

The Role of Human Resource Development and Achievement Motivation in Improving Human Resource Performance at the Regional Secretariat of West Kotawaringin Regency

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Abstract. *This research aims to examine how human resource development and achievement motivation influence human resource performance. The population in this study was all human resources at secretariat of west kotawaringin regency totaling 173 people. Meanwhile, the sample used in this research was 121 people. The sampling technique use purposive sampling technique with a total of 121 respondents but 120 people were willing to respond, using a questionnaire distributed directly with google form to obtain data objectively as well as a research instrument. Data analysis uses Smart Partial Least Square (PLS) version 4.1.1.8 with structural equation modeling as well as factor analysis and path analysis to test hypotheses and assess the mediating effect of OGF variables. The results of this research show that human resource development has a positive and significant effect on human resource performance of $3.535 > t\text{-table } (1.657)$ with a $P\text{-value of } 0.000 < 0.05$. Architectural motivation has a positive and significant effect on human resource performance of $4.475 > t\text{-table } (1.657)$ with $P\text{-value of } 0.000 < 0.05$ and human resource development has a positive and significant effect on achievement motivation of $17.325 > t\text{-table } (1.657)$ with $P\text{-value of } 0.000 < 0.05$. The indirect effect of human resource development on human resource performance with mediation of the achievement motivation variable is known to be 0.391. The sobel test produces at $t\text{-count value of } 4.451 > t\text{-table}$ with $P\text{ Value of } 0.000 < 0.05$. This means that the achievement motivation proposed as a variable to mediate between human resource development and human resource performance makes a strong contribution.*

Keywords: Archives; Development; Motivation; Performance.

1. Introduction

The rise of globalization and advances in information technology have transformed the way governments operate. Public organizations, such as the Regional Secretariat of West Kotawaringin Regency, must continually improve their services and human resource performance. From the perspective of effectiveness, efficiency, and accountability in public services, human resource performance is crucial to achieving organizational goals.

Human resource performance is the result of the interaction between effort, ability, and

perception of tasks carried out in certain situations. According to (State, 2004) Performance is the quality and quantity of work results achieved by an employee in carrying out their duties in accordance with the responsibilities assigned. Meanwhile, (Sutrisno, 2016) emphasizes that performance is the result of human resource work, measured in terms of quality, quantity, work time, and collaboration to achieve organizational goals. Many factors influence human resource performance, including human resource development and achievement motivation.

Human resource development (HRM) is a systematic process to improve employee knowledge, competencies, and skills through training, education, and career development. (Dewi & Herlambang, 2024) Research shows that human resource development has a positive impact on employee performance, both directly and indirectly, through increased work motivation. Furthermore, achievement motivation is an internal drive for employees to achieve certain standards in their work. Human resource performance in various government institutions, including regional secretariats, is significantly influenced by this motivation.

There is a close relationship between human resource development and achievement motivation. Effective human resource development can increase employee motivation to achieve because they feel valued, have opportunities for growth, and encounter new challenges in their workplace. (Dewi & Herlambang, 2024) Human resource development not only has a direct impact on performance, but also indirectly through increasing achievement motivation. (Budiman & Bonjol, 2023) states that highly motivated people have a strong tendency to innovate, achieve excellence, and take risks to achieve organizational goals. The study (Waluyo et al., 2024) shows that achievement motivation is positively correlated with increased performance, both personally and organizationally.

According to (Supriadi, 2020) that human resource development has a positive and significant effect on employee performance. However, different results were found by (Jatmika, D., Andarwati, 2017) which states that human resource development does not affect employee performance. Furthermore, the study conducted (Yusmar et al., 2024) and (Khoirul Insan et al., 2024) states that work motivation has a positive and significant influence on employee performance, which is inversely proportional to research conducted by (Jeni, 2015) that work motivation does not influence employee performance. According to (Imron & Pratiwi, 2022) Achievement motivation acts as a mediating variable between religiosity and HR performance, but does not mediate the influence of tacit knowledge on HR performance. This study also found fluctuations in employee performance from year to year, indicating a gap in achieving optimal performance.

