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Improving Human Resource Performance Through Education, Training, and Work Experience at the First Foreign Investment Kpp

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Abstract. *This study aims to examine the influence of job training, work experience, and knowledge sharing on human resource (HR) performance. The type of research used is explanatory research with a quantitative approach. The population in this study consists of all HR personnel at the Foreign Investment One Tax Office (KPP PMA Satu), totaling 126 individuals. The sampling technique used is the census method, in which the entire population was taken as the sample. Data were collected through questionnaires distributed both directly and online via Google Forms, and were complemented by documentation from various written sources relevant to the research variables. The questionnaire instrument was developed based on the indicators of each variable and measured using a Likert scale ranging from 1 to 5. Data analysis was conducted using the Partial Least Squares (PLS) approach through structural equation modeling. The results show that: (1) job training has a positive and significant effect on HR performance, meaning that the more training received, the better the resulting performance; (2) work experience has a positive and significant effect on work experience, indicating that work experience contributes to enhancing individual performance; (3) knowledge sharing does not strengthen the influence of job training on HR performance, suggesting that knowledge sharing activities have not yet been effective in strengthening this relationship; (4) conversely, knowledge sharing strengthens the influence of work experience on HR performance, indicating that the positive impact of work experience on performance increases when individuals have a strong desire to share knowledge. These findings offer practical implications for organizations to manage training and work experience in an integrated manner with a culture of knowledge sharing to drive optimal HR performance.*

Keywords: *Culture; Indicating; Knowledge; Performance.*

1. Introduction

In a dynamic and competitive work environment, the Foreign Investment (PMA) Tax Service Office (KPP) One plays a crucial role in optimizing tax revenue and ensuring taxpayer compliance. To achieve these goals, optimal and high-quality employee performance is

essential to support tax revenue targets. One of the key factors contributing to improved Human Resources (HR) performance is work experience.

*Human Resources*or better known as human resources is a strategic company asset that must be managed well(Bakirova Oynura, 2022). When a member of an organization establishes an organization, it will be very important to acquire, develop skills, inspire human resources to high performance levels, and ensure that human resources actively contribute to achieving organizational goals.(Shrouf et al., 2020).

In the era of economic globalization, professional human resources are really needed, who have...skills, and readiness to work to face challenges and competition. The quality of human resources is not only determined by formal education but is also influenced by non-formal education.(Madsen, 2012).Indonesian workers must possess three aspects to compete with foreign workers: knowledge, skills, and character. Quality human resources are those who understand science and possess the abilities and skills in a particular field.(Vrchota et al., 2020).Employees with longer work experience tend to have a better understanding of procedures, regulations, and challenges in the work environment.(Shi et al., 2022).

Employee work experience will greatly determine work patterns, capabilities and also the quality of service in the service industry.(Freyn et al., 2021). An organization's policy in placing employees can be done by looking at an employee's work experience.(Ratu et al., 2020). Work experience is the level of mastery of knowledge and skills that employees have in their work, which can be measured from the length of service and the type of work that has been done by the employee during a certain period.(Mamangkey et al., 2015). An employee who has work experience is expected to be able to help the organization in work effectiveness and efficiency, so that the goals expected by the organization can be achieved.(Decastri et al., 2015). Someone who has more work experience will certainly understand better what to do when faced with a problem that arises.(Ratu et al., 2020).

If an employee has a lot of work experience, he will be able to work faster because he doesn't have to adapt to the tasks he is doing.(Ratu et al., 2020). A more experienced employee is better able to adapt behavior to achieve high levels of performance than a less experienced employee.(Halik, 2021). This will make it easier for organizations to achieve their goals because they are supported by employees who are experienced in their respective fields. To improve employee performance, employees are needed who truly possess the skills and experience to work, as well as a high work ethic.(Hidayat & Wulantika, 2021).

Mechanization, computerization, and automation have resulted in many regulatory and policy changes that require trained staff with sufficient skills.(Cahen & Borini, 2020). Organizations must train employees to enrich them with the latest technology and knowledge.(Csordás, 2020)With modern inventions, technological advancements, and diversification, most organizations have become extremely complex. This exacerbates coordination problems. Therefore, to address this complexity, training has become a necessity.

