

ENHANCING ASN PROFESSIONALISM: THE ROLE OF EDUCATION, TRAINING, AND MOTIVATION IN THE REGIONAL SECRETARIAT OF MALANG REGENCY

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Abstract

This study aims to analyze the effect of education and training on the professionalism index of State Civil Apparatus (ASN), with motivation as a moderating variable in the Regional Secretariat of Malang Regency. The data analysis method used is Structural Equation Modeling - Partial Least Squares (SEM-PLS), with a total sampling technique involving all 36 Sub-Division Heads as respondents. The results of the study indicate that education has a positive and significant effect on the ASN professionalism index, which means that the higher the level of ASN education, the better their professionalism. Likewise, training has a positive and significant effect on the ASN professionalism index, indicating that effective training can improve ASN professionalism. However, motivation as a moderating variable does not have a significant effect. Motivation only slightly increases the relationship between education and ASN professionalism, but the effect is not large enough to be considered significant. Meanwhile, motivation does not play a role in moderating the relationship between training and ASN professionalism. These findings indicate that improving ASN professionalism is more effective through direct education and training, without relying on motivational factors. Therefore, the policy to improve the quality of ASN should focus more on increasing access to relevant education and training.

Keywords: *Education, Training, Motivation, ASN Professionalism, SEM-PLS*

Introduction

Professionalism is the key to the success of Civil Servants (State Civil Apparatus, ASN) in performing their roles as implementers of public policies, public service providers, as well as unifying and connecting the nation. To assess the level of professionalism among ASNs, a measurement is needed that produces a map or portrait of their professionalism using certain criteria as standards. The measurement of the ASN Professionalism Index will serve as a basis for evaluation and assessment in efforts to improve ASN professionalism and evaluate bureaucratic reform. According to the Regulation of the Minister for Administrative and Bureaucratic Reform (Regulation of the Minister for Administrative and Bureaucratic Reform) No. 38 of 2018 on ASN Professionalism Index, the ASN Professionalism Index is a statistical measure that describes the quality of ASNs based on the alignment of qualifications, competencies, performance, and discipline in carrying out their tasks. The purpose of the ASN Professionalism Index, as stated in the Regulation of the National Civil Service Agency (National Civil Service Agency) No. 8 of 2019, is to provide a standard for both Central and Regional Agencies in conducting systematic, measurable, and sustainable ASN Professionalism Index measurements. Given the importance of this measurement, it is crucial to disseminate this information widely, enabling both central and regional agencies to understand its significance and improve the ASN Professionalism Index.

The Law No. 5 of 2014 on State Civil Apparatus (State Civil Apparatus) stipulates that ASN management and policy implementation should be based on professionalism. Human resources (HR) within the bureaucracy must adapt to the competitive organizational developments in order to realize a professional state apparatus. ASN professionalism is the key to the success of ASNs in performing their duties as public policy implementers, public service providers, and as the glue and unifier of the nation. In measuring the ASN Professionalism Index, reliable

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and competent Human Resources (HR) are required. Human resources are a vital asset and play a critical role as the primary driver in executing organizational activities. Therefore, Human Resource Management is essential in managing this resource. According to Hasibuan (2019), Human Resource Management is the science and art of managing labor relations and roles effectively and efficiently, helping to achieve organizational, workforce, and societal goals. Human Resource Management is necessary to achieve the organization's predefined goal, which is to improve the ASN Professionalism Index. Achieving the ASN Professionalism Index requires other elements such as education level, training, and employee motivation to ensure optimal outcomes. Education, as described by Kurniawan (2017), is the process of transferring knowledge, values, experiences, and skills. To support the transformation of human resources in the apparatus, accelerating the capacity improvement of Civil Servants (ASN) based on competency is essential. This can be achieved through education in the form of providing learning tasks.

