kabupaten Balangan. This means that H4 in this study is rejected.

### *Analysis of the influence of training on career.*

From Figure 2, it can be seen that the significance value for training is 0.368. The significance level of the training variable is greater than alpha ( $\alpha$ ) of 0.05. Therefore, it can be concluded that training does not have a significant direct effect on the career of employees in the Department of Social Affairs, Women's Empowerment and Child Protection, and Community Empowerment in Kabupaten Balangan. This means that H5 in this study is rejected.

### *Analysis of the influence of leadership on career.*

From Figure 2, it can be observed that the significance value for leadership is 0.000. The significance level of the leadership variable is smaller than alpha ( $\alpha$ ) of 0.05. Therefore, it can be concluded that leadership has a significant direct effect on the career of employees in the Department of Social Affairs, Women's Empowerment and Child Protection, and Community Empowerment in Kabupaten Balangan. This means that H6 in this study is accepted.

### *Analysis of the influence of motivation on career.*

From Figure 2, it can be seen that the significance value for motivation is 0.095. The significance level of the motivation variable is greater than alpha ( $\alpha$ ) of 0.05. Thus, it can be concluded that motivation does not have a significant direct effect on the career of employees in the Department of Social Affairs, Women's Empowerment and Child Protection, and Community Empowerment in Kabupaten Balangan. This means that H7 in this study is rejected.

## 2) Indirect Influence

### *Analysis of the influence of education through motivation as an intervening variable on employee career.*

The indirect influence of education on employee career through motivation occurs when the significance value of education on motivation is  $< 0.05$ , and the comparison of indirect influence, i.e., the standardized coefficient from education to motivation ( $\rho_1$ ) multiplied by the standardized coefficient from motivation to career ( $\rho_7$ ), is greater than or equal to the square of the direct influence between education and employee career ( $\rho_4$ ), or it can be written as  $(\rho_1 \times \rho_7) \geq \rho_4^2$ . Given the significance value of education on motivation is  $0.441 > 0.05$ , it can be concluded that motivation is not an intervening variable mediating the effect of education on employee career.

### *Analysis of the influence of training through motivation as an intervening variable on employee career.*

The indirect influence of training on employee career through motivation occurs when the significance value of training on motivation is  $< 0.05$ , and the comparison of indirect influence, i.e., the standardized coefficient from training to motivation ( $\rho_2$ ) multiplied by the standardized coefficient from motivation to career ( $\rho_7$ ), is greater than or equal to the square of the direct influence between training and employee career ( $\rho_5$ ), or it can be written as  $(\rho_2 \times \rho_7) \geq \rho_5^2$ . Given the significance value of training on motivation is  $0.394 > 0.05$ , it can be concluded that motivation is not an intervening variable mediating the effect of training on employee career.

### *Analysis of the influence of leadership through motivation as an intervening variable on career.*

The indirect influence of leadership on employee career through motivation occurs when the significance value of leadership on motivation is  $< 0.05$ , and the comparison of indirect influence, i.e., the standardized coefficient from leadership to motivation ( $\rho_3$ )



multiplied by the standardized coefficient from motivation to career ( $\rho_7$ ), is greater than or equal to the square of the direct influence between leadership and employee career ( $\rho_6$ ), or it can be written as  $(\rho_3 \times \rho_7) \geq \rho_6^2$ . Given the significance value of leadership on motivation is  $0.116 > 0.05$ , it can be concluded that motivation is not an intervening variable mediating the effect of leadership on employee career.

## DISCUSSION

Based on the results of the conducted tests, it can be observed that almost all variables in this study do not have a significant impact on the career of employees in the Department of Social Affairs, Women's Empowerment and Child Protection, as well as Community Empowerment in Kabupaten Balangan, both directly and when considering motivation as an intervening variable. The explanation for these research findings is provided as follows:

### 1. The influence of education on motivation

Education, according to Mahmud Yunus in Deepublishstore (2022), is an effort to influence someone to increase their mastery of knowledge. Meanwhile, according to Sonny Sumarsono in Sinambela (2019: 352), education is a crucial factor in human resource development. The development of human resources is closely related to what motivates an employee in their work, enabling them to achieve their best performance for the organization's goals. With strong motivation in work, an employee can produce effort and excellent job performance, leading to career advancement.