An employee's specifications may not fully match the job and organizational requirements, regardless of past experience and skills. There is always a gap between the current employee specifications and the organizational requirements.(Onyeador et al., 2021). So to fill this gap, training is needed. Training is the teaching, or development in oneself or others, of any skills and knowledge or fitness related to a particular useful competence.(Fardaniah Abdul Aziz & Ahmad, 2011). Training has a specific objective to improve a person's ability, capacity, productivity, and performance.(Nørgaard et al., 2012)Training is a fundamental concept in human resource development. It involves developing specific skills to a desired standard through instruction and practice.

Previous research on the role of work experience in HR performance remains controversial. The results indicate that work experience has a significant effect on employee performance. (Arifin & Rachman Putra, 2020)while the research results (Harjanti et al., 2021) Conversely, work experience does not significantly influence performance. Furthermore, research on the role of training on performance remains controversial. The results indicate that training does not significantly influence performance. (Ramadhany et al., 2020)These results contradict the results which state that training has a positive and significant influence on work performance. (Haryono et al., 2020)This difference in results indicates a very interesting field of research. Therefore, to address this gap, the variable of knowledge sharing was proposed as a moderator.

Knowledge sharing or knowledge sharing plays an important role in improving human resource (HR) performance because it enables the transfer of information, experience and skills within the organization.(Kathryn M Bartol; & Abhishek Srivastava, 2002)When employees actively share knowledge through discussions, mentoring, training, or the use of information technology, they can improve both individual and team competencies.(Olan et al., 2022)With effective knowledge sharing, employees can work more efficiently, reduce operational errors, and find innovative solutions to work challenges.(Kmieciak, 2020). In addition, a culture of knowledge sharing also strengthens employee collaboration and engagement, which contributes to increased productivity and work quality.(Caruso, 2016)Thus, knowledge sharing is a key factor in creating a work environment that is adaptive, innovative, and oriented towards continuously improving human resource performance.

2. Research Methods

The type of research used in this study is explanatory research. According to(Widodo, 2010)Explanatory research is explanatory in nature, meaning it emphasizes the relationships between variables by testing hypotheses. The descriptions contain descriptive information, but the focus is on the relationships between variables. In this case, the study examines the influence of job training, work experience, knowledge sharing, and HR performance. The researcher chose this method so that the results can be directly applied to the organization where the researcher works.

3. Results and Discussion

The respondents of this study were employees of the Foreign Investment Tax Office (KPP) One. The study was conducted by distributing research questionnaires from April 20-27, 2025. The results of the questionnaire distribution resulted in 126 completed and processed questionnaires. The respondents' characteristics are presented as follows:

Respondent Characteristics Description Table

No	Characteristics	Total Sample n = 126	
		Amount	Percentage (%)
01.00	Gender		
	Man	82	65
	Woman	44	35
02.00	Age		
	20 - 30 years	43	34
	31-40 years old	63	50
	41 - 50 years old	15	12
	51 - 60 years	5	4
03.00	Last education		
	Diploma	28	22
	Bachelor degree)	86	68
	Postgraduate (S2)	12	10
04.00	Years of service		
	0 - 5 years	34	27
	>5 - 10 years	38	30
	>10 - 15 years	45	36
	> 15 years	9	7

Source: Results of research data processing (2025).

The descriptive data of respondents in the table above shows thatThe majority of respondents in this study were male, representing 82 people, or approximately 65% of the total 126 respondents, while female respondents numbered 44 people, or 35%. This composition indicates that the workforce structure at the Foreign Investment Tax Office One is still dominated by men. This dominance may reflect a common pattern of gender representation in the public service sector, particularly in the areas of investment and tax administration.

In terms of age, the 31-40 age group dominated the number of respondents, with a total of 63 people, or 50%. The 20-30 age group was next with 43 people (34%), followed by the 41-50 age group with 15 people (12%), and the 51-60 age group with 5 people (4%). This distribution indicates that the majority of employees are in the productive and professionally

mature age range, which is a crucial phase in career development and improving organizational performance.

In terms of educational attainment, 86 respondents, or 68% of the total, were undergraduate (S1) graduates. Furthermore, 28 (22%) were diploma graduates, while 12 (10%) had completed postgraduate (S2) studies. These data indicate that the majority of employees possess a high level of formal education, which is expected to support their technical and managerial competencies in carrying out their duties and responsibilities within the government agency.