2. Research Methods

This research uses an explanatory survey method with a quantitative approach. This method was chosen because it is suitable for testing the causal relationship between independent variables (human resource development and achievement motivation) and the dependent variable (human resource performance). Explanatory research is research that highlights the

influence between determining variables and tests the proposed hypotheses. (Masri Singarimbun, 2011) The population in this study was all human resources (HR) working at the Regional Secretariat of West Kotawaringin Regency, totaling 173 people. This population includes all individuals who meet the criteria for HR at the Regional Secretariat, without exception. Each individual in this population possesses certain predetermined qualities and characteristics, such as employment status, position, education, and work experience. In this study, it is important to select a sample that represents the population well so that the research results can be validly applied or generalized to that population. Therefore, selecting a representative sample from that population is key in the study. The sample size was determined using the Slovin formula with a population of 173 human resources at the Regional Secretariat of West Kotawaringin Regency.

3. Results and Discussion

3.1. Descriptive Analysis

1) Descriptioni Respondent

This study focuses on human resources at the Regional Secretariat of West Kotawaringin Regency, with a total of 121 respondents. This number likely covers various levels of positions and functions within the organization, and can provide a fairly good representation of the views and experiences of human resources at the Regional Secretariat. With such a large sample, data analysis is likely to produce results that are quite reliable and relevant to the larger population. The questionnaire was distributed using Google Formar, a purposive method on April 1-9, 2026, via the WhatsApp application to mobile phone numbers to maintain confidentiality.

With 120 questionnaire responses obtained from respondents, this study has sufficient data to conduct analysis. Although the number of respondents does not match the initial total of 121, maintaining a large number of respondents still provides a good opportunity to gain meaningful insights from the data. It is important to ensure that the sample is still adequately representative of the population, both in terms of respondent characteristics and the scope of the topic being studied. In addition, be sure to check the level of trustworthiness and validity of the data before conducting further analysis. Thus, you can continue the research with a careful analysis of the data that has been collected, with the hope that the results of the study will provide valuable insights to understand the issues being studied. A general description of the research respondents is as follows:

Table Respondent Description

Information	Criteria	N	Percentage
Gender	Man	49	40.83%
	Woman	71	59.17%
Age	≤ 35 Years	36	30%
	36 – 40 Years	41	34.17%
	41 – 50 Years	31	25.83%

	≥ 51 Years	12	10%
Employee Status	civil servant	72	60%
	PPPK	48	40%
Education	High School/Vocational	36	30%
	School/Equivalent		
	D III	10	8.33%
	Bachelor degree	61	50.84%
	Postgraduate Masters	13	10.83%
Work experience	0 – 2 Years	13	10.83%
	3 – 9 Years	36	30%
	10 – 15 Years	41	34.17%
	≥ 16 Years	30	25%
Total Respondents (N)		120	100%

Source: Processing of questionnaire data from the Regional Secretariat of West Kotawaringin Regency in 2026

According to Table we can obtain information about the respondent profile, which includes several variables such as gender, age, employment status, education, and work experience. With this data, we can conduct a more in-depth analysis related to characteristics of respondents in the study. This helps in understanding how these variables may influence their responses or perceptions of the topic being studied.

Using this information to identify specific patterns or trends in the data, and perhaps to determine if there are any correlations between the respondent profiles and their responses to other variables in your study, can provide valuable insights into how demographic factors and experiences may influence respondents' perspectives and opinions. This allows you to use the table as a basis for analyzing respondent profiles and understanding the characteristics of your sample.

The respondents were predominantly female, comprising 71 people (59.17%), while males comprised 49 people (40.83%) of the 120 respondents. This provides insight and perspectives that allow for different perspectives from both gender groups.

Based on the age level, the majority of respondents were between the ages of 36-40 years, namely 41 people or 34.17% and the minority were between the ages of 36-40 years. ≥12 respondents (10%) were over 51 years old, while 36 respondents (30%) were under 35 years old, and 31 respondents (25.83%) were between 41 and 50 years old. This indicates that the majority of respondents are of productive age, thus possessing better competency and innovative creativity in the workplace.

Based on employment status, the majority of respondents have civil servant status, namely 72 people, or 60%, and 48 respondents, or 40%, had PPPK status. This means that civil servants, with their various ranks and positions, play a significant role in running the organization.