Based on Figure 2, it can be seen that the significance value of education is  $0.441 > 0.05$ , and thus H1 is rejected. Therefore, it can be concluded that education does not have a significant direct impact on the motivation of employees in the Department of Social Affairs, Women's Empowerment and Child Protection, as well as Community Empowerment in Kabupaten Balangan. Ideally, the goal of education is to change someone's behavior with the expectation that the higher someone's education, the more noticeable the positive changes in behavior will be. Changes in behavior in performing a job can be reflected in a person's motivation to complete tasks. This may be due to the educational backgrounds of employees in the Department of Social Affairs, Women's Empowerment and Child Protection, and Community Empowerment in Kabupaten Balangan, which come from various disciplines not directly related to the duties in the department. As a result, the education possessed by an employee does not significantly influence work motivation.

Employee work motivation in the Department of Social Affairs, Women's Empowerment and Child Protection, and Community Empowerment is more influenced by other factors not considered in this study. Thus, the initial assumption stating that an employee's education influences work motivation in these departments is not proven.

### 2. The influence of Training on motivation

The organization's goals can be achieved with the support of strong employee work motivation, enabling them to contribute excellent efforts and job performance for the organization. According to Puspasari (2022), motivation is a driving force for individuals to work more optimally and continually improve their performance compared to previous results. From the above description, it can be concluded that motivation is the impetus to perform a job for the best results.

Based on Figure 2, it can be seen that the significance value of training is  $0.394 > 0.05$ , and thus H2 is rejected. Therefore, it can be concluded that directly, training does not have a significant impact on the motivation of employees in the Department of Social Affairs, Women's Empowerment and Child Protection, as well as Community Empowerment in Kabupaten Balangan. This means that if employees feel that training will enhance their motivation at work, they will tend to participate in various training sessions to carry out their functions and tasks well according to the organization's work standards. However, in the field, it is found that employee work motivation is not solely influenced by training. Similar to the education variable discussed earlier, the education and training of employees do not always affect motivation, and many factors influence how an employee is motivated at work.

Employees may not be able to choose suitable or relevant training for their job responsibilities, so the content or methods in the training process may not be conveyed well or maximally to the participants. Consequently, employees may not be motivated in their work. Employee work motivation in the Department of Social Affairs, Women's Empowerment and Child Protection, and Community Empowerment is more influenced by other factors not considered in this study. Thus, the initial assumption stating that an employee's training influences work motivation in these departments is not proven.



### 3. The influence of Leadership on Motivation

The achievement of organizational goals is supported by strong employee motivation, enabling them to perform well in their work. Sinambela (2019: 578) defines motivation as the process that explains the intensity, direction, and persistence of an individual to achieve their goals, which serves as the main driving force for one's efforts to attain what they desire, whether positively or negatively. From Figure 2, it can be observed that the significance value of leadership is 0.116, which is greater than 0.05. Thus, it can be concluded that leadership does not have a significant direct impact on employee motivation in the Social Welfare, Women's Empowerment and Child Protection, as well as Community and Village Empowerment Office of Balangan Regency. This means that the hypothesis in this study is rejected.

Even though leadership does not directly affect employee motivation, effective leadership and motivation are still interconnected in achieving organizational goals. With effective leadership, an organization can grow and develop, thus achieving its organizational objectives. Additionally, strong employee motivation helps enhance their performance, contributing to the realization of organizational goals. Therefore, the initial assumption stating that the leadership of an employee influences employee work motivation in the Social Welfare, Women's Empowerment and Child Protection, as well as Community and Village Empowerment Office, is not proven.

### 4. The influence of Education on Career

Musanef, as cited in Gaol, Novitalia Lumban (2020: 21), explains that the benefits of education include realizing employee professionalism through the enhancement of knowledge and skills, achieving employee work productivity through effective, efficient, and integrated work patterns, instilling discipline in employee attitudes and behaviors, promoting dedication and exemplary behavior, supporting the cultivation of a high spirit of struggle in task implementation, and preparing employees with educational qualifications to occupy structural and functional positions for institutional organization. Based on Figure 2, it can be observed that the significance value of education is 0.202, which is greater than 0.05, leading to the rejection of H4. Thus, it can be concluded that education does not have a significant direct impact on the performance of employees in the Social Welfare, Women's Empowerment and Child Protection, as well as Community and Village Empowerment Office of Balangan Regency.

