



THE ROLE OF CIVIL SERVANT TRAINING IN IMPROVING SERVICE PERFORMANCE: THE MEDIATING EFFECT OF SELF-EFFICACY AT THE REGIONAL SECRETARIAT OF TAMBRAUW REGENCY

Ryan Febriansyah Fajar¹, Vebby Anwar^{2*}, Pahmi³, Andi Irwan⁴

^{1,2,3,4}Program Studi Ilmu Manajemen Program Magister, Program Pascasarjana, Universitas Pendidikan Muhammadiyah Sorong, Indonesia

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ABSTRACT

This study examines the effect of civil servant training on service performance, with self-efficacy positioned as a mediating variable at the Regional Secretariat of Tambrau Regency. A quantitative explanatory design was employed using a saturated sampling technique involving 35 civil servants. Data were collected through Likert-scale questionnaires and analyzed using path analysis with SPSS. The findings reveal that training has a positive effect on self-efficacy and service performance, and self-efficacy also positively influences service performance. However, self-efficacy does not significantly mediate the relationship between training and service performance. These results suggest that improvements in service performance are more directly driven by competency enhancement derived from training rather than through internal psychological mechanisms. The study is limited by its relatively small sample size and focus on a single local government institution. This research contributes by demonstrating that the mediating role of self-efficacy is highly context-dependent within public sector organizations, thereby extending the application of Social Cognitive Theory and Human Capital Theory in local government settings.

1. INTRODUCTION

Public service performance is one of the main indicators in realizing effective, participatory, and responsive governance toward community needs (Anwar et al., 2022). In the context of decentralization and regional autonomy in Indonesia, improving the quality of public services has become a strategic government agenda to strengthen regional capacity in delivering fair and equitable services to society (Tasrim et al., 2024). This issue is particularly important for newly established autonomous regions, including Tambrau Regency in Southwest Papua Province, which still faces various challenges in institutional strengthening and the development of government human resources.

As a relatively new administrative region, Tambrau Regency not only experiences limitations in infrastructure and regional accessibility, but also faces challenges related to the capacity of Civil Servants (ASN) in delivering optimal public services. This condition is consistent with the findings of (Usman, 2002) who explained that the implementation of regional autonomy in Papua encounters serious obstacles due to limited institutional and personnel capacities within local governments. In addition, several studies indicate that the quality of public services in Papua is still influenced by structural inequality and issues of social representation, particularly concerning the involvement of Indigenous Papuans (OAP) within government bureaucracy. (Lekatompessy et al., 2020; Snanfi et al., 2018) revealed that the recruitment of civil servants in Papua continues to face challenges such as educational disparities, geographical limitations, and social discrimination, all of which affect local communities' access to strategic bureaucratic positions.

The central government has allocated Special Autonomy Funds (OTSUS) to accelerate human resource development in Papua. However, (Nur, 2022) stated that educational barriers and limited social mobility among Indigenous Papuans still contribute to low participation in government institutions and affect the quality of public services received by society. Furthermore, (Hadian, 2019) emphasized that although special autonomy policies have granted broader authority to local governments in Papua, public

*Corresponding author.

E-mail: ryanfebriansyahfajar46@gmail.com

service performance indicators remain lower than those of other regions in Indonesia due to weak human resource professionalism, geographical barriers, and inadequate development planning.

In this context, strengthening the capacity of civil servants through training programs becomes an important strategy for improving the quality of government services. Civil servant training not only functions to enhance employees' technical competencies, but also serves as a means of strengthening the psychological capacity of government personnel in carrying out public service duties. (Prabowo et al., 2021) explained that human resource development policies in Papua should focus on strengthening the character and psychosocial capacity of civil servants so that they are better prepared to face social stigma and structural challenges. Therefore, training programs designed contextually according to local Papuan culture are considered more effective in increasing motivation, service work ethics, and the ability of civil servants to provide services to the community.

One of the psychological aspects considered important in improving civil servant performance is self-efficacy, namely an individual's belief in their ability to complete tasks and face work-related challenges (Munzir et al., 2024). Civil servants with high self-efficacy tend to have greater confidence, better work motivation, and stronger ability to provide optimal public services. On the other hand, low self-efficacy can lead to decreased work initiative, low service motivation, and an inability to cope with work pressures. In the Papuan context, (Putra et al., 2024) explained that social discrimination and feelings of marginalization experienced by some Indigenous Papuan civil servants negatively affect their confidence in their own abilities. This condition is reinforced by (Numberi et al., 2024) who stated that civil servants in eastern Indonesia often experience social and cultural pressures that make them feel less competitive compared to employees from outside the region.

Training programs integrated with psychological strengthening are considered capable of improving the self-efficacy of government employees (Pahlevi & Anwar, 2023). (Ramadani et al., 2025) explained that training based on coaching and social learning significantly increases the confidence and internal motivation of civil servants in delivering high-quality public services. In addition, (Darmayanti & Isnurhadi, 2023) found that self-efficacy has a positive relationship with civil servant productivity and performance, both directly and indirectly through increased public service motivation. Thus, self-efficacy is not merely an individual psychological aspect, but also a strategic instrument in public sector human resource management development.

On the other hand, bureaucratic reform in Papua, including Tambrauw Regency, is currently directed toward strengthening digital-based public services. However, the success of digital bureaucratic reform does not solely depend on the availability of technological systems, but is also determined by the readiness of civil servants to adapt to these changes. (Jaftoran et al., 2024) emphasized that the success of public service digitalization is highly influenced by human resource readiness, both in terms of technical competence and non-technical factors such as work motivation, self-confidence, and adaptability to changes in work systems. Therefore, adaptive and locally oriented capacity development through training programs is highly necessary to support improvements in public service quality in Tambrauw Regency.