With the understanding that the majority of respondents in this study had a bachelor's degree, the respondents' educational profiles can be clearly described. Sixty-one people, or approximately 50.84% of the total respondents, had a bachelor's degree. A small minority, 10

people, or approximately 8.33%, had a diploma. Furthermore, 36 people, or approximately 30%, had a high school/junior high school/equivalent education, and 13 people, or approximately 10.83%, had a postgraduate education.

From the distribution of respondents' education, it can be concluded that the majority of them have a bachelor's degree. This indicates that the majority of respondents possess competencies acquired through higher education and can be expected to have a deep understanding of topics related to the organization's operations, in line with the focus of this study. However, it is important to remember that although the majority of respondents have a bachelor's degree, this does not necessarily mean that education is the sole factor determining a person's competence in carrying out a role in an organization. Other variables such as work experience, advanced training, and specific skills can also influence an individual's competence and performance within an organizational context.

From the information above, it can be seen that the majority of respondents have a work experience range of between 10 and 15 years with a total of 41 people or approximately 34.17%. This indicates that the majority of respondents have significant work experience in an organizational context. Respondents with a lower range of work experience, namely 0 to 2 years, were smaller in number, namely 13 people, or around 10.83%. In addition, there were also respondents with a range of work experience between 3 to 9 years, as many as 36 people, or around 30%, and respondents with a range of work experience of more than 16 years, as many as 30 people, or around 25%. This indicates that there is diversity in the work experience of respondents in this study.

The majority of respondents have relatively long work experience (10-15 years and more than 16 years) may have broader knowledge, skills and experience in carrying out their duties and responsibilities in the organization, as a result, they can be expected to have a significant contribution in achieving organizational goals.

However, work experience isn't always the sole determinant of a person's performance or qualifications within an organization. Other factors such as interpersonal skills, problem-solving abilities, and motivation also play a significant role in an individual's success in the workplace.

2) Descriptive Analysis of Research Data

Research data description is an important initial step in the data analysis process. It helps describe the characteristics of the respondent sample and helps understand how they respond to the items that serve as indicators for measuring the variables being studied. The purpose of this analysis is to identify patterns or trends in respondent responses and to determine the status of the variables being studied at the research site. By describing the research data, researchers can gain a better understanding of the characteristics of the respondent sample and the validity of the data collected. This provides an important foundation for subsequent data analysis steps in the research.

With existing survey response procedures, the weighting of each statement in the questionnaire can be determined based on the respondent's response. The weightings assigned to each response are as follows:

- 1) Strongly Agree (SS) Answer: Score 5
- 2) Agree Answer (S): Score 4
- 3) Uncertain Answer (R): Score 3
- 4) Disagree Answer(TS): Score 2
- 5) Strongly Disagree (STS) Answer: Score 1

By using these assessment weights, you can calculate the total or average value of the respondents' responses for each statement on the anchor. This allows you to analyze the extent to which respondents agree or disagree with the statements given, as well as to gain an understanding of their perceptions of the topic under study.

In addition, the use of consistent assessment weights also makes it possible to compare respondents' responses across different groups or at different times, and to track changes in respondents' perceptions or views over time. This can provide valuable insights for further understanding the variability and dynamics in respondents' responses to the research topic.

In this study, using five answer choices on a scale of 1-5, the score for each statement was calculated as follows:

- 1) The maximum score that can be given by a respondent is 5, which is the answer "Strongly Agree"
- 2) The minimum score that can be given by a respondent is 1, which is the answer "Strongly Disagree"
- 3) The possible score range is $5 - 1 = 4$

The research level criteria are calculated using the following calculative formula:

Class Interval = $\frac{\text{Highest answer value} - \text{Lowest answer value}}{\text{Number of classes}}$

Class Interval = $5 - 1$

5

Class Interval = 4

5

Class Interval = 0.8

The following is a data categorization to provide an overview of the variables studied:

- Very Good or Very High: 4.1, average score < 5
- Good or High : 3.4 < average score < 4.2
- Sufficient or Moderate: 2.6 < average score < 3.4
- Poor or Low: 1.8 < average score < 2.6
- Very Poor or Very Low : 1 < average score < 1.8

The results of the equation for the outer and inner model values in this study are described in the following chart:

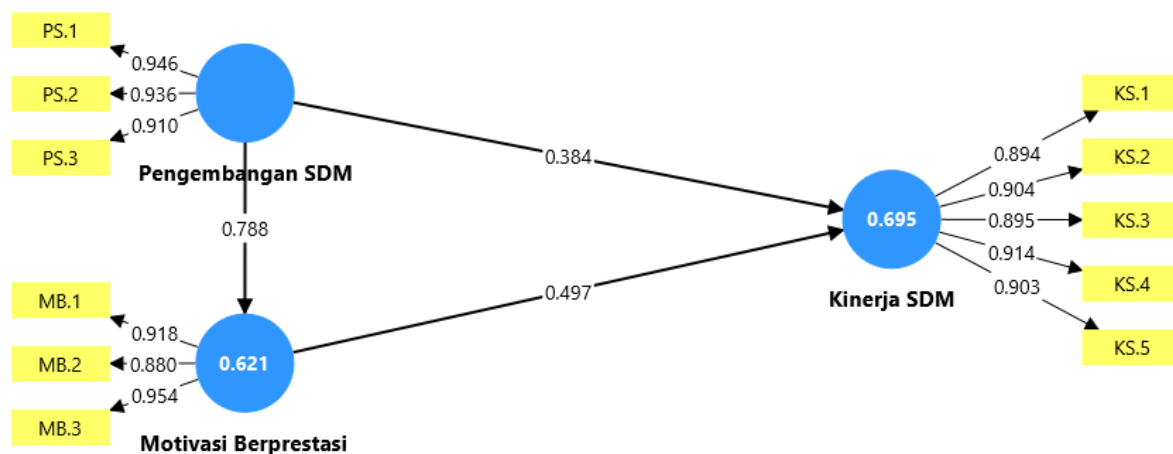


Figure Outer Model and Inner Model Equation Model

According to Figure, the equation model for the outer model and inner model produces 2 equation results as follows:

Model:

$$\eta_1 = \gamma_1 \xi_1 + \zeta_1$$

$$\eta_1 = 0.788 \xi_1 + \zeta_1$$

Information:

η_1 : Achievement Motivation

γ_1 : Coefficient of Human Resource Development Path on Achievement Motivation

ξ_1 : Human Resources Development

ζ_1 : MarkResidual

According to Model 1, the coefficient value of human resource development is 0.788, with a positive influence. This indicates that human resource development has a positive influence on achievement motivation. Therefore, a higher value of human resource development leads to an increase in achievement motivation. A lower value of human resource development leads to a decrease in achievement motivation.

Model 2:

$$\eta_2 = \beta_1\eta_1 + \gamma_2\xi_1 + \zeta_2$$

$$\eta_2 = 0.497\eta_1 + 0.384\xi_1 + \zeta_2$$

Information:

η_2 : Human Resource Performance

β_1 : Path Coefficient of Achievement Motivation on Human Resource Performance

η_1 : Motivation to Achieve

γ_2 : Coefficient Human Resource Development Path to Human Resource Performance

ξ_1 : Penhuman resource development

ζ_2 : Residual Value of Model 2

According to Model 2, the coefficient value of achievement motivation is 0.497, with a positive influence. This means that achievement motivation has a positive influence on HR performance. Therefore, a higher achievement motivation value will lead to an increase in HR performance. A lower achievement motivation value will lead to a decrease in HR performance.

According to Model 2, the coefficient value of HR development is 0.384, with a positive effect. This means that HR development has a positive effect on HR performance, meaning that a higher HR development score will lead to an increase in HR performance. A lower HR development score will lead to a decrease in HR performance.

The analysis of the hypothesis test (t-test) in this study is indicated by the calculated t-value and the significance value of the t-test (Sig. t-test/P-Value). The following table shows the results of the analysis of the research hypothesis test:

Table Hypothesis Test Results

Hypothesis	t-count	t-table	P-Value	Information
H1: Human resource development has an impact on human resource performance	3,535	1,657	0,000	H1 accepted
H2: Achievement motivation influences human resource performance	4,479	1,657	0,000	H2 accepted

H3: Human Development influence on achievement motivation	Resources	17,325	1,657	0,000	H3 is accepted
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Source: Processing of questionnaire data from the Regional Secretariat of West Kotawaringin Regency, 2026

According to table the results of the hypothesis test for this research can be identified as follows:

1) Human resource development influences human resource performance

The t-value of human resource development on human resource performance was obtained $3.535 > t\text{-table} (1.657)$ with a P-Value of $0.000 < 0.05$. Therefore, human resource development is proven to have a positive and significant effect on human resource performance so that the hypothesis stating that human resource development has an effect on human resource performance can be accepted.