Increasing ASN competencies through education is crucial, as when ASNs gain expertise or competencies through education, it leads to an improvement in knowledge, skills, attitudes, and professional personality traits. This, in turn, helps to raise the ASN Professionalism Index. The ASN Professionalism Index Measurement on the Qualification Dimension (Education Level) is as follows:

Table 1 The ASN Professionalism Index Measurement on the Qualification Dimension (Education Level)

Dimension	Indicator	Weight of Dimension	Weight Per Indicator
Qualification	Last formal education level attained by ASN	25%	S-3: 25, S-2: 20, S-1 / D-IV: 15, D-III: 10, SMA/D-II/DI/Equivalent: 5, Below SMA: 1

Source: MENPAN Circular No. 28, 2021.

Besides the educational qualification, training is also necessary to increase the ASN Professionalism Index. According to Sutrisno (2019), training is a process of improving employee competencies. Hasibuan (2019) defines training as a short-term educational process with a systematic and organized procedure. According to the Indonesian National Institute of Public Administration (State Administration Institute, LAN) Regulation No. 10 of 2018 on Civil Servant Competency Development, competency development can be done through classical and non-classical training. Classical training focuses on face-to-face learning in classrooms, such as leadership, managerial, technical, functional training, and workshops. Non-classical training involves work-based learning, social learning, and flexible learning.

Table 2 – Forms of Non-Classical Training

Training Type	Activities	Unit	Training Hours Conversion
Flexible Learning	Distance Learning	JP	Based on the program's JP, plus 20%
E-Learning	Online Learning	JP	Max 1 day, 3 JP per day
Coaching	Coaching Activity	1 session	2 JP per session, max 2 per month
Mentoring	Mentoring Activity	1 session	2 JP per session, max 2 per month

Source: LAN Regulation No. 10 of 2018.

In addition to qualifications and training, motivation is essential in enhancing the ASN Professionalism Index. According to Afandi (2018), work motivation is the desire that arises within an individual to act with sincerity, enthusiasm, and determination to achieve quality results. Without motivation, the quality of work will decline. Therefore, motivation is an important element in improving the ASN Professionalism Index. There are several challenges in improving the ASN Professionalism Index in Malang Regency, such as budget constraints hindering optimal training and development, rapid regulatory changes complicating ASN adaptation to new demands, and a lack of motivation among some ASNs due to insufficient incentives or recognition. The relationship between education, training, and motivation is significant in shaping the ASN Professionalism Index in the Malang Regency Secretariat. Higher educational levels lead to greater knowledge and understanding, resulting in better task performance. Specific technical training can enhance operational competencies, and intrinsic motivation fosters proactive, responsible, and innovative behavior. Extrinsic motivation, such as rewards and promotions, also plays a role in improving professionalism.

This study explores the impact of education, training, and motivation on the ASN Professionalism Index within the Malang Regency Secretariat. By enhancing education, training, and motivation, it is hoped that the ASN

Professionalism Index will improve, leading to better public services for the community. The Secretariat of the Regional Government, led by the Regional Secretary, plays a crucial role in coordinating policies and administrative services. The Regional Secretary oversees three assistants, who support various tasks related to public welfare, economics, development, and administration. The assistants are supported by department heads and sub-department heads (Kasubag), who must have high qualifications, undergo training, and possess strong motivation to ensure professionalism in their roles. This research is novel because it focuses on the specific context of Malang Regency, a region facing particular challenges in ASN professionalism, such as budget constraints and rapidly changing regulations. The urgency of the study lies in the critical need to improve ASN professionalism, particularly in local government contexts where public services can significantly impact societal development. The results of this research will contribute to policy-making in ASN management, providing insights into the key factors that influence professionalism. The findings will help identify areas for improvement in education, training, and motivation, ultimately leading to better public services and enhanced bureaucratic reform. In conclusion, the challenges faced by the Head of Subdivision in the Malang District Secretariat, such as high workloads, rapid regulatory changes, limited resources, and the need for coordination across units, underscore the importance of this research. This study aims to explore how education and training impacts the ASN Professionalism Index, with motivation as a moderating factor.