Based on the explanation above, it can be understood that improving the quality of public services in Tambrauw Regency requires not only strengthening the technical competencies of civil servants, but also enhancing psychological aspects through the improvement of self-efficacy. Therefore, this study is important to conduct in order to analyze the effect of civil servant training on service performance and examine the mediating role of self-efficacy within the Regional Secretariat of Tambrauw Regency. This study is expected to contribute theoretically to the development of public sector human resource management studies, particularly in frontier, outermost, and disadvantaged regions (3T areas), while also serving as a reference for local governments in formulating local wisdom-based civil servant development policies.

2. METHODS

This study employed a quantitative approach using explanatory research design. The explanatory approach was selected because the study aimed to examine and explain the causal relationships among the variables, namely Civil Servant Training as the independent variable, Self-Efficacy as the mediating variable,

and Service Performance as the dependent variable. Through this approach, the study sought to test the formulated hypotheses and empirically analyze the extent to which one variable influences another.

The research was conducted at the Regional Secretariat Office of Tambrauw Regency, Southwest Papua Province, Indonesia. The Regional Secretariat was selected because it plays a strategic role in coordinating public service implementation, policy execution, and civil servant administration within the local government. The research was carried out over a two-month period, from June to July 2025, covering all stages of the study, including instrument preparation, data collection, data verification, analysis, and report writing.

The population of this study consisted of all civil servants working at the Regional Secretariat Office of Tambrauw Regency. Based on internal staffing data, the total population comprised 35 civil servants. This population was selected because the employees were directly involved in planning, coordinating, and implementing public services, making them highly relevant to the variables examined in this study, namely Civil Servant Training, Self-Efficacy, and Service Performance.

Data collection was conducted using several techniques to obtain valid, reliable, and comprehensive data. First, observation was carried out to directly observe employees' activities, work behavior, and social interactions within the organizational environment. Second, questionnaires were used as the primary data collection instrument. The questionnaire consisted of closed-ended statements measured using a five-point Likert scale to assess respondents' perceptions regarding the research variables. Third, semi-structured interviews were conducted with key informants, such as structural officials and division heads, to obtain deeper insights into training implementation and service performance evaluation. Finally, literature study was conducted by reviewing scientific journals, books, official reports, government policy documents, and previous studies relevant to the research topic.

The research instrument was tested to ensure its validity and reliability. Validity testing was conducted using construct validity through Pearson Product Moment correlation analysis between item scores and total variable scores. An item was considered valid if the calculated correlation coefficient (*r*-count) was greater than the *r*-table value. Reliability testing was conducted using Cronbach's Alpha coefficient. The instrument was considered reliable if the Cronbach's Alpha value exceeded 0.60, indicating adequate internal consistency among the questionnaire items.

Data analysis in this study consisted of descriptive analysis and path analysis. Descriptive analysis was used to describe respondents' characteristics and summarize the distribution of research variables through measures such as mean and standard deviation. Meanwhile, path analysis was employed to examine both direct and indirect causal relationships among Civil Servant Training, Self-Efficacy, and Service Performance. This technique enabled the researcher to analyze the mediating role of self-efficacy in the relationship between training and service performance. The significance level used in this study was 5% ($\alpha = 0.05$). A hypothesis was accepted if the *p*-value was less than 0.05, indicating a statistically significant relationship among variables.

3. RESULTS AND DISCUSSIONS

Validity Test

The validity test in this study was conducted using the Corrected Item-Total Correlation method by comparing the calculated correlation coefficient with the *r*-table value of 0.334. An item was considered valid if the Corrected Item-Total Correlation value exceeded the *r*-table value. The results of the validity test for all research variables are presented in Table 4.9 below.

Table 1. Validity Test Results

Variables & Indicators	Corrected Correlation	Item-Total	r-Table	Description
Civil Servant Training				
Suitability of training materials with job duties	0.493		0.334	Valid
Instructor competence	0.537		0.334	Valid
Training methods	0.657		0.334	Valid
Training facilities and infrastructure	0.561		0.334	Valid

Application of training outcomes in work	0.482	0.334	Valid
Self-Efficacy			
Confidence in completing work	0.689	0.334	Valid
Ability to overcome challenges	0.587	0.334	Valid
Initiative in carrying out tasks	0.618	0.334	Valid
Confidence in facing work pressure	0.712	0.334	Valid
Adaptation to changes in the work environment	0.570	0.334	Valid
Service Performance			
Work quantity	0.671	0.334	Valid
Work quality	0.717	0.334	Valid
Timeliness	0.662	0.334	Valid
Cost efficiency	0.691	0.334	Valid
Service orientation	0.571	0.334	Valid
Commitment	0.670	0.334	Valid
Work initiative	0.710	0.334	Valid
Cooperation	0.782	0.334	Valid

Based on Table 4.9, all indicators of the Civil Servant Training variable were declared valid because each indicator had a Corrected Item-Total Correlation value greater than the r-table value of 0.334. The highest correlation value was found in the training methods indicator (0.657), indicating that this indicator had the strongest relationship with the overall training construct. Other indicators, such as training facilities and instructor competence, also showed adequate correlation values, confirming that the items consistently measured the training variable. For the Self-Efficacy variable, all indicators also demonstrated good validity. The highest correlation value was found in the indicator of confidence in facing work pressure (0.712), followed by confidence in completing work (0.689) and initiative in carrying out tasks (0.618). These results indicate that each item consistently represented the self-efficacy construct in the context of civil servant work performance. Meanwhile, all indicators of the Service Performance variable were also declared valid. The cooperation indicator had the highest correlation value (0.782), followed by work quality (0.717) and work initiative (0.710). Even the lowest indicator value, namely service orientation (0.571), remained above the minimum validity threshold. These findings confirm that all items used to measure service performance met the construct validity requirements. Overall, the validity test results demonstrated that all questionnaire items across the three research variables had Corrected Item-Total Correlation values exceeding the r-table value of 0.334. Therefore, all items were considered valid and suitable for further analysis.