Based on length of service, respondents with more than 10 to 15 years of work experience constituted the largest group, at 45 people (36%). The group with more than 5 to 10 years of work experience numbered 38 people (30%), while those with between 0 and 5 years of work experience numbered 34 people (27%). Meanwhile, employees with more than 15 years of work experience numbered 9 people (7%). This composition reflects that the majority of employees are in the mid-career stage, with sufficient experience to contribute effectively to the implementation of organizational tasks, but still have great potential for further development in the context of improving professionalism and institutional performance.

In this section, a descriptive analysis is conducted to obtain an overview of respondents' responses to the research variables. This analysis is conducted to obtain perceptions about respondents' tendencies to respond to the indicator items used to measure these variables and to determine the status of the variables studied at the research site.

The variable descriptions are grouped into 3 categories, namely: low category, score = 1.00 – 2.33, medium category, score = 2.34 – 3.66 and high/good category, with score = 3.67 – 5.00. A detailed description of each research variable can be described in the following section:

Description of respondents' responses in the form of descriptive statistics of the Education and Job Training variable data can be presented as follows:

Descriptive Statistics Table of Job Training Variables

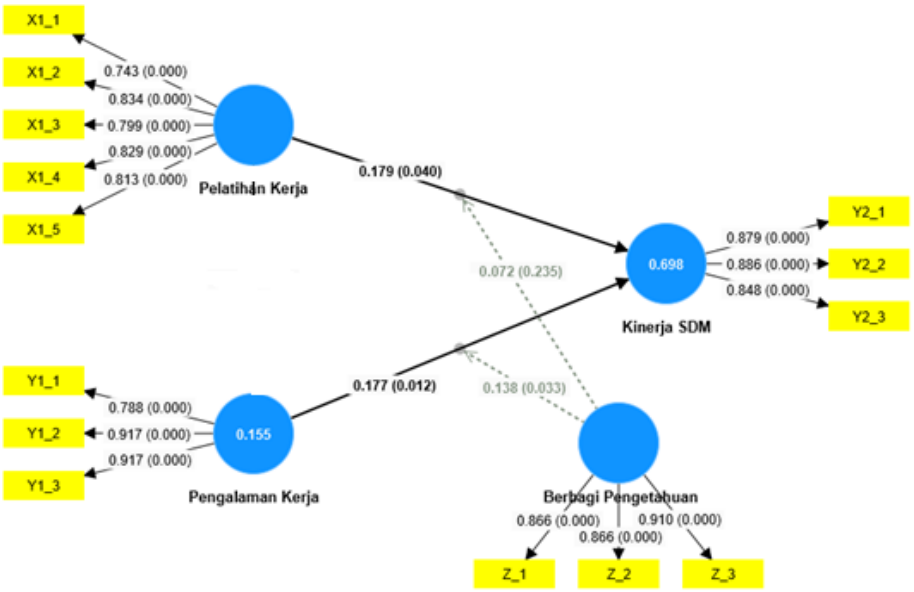
Variables and indicators	Mean	Standard Deviatio
Education Job Training	**3.84**	
1. Education and training needs,	3.86	0.73
2. Types of training education,	3.74	0.75
3. Training education time,	3.92	0.69
4. Quantity of training education	3.75	0.78
5. Skill improvement.	3.91	0.70

The data presented in the table shows that the overall average value of the Job Training variable, 3.84, is in the high/good category (3.67 – 5.00). This means that respondents believe they have received good quality job training. The data description for the Job Training variable

shows that the highest mean value is for the Training Time indicator (3.92) and the lowest is for the Training Type indicator (3.74).

Structural model testing (inner model) examines the relationship between latent constructs by estimating the path parameter coefficients and their significance levels (Ghozali, 2011). This procedure is carried out as a step in testing the proposed research hypothesis. The test yields output from the structural model of the loading factor construct, which explains the influence of the Education and Job Training constructs on HR Performance through Work Experience and Knowledge Sharing moderation.