Literature Review

1. ASN Professionalism Index (IP ASN)

The Professionalism Index (IP ASN) is a statistical measure that evaluates the quality of ASN based on four key indicators: qualifications, competencies, performance, and discipline (Regulation of the Ministry for Administrative and Bureaucratic Reform No. 38, 2018). The index aims to provide a structured, measurable, and sustainable approach to assessing ASN professionalism. The main indicators include:

- **Qualification:** This indicator evaluates the alignment between an ASN's formal education level and the requirements of their position. A higher education level is relevant to the position correlates with a higher value on this indicator.
- **Competency:** Competency includes technical, managerial, and socio-cultural skills necessary for effective job performance. It is often assessed through performance evaluations, assessments, or certifications (Regulation of the Head of the National Civil Service Agency No. 8, 2019).
- **Performance:** Performance measures the results and achievements of ASNs based on set targets and their contribution to organizational goals.
- **Discipline:** This indicator assesses ASN compliance with applicable laws, codes of ethics, and work regulations, including punctuality, attendance, and adherence to ethical standards (Circular Letter of the Head of BKN No. 10, 2020).

The implementation of the Professionalism Index is intended to support continuous improvement in ASN's competencies and to evaluate the effectiveness of bureaucratic reforms (BKN Regulation No. 8, 2019). This research investigates how education, training, and motivation contribute to improving the Professionalism Index and its impact on public sector performance.

2. Education and Its Role in ASN Professionalism

Education plays a central role in developing the competencies required for ASN professionalism. According to Sutrisno (2019), education encompasses a wide range of activities aimed at preparing individuals to solve current and future life challenges. Education is integral to maintaining and enhancing employee competence to achieve organizational effectiveness (Suwatno, 2013). In the context of ASN, formal education levels, as outlined in the National Education System Law (SISDIKNAS No. 20, 2003), range from primary education to higher education, which is critical in shaping ASN's qualifications.

Hasbullah (2012) argues that education is a guiding process involving various components such as educators, students, and goals. Additionally, factors such as ideology, socio-economic status, cultural influences, and technological advancements significantly impact the level of education an individual can achieve (Hasbullah, 2012). The higher the educational level of an ASN, the more likely they are to possess broader knowledge and understanding, which contributes to improved job performance and higher professionalism. The education level of an ASN is an essential qualification in measuring their Professionalism Index, with higher qualifications correlating with better professional performance.

Educational qualifications also enhance problem-solving capabilities, creativity, and adaptability within the dynamic demands of public service roles.

3. Training and Development

Training is a vital component in enhancing ASN competencies and improving the Professionalism Index. Sutrisno (2019) describes training as a process to improve employee competencies through systematic and organized educational methods. Mangkunegara (2017) further emphasizes that training is a short-term educational process aimed at equipping employees with specific knowledge and skills for a particular role. This is essential for fostering technical expertise and ensuring that employees perform their tasks effectively and efficiently. Training can be categorized into various types, including induction training, job-specific training, promotional training, and managerial development training (Kaswan, 2016). Each type of training is designed to address different aspects of professional development, from orientation to skill enhancement for career advancement. As noted by Mangkunegara (2017), training objectives include improving organizational productivity, enhancing employees' work ethics, and fostering a sense of responsibility. Furthermore, the importance of non-classical training methods such as e-learning, social learning, and experiential learning has gained attention due to their flexibility and ability to accommodate diverse learning preferences (LAN Regulation No. 10, 2018). These methods complement traditional classroom training and enable ASN to adapt to evolving public service needs.