Reliability Test

After confirming the validity of the research instruments, the next step was to test the internal consistency of each variable using Cronbach's Alpha coefficient. In this study, a variable was considered reliable if it had a Cronbach's Alpha value greater than 0.60.

Table 2. Reliability Test Results

Variable	Cronbach's Alpha	Standard	Description
Civil Servant Training	0.770	0.600	Reliable
Self-Efficacy	0.833	0.600	Reliable
Service Performance	0.899	0.600	Reliable

Based on Table 2, the Civil Servant Training variable obtained a Cronbach's Alpha value of 0.770, indicating good internal consistency among the questionnaire items used to measure the training construct. The Self-Efficacy variable produced a Cronbach's Alpha value of 0.833, which reflects a high level of reliability and demonstrates that the indicators consistently measured employees' confidence in their abilities. Furthermore, the Service Performance variable achieved the highest Cronbach's Alpha value of 0.899. This result indicates an excellent level of internal consistency, meaning that the instrument used to measure service performance was highly stable and dependable. Therefore, based on the results of both validity and reliability testing, all research instruments in this study fulfilled the measurement requirements and were appropriate for use in the subsequent stages of analysis.

Normality Test

The normality test was conducted to determine whether the residual data in the regression model were normally distributed. This study employed the One-Sample Kolmogorov-Smirnov Test using the Exact Sig. (2-tailed) approach with a significance level of 0.05.

Table 3. One-Sample Kolmogorov-Smirnov Test

	Unstandardized Residual
N	35
Normal Parameters^{a,b}	
Mean	.0000000
Std. Deviation	2.12076196
Most Extreme Differences	
Absolute	.212
Positive	.161
Negative	-.212
Test Statistic	.212
Asymp. Sig. (2-tailed)	.000 ^c
Exact Sig. (2-tailed)	.074
Point Probability	.000

- a. Test distribution is Normal.
 b. Calculated from data.
 c. Lilliefors Significance Correction.

Based on the test results presented in Table 3, the Exact Sig. (2-tailed) value obtained was 0.074. Since this value was greater than the significance level of 0.05 ($0.074 > 0.05$), it can be concluded that the residuals in the regression model were normally distributed. Although the Asymp. Sig. value showed 0.000, this study used the Exact Sig. approach because it is considered more appropriate for relatively small sample sizes ($N = 35$). Therefore, the normality assumption was fulfilled, and the regression model could proceed to the next stage of testing. These findings indicate that the data used in the path analysis did not experience significant distributional deviations, thereby allowing the regression coefficient estimation to be conducted validly.

Multicollinearity Test

The multicollinearity test was conducted to determine whether there was a high correlation among the independent variables in the regression model. High multicollinearity may lead to instability in regression coefficients and affect the interpretation of the analysis results. The test was performed by examining the Tolerance value (> 0.10) and the Variance Inflation Factor (VIF) value (< 10).

Table 4. Multicollinearity Test Results

Variable	Tolerance	VIF
Civil Servant Training	0.197	5.087
Self-Efficacy	0.197	5.087

Based on the analysis results presented in Table 4, both the Civil Servant Training and Self-Efficacy variables had Tolerance values of 0.197, which were higher than the minimum threshold of 0.10. In addition, the VIF values for both variables were 5.087, which remained below the maximum acceptable limit of 10. These findings indicate that there was no multicollinearity problem in the regression model. In other words, the independent variables in this study were not excessively correlated with one another, allowing each variable to independently and accurately explain its effect on the dependent variable.

Heteroscedasticity Test

The heteroscedasticity test was conducted to examine whether there was an inequality in the variance of residuals within the regression model. In this study, the Breusch-Pagan-Godfrey (BPG) method was employed by analyzing the significance values of each independent variable. The decision criteria were as follows:

If the significance value > 0.05 , heteroscedasticity does not occur.

If the significance value < 0.05, heteroscedasticity occurs.

Table 5. Heteroscedasticity Test Results

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	.061	2.606	-	.024	.981
Civil Servant Training	-.184	.274	-.263	-	.507
Self-Efficacy	.239	.240	.389	.672	.328

a. Dependent Variable: Absolute_Residual

Based on the test results presented in Table 5, the significance value for the Civil Servant Training variable was 0.507, while the significance value for the Self-Efficacy variable was 0.328. Both significance values were greater than 0.05, indicating that the regression model did not experience heteroscedasticity problems. Therefore, the residual variance in this model can be considered constant (homoscedasticity), meaning that the regression model fulfilled the classical assumption requirements and was appropriate for further analysis. Overall, the results of the classical assumption tests demonstrated that the regression model in this study satisfied all required statistical assumptions. The residuals were normally distributed, no multicollinearity existed among the independent variables, and no heteroscedasticity problem was detected in the regression model. Since all assumptions were fulfilled, path analysis could be conducted to examine the direct and indirect relationships among Civil Servant Training, Self-Efficacy, and Service Performance at the Regional Secretariat of Tambrauw Regency.

Path Analysis

After all classical assumptions were fulfilled, the next step was conducting path analysis to examine the direct and indirect relationships among Civil Servant Training (X), Self-Efficacy (Y), and Service Performance (Z). The analysis was carried out through two structural equations: Structural Equation 1 (the effect of Civil Servant Training on Self-Efficacy) and Structural Equation 2 (the effect of Civil Servant Training and Self-Efficacy on Service Performance). In addition, the error coefficients (e_1 and e_2) and the total coefficient of determination (Total R^2) were calculated to evaluate the overall goodness of fit of the model.

