

The Contribution of Professional Competence and Technical Training in Improving Performance Human Resources of Jasa Raharja

Jullyanto Eka Prasetya¹⁾ & Budhi Cahyono²⁾

¹⁾Faculty of Economic, Universitas Islam Sultan Agung (UNISSULA) Semarang, Indonesia, E-mail: jullyantoeka@yahoo.com

²⁾Faculty of Economic, Universitas Islam Sultan Agung (UNISSULA) Semarang, Indonesia, E-mail: Budhi@unissula.ac.id

Abstract. *This study aims to examine the influence of technical training and professional competence on human resource (HR) performance. The population in this study consisted of all HR personnel at the Jasa Raharja Office, Central Java Regional Office, totaling 160 individuals. The sampling technique used was a census, meaning the entire population served as respondents. Data were collected using personal questionnaires with a Likert scale ranging from 1 to 5, from Strongly Disagree to Strongly Agree. Data analysis was conducted using the Partial Least Square (PLS) method. The results indicate that improving HR performance can be achieved by strengthening professional competence developed through effective technical training. Specifically, technical training was proven to have a positive and significant effect on enhancing professional competence, as well as a positive and significant impact on HR performance. Additionally, professional competence was found to have a positive and significant influence on HR performance. These findings highlight the importance of high-quality and relevant technical training to enhance employees' competence and overall performance.*

Keywords: Competence; Professional; Training.

1. Introduction

The global insurance industry has undergone significant transformation along with technological advances, regulatory changes, and growing public awareness of the importance of financial protection. In many developed countries, the insurance industry has adopted various digital innovations and more complex risk management strategies to increase competitiveness and service effectiveness. However, in Indonesia, the insurance industry still faces challenges related to public financial literacy, relatively low insurance penetration, and a competency gap in the workforce involved in insurance services.

As part of the insurance industry in Indonesia, Jasa Raharja plays a strategic role in providing social protection for people affected by traffic accidents. As a company that carries out social insurance functions, Jasa Raharja is faced with the demand to continuously improve the quality of its services, considering the importance of accuracy and speed in processing claims

for accident victims. To achieve this goal, the availability of competent and professional Human Resources (HR) is a key factor in ensuring operational effectiveness and public satisfaction as beneficiaries of social insurance.

Human resources are a crucial component of an institution's operations. Human resources must be managed effectively to ensure work is completed on time and according to plan, as they are crucial to organizational performance and the achievement of its goals. Therefore, achieving organizational goals requires high-performing employees who can enhance the company's competitive advantage (Riyanto et al., 2021).

Human resource issues remain a key focus for organizations striving to survive in the era of globalization. As a key factor, human resources determine the success of organizational activities. Human resources are also crucial for achieving company success and goals, as well as improving organizational performance (Saluy et al., 2022). Furthermore, human resources are a strategic factor in employee productivity (Saluy et al., 2021). One aspect faced by an organization is how to ensure employees work efficiently and increase productivity (Ricardianto et al., 2022).

The process of carrying out work that can be done by employees according to the standards set by the company is a measure of employees who have good performance. When employees are unable to carry out the tasks or obligations that have been given according to what is requested by the company's leadership, it can be said that the employee has poor performance (Artés, Pedraja-Chaparro and Salinas-Jiménez, 2017). Performance is the work results achieved by employees in fulfilling the tasks and responsibilities given by the company according to their abilities. Good employee performance can be demonstrated by how employees complete work with good quality, time, and targeted quantity.

One factor that influences employee performance is training. Training is an activity to enhance employees' abilities and improve their performance in carrying out their duties by improving specific skills, knowledge, abilities, attitudes, and behaviors related to the job (Ozkeser, 2019).

Technical training for Jasa Raharja's human resources covers various aspects, from claims management and risk analysis to the application of digital technology in insurance, to improving communication skills with stakeholders. Appropriate and ongoing training can improve work efficiency, reduce the risk of errors in the service process, and increase public trust in the company's services.(Salman et al., 2020a).