2) Achievement motivation influences human resource performance

The t-value of Achievement Motivation on human resource performance was obtained as $4.479 > t\text{-table} (1.657)$ with a P-Value of $0.000 < 0.05$. Therefore, achievement motivation is proven to have a positive and significant effect on human resource performance so that the hypothesis stating that achievement motivation has an effect on human resource performance can be accepted.

3) Human resource development influences achievement motivation

The t-value of human resource development on achievement motivation was $17.325 > t\text{-table} (1.657)$ with a P-Value of $0.000 < 0.05$. Therefore, human resource development has been proven to have a positive and significant effect on achievement motivation, so the hypothesis stating that human resource development has an effect on achievement motivation can be accepted.

The indirect effect test analysis is indicated by the magnitude of the P-Value of the Direct Effect. The following table shows the results of the indirect effect test analysis:

Table Indirect Effect Test Results

Indirect Influence Path	P-Value
Human Resource Development Achievement Motivation Human Resource Performance	0,000

Source: Processing of questionnaire data from the Regional Secretariat of West Kotawaringin Regency, 2026. According to Table, it can be seen that the P-Value in the indirect influence test was obtained at $0.000 < 0.05$, so it can be concluded that achievement motivation is able to mediate the indirect influence between human resource development and human resource performance. This means that the higher the career development carried out, the impact will be on increasing achievement motivation, which will then increase the value of the human

resources produced for the agency.

3.2. Discussion of Research Analysis Results

1) The Influence of Human Resource Development on Achievement Motivation

According to the results of the hypothesis analysis or t-test, human resource development has been shown to have a positive and significant impact on achievement motivation at the Regional Secretariat of West Kotawaringin Regency. These results indicate that the more human resource development is implemented, the higher the achievement motivation.

The influence of human resource development on achievement motivation, each of which has measurement indicators, can be linked to the fact that the greater the opportunities for career development and training provided, the higher the level of individual achievement motivation, because the opportunity to develop and be promoted increases enthusiasm and drive to achieve.

Loading results the highest loading value for the human resource development variable was the career development indicator, while the highest loading value for the achievement motivation variable was the persistence indicator. These results indicate that high career development opportunities can have a positive impact on achievement motivation. The greater the opportunity for career development, the higher the individual's motivation to persevere in assigned tasks.

Loading factor results the human resource development variable with the lowest loading factor was the development performance assessment indicator, while the achievement motivation variable with the lowest loading factor was work goal setting. This indicates that development performance assessment has a positive impact on work goal setting, but its influence is lower than that of career development and persistence in carrying out duties.

2) The Influence of Achievement Motivation on Human Resource Performance

According to the results of the analysis or t-test, it is proven that achievement motivation can provide a positive and significant influence on human resource performance. These results indicate that the higher the achievement motivation on human resource performance, the better the human resource performance achieved. The influence of achievement motivation on human resource performance, each of which has its own measurement indicators, can be linked to the fact that the higher an individual's motivation to achieve, the higher the level of performance they achieve, because strong motivation encourages individuals to work harder and achieve high goals.

Loading factor results the highest loading factor for the achievement motivation variable was persistence in tasks, while the highest loading factor for the HR performance variable was work discipline. These results indicate that high persistence in tasks can have a positive impact on HR performance. The higher the persistence in tasks an individual performs, the higher

their level of discipline.

Loading factor results the lowest loading value for the achievement motivation variable is the work goal setting indicator, while the lowest loading factor for the HR performance variable is the quantity of work results indicator. These results indicate that although work goal setting and quantity of work results still have a positive impact on HR performance, their influence is slightly lower than the factors of persistence in tasks and discipline in work.

3) The Influence of Human Resource Development on Human Resource Performance

According to the results of the t-test analysis, human resource development has been shown to have a positive and significant impact on human resource performance. These results indicate that the clearer and more extensive human resource development undertaken, the higher human resource performance will be.

The loading factor results for the human resource development variable indicate that the career development indicator has the highest loading value, while the human resource performance variable shows that the work discipline indicator has the highest loading value. These results indicate that greater career development will improve an individual's work discipline.