Model Fit Test

**Table 6. Model Summary
Structural Equation 1**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.896a	.803	.797	1.232

a. Predictors: (Constant), Civil Servant Training

b. Dependent Variable: Self-Efficacy

Structural Equation 2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.873a	.762	.747	2.186

a. Predictors: (Constant), Self-Efficacy, Civil Servant Training

b. Dependent Variable: Service Performance

Based on the first Model Summary table, the R^2 value obtained for Structural Equation 1 was 0.803. This indicates that Civil Servant Training was able to explain 80.3% of the variance in Self-Efficacy, while the remaining 19.7% was influenced by other variables outside the model.

Calculation of Error Coefficient (e_1) in Structural Equation 1

The error coefficient in the first structural equation was calculated using the following formula:

$$e_1 = \sqrt{1 - 0.803} = 0.444$$

Thus, the error coefficient (e_1) in Structural Equation 1 was 0.444.

Based on the second Model Summary table, the R^2 value for Structural Equation 2 was 0.762. This means that Civil Servant Training and Self-Efficacy together explained 76.2% of the variance in Service Performance, while the remaining 23.8% was explained by other factors not included in the model.

1. Calculation of Error Coefficient (e₂) in Structural Equation 2

The error coefficient in the second structural equation was calculated as follows:

$$e_2 = \sqrt{1 - 0.762} = 0.488$$

Therefore, the error coefficient (e₂) in Structural Equation 2 was 0.488.

c. Calculation of Total Coefficient of Determination (Total R²)

The total coefficient of determination was calculated using the following formula:

$$Total R^2 = 1 - (0.444 \times 0.488) = 0.783$$

The calculation results indicate that the overall model was able to explain 78.3% of the variation in the relationships among the variables within the research model, while the remaining 21.7% was influenced by other factors not examined in this study. These findings demonstrate that the research model had a very strong level of goodness of fit, indicating that the path analysis model was appropriate and capable of explaining the relationships among Civil Servant Training, Self-Efficacy, and Service Performance at the Regional Secretariat of Tambrauw Regency.

First Path Analysis (Effect of X on Y)

The first path analysis was conducted to examine the effect of Civil Servant Training (X) on Self-Efficacy (Y). The results of the regression analysis are presented in Table 7 below.

Table 7. First Path Regression Analysis

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.	Tolerance	VIF
(Constant)	-.260	1.889	-	-.138	.891	-	-
Civil Servant Training	1.023	.088	.896	11.613	.000	1.000	1.000

a. Dependent Variable: Self-Efficacy

Based on the regression analysis results presented in Table 7, the standardized beta coefficient (β) for the effect of Civil Servant Training on Self-Efficacy was 0.896, with a t-value of 11.613 and a significance value of 0.000. Since the significance value was lower than 0.05 (0.000 < 0.05), the effect of Civil Servant Training on Self-Efficacy was considered statistically significant. The coefficient of determination (R²) obtained from the model was 0.803, indicating that 80.3% of the variance in Self-Efficacy could be explained by Civil Servant Training. This result demonstrates that the contribution of training to the improvement of employees' self-efficacy was statistically substantial.

The first structural equation can therefore be formulated as follows:

$$Y_1 = -0.260 + 0.896(X) + e_1$$

The results indicate that every one-unit increase in Civil Servant Training would increase Self-Efficacy by 0.896 units in standardized coefficient terms. Substantively, these findings suggest that the training programs provided to civil servants at the Regional Secretariat of Tambrauw Regency played a very strong role in strengthening employees' confidence in their ability to perform their work effectively.

Second Path Analysis (Effect of X and Y on Z)

The second path analysis was conducted to examine the effects of Civil Servant Training (X) and Self-Efficacy (Y) on Service Performance (Z). The results of the regression analysis are presented in Table 4.16 below.

Table 8. Second Path Regression Analysis

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.	Tolerance	VIF
(Constant)	1.707	3.353	-	.509	.614	-	-
Civil Servant Training	.830	.353	.458	2.353	.025	.197	5.087
Self-Efficacy	.697	.309	.439	2.255	.031	.197	5.087

a. Dependent Variable: Service Performance

The second path analysis examined the effects of Civil Servant Training and Self-Efficacy on Service Performance. Based on the regression results presented in Table 8, the effect of Civil Servant Training on Service Performance produced a standardized beta coefficient of 0.458, with a t-value of 2.353 and a significance value of 0.025. Since the significance value was lower than 0.05 ($0.025 < 0.05$), the effect of Civil Servant Training on Service Performance was considered statistically significant. Furthermore, the effect of Self-Efficacy on Service Performance yielded a standardized beta coefficient of 0.439, with a t-value of 2.255 and a significance value of 0.031. Because the significance value was also lower than 0.05 ($0.031 < 0.05$), Self-Efficacy was found to have a significant effect on Service Performance. The coefficient of determination (R^2) for this model was 0.762, indicating that 76.2% of the variation in Service Performance could be explained by the combined effects of Civil Servant Training and Self-Efficacy. This result demonstrates that both variables contributed substantially to improving service performance. The second structural equation can therefore be formulated as follows:

$$Z = 1.707 + 0.458(X) + 0.439(Y) + e_2$$

These findings indicate that every one-unit increase in Civil Servant Training (0.458) and Self-Efficacy (0.439) would improve Service Performance. The results suggest that Civil Servant Training not only had a direct effect on service performance, but that the relationship was also strengthened by the role of Self-Efficacy as a psychological factor supporting employee performance. Based on the direct path analysis results from both Structural Equation 1 and Structural Equation 2, the direct relationships among the variables can be illustrated in the following path analysis model.