Competence is an ability to carry out or perform a job or task based on skills and knowledge and supported by the work attitude required by the job (Foss et.al, 2013). Competence as a person's ability to produce at a satisfactory level in the workplace, also shows the characteristics of knowledge and skills possessed or needed by each individual that enable them to carry out their tasks and responsibilities effectively and improve professional quality standards in work (Bouwman et.al, 2014).

2. Research Methods

The type of research used in this study is explanatory research, which aims to determine the relationship between two or more variables (Sugiyono, 2012). This research aims to explain and test hypotheses with the aim of confirming or strengthening the hypotheses, which in turn can strengthen the theory used as a basis. In this case, the study examines the effect of technical training and professional competency on HR performance.

3. Results and Discussion

This study involved 160 human resources at the Jasa Raharja Semarang Regional Office. The characteristics of the respondents are presented using statistical data obtained through questionnaire distribution. During the fieldwork, all respondents willingly completed the questionnaires, resulting in 160 completed questionnaires that were used in the data analysis.

The description of the respondents in this study can be explained in four characteristics, namely based on gender, age, last education and length of service, which are explained below:

1) Gender

Based on the questionnaire data from 160 respondents in this study, their characteristics can be described based on gender factors as follows:

Respondent Characteristics Data Table by Gender

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
Man	106	66.3
Woman	54	33.8
<i>Total</i>	<i>160</i>	<i>100.0</i>

Source: Data processing results, 2025.

The table above shows that there were 106 male respondents (66.3%) and 54 female respondents (33.8%). The majority of respondents in this study were male. This reflects the employee composition structure in the Semarang Regional Jasa Raharja Office, which is generally still dominated by men due to the type of work that requires high mobility, such as socialization, vehicle raids, door-to-door vehicle tax collection, accident and heir surveys.

2) Age

Based on the questionnaire data from 160 respondents in this study, their characteristics can be described based on age level factors as follows:

Respondent Characteristics Data Table by Age

<i>Age</i>	<i>Frequency</i>	<i>Percentage</i>
21 - 30 years old	38	23.8
31 - 40 years old	70	43.8
41 - 50 years old	40	25.0
51 - 60 years	12	7.5

Total	160	100.0
--------------	------------	--------------

Source: Data processing results, 2025.

From the data presented in Table above, it can be seen that the largest number of respondents were aged 31-40, totaling 70 employees (43.8%). This age group represents a productive phase in the workforce, where employees possess mature experience, optimal thinking skills, and high levels of motivation. The fewest respondents were aged 51-60, totaling 12 employees (7.5%).

3) Last education

Based on the questionnaire data from 160 respondents in this study, their characteristics can be described based on the most recent educational factor as follows:

Data Table of Respondent Characteristics According to Last Education

Education	Frequency	Percentage
S1	130	81.3
S2	30	18.8
Total	160	100.0

Source: Results of data processing, 2025.

Based on the table above, it can be seen that the majority of respondents, 130 employees (81.3%), had a bachelor's degree (S1), and 30 employees (18.8%) had a master's degree (S2). This finding indicates that the majority of respondents had a bachelor's degree (S1). This indicates that employees at Jasa Raharja generally have higher educational backgrounds, which aligns with the professional demands and complexity of work in the public service and social insurance sectors.

4) Length of work

Based on the questionnaire data of 160 respondents of this study, their characteristics can be described based on the length of service factor as follows. The table shows that most respondents have a service period of between 6-10 years, as many as 62 respondents (38.8%). Respondents with a service period of ≤ 5 years were 32 respondents (20.0%), a service period of 11-15 years were 36 respondents (22.5%), a service period of 16-20 years were 22 respondents (13.8%), and there were 8 respondents (5.0%) who had worked for more than 20 years. Based on the data, most respondents had a service period of between 6-10 years.

Data Table of Respondent Characteristics According to Length of Service

Years of service	Frequency	Percentage
≤ 5 years	32	20.0
6 - 10 years	62	38.8
11 - 15 years	36	22.5
16 - 20 years	22	13.8
> 20 years	8	5.0
Total	160	100.0

Source: Primary Data Processing Results, 2025.