4. Motivation and Its Impact on Professionalism

Motivation is a critical factor in enhancing ASN professionalism. Motivation drives individuals to exert effort, achieve goals, and maintain high performance. Hartatik (2018) explains that work motivation directs and sustains behavior aimed at achieving optimal results. According to Sumardjo & Priansa (2018), motivation can be influenced by both internal and external factors, such as intrinsic desires and external rewards. Herzberg's Two-Factor Theory (in Hasibuan, 2019) posits that certain factors, such as achievement, recognition, responsibility, and career advancement, act as motivators that significantly impact job satisfaction and performance. Employees who are recognized for their achievements and provided with opportunities for career growth are more likely to be motivated and perform at higher levels, thus contributing to a higher Professionalism Index.

Motivation can be divided into intrinsic and extrinsic types. Intrinsic motivation, such as a desire to learn and contribute, encourages proactive behavior and a commitment to personal and professional growth. Extrinsic motivation, on the other hand, includes factors like rewards, promotions, and recognition, which can enhance an employee's motivation to improve their performance (Afandi, 2018). Moreover, motivation is often influenced by environmental factors such as workplace conditions, rewards, and recognition (Afandi, 2018). A supportive work environment that values employees' contributions and provides adequate incentives can significantly enhance their motivation, thereby improving their work performance and, by extension, their Professionalism Index.

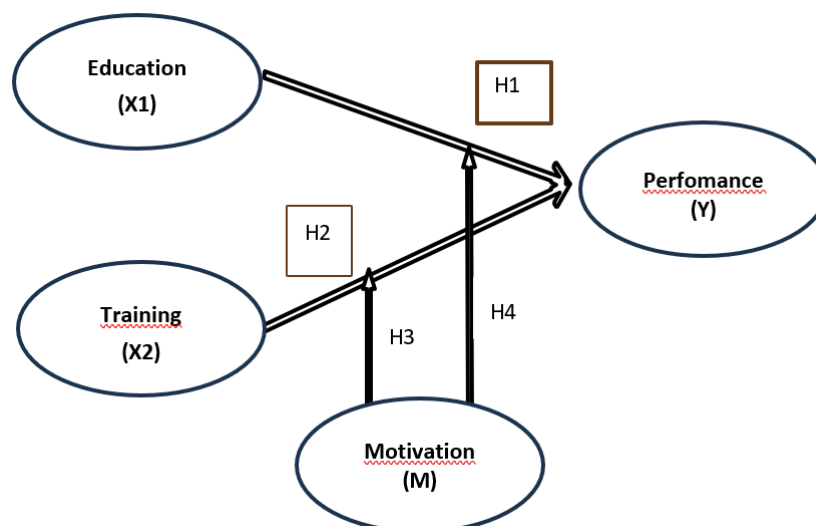


Fig 1 Hypothesis Testing

Education (X1): This refers to the formal educational qualifications and competencies attained by an individual. The level of education is crucial in determining the skillset and knowledge of employees, which directly impacts their job performance. Hypothesis 1 (H1): Higher levels of education (X1) positively affect the performance (Y) of employees. This hypothesis is grounded in the theory that education enhances knowledge and skills, enabling employees to perform better (Sutrisno, 2019). Training (X2): Training involves targeted learning activities aimed at enhancing specific skills or knowledge, which are required for effective job performance. Hypothesis 2 (H2): Training (X2) has a positive direct effect on employee performance (Y). This hypothesis aligns with the research that training improves job-related skills and boosts overall performance (Mangkunegara, 2017). Motivation (M): Motivation plays a crucial role in influencing the work behavior of employees. Motivation, both intrinsic and extrinsic, can drive an individual to perform better and achieve set goals. Hypothesis 3 (H3): Motivation (M) moderates the relationship between education (X1) and performance (Y). According to Herzberg's Motivation-Hygiene Theory (Herzberg, 1959), motivation can enhance the impact of education on performance by driving individuals to apply their skills effectively. Hypothesis 4 (H4): Motivation (M) moderates the relationship between training (X2) and performance (Y). Motivation enhances the effect of training by encouraging employees to fully engage with and apply what they have learned (Afandi, 2018).