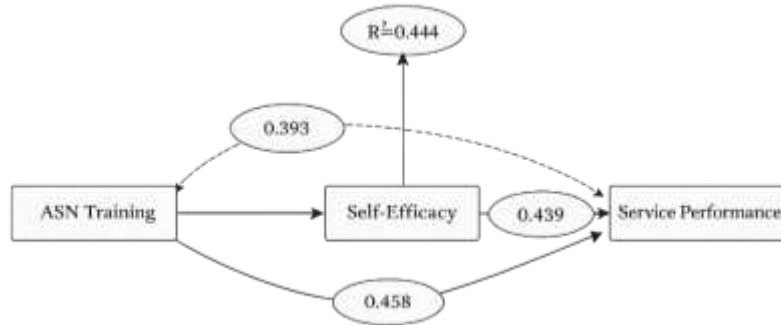


Figure 1. Direct Path Analysis Results

Indirect Path Analysis

In addition to examining the direct effects among variables, the path analysis in this study also aimed to determine whether there was an indirect effect of Civil Servant Training (X) on Service Performance (Z) through Self-Efficacy (Y) as a mediating variable. The indirect effect was calculated using the multiplication of direct path coefficients, namely the coefficient from X to Y multiplied by the coefficient from Y to Z. Furthermore, the significance level of the mediation effect was tested using the Sobel Test. Based on the previous analysis results, the following coefficients were obtained:

The coefficient of the effect of X on Y (β_1) = 0.896
 The coefficient of the effect of Y on Z (β_2) = 0.439

Therefore, the indirect effect was calculated as follows:

$$Indirect\ Effect = a \times b = 0.896 \times 0.439 = 0.393$$

The indirect effect value of 0.393 indicates that Civil Servant Training had an indirect effect on Service Performance through Self-Efficacy of 39.3% in standardized coefficient terms. When compared with the direct effect of Civil Servant Training on Service Performance ($\beta = 0.458$), the direct effect remained greater than the indirect effect. Nevertheless, the mediation effect still demonstrated a meaningful contribution

Input:		Test statistic:		Std. Error:		p-value:	
a	0.896	Sobel test:	1.40708022	0.27954625	0.1594036		
b	0.439	Aroian test:	1.40047032	0.28086565	0.16137253		
s _a	0.088	Goodman test:	1.41378461	0.2782206	0.15742515		
s _b	0.309	Reset all	Calculate				

within the model structure. To determine whether the indirect effect was statistically significant, a Sobel Test was conducted with the following results.

Figure 2. Sobel Test Results

Based on the Sobel Test results, the obtained p-value was 0.159, which was greater than the significance level of 0.05. Therefore, the indirect effect was statistically insignificant. These findings indicate that Self-Efficacy was not able to significantly mediate the relationship between Civil Servant Training and Service Performance at the Regional Secretariat of Tambrauw Regency. Although Civil Servant Training significantly influenced Self-Efficacy and Service Performance directly, the mediating role of Self-Efficacy in strengthening the relationship between training and service performance was not statistically supported in this study.

Hypothesis Testing

Based on the results of the path analysis conducted in the previous section, the hypothesis testing results in this study are summarized in the following table. The table presents the direct effects, indirect effects, total effects, and significance values of the relationships among the research variables.

Table 9. Hypothesis Testing Results

Hypothesis	Independent Variable	Mediating Variable	Dependent Variable	Direct Effect	Indirect Effect	Total Effect	P-Value	Hypothesis Result
H1	Civil Servant Training	-	Self-Efficacy	0.896	-	0.896	0.000	Accepted
H2	Civil Servant Training	-	Service Performance	0.458	-	0.458	0.025	Accepted
H3	Self-Efficacy	-	Service Performance	0.439	-	0.439	0.031	Accepted
H4	Civil Servant Training	Self-Efficacy	Service Performance	0.896	0.439	0.393	0.159	Rejected

The following interpretations were developed to clarify the acceptance or rejection status of each hypothesis proposed in this study.

1. Effect of Civil Servant Training on Self-Efficacy

The analysis results showed that the coefficient of the effect of Civil Servant Training on Self-Efficacy was 0.896 with a significance value of $p = 0.000$. Since the coefficient was positive and the significance value was smaller than 0.05 ($p < 0.05$), the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. These findings indicate that better training programs provided to civil servants were associated with higher levels of self-efficacy among employees at the Regional Secretariat of Tambrauw Regency. The coefficient value of 0.896 demonstrates a very strong statistical relationship. Therefore, the hypothesis stating that Civil Servant Training positively affects Self-Efficacy was accepted.

2. Effect of Civil Servant Training on Service Performance

Based on the regression results in the second structural model, the direct effect coefficient of Civil Servant Training on Service Performance was 0.458 with a significance value of $p = 0.025$. Since the p-value was lower than 0.05, the effect was statistically significant. The positive coefficient indicates that improvements in the quality of civil servant training were followed by improvements in service performance. Therefore, the hypothesis stating that Civil Servant Training positively affects Service Performance at the Regional Secretariat of Tambrauw Regency was accepted.

3. Effect of Self-Efficacy on Service Performance

Furthermore, the analysis of the effect of Self-Efficacy on Service Performance produced a coefficient value of 0.439 with a significance level of $p = 0.031$. Since the significance value was smaller than 0.05, the relationship was statistically significant. These findings indicate that employees with higher confidence in performing their duties tended to demonstrate better service performance. Therefore, the hypothesis stating that Self-Efficacy positively affects Service Performance was accepted.

4. Mediating Role of Self-Efficacy

The mediation hypothesis was tested by calculating the indirect effect, which produced a coefficient value of 0.393. However, based on the Sobel Test results, the obtained p-value was 0.159, which was

greater than 0.05. Since the significance value exceeded the established threshold ($p > 0.05$), the indirect effect was statistically insignificant. Thus, although mathematically there was a mediation effect of 0.393, the effect was not strong enough to statistically support the mediation hypothesis. Therefore, the hypothesis stating that Self-Efficacy mediates the effect of Civil Servant Training on Service Performance was rejected.