This shows that respondents have had sufficient work experience, understand the organization's business processes, and have gone through several phases of career development.

Measurement model testing (outer model) shows how the manifest or observed variables represent the latent variables to be measured. Measurement model evaluation is conducted to test the model's validity and reliability. The validity criteria are measured by convergent and discriminant validity, while the construct reliability criteria are measured by composite reliability, Average Variance Extracted (AVE), and Cronbach alpha.

Convergent validity The measurement model with reflective indicators is assessed based on the correlation between item scores and component scores calculated using PLS. The measure of individual reflexivity is declared high if the loading factor value is more than 0.7 with the measured construct for confirmatory research and the loading factor value between 0.6 - 0.7 for exploratory research is still acceptable and the Average Variance Extracted (AVE) value must be greater than 0.5..

Reliability tests are conducted to prove accuracy, consistency and precision. instrument in measuring constructs. In Structural Equation Modeling-Partial Least Squares (SEM-PLS), reliability and construct validity criteria are used to ensure that the measurement model is accurate and reliable. Here's a brief explanation of Cronbach's Alpha, Composite Reliability (CR), and Average Variance Extracted (AVE):

- a. *Cronbach alpha*. This criterion is used to measure the internal consistency of items in a construct, indicating the extent to which the items measure the same concept. A Cronbach's alpha score criterion of more than 0.70 means that the reliability of the construct is high. the constructs studied are classified as good (Ghozali, 2014).
- b. *Composite Reliability*. Measuring the internal reliability of a construct by considering the indicator weights (loadings) in the PLS model. A construct's indicators provide good results if they are able to provide a composite reliability value of more than 0.70.
- c. *Average Variance Extracted (AVE)*. An AVE criterion above 0.5 indicates that the indicators that form the research variables are said to be reliable, so they can be used in further analysis in the research.

The Cronbach's alpha, composite reliability and AVE values for each construct of this study are presented in full in the table below:

Hypothesis testing that has been carried out is as follows:

H1: Technical training has a positive effect on professional competence.

The first hypothesis test was carried out by looking at the estimated coefficient value (original sample) of the influence of Technical Training on Professional Competence namely 0.531.

These results provide evidence that Technical Training has a positive influence on Professional Competence. This is supported by the test results obtained, the t-count (9.654) is greater than the t-table (1.96) with p (0.000) less than 0.05. Thus, the test conclusion can be drawn that Technical Training has a positive and significant effect on Professional Competence. This result means that the better the Technical Training, the better the Professional Competence will tend to increase. Based on this, the first hypothesis proposed in this study, namely "Technical Training has a positive effect on professional competence," can be accepted.

H2: Technical training has a positive effect on HR performance.

The second hypothesis test was conducted by looking at the estimated coefficient value (original sample) of the influence of Technical Training on HR Performance namely 0.298. These results provide evidence that Technical Training has a positive influence on HR Performance. This is supported by the test results obtained by the t-count value (3,282) is more than the t-table (1.96) with p (0.001) less than 0.05. Thus, the test conclusion can be drawn that Technical Training has a positive and significant effect on HR Performance. This result means that the better the Technical Training, the better HR Performance will tend to increase. Based on this, the second hypothesis proposed in this study, namely "Technical training has a positive effect on HR performance," can be accepted.

H3: Professional competence has a positive effect on HR performance.

The third hypothesis test was conducted by looking at the estimated coefficient value (original sample) of the influence of Professional Competence on HR Performance namely 0.414. These results provide evidence that Professional Competence has a positive influence on HR Performance. This is supported by the test results obtained by the t-count value (4,845) is more than t-table (1.96) with p (0.000) less than 0.05. Thus, the test conclusion can be drawn that Professional Competence has a positive and significant effect on HR Performance. This result means that the better the Professional Competence, the better HR Performance will tend to increase. Based on this, the third hypothesis proposed in this study, namely "Professional competence has a positive effect on HR performance," can be accepted.