Loading factor results for the human resource development variable, the development performance assessment indicator has the lowest loading value, while for the human resource performance variable, the quantity of work results indicator has the lowest loading value. These results indicate that although development performance assessment and quantity of work results have a positive influence on HR performance, their influence is slightly lower than that of career development and work discipline factors.

4) Results of Indirect Effect Analysis

Indirect effect testing is conducted to see the effect of an exogenous (independent) variable on an endogenous (dependent) variable through an intervening variable, namely the competency variable. The indirect effect of HR Development on HR Performance through achievement motivation is depicted in the following path diagram:

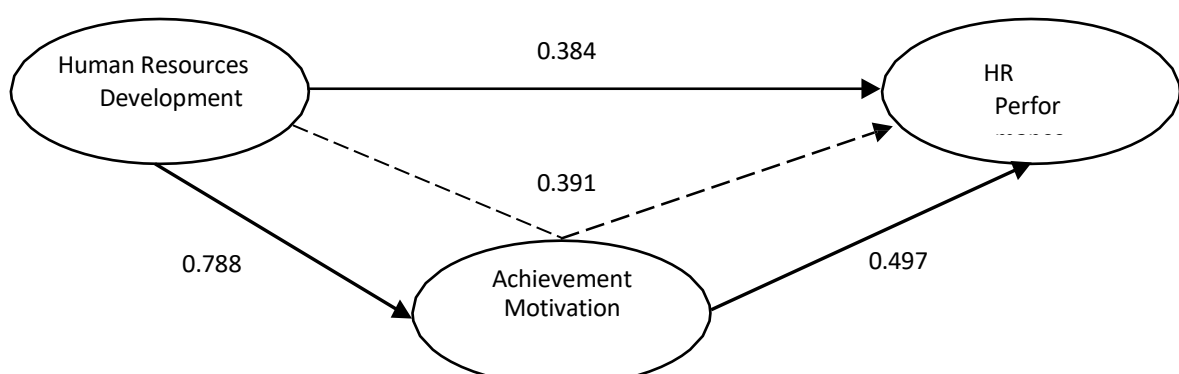


Figure Path Coefficient of the Mediating Influence of Achievement Motivation on the Relationship Between

Human Resource Development and Human Resource Performance

Information:



= PathDirect



= PathIndirect

According to Figure 4.3 above, it is known that the coefficient of the indirect effect path provided by human resource development for human resource performance through achievement motivation is 0.391. This figure is the result of multiplying the X1-Y1 path with Y1-Y2, $0.788 \times 0.497 = 0.391$. To test the indirect effect, the Sobel test is used. The results of the indirect effect test are as follows:

Table Results of the Indirect Effect Test

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T (O/STDEV)	StatisticsP Values
Human Resources Development Achievement Motivation HR Performance	0.391	0.383	0.086	4,541	0,000

Source: Processing of questionnaire data from the Regional Secretariat of West Kotawaringin Regency, 2026

According to Table above, it is known that the indirect effect coefficient of the HR development variable on human resource performance with achievement motivation mediation is known to be 0.391. The Sobel test produces a large t-count of $4.451 > t$ -table of 1.657 with P Values of 0.000, 0.05. This test means that achievement motivation is an intervening variable that mediates the influence of human resource development on human resource performance. So the higher the human resource development, the higher the achievement motivation value will be, which will increase the value of human resource performance produced for the agency.

4. Conclusion

This research problem stems from the gap phenomenon, namely the realization of the last 5 years of the budget expenditure in 2021-2025 at the Regional Secretariat of West Kotawaringin Regency caused by the suboptimal performance of human resources. This has a significant impact on the absorption of the budget that has been allocated for economic development in the region. Then there is a gap in conventional research or studies that produce different results regarding the effect of human resource development on human resource performance. The research conducted proposes achievement motivation as a variable that optimizes human resource performance that is influenced by human resource development. Some conclusions

in an effort to provide a solution to this gap are as follows: human resource performance will increase along with increased human resource development. Human resources will be further improved by increasing individual achievement motivation. Moreover, achievement motivation functions as a mediating variable between human resource development and human resource performance. Thus, increasing human resource development will increase achievement motivation which will ultimately improve the performance provided by human resources for the organization.

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