Overall, out of the four hypotheses proposed in this study, three hypotheses were accepted and one hypothesis was rejected. Civil Servant Training was proven to have a strong direct effect on both Self-Efficacy and Service Performance, while Self-Efficacy also significantly affected Service Performance. However, the mediating role of Self-Efficacy in the relationship between Civil Servant Training and Service Performance was not statistically supported. These findings suggest that improvements in service performance at the Regional Secretariat of Tambrauw Regency were more strongly influenced by the direct impact of training programs, although the psychological factor of self-efficacy still played an important role in enhancing employee performance.

Discussion

The Effect of Civil Servant Training on Employees' Self-Efficacy

The findings of this study demonstrate that Civil Servant Training has a very strong role in shaping and strengthening employees' self-efficacy at the Regional Secretariat of Tambrauw Regency. The relationship identified in this study was positive and consistent, indicating that the better the quality of training received by employees, the higher their confidence in their ability to complete service-related tasks. In other words, training is not merely an administrative activity, but rather a learning experience that substantially builds employees' confidence in carrying out their responsibilities. A deeper examination of the indicator descriptions reveals that training materials relevant to employees' work duties contributed significantly to the development of self-confidence. When employees perceived that the training content was aligned with their actual work conditions, a stronger sense of competence emerged. This relevance minimized the gap between theory and practice, allowing the training process to evolve from knowledge transfer into practical capability that employees believed they could apply effectively. Psychologically, this strengthened employees' perceptions of "being capable" in performing their duties as civil servants. In addition, instructor competence and training methods enriched the overall learning experience. Instructors who mastered the training material and delivered it communicatively created a learning environment that encouraged active participation. This process is closely related to the development of mastery experience, which is recognized as the primary source of self-efficacy. When employees successfully understood and practiced the training material, they gained initial success experiences that strengthened their confidence in handling similar tasks in the workplace.

Furthermore, employees' ability to overcome challenges, face work pressure, and adapt to changes in the work environment also showed a strong tendency to improve after participating in training programs. These findings indicate that training did not only affect technical competence, but also enhanced employees' mental readiness. Within the context of the Regional Secretariat of Tambrauw Regency as a developing autonomous region with continuously evolving bureaucratic dynamics, strengthening psychological aspects becomes highly important. Effective training programs appear to function as a medium for developing a more resilient and adaptive professional mindset among employees.

From the perspective of Albert Bandura's Social Cognitive Theory (Bandura, 1997) self-efficacy is formed through direct experience, social learning, and verbal reinforcement during interaction processes. Training simultaneously provides these three mechanisms, as employees gain practical experience, observe colleagues during the learning process, and receive feedback from instructors. A supportive training environment creates reciprocal interactions among personal factors, behavior, and environmental influences, which ultimately strengthen individuals' confidence in their capabilities. Therefore, the findings of this study reinforce the theoretical validity that structured learning interventions can significantly improve self-efficacy. Empirical support for these findings is also reflected in several previous studies. (Tandipayuk et al., 2024) found that education and training positively influenced employees' self-efficacy within government institutions while simultaneously encouraging performance improvement through strengthening work capabilities. Similarly, (Nurjanah et al., 2023) revealed that training significantly

increased participants' self-efficacy after the intervention because participants obtained direct experiences that enhanced self-confidence. Furthermore, (Gunarto & Wijaya, 2024) demonstrated that training affected work behavior through increased self-efficacy as a mediating variable, confirming that self-confidence serves as an important psychological mechanism in translating training outcomes into actual work behavior. Even more specifically, (Azzahro et al., 2026) emphasized that strengthening psychological aspects such as self-efficacy often becomes a more determining factor in performance improvement than formal training alone.

The results of this study are also consistent with broader behavioral and organizational perspectives presented by (Anwar et al., 2025) who explained that behavioral drivers and psychological dimensions significantly influence organizational performance outcomes. In addition, (Pahlevi et al., 2023) highlighted that behavioral factors and individual confidence play important roles in decision-making processes and performance development. Likewise, (Irwan et al., 2025) emphasized that non-financial motivational factors, including psychological encouragement and self-belief, substantially shape employee motivation in public administration environments. These perspectives support the argument that training programs aimed at strengthening employees' psychological readiness can contribute positively to organizational effectiveness and service quality.

Overall, the findings of this study indicate that Civil Servant Training at the Regional Secretariat of Tambrau Regency not only improves employees' technical competencies, but also strengthens their psychological foundation. In the context of a developing regional bureaucracy facing structural and social challenges, strengthening self-efficacy becomes an important asset for developing civil servants who are confident, adaptive, and prepared to provide more optimal public services.

The Effect of Civil Servant Training on Service Performance

The results of this study indicate that Civil Servant Training made a substantial contribution to improving service performance at the Regional Secretariat of Tambrau Regency. The relationship identified was positive, meaning that the better the quality of training received by employees, the more optimal the service performance demonstrated. These findings suggest that training is not merely a formal administrative activity, but rather a strategic instrument for strengthening the working capacity of government personnel. From a descriptive perspective, training programs considered relevant to employees' daily duties had a direct impact on both the quantity and quality of work performance. When training materials were aligned with job requirements, employees became more capable of completing tasks on time and according to established standards. The relevance of the training content helped reduce work errors and improve efficiency in service implementation. In the context of public service delivery, the technical competencies developed through training serve as an important foundation for ensuring that services are delivered quickly, accurately, and responsively to community needs.