This implies that providing employees with opportunities for education more frequently contributes to the improvement of their career development. However, in practice, education alone is not sufficient to influence an employee's career, as numerous factors come into play during their work tenure. The difference in educational levels does not affect the career development of an employee. It is possible for an employee with a Bachelor's degree (S1) to hold a higher position than an employee with a Master's degree (S2). Education should ideally be an effort undertaken by an individual to acquire knowledge and skills, intending to bring about desired behavioral changes. The expectation is that the higher one's education, the more tangible the changes in behavior towards a better direction. Additionally, an employee's educational background assists them in achieving success, including in career development efforts.

### 5. The influence of Training on Career

Karnama, as stated by Hendra Gunawan (2018), asserts that human resource development, one aspect of which is career development, is closely related to the enhancement of intellectual abilities needed for better job performance. Human resource development is grounded in the fact that every workforce requires better knowledge, skills, and abilities. Development also assists workers in preparing themselves for job or position changes resulting from new technologies or emerging product markets. Based on Figure 2, it can be observed that the significance value of training is 0.368, which is greater than 0.05, leading to the rejection of H5. Thus, it can be concluded that training does not have a significant direct impact on the performance of employees in the Social Welfare, Women's Empowerment and Child Protection, as well as Community and Village Empowerment Office of Balangan Regency.

The implication is that providing employees with more opportunities for training contributes to better career development. However, in practical terms, training alone is not sufficient to influence an employee's career during their tenure, as numerous factors play a role in shaping an employee's career while they are on the job. This means that training cannot immediately influence an employee's career development. An employee who does not undergo training may still hold a higher position than an employee who frequently undergoes training.



Training is an effort to change an individual's behavior, and the expectation is that the more frequently someone undergoes training, the more tangible the changes in their behavior at work will be towards improvement. With good performance resulting from effective training, career advancement will naturally follow.

## 6. The influence of Leadership on Career

A strong leader is one who is recognized and supported by all members of the organization. This, of course, will enhance the performance of their employees. From Figure 2, it can be seen that the significance value of leadership is 0.000, which is less than 0.05. Thus, it can be concluded that leadership has a significant direct impact on the career of employees in the Social Welfare, Women's Empowerment and Child Protection, as well as Community and Village Empowerment Office of Balangan Regency. This means that the hypothesis in this study is accepted.

A good leader can provide feedback to their subordinates, motivating employees to work better, including in terms of their careers. In contrast, if an employee is not motivated to work better, and tasks and responsibilities cannot be completed on time, it will be challenging for that employee to be proposed by the leader for consideration for promotion to a higher position or rank. Leadership is closely related to the career of an employee. This is because a leader's considerations play a crucial role in an individual's career. This implies that the evaluation and decision-making regarding someone's career go through the considerations of a leader. Whether an employee is deemed worthy of promotion, transfer, or even demotion is determined by a leader's evaluation and decision-making.

## 7. The influence of Motivation on Career

According to Puspasari (2022), motivation is a driving force that inspires individuals to work more optimally and continuously improve their performance, surpassing their previous achievements. From Figure 2, it can be observed that the significance value of motivation is 0.095, which is greater than 0.05. Thus, it can be concluded that motivation does not have a significant direct impact on the career of employees in the Social Welfare, Women's Empowerment and Child Protection, as well as Community and Village Empowerment Office of Balangan Regency. This means that the hypothesis in this study is rejected. Work motivation can either make someone excel or perform poorly in their job. An employee may become lazy and unproductive in the office if they lack work motivation. On the other hand, an employee can be enthusiastic and consistently strive to complete all tasks and responsibilities within the specified time when highly motivated in their work.

This implies that an employee's work motivation, which serves as the drive or stimulus to perform a job, does not always have an impact on their career. Even though someone may be highly motivated in their work, it is not sufficient for career advancement. Therefore, the initial assertion that an individual's work motivation influences the career of employees in the Social Welfare, Women's Empowerment and Child Protection, as well as Community and Village Empowerment Office, is not substantiated.