Research Methods

1. Research Type

This study employs a descriptive analytical method with a quantitative approach. The goal of this approach is to objectively describe the phenomenon or events based on the data collected. In this research, data are gathered through measurable instruments, such as questionnaires or surveys, which are then analyzed statistically to identify patterns, trends, or relationships between variables. Statistical analysis techniques, such as percentages, averages, and regression, are used to explain the observed phenomenon. This approach allows the researcher to obtain an accurate and measurable overview of the phenomenon and draw conclusions that can be generalized to a broader population. According to Sugiyono (2019), quantitative research methods are based on the philosophy of positivism and are typically used to study a particular population or sample. In this research, random sampling techniques were employed, and data collection was carried out using research instruments. The analysis of the data is quantitative/statistical, with the primary goal of testing the predefined hypothesis.

3.2 Population and Sample

Sugiyono (2019) defines population as the generalization area consisting of objects or subjects that possess specific quantities and characteristics set by the researcher for study, which are then used to draw conclusions. In this study, the population consists of all Subdivision Heads (Kasubag) in the Malang Regional Secretariat, which totals 36 individuals. Sugiyono (2019) explains that a sample is a part of the population that is selected for study. In this research, the sampling technique used is total sampling, which is a method where the sample size is equal to the total population. This approach was chosen because the population is relatively small, and the researcher aims to obtain more accurate and comprehensive data. Therefore, all 36 Subdivision Heads in the Malang Regional Secretariat were included in the sample for this study.

3.3 Research Variables and Operational Definitions

In this study, there are three key variables:

1. Independent Variables: These variables influence or cause changes in the dependent variable. The independent variables in this study are Education (X1) and Training (X2).
2. Dependent Variable: This is the variable that is affected or influenced by the independent variables. In this study, the dependent variable is the ASN Professionalism Index (Y).
3. Moderating Variable: A moderating variable affects the strength or direction of the relationship between the independent and dependent variables. In this study, Motivation (M) serves as the moderating variable.

The operational definitions of the variables are as follows:

- Education (X1): Education is the process of learning that involves interaction between educators and learners to develop the individual's potential intellectually, morally, socially, and emotionally (Sutrisno, 2019). The indicators for this variable include individual potential development, character and moral formation, life skills, and knowledge mastery.
- Training (X2): Training is a short-term educational process that uses systematic and organized procedures to teach non-managerial employees specific technical skills (Mangkunegara, 2017). The indicators for this variable include the achievement of training goals, changes in participant performance, participant satisfaction, and the application of training results.
- Motivation (M): Motivation is the internal drive that encourages an individual to perform actions or achieve specific goals (Afandi, 2018). The indicators for this variable include rewards, working conditions, work facilities, and work achievements.
- ASN Professionalism Index (Y): The ASN Professionalism Index is a statistical measure that represents the quality of ASN based on their qualifications, competencies, performance, and discipline in carrying out their duties (Regulation of the Ministry for Administrative and Bureaucratic Reform No. 38, 2018). The indicators for this variable include educational qualifications, competencies, performance, and discipline.

3.4 Data Collection Techniques

This research uses quantitative data, which are obtained from both primary and secondary sources:

1. Primary Data: Primary data are collected directly by the researcher through the distribution of questionnaires or surveys to respondents.
2. Secondary Data: Secondary data are obtained from various sources such as research journals, books, e-books, and other relevant academic works. This data provides a general overview of the research variables and supports the research theme.

The data in this study were collected using a questionnaire. The questionnaire was distributed to the respondents, who are the Subdivision Heads (Kasubag) of the Malang Regional Secretariat. After receiving the questionnaire, the respondents were asked to fill it out truthfully, providing accurate responses based on their experiences and observations.

3.5 Data Analysis Methods

Data analysis in this study involves processing the collected data using statistical techniques to draw conclusions. The data analysis methods used in this study include: Descriptive statistics are used to analyze data by describing or illustrating the collected data without aiming to generalize or making broader conclusions (Sugiyono, 2019). This method provides a comprehensive overview of the data, presenting it in a way that is clear and objective. For the parametric analysis, this study uses Partial Least Squares (PLS) with Smart PLS software. According to Ghozali (2006), PLS is an alternative approach that shifts from covariance-based SEM to variance-based methods. Unlike traditional SEM, which focuses on causal relationships, PLS is more predictive in nature.