Furthermore, instructor competence and the training methods applied also strengthened the impact of training on service performance. Competent instructors were able to transfer knowledge effectively, while interactive training methods encouraged active participant involvement. This process created a deeper understanding among employees, enabling them not only to understand service procedures but also to comprehend the meaning and professional standards that must be maintained. These conditions were reflected in the positive tendencies observed in indicators such as teamwork, work initiative, and employee commitment in carrying out service duties. In addition, employees' ability to implement training outcomes within the workplace became a determining factor in the success of training programs in improving service performance. Effective training is training that can be translated into actual work practices. In this study, employees not only acquired new knowledge but were also able to apply it in service processes. This implementation was reflected in improved service orientation, greater timeliness in completing work, and stronger collaborative work abilities. Thus, training functioned not only as a mechanism for capacity development but also as a driver of positive changes in work behavior.

From the perspective of the Human Capital Theory, these findings are highly consistent with the principle that investment in training leads to increased individual and organizational productivity. Training

can therefore be viewed as a form of local government investment in the human capital of civil servants. When governments provide structured and relevant training opportunities, employees' competency value increases and ultimately contributes to improved public service quality. In the framework of Social Cognitive Theory, training also strengthens the relationship between individuals' abilities and the actual actions they perform in the workplace, thereby encouraging more effective work behavior.

The findings of this study are supported by various empirical studies showing a consistent relationship between training and performance. (Nor, 2025) emphasized that training contributes significantly to improving organizational performance. (Annisa & Rani, 2025) found that job training had a positive and significant effect on employee performance and contributed substantially to explaining performance variation. Similarly, (Tandipayuk et al., 2024) demonstrated that education and training positively influenced employee performance in government institutions, both directly and indirectly through enhanced work capabilities. Furthermore, (Budiono et al., 2024) showed that training significantly improved employee performance, particularly when accompanied by the strengthening of psychological aspects such as self-efficacy. Research conducted by (Halim & Brahmasari, 2025) also confirmed that training positively affects public sector employee performance. Likewise, (Kiftiyah & Al Banin, 2023) found that job training positively influenced employee performance and could even be strengthened through intervening variables. Even within the logistics industry context, (Susanto et al., 2025) proved that training significantly affected employee performance both directly and indirectly through work engagement mechanisms.

The findings of this study reinforce the argument that Civil Servant Training at the Regional Secretariat of Tandrauw Regency is not merely an administrative capacity-building activity, but rather a substantive strategy for developing professional, adaptive, and community-oriented service performance. Training programs designed to be relevant, contextual, and sustainable become an essential foundation for creating a more effective and responsive regional bureaucracy.

The Effect of Self-Efficacy on Service Performance

The analysis results indicate that self-efficacy has a positive effect on service performance at the Regional Secretariat of Tandrauw Regency. This means that the higher employees' confidence in their ability to complete tasks, face challenges, and adapt to changes in the work environment, the better the quality of service performance they demonstrate. These findings suggest that internal psychological factors play an important role in shaping the work performance of government employees. Based on the descriptive overview of the variables presented in the previous section, employees' self-efficacy was categorized as high. Employees demonstrated strong confidence in completing their work, courage in facing work pressure, and initiative in carrying out their duties. Logically, this condition contributes to improved service quality because confident employees tend to make decisions without hesitation, respond more effectively to community needs, and maintain service standards more consistently.

On the other hand, service performance was also categorized as good across almost all indicators, particularly in the aspects of teamwork, work quantity, and timeliness in task completion. These findings indicate that employees' confidence did not remain merely an internal perception, but was successfully translated into productive work behavior. Employees with high self-efficacy are generally more persistent, less likely to give up when facing administrative or technical obstacles, and more constructive in their problem-solving orientation. Psychologically, individuals with high self-efficacy tend to establish higher work standards for themselves and demonstrate stronger commitment toward achieving organizational goals. They perceive challenges as opportunities for growth rather than threats. In the context of public service delivery within a developing region such as Tandrauw Regency, these characteristics become highly important because the complexity of tasks and limitations of resources require government personnel who are resilient and self-confident.

The findings of this study are consistent with Social Cognitive Theory proposed by (Bandura, 1997) which emphasizes that self-efficacy is a primary determinant of individual behavior and performance. According to Bandura, individuals with high self-efficacy exert greater effort, demonstrate stronger persistence, and possess greater endurance in dealing with work-related stress. Within public sector organizations, self-efficacy functions as a cognitive mechanism that bridges employees' competencies and

their actual performance in providing public services. Empirically, the results of this study are in line with the findings of (Mulyono et al., 2025) who reported that self-efficacy positively and significantly affected civil servant performance through the enhancement of innovative work behavior. Their study confirmed that employees with high self-efficacy tend to be more productive and adaptive to work demands. Similarly, (Ramadani et al., 2025) found that self-efficacy contributed positively to improving work performance within public sector organizations. In addition, (Hartono et al., 2025) in their study involving police personnel, demonstrated that self-efficacy played a role in encouraging performance improvement, although in certain contexts its direct influence could be affected by mediating variables such as job promotion opportunities. Collectively, these previous findings reinforce the results of this study that self-efficacy is a strategic psychological factor in improving government service performance.

The findings of this study also align with broader organizational and behavioral perspectives presented by (Anwar et al., 2025) who emphasized that behavioral and psychological drivers significantly influence organizational performance outcomes. Likewise, (Anwar et al., 2025) highlighted that non-financial motivational factors, including confidence and psychological empowerment, play an important role in shaping employee motivation and performance within public administration institutions. These perspectives support the argument that strengthening employees' self-efficacy can become an important organizational strategy for enhancing service quality and institutional effectiveness.

Therefore, it can be emphasized that improving employees' self-efficacy is not merely an individual issue, but also an organizational strategy that is highly relevant for encouraging better public service performance. In the context of the Regional Secretariat of Tandrauw Regency, strengthening employees' confidence through training programs, meaningful work experiences, and organizational support has the potential to become an important foundation for realizing professional, responsive, and community-oriented government services.