### The Influence of Education, Training, and Leadership through Motivation as an Intervening Variable

The indirect effects of education, training, and leadership on the career of employees in the Social Welfare, Women's Empowerment and Child Protection, as well as Community and Village Empowerment Office of Balangan Regency, with motivation as an intervening variable, are as follows:

The indirect influence of education on employee career through motivation occurs when the significance value of education on motivation is  $< 0.05$ . The comparison of indirect influence is determined by multiplying the standardized coefficient from education to motivation ( $\rho_1$ ) by the standardized coefficient from motivation to career ( $\rho_7$ ), which should be greater than or equal to the square of the direct influence from education to employee career ( $\rho_4$ ), or expressed as  $(\rho_1 \times \rho_7) \geq \rho_4^2$ . It is known that the significance value of education on motivation is  $0.441 > 0.05$ . It can be concluded that motivation is not an intervening variable mediating education on employee career.

Similarly, the indirect influence of training on employee career through motivation occurs when the significance value of training on motivation is  $< 0.05$ . The comparison of indirect influence is determined by multiplying the standardized coefficient from training to motivation ( $\rho_2$ ) by the standardized coefficient from motivation to career ( $\rho_7$ ), which should be greater than or equal to the square of the direct influence from training to employee career ( $\rho_5$ ), or expressed as  $(\rho_2 \times \rho_7) \geq \rho_5^2$ . It is known that the significance value of training on motivation is  $0.394 > 0.05$ . It can be concluded that motivation is not an intervening variable mediating training on employee career.



The indirect influence of leadership on employee career through motivation occurs when the significance value of leadership on motivation is  $< 0.05$ . The comparison of indirect influence is determined by multiplying the standardized coefficient from leadership to motivation ( $\rho_3$ ) by the standardized coefficient from motivation to career ( $\rho_7$ ), which should be greater than or equal to the square of the direct influence from leadership to employee career ( $\rho_6$ ), or expressed as  $(\rho_3 \times \rho_7) \geq \rho_6^2$ . It is known that the significance value of leadership on motivation is  $0.116 > 0.05$ . It can be concluded that motivation is not an intervening variable mediating leadership on employee career.

This implies that motivation is not an intervening variable mediating the X variables in this study, be it education, training, or leadership, on the career of employees in the Social Welfare, Women's Empowerment and Child Protection, as well as Community and Village Empowerment Office of Balangan Regency.

Even leadership, which has a direct impact on employee careers, cannot generate work motivation for employees to complete their tasks and responsibilities responsibly and innovatively, thus influencing career advancement. This is because a leader's considerations are crucial in determining an employee's career, and it does not solely depend on the employee's own motivation to deliver their best performance, which is derived from the leader's guidance.

In evaluating and deciding on someone's career, a leader undoubtedly has specific considerations to determine whether an employee is worthy of career advancement. Meanwhile, the R Square value for employee careers is 0.550, meaning that the contribution or influence of education, training, leadership, and motivation on employee careers is 55%, while the remaining 45% is contributed by other variables not included in the study. This indicates that although the combined influence of education, training, and motivation on careers shows a considerable figure, in reality, education, training, and motivation do not directly affect careers. Only leadership has a direct and significant influence on employee careers.

## CONCLUSION

The study suggests that education, training, and leadership do not directly impact motivation or career, but leadership, when mediated by motivation, significantly affects the career of employees in the specified office. The contributions of these factors to motivation and career are also specified through the R Square values. The R Square value for work motivation is 0.151, indicating that the contribution of education, training, and leadership to motivation is 15.1%, while the remaining 84.9% comes from other variables not included in the study. The R Square value for employee career is 0.550, meaning that the contribution of education, training, leadership, and motivation to the career is 55%, while the remaining 45% comes from other variables not considered in the study.