In this case, data processing was performed using the Smart PLS v4.1.0 software tool. The results of this data processing are shown in the following image:



Full SEM-PLS Moderation Model Image

Source: Results of research data processing with Smart PLS 4.1.0 (2025)

Research hypothesis testing is conducted to determine whether a hypothesis is accepted or not by comparing the calculated t with the t table, with the condition that if the calculated t > t table, then the hypothesis is accepted. The critical value used when the sample size is greater than 30 and the two-tailed test is 1.65 for a significance level of 10%, 1.96 for a significance level of 5% and 2.57 for a significance level of 1%(Marliana, 2019)In this case, to test the hypothesis, a significance level of 5% was used, where the t-table value was 1.96.(Ghozali & Latan, 2015)The results of testing the influence of each research variable can be presented in the following table:

Hypothesis Test Results Table

Hip	Original sample	T statistics	P values	Information

H1	Training educationWork -> HR Performance	0.179	2,057	0.040	Accepted
H2	Work Experience -> HR Performance	0.177	2,520	0.012	Accepted
H3	Knowledge Sharing x Job Training Education -> HR Performance	0.072	1,188	0.235	Rejected
H4	Knowledge Sharing x Work Experience -> HR Performance	0.138	2,133	0.033	Accepted

Source: Primary data processing with Smart PLS 4.1.0 (2025)

Decisions are made based on the calculated statistical test values and predetermined significance levels. Hypothesis testing is performed by comparing the predetermined t-table with the calculated t-value generated from the PLS calculation. Based on the data processing results table above, the results of each proposed hypothesis test can be identified as follows:

1) Hypothesis Testing 1:

H1: The more job training education there is, the better the performance of human resources will be.

In testing hypothesis 1, the original sample estimate value of the influence of job training on HR performance was obtained at 0.179. This value proves that job training education has a positive effect on HR performance, the results of which are also strengthened by the results of the t-test obtained with a calculated t value (2.057) > t table (1.96) and p (0.040) < 0.05, so it can be said that there is a positive and significant influence of job training education on HR performance. Thus, the second hypothesis which states that "The more job training education, the better HR performance will be" can be accepted.

2) Hypothesis Testing 2:

H2: The better the work experience of HR, the better the HR performance will be.

In testing hypothesis 2, the original sample estimate value of the influence of work experience on HR performance was obtained at 0.177. This value proves that work experience has a positive effect on HR performance, the results of which are also strengthened by the results of the t-test obtained with a calculated t value (2.520) > t table (1.96) and p (0.012) < 0.05, so it can be said that there is a positive and significant influence of work experience on HR performance. Thus, the third hypothesis which states that 'The better the HR work experience, the better the HR performance will be' can be accepted.

3) Hypothesis Testing 3:

H3: The influence of job training education on human resource performance will be greater if human resources have a strong desire to share knowledge. Conversely, the influence of job training education on human resource performance will be weaker if human resources have a low desire to share knowledge.

In testing hypothesis 3, the original sample estimate value of the influence of the moderating variable (Knowledge sharing x Job training education) on HR performance was 0.072. The t-value (1.188) < t-table (1.96) and p (0.235) < 0.05, so it can be said that Knowledge sharing does not moderate the influence of Job training on HR performance. Thus, the third hypothesis which states that "The influence of Job training education on HR performance will be higher if HR has a high desire to share knowledge. Conversely, the influence of Job training education on HR performance will be weaker if HR has a low desire to share knowledge" can be rejected.

4) Hypothesis Testing 4:

H4: The influence of work experience on HR performance will be greater if HR has a high desire to share knowledge. Conversely, the influence of work experience on HR performance will be weaker if HR has a low desire to share knowledge.

In testing hypothesis 4, the original sample estimate value of the influence of the moderating variable (Knowledge sharing x Work experience) on HR performance was 0.138. This finding was reinforced by the results of the t-test which obtained a calculated t value (2.133) > t table (1.96) and p (0.033) < 0.05, so it can be said that Knowledge sharing is able to moderate the influence between work experience on HR performance. Thus, the fifth hypothesis which states that 'The influence of work experience on HR performance will be higher, if HR has a high desire to share knowledge. Conversely, the influence of work experience on HR performance will be weaker, if HR has a low desire to share knowledge' can be accepted.

Discussion:

1) The Influence of Job Training Education on HR Performance.

This study proves that job training has a positive and significant impact on HR performance, meaning that the more job training, the better the performance. These results confirm previous research that stated that training has a positive and significant impact on performance. (Haryono et al., 2020).