The Mediating Role of Self-Efficacy in the Relationship between Civil Servant Training and Service Performance

The analysis results indicate that although Civil Servant Training significantly affected Self-Efficacy and also significantly influenced Service Performance, the role of Self-Efficacy as a mediating variable in the relationship was not proven to be statistically significant. In other words, Self-Efficacy was unable to mediate the effect of Civil Servant Training on improving Service Performance at the Regional Secretariat of Tandrauw Regency. Structurally, Civil Servant Training was able to encourage employees' confidence in completing work tasks, facing challenges, and adapting to work pressure. This condition was reflected in the descriptive results showing that employees possessed high levels of confidence in carrying out their duties and managing work-related pressures. However, when this confidence was positioned as an intermediary mechanism toward improving service performance, the resulting indirect effect was not strong enough to be considered statistically significant.

Empirically, this phenomenon can be understood in relation to the characteristics of local government organizations, particularly in regions such as Tandrauw Regency. Self-Efficacy represents an internal psychological factor, whereas service performance in the public sector is strongly influenced by structural and systemic factors such as regulations, limitations of resources, infrastructure availability, and bureaucratic culture. In situations where administrative rules are rigid, work processes are highly standardized, and opportunities for innovation are relatively limited, individual self-confidence may not necessarily be transformed optimally into improved service outputs. In addition, within local government contexts that remain strongly influenced by social relationships and kinship considerations in task distribution and position allocation, employees' personal confidence does not always become the primary determinant of work outcomes. An employee may possess high self-efficacy, but if access to resources, decision-making authority, or structural support is limited, the psychological influence becomes less effective in producing performance improvement. Thus, self-efficacy remains individually relevant, yet insufficiently strong to function as an effective mediating mechanism within an organizational system that is heavily influenced by external factors.

From the perspective of Social Cognitive Theory proposed by Albert Bandura, individual behavior is the result of reciprocal interactions among personal factors, environmental conditions, and behavior itself. This concept, known as reciprocal determinism, explains that self-efficacy as a personal factor will only become effective when supported by the surrounding environment. When the work environment does not fully provide autonomy, opportunities for action, or adequate resource support, employees' confidence cannot automatically be translated into higher performance. Therefore, the findings of this study reinforce the theoretical assumption that organizational environmental factors play an important role in determining the effectiveness of self-efficacy in influencing performance. Empirically, the results of this study are consistent with the findings of (Menno et al., 2026) who found that self-efficacy did not significantly influence employee performance at PT Federal International Finance Kupang. Their findings indicate that although individuals may possess strong self-confidence, work environment factors are often more dominant in determining performance outcomes. Similarly, (Susanto et al., 2025) in the *Bulletin of Counseling and Psychotherapy*, found that self-efficacy did not directly and significantly affect employee performance. These empirical findings demonstrate that psychological variables such as self-efficacy do not always become effective mediators when organizational systems are more strongly influenced by structural or contextual variables. Furthermore, research conducted by (Tandipayuk et al., 2024) showed that self-efficacy influenced performance, but its mediating role became more effective when operating through work ability variables. This suggests that self-efficacy must first be translated into actual work capacity before it can significantly affect performance outcomes. In the context of this study, this conversion mechanism had not yet operated optimally within the Regional Secretariat of Tambrauw Regency. Consequently, although training succeeded in improving employees' self-efficacy, the improvement was not sufficiently strong to serve as a significant mediating pathway toward enhanced service performance.

Overall, the findings of this study confirm empirically that self-efficacy was not a significant mediator in the relationship between Civil Servant Training and Service Performance within the context of this research. Service performance was influenced more directly by Civil Servant Training itself rather than indirectly through employees' internal psychological mechanisms. These findings contribute to the enrichment of the literature by demonstrating that the effectiveness of self-efficacy mediation is highly dependent on organizational context and the surrounding work environment.

4. CONCLUSION

Based on the results of the path analysis and hypothesis testing conducted in this study, it can be concluded that Civil Servant Training plays an important role in improving both employees' self-efficacy and service performance at the Regional Secretariat of Tambrauw Regency. The findings demonstrate that training programs provided to civil servants significantly contributed to strengthening employees' confidence in their ability to complete work tasks, face challenges, and adapt to workplace demands. This indicates that training is not only beneficial for improving technical competencies, but also serves as an important mechanism for developing the psychological readiness of employees in carrying out public service responsibilities. Furthermore, the study confirms that Civil Servant Training has a positive and significant effect on Service Performance. Employees who participated in training programs tended to demonstrate improvements in work quantity and quality, timeliness in completing tasks, efficiency in task implementation, and collaborative abilities within the bureaucratic environment. These findings suggest that relevant and well-structured training programs are capable of strengthening employees' professional capacities and improving the quality of public services delivered to the community. The results also indicate that Self-Efficacy has a positive and significant influence on Service Performance. Employees with higher confidence in their abilities were more likely to demonstrate better work performance, greater persistence in facing work pressures, and stronger initiative in performing their duties. This finding highlights the importance of psychological factors, particularly self-confidence, in encouraging productive and effective work behavior among government employees. However, although Self-Efficacy significantly influenced Service Performance, it did not significantly mediate the relationship between Civil Servant Training and Service Performance. The findings reveal that the influence of training on service performance occurred more dominantly through direct mechanisms rather than through employees' internal psychological

pathways. This suggests that, within the context of the Regional Secretariat of Tambrauw Regency, structural and organizational factors may play a more dominant role in determining service performance outcomes compared to indirect psychological mechanisms. Overall, this study emphasizes that improving public service performance within regional government institutions requires not only technical capacity-building through training, but also organizational support that enables employees to optimally apply their competencies and psychological strengths in the workplace.

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