Results

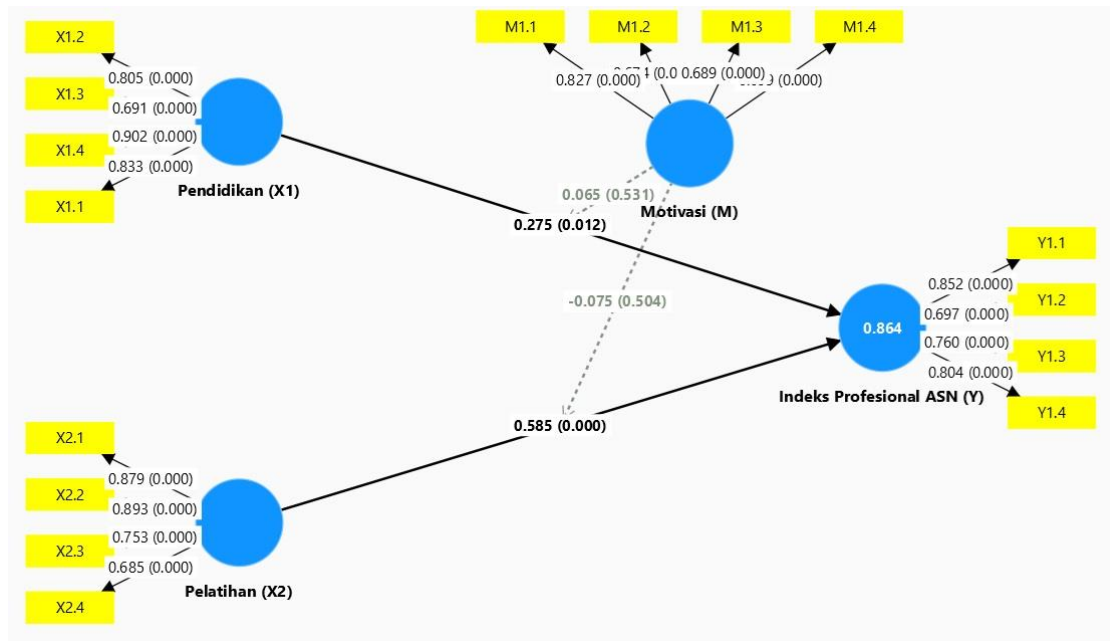


Fig 2
Covergent Validity

4.1 Measurement Model Testing (Outer Model)

The outer model specifies the relationship between latent variables and their indicators. It defines how each indicator is related to its respective latent variable (Ghozali, 2006). The following section presents the output of the Outer Loading values derived from data processing with PLS.

4.2 Convergent Validity

Convergent validity is the test for the ability of indicators within a latent variable to be understood by respondents. The goal is to ensure that respondents do not misunderstand the indicators used in the research. The output presented in Figure 2 and Table 3 shows the Outer Loadings for all variables. These values are all greater than 0.6, indicating that the indicators can be used for further model testing since they meet the criteria for convergent validity.

Table 3: Measurement Model (Outer Model)

Indicator	Motivation	Training	Education	Performance
Y1.1				0.852
Y1.2				0.697
Y1.3				0.760
Y1.4				0.804
X1.1			0.833	
X1.2			0.805	
X1.3			0.691	
X1.4			0.902	
X2.1		0.879		
X2.2		0.893		
X2.3		0.753		
X2.4		0.685		
M1.1	0.928			
M1.2	0.941			

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Indicator Motivation Training Education Performance	
M1.3	0.972
M1.4	0.948

The outer loadings for all indicators are above 0.6, which means that these indicators are valid for further analysis as they meet the criteria for convergent validity. Another method to assess discriminant validity is by evaluating the Average Variance Extracted (AVE). A model is considered good if the AVE values for each construct are greater than 0.5.