## REFERENCES

1. Beni Agus Setiono, Anton Respati Pamungkas, 2017 Manajemen Sumber Daya Manusia Dan Perkembangan Global, CV. Berkah Wisnu, <https://dspace.hangtuah.ac.id/xmlui/handle/dx/1005>
2. Beni Agus Setiono, Sapit Hidayat, 2023 The Effect of Human Resources and Competence Training Revitalization on Employee Performance at PT. Pelindo, International Journal of Economics, Business and Management Research, Volume 7, Issue 09, [https://ijebmr.com/uploads/pdf/archivepdf/2023/IJEBMR\\_1236.pdf](https://ijebmr.com/uploads/pdf/archivepdf/2023/IJEBMR_1236.pdf)
3. Beni Agus Setiono, Sapit Hidayat, 2021 Effect Of Organizational Commitment And Task Characteristics On Employee Performance Shipping Company In Surabaya City, Volume 9, Issue 12, <https://journals.scholarpublishing.org/index.php/ABR/article/view/11381>
4. Dewi, Sinthia, dkk. 2020. Pengaruh Tingkat Pendidikan dan Pengembangan Karier Terhadap Kinerja Karyawan. Jurnal Universitas Pendidikan Ganesha. Volume 8.
5. Kasmir. 2019. Manajemen Sumber Daya Manusia (Teori dan Praktik). Rajawali Pers, Depok.
6. Modjo, Meri, dkk. 2022. Pengaruh Pendidikan, Pengalaman Kerja dan Prestasi Kerja Terhadap Pengembangan Karier Pegawai pada Unit Penyelenggara Bandar Udara (UPBU) Djalaluddin Gorontalo. Jurnal Manajemen Bisnis Syariah. Volume 4, Number 5, pp 102-112.
7. Nurhasann, Rohimat & Mohammad Saoqi. 2017. Pengaruh Pengalaman Kerja, Pendidikan dan Pelatihan Terhadap Pengembangan Karier Pada PT. BPRS PNM Mentari Garut. Juenal Wacana Ekonomi. Volume 16, Number 3, pp 174-182.





8. Santosa, Paulus Insap. 2018. Metode Penelitian Kuantitatif-Pengembangan Hipotesis dan Pengujiannya Menggunakan smartPLS, Yogyakarta.
9. Sinambela, Lijan Poltak dan Sarton Sinambela. 2019. Manajemen kinerja Pengelolaan, Pengukuran dan Implikasi Kinerja. Rajawali Pers, Jakarta. Sipil Negara Melalui Motivasi Kerja dan Kepuasan Kerja Pada Sekretariat DPRD Kabupaten Takalar, <http://repository.unhas.ac.id/id/> (diakses 08 November 2022).
10. Sudaryono. 2014. Teori dan Praktek Kepemimpinan. Lentera Ilmu Cendekia, Jakarta.
11. Sujarweni, V. Wiratama. 2020. Metodologi Penelitian-Bisnis dan Ekonomi. Pustakabarupress, Yogyakarta.
12. Sulistiyani, Ambar Teguh dan Rosidah. 2018. Manajemen Sumber Daya Manusia Pendekatan Teoretik dan Praktik Untuk Organisasi Publik. Gava Media, Yogyakarta.
13. Syaifora, L. 2019. Pengaruh Kepemimpinan terhadap Kinerja Melalui Motivasi Kerja pada pmd riau. Jurnal Ekonomi KIAT. Volume 30, Number 2. pp 77-82.
14. Vanjery, Dicky Ari, Tesis Pengaruh Motivasi dan Gaya Kepemimpinan Terhadap Kinerja Pegawai Pada Biro Umum Sekretariat Jenderal Kementerian Dalam Negeri. <http://pps.moestopo.ac.id> (diakses tanggal 02 Desember 2022)
15. Wexley, Kenneth N dan Yuki, Gary A. 2005. Perilaku Organisasi dan Psikologi Personal. Rineka Cipta, Jakarta.
16. Wicaksono, Yudhy dan Solusi Kantor. 2021. Mengolah Data Statistik dengan MS Excel. Elex Media Komputindo, Jakarta.
17. Wiryawan, K. A & P. I Rahmawati. 2020. Pengaruh Tingkat Pendidikan dan Pengembangan Karier Terhadap Kinerja Pegawai Pada PT. Bank Pembangunan Daerah Bali Cabang Seririt. Jurnal Manajemen. Volume 6, Number 2.

---

*Cite this Article: Fredy Jayen, Abdul Kadir, Melania, Sriyunia Anizar, Erlita Handayani (2023). The Influence of Education, Training, and Leadership on Employee Careers with Motivation as an Intervening Variable at the Department of Social Affairs, Women's Empowerment and Child Protection, as well as Community and Village Empowerment in Balangan Regency. International Journal of Current Science Research and Review, 6(11), 7404-7417*