This study proves that Technical Training has a positive and significant influence on Professional Competence. This result means that the better the Technical Training, the better the Professional Competence will tend to increase further. These results are supported by research which states that the higher the success of implementing job training programs for employees, the higher the increase in employee competence. (Salman et al., 2020b).

Technical Training in this study is a reflection of five indicators, namely the indicators Technical Training Needs, Type of Technical Training, Time of Technical Training, Quantity of Technical Training, and Skills Improvement. These five indicators have been proven to improve Professional Competence which is indicated by six indicators, namely Knowledge, Analytical thinking, Problem solving, Communication skills, Integrity, Professional ethics, and Ability to work under pressure.

The results of the measurement analysis of the Technical Training variable show that the indicator with the highest outer loading value is the Type of Technical Training, indicating that the variety and diversity of training types received are highly representative of the overall technical training construct. Meanwhile, in the Professional Competence variable, the indicator with the highest outer loading value is Analytical Thinking, reflecting the importance of analytical thinking skills as a key aspect in describing one's professional competence.

These findings suggest that the more diverse and appropriate the type of technical training provided, the greater its contribution to improving an individual's analytical thinking skills. This means that targeted and varied technical training can stimulate more logical, systematic, and critical thinking in solving problems in the workplace. This suggests that the development of professional competence depends not only on work experience but is also significantly influenced by the quality and variety of technical training received.

Based on the measurement results, the indicator with the lowest outer loading value for the Technical Training variable is Technical Training Needs, indicating that this aspect does not fully reflect the variable's optimal construction. Meanwhile, for the Professional Competence variable, the indicator with the lowest outer loading value is the Ability to Work Under Pressure. Despite its low loading value, further analysis shows that an individual's ability to remain productive and professional in stressful situations has a positive relationship with increased independence.

This means that the greater a person's ability to cope with work pressure, the greater their level of independence in carrying out tasks and responsibilities without relying on external direction. This reflects that individuals who are able to manage stress well tend to have greater initiative, responsibility, and self-confidence in completing work independently. Therefore, although this indicator has a low contribution to the overall Professional Competence variable, its existence remains important in the context of developing work independence.

The Influence of Technical Training on HR Performance

This study proves that technical training has a positive and significant impact on human resource performance. This result means that the better the technical training, the more likely it is that human resource performance will improve. This study confirms previous research findings that stated that technical training has a significant impact on improving human resource performance (Salman et al., 2020)

Technical Training in this study is a reflection of five indicators, namely the indicators Technical Training Needs, Types of Technical Training, Time of Technical Training, Quantity of Technical Training, and Skills Improvement are proven to increase HR Performance which is indicated by six indicators, namely the indicators Quality, Quantity, Timeliness, Cost Effectiveness, Independence (need for supervision) and work commitment (interpersonal impact).

The analysis of the Technical Training variable shows that the indicator with the lowest outer loading value is the aspect related to Technical Training Needs. Meanwhile, in the Human Resource Performance variable, the indicator with the lowest outer loading value is Independence, which describes the level of need for supervision. This finding indicates a positive relationship between Technical Training Needs and the level of Independence. In other words, the greater an individual's need for technical training, the greater the tendency to demonstrate independence in work. This can be interpreted as meaning that targeted technical training can be a driving factor in improving employees' ability to work independently, without relying on direction or intensive supervision from superiors.

4. Conclusion

The effectiveness of technical training, which encompasses aspects of training needs, relevant training types, appropriate timing, training frequency, and a focus on skills improvement, contributes significantly to improving the professional competence of human resources (HR). When technical training is implemented optimally, it can strengthen various important aspects of individual performance, such as knowledge mastery, analytical thinking skills, problem-solving, communication skills, integrity, professional ethics, and resilience in dealing with work pressure. Therefore, it can be concluded that HR participation in structured and ongoing technical training programs is an effective strategy in developing their professional competence.