Job training education in this study is a reflection of five indicators: training needs, training type, training time, training quantity, and skills improvement. These five indicators have been proven to improve HR performance, which in this study is measured by reflecting three indicators: work quantity, timeliness, and effectiveness.

Based on the analysis, the indicator with the highest outer loading value for the education and job training variables was the type of training. Meanwhile, for the HR performance variable, the indicator with the highest value was timeliness. These findings indicate that the more appropriate the type of training provided is to the needs and characteristics of the job, the higher the timeliness in completing work tasks or responsibilities. This means that selecting relevant and applicable training can have a direct impact on improving employee time discipline and work efficiency.

The indicator with the lowest outer loading value for the education and job training variables is training needs. For the HR performance variable, the lowest indicator is effectiveness. This indicates that, although its influence is not as strong as other indicators, understanding training needs remains crucial because the more precisely training is tailored to actual needs in the field, the more effective work implementation will be. This means that accurately identifying training needs can help employees perform more optimally and produce output that aligns with organizational goals.

2) The Influence of Work Experience on HR Performance.

This research proves thatwork experiencepositive influence andThis means that the more work experience, the better the performance. These results confirm previous findings that work experience reflects an individual's capacity to perform various tasks in a job.(Andresen et al., 2022).

Work experience In this study, the indicators are reflected in three indicators: Job Mastery; Job Knowledge and Skills; and Service Tenure Ratio Data. These three indicators show a significant contribution to HR Performance, which in this study is measured by the reflection of three indicators.indicatornamely indicators of work quantity, timeliness, and effectiveness.

Based on the analysis results, the work experience variable shows that the indicator with the highest outer loading value is knowledge and work skills. Meanwhile, in the HR performance variable, the indicator with the highest outer loading value is punctuality. These findings indicate that increased knowledge and skills acquired through work experience will have a direct impact on improving punctuality in completing tasks and responsibilities. This means that individuals who have a deep understanding and skills relevant to their work tend to be able to manage their time more efficiently, allowing work to be completed according to set deadlines.

On the other hand, the indicator with the lowest outer loading value for the work experience variable is job mastery, while for the HR performance variable, it is effectiveness. Although the values are not as high as the other indicators, the relationship between the two remains significant. These results suggest that the higher the level of mastery of a task, the higher the effectiveness in carrying out that task. This means that when individuals truly understand the processes, procedures, and technical details of their work, they will be able to work optimally while minimizing wasted time, energy, and resources, resulting in more efficient and high-quality work results.

3) Moderation of Knowledge Sharing in the Influence of Job Training Education on HR Performance.

This study shows that knowledge sharing does not strengthen the influence of job training on HR performance. This means that when HR has a strong desire to share knowledge, it does not strengthen the influence of job training on HR performance.

In this study, the knowledge sharing variable was measured through three indicators: knowledge accumulation, knowledge contribution, and information sharing. However, these three indicators were not proven to play a role as moderating variables in the relationship between education and job training on human resource performance. Meanwhile, the education and job training variables were represented through five indicators: training needs, type of training, training time, training quantity, and skills improvement. All of these indicators were proven to significantly contribute to improving human resource performance. Human resource performance in this study was measured based on three main indicators: the quantity of work produced, timeliness in completing tasks, and effectiveness in carrying out work. These findings indicate that although job training is effective in improving performance, encouragement to share knowledge has not had a strong enough influence in strengthening this relationship.

Based on the analysis, the knowledge sharing variable has the highest outer loading value in the information sharing aspect. Meanwhile, the highest indicator for the education and job training variables is the type of training, and for the HR performance variable is punctuality. These findings indicate that although individuals tend to be active in sharing information, this has not been able to strengthen the influence of the type of training on the timeliness of work completion. This means that although the training provided is appropriate and varied, and information is shared openly, the knowledge transfer process is not yet effective enough to accelerate or ensure timely task completion. Most likely, the information shared is not yet applicable or directly relevant to practical needs in daily work.