5. References

- Abdullah, A. (2020). Relationship the Work Culture and Training Programs Within Performance. *International Journal of Progressive Sciences and Technologies (IJPST)*, 20(1), 92–101.
- Bernardin, H.J., & Russell, J.E.A. (2013). *Human resource management (An Experimental Approach International Edition)*. Mc. Graw-Hill Inc. Singapore.
- Cik, A., Asdar, M., Anwar, Al, & Efendi, S. (2021a). Impact of Training and Learning Organization on Employee Competence and Its Implications on Job Satisfaction and Employee Performance of Banks in Indonesia. In *PSYCHOLOGY AND EDUCATION* (Vol. 58, Issue 1). www.psychologyandeducation.net
- Cik, A., Asdar, M., Anwar, Al, & Efendi, S. (2021b). Impact of Training and Learning Organization on Employee Competence and Its Implications on Job Satisfaction and Employee Performance of Banks in Indonesia. In *PSYCHOLOGY AND EDUCATION* (Vol. 58, Issue 1). www.psychologyandeducation.net
- Farah, I., Suseno, BD, & Suadma, U. (2023). The antecedents and consequences of digital competence: How to support the performance of organizations. *Journal of Modernization Economics*, 19(1), 41–57. <https://doi.org/10.21067/jem.v19i1.8432>

- Firestone, C. (2020). Performance vs. competence in human-machine comparisons. In Proceedings of the National Academy of Sciences of the United States of America (Vol. 117, Issue 43, pp. 26562–26571). National Academy of Sciences. <https://doi.org/10.1073/pnas.1905334117>
- Fregnan, E., Ivaldi, S., & Scaratti, G. (2020). HRM 4.0 and New Managerial Competences Profile: The COMAU Case. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.578251>
- Galleli, B., & Hourneaux Junior, F. (2019). Human competences for sustainable strategic management: evidence from Brazil. *Benchmarking*. <https://doi.org/10.1108/BIJ-07-2017-0209>
- Garaika, G. (2020). Impact of Training and Competence on Performance moderated by the Lecturer Career Development Program in Palembang, Indonesia. *International Journal of Economics, Business and ...* <https://jurnal.stie-aas.ac.id/index.php/IJEBAR/article/view/1158>
- Hartati, T. (2020). Analysis of Influence of Motivation, Competence, Compensation toward Performance of Employee. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(2), 1031–1038. <https://doi.org/10.33258/birci.v3i2.933>
- Hartono, E., Wahyudi, S., Harahap, P., & Yuniawan, A. (2017). Does Organizational Learning Affect the Performance of Higher Education Lecturers in Indonesia? The Mediating Role of Teaching Competence. *International Journal of Environmental and Science Education*, 12(4), 865–878.
- Hayati, NR, & Nurani, N. (2021). Strategic Human Resources Management And Organizational Performance: A Literature Review. In *Turkish Journal of Computer and Mathematics Education* (Vol. 12, Issue 9).
- Irawati, W., Madjir, S., & Aprini, N. (2023). The Effect of Job Performance, Education, Training, and Competence on Career Development at the Tebing Tinggi District Office. ... , *Management, Accounting, and ...* <https://penerbitadm.pubmedia.id/index.php/jurnalemak/article/view/1253>
- Jocelyne, S., & Kariuki, M. (2020). Human capital, employee empowerment and organizational performance. *International Academic Journal of Human ...*, 3(9), 319–332. http://www.iajournals.org/articles/iajhrba_v3_i9_319_332.pdf
- Karyono, Indradewa, R., Yanuar, T., & Syah, R. (2020). The Effect of Work Motivation, Training, and Competence on the Employee Performance Over Kemayoran Hospital. *Journal of Multidisciplinary Academic*.