The indicator with the lowest outer loading value for the knowledge sharing variable is knowledge gathering, for the job training education variable it is training needs, and for the HR performance variable it is effectiveness. These results indicate that knowledge gathering activities fail to strengthen the influence of training needs on work effectiveness. This means that even if a training has been designed based on identified needs, if the knowledge gathered by individuals is not on target, poorly organized, or not processed into useful understanding, then its impact on work effectiveness will be minimal. This can occur if employees lack the skills to manage the information obtained, or if the organization has not provided the tools and support systems to manage learning outcomes into knowledge ready to be used to improve performance.

The inability of knowledge sharing to strengthen or moderate the influence of education and job training on human resource performance is likely due to several factors. One is a weak collaborative culture in the workplace, where individuals may be reluctant to share their knowledge due to competitive reasons, a lack of trust among coworkers, or the absence of incentives to encourage information sharing. Furthermore, the job training provided may be individualized and not directly encourage interaction or knowledge exchange between employees. This results in knowledge gained from training not being widely disseminated and having only a limited impact on improving collective performance. The lack of a formal system or mechanism for documenting and distributing knowledge can also hinder the effectiveness

of the knowledge sharing process. Thus, although education and job training have been shown to improve human resource performance, the presence of knowledge sharing variables does not provide a significant additional contribution to strengthening this relationship.

4) Moderation of Knowledge Sharing in the Influence of Work Experience on HR Performance.

This research shows that knowledge sharing can strengthen the influence of work experience on human resource performance. This means that the influence of work experience on human resource performance will be greater if human resources have a strong desire to share knowledge.

In this study, the knowledge sharing variable is represented by three indicators: knowledge accumulation, knowledge contribution, and information sharing. Meanwhile, the work experience variable is formed by three main indicators: job mastery, work knowledge and skills, and tenure ratio data. These three indicators have been shown to contribute significantly to improving HR performance. HR performance in this study is measured through three main dimensions: quantity of work produced, timeliness in completing tasks, and work effectiveness. In other words, work experience can directly improve the quality of HR performance, and the existence of knowledge sharing can provide an additional effect that strengthens this relationship. This may indicate that the knowledge sharing process in the context of the organization studied can run optimally, both in terms of intensity and relevance of the knowledge shared.

Based on the analysis, the knowledge sharing variable has the highest outer loading value for the information sharing indicator, while the work experience variable shows the highest value for the knowledge and work skills indicator. The HR performance variable has the highest value for the punctuality indicator. These findings indicate that information sharing activities have been proven to strengthen the influence of knowledge and work skills on timeliness in completing tasks. This means that when individuals with good work skills and knowledge actively share relevant information with colleagues, work processes become more efficient and coordination is more optimal. This encourages faster and more timely completion of work because the information needed to complete tasks is openly available and can be shared. Information can be shared through activities such as discussion forums, in-house training activities held periodically every month, and Taxpayer review activities. Through these activities, knowledge and information can be shared with other colleagues, thereby improving HR performance.

The indicator with the lowest outer loading value for the knowledge sharing variable is knowledge gathering. For the work experience variable, the lowest value was found for job mastery, while for the HR performance variable, the indicator with the lowest value was effectiveness. Although its value is lower than the other indicators, the results of the study indicate that knowledge gathering also strengthens the influence of job mastery on work

effectiveness. This means that when individuals actively gather information and knowledge from various sources, this will support a deeper understanding of the tasks being performed. With increased job mastery, individuals are able to complete tasks more efficiently and produce more targeted output, thereby increasing work effectiveness. These findings emphasize the importance of individual initiative in seeking and absorbing information to support optimal task execution.

4. Conclusion

This study proves that job training education has a positive and significant influence on HR performance, which means that the more frequently HR participates in training education, the more their performance will improve. Work experience itself is proven to have a positive and significant impact on improving HR performance, indicating that individuals with more experience tend to have better performance. Furthermore, knowledge sharing acts as a moderating variable that strengthens the influence of work experience on HR performance. This means that work experience will be more effective in improving performance if HR has a culture and a high willingness to share knowledge. So it is concluded that the proof of the hypothesis in this study: Job training education has a positive and significant influence on HR performance, which means that the more job training, the better the performance. Work experience has a positive and significant influence on HR performance. This means that employees who have more experience will tend to have better performance. Knowledge sharing does not strengthen the influence of job training education on HR performance. Knowledge sharing is able to strengthen the influence of work experience on HR performance. This means that the influence of work experience on HR performance will be higher, if HR has a high desire to share knowledge.

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