- Korpi, T., & Tåhlin, M. (2021). On-the-job training: a skills match approach to the determinants of lifelong learning. *Industrial Relations Journal*, 52(1), 64–81. <https://doi.org/10.1111/irj.12317>
- Mdhlalose, D. (2020). An Evaluation of the Impact of Training and Development on Organizational Performance: A Case Study of the Gauteng Provincial Department of Economic Development. *Journal of Human Resource and Sustainability Studies*, 08(01), 48–74. <https://doi.org/10.4236/jhrss.2020.81004>
- Mulang, H. (2021). The Effect of Competences, Work Motivation, Learning Environment on Human Resource Performance. *Golden Ratio of Human Resource Management*, 1(2), 84–93. <https://doi.org/10.52970/grhrm.v1i2.52>
- Napitupulu, RHM (2020). The Relationship Between Education, Training, and Civil Servant Lecturers Competency. *Journal of Business Management Review*, 1(2), 121–132. <https://doi.org/10.47153/jbmr12.202020>
- Nurchayani, NM, & Adnyani, IGAD (2018). The Effect of Compensation and Motivation on Employee Performance with Job Satisfaction as an Intervening Variable. *BMAJ: Business Management Analysis Journal*, 1(1), 26–36. <https://doi.org/10.24176/bmaj.v1i1.2639>
- Onyeador, IN, Hudson, S. kiera TJ, & Lewis, N.A. (2021). Moving Beyond Implicit Bias Training: Policy Insights for Increasing Organizational Diversity. *Policy Insights from the Behavioral and Brain Sciences*, 8(1), 19–26. <https://doi.org/10.1177/2372732220983840>
- Pioh, NL, & Tawas, HN (2016). The Influence of Compensation and Work Environment on Employee Job Satisfaction and Performance (A Study of Civil Servants at the Sonder District Office, Minahasa Regency). *EMBA Journal*, 4(2), 838–848.
- Pramono, AC, & Prahiawan, W. (2021). Effect Of Training On Employee Performance With Competence And Commitment As Intervening. *APTISI Transactions on Management (ATM)*, 6(2), 142–150. <https://doi.org/10.33050/atm.v6i2.1742>
- Putra, R., & Wulandari, E. (2019). The Effect of Motivation, Training, Organizational Culture, and Organizational Commitment on Work Satisfaction and Performance of Teachers at SMK Negeri Pekanbaru. *Procuratio: Jurnal Ilmiah Manajemen*, 7(3), 328–343. <http://www.ejournal.pelitaindonesia.ac.id/ojs32/index.php/PROCURATIO/index>
- Ramadhany, SR, Idrus Taba, M., & Umar, F. (2020). The Effect of Training and Job Satisfaction on Employee Engagement and Performance of Millennial Generation Employees of PT Midi Utama Indonesia Tbk in Makassar. In *International Journal of Innovative Science and Research Technology* (Vol. 5, Issue 6). www.ijisrt.com566

- Risdiantoro, R. (2021). THE EFFECT OF TEACHER TRAINING ON TEACHER PERFORMANCE THROUGH PROFESSIONAL DEVELOPMENT OF MADRASAH IBTIDAIYAH TEACHERS IN BATU CITY. *Khidmatuna Journal of Research and Community Service*, 1(2), 144–157.
- Rivaldo, Y., & Nabella, S.D. (2023). Employee Performance: Education, Training, Experience and Work Discipline. *Quality - Access to Success*, 24(193), 182–188. <https://doi.org/10.47750/QAS/24.193.20>
- Rivera-Kempis, C., Valera, L., & Sastre-Castillo, M. A. (2021). Entrepreneurial competence: Using machine learning to classify entrepreneurs. *Sustainability (Switzerland)*, 13(15), 1–24. <https://doi.org/10.3390/su13158252>
- Sabuhari, R., Sudiro, A., Irawanto, DW, & Rahayu, M. (2020). The effects of human resource flexibility, employee competency, organizational culture adaptation and job satisfaction on employee performance. *Management Science Letters*, 10(8), 1777–1786. <https://doi.org/10.5267/j.msl.2020.1.001>
- Salman, M., Ganie, S.A., & Saleem, I. (2020a). The concept of competence: a thematic review and discussion. In *European Journal of Training and Development* (Vol. 44, Issues 6–7, pp. 717–742). Emerald Group Holdings Ltd. <https://doi.org/10.1108/EJTD-10-2019-0171>