Table 4. Average Variance Extracted (AVE)

Construction	AVE
Motivation	0.526
Training	0.652
Education	0.658
ASN Professional Index	0.609

The results show that all constructs have AVE values greater than 0.5, which means the model meets the criteria for discriminant validity.

4.3 Hypothesis Testing

Table 4.5: Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Training -> ASN Professional Index	0.585	0.579	0.111	5.294	0.000
Education -> ASN Professional Index	0.275	0.279	0.109	2,529	0.012
Motivation -> Education -> ASN Professional Index	0.065	0.042	0.103	0.627	0.531
Motivation -> training -> ASN Professional Index	-0.075	-0.056	0.112	0.668	0.504

a. Effect of Education on ASN Professionalism Index

The estimation of the inner model shows that the path coefficient for the direct effect of Education on the ASN Professionalism Index is 0.585 with a P-value of 0.000, which is less than $\alpha=5\%$. This indicates that the effect of Education on the ASN Professionalism Index is positive and significant. The hypothesis is accepted, meaning that improved education leads to a higher ASN Professionalism Index.

b. Effect of Training on ASN Professionalism Index

The estimation of the inner model shows that the path coefficient for the direct effect of Training on the ASN Professionalism Index is 0.275 with a P-value of 0.012, which is less than $\alpha=5\%$. This indicates that Training positively and significantly influences the ASN Professionalism Index. Therefore, the hypothesis is accepted, suggesting that training improves the ASN Professionalism Index.

c. Effect of Education through Motivation on ASN Professionalism Index

The estimation of the inner model shows that the path coefficient for the effect of Education through the role of Motivation on the ASN Professionalism Index is 0.065 with a P-value of 0.531, which is greater than $\alpha=5\%$. This indicates that while Education influences the ASN Professionalism Index through Motivation, the effect is not significant.

d. Effect of Training through Motivation on ASN Professionalism Index

The estimation of the inner model shows that the path coefficient for the effect of Training through the role of Motivation on the ASN Professionalism Index is -0.075 with a P-value of 0.504, which is greater than $\alpha=5\%$. This suggests that Training does not significantly influence the ASN Professionalism Index through Motivation.

Discussion

a. The influence of education on the ASN professional index

The results of the inner model estimation in this study are in accordance with the findings of Fitriyani's (2021) research with the results of education having a positive and significant effect on employee performance. Also directly proportional to research from Mirhamida (2022) with education having a positive and significant effect on employee performance.

In line with research from Made (2021) and Nove (2024) with the findings that education has a positive and significant effect on employee performance. From several studies above that show a positive effect between education and performance, this study is also in line with several previous studies.

b. The effect of training on the ASN professional index

The results of the inner model estimation in this study are in accordance with the findings of Fitriyani's (2021) research with the results of training having a positive and significant effect on employee performance. Also directly proportional to research from Mirhamida (2022) with training having a positive and significant effect on employee performance.

In line with research from Made (2021) and Nove (2024) with the findings that training has a positive and significant effect on employee performance. From several studies above that show a positive influence between training on performance, this study is also in line with several previous studies.

c. The influence of education through the role of motivation moderation on the ASN professional index

The results of the inner model estimation in this study are in accordance with the findings of the research of Made (2021) and Nove (2024) with the findings that education has a positive effect on employee performance through motivation as a moderation, however in this study there is an insignificant effect that is different from the results of Made (2021) and Nove (2024) which have a significant effect.

The results that are directly proportional, namely the presence of a positive effect and the results that are inversely proportional to insignificance, make the research more diverse and interesting to study with different objects.

d. The influence of training through the role of motivation moderation on the ASN professional index

In the results of the inner model estimation in this study, there are differences or inversely proportional to the research of Made (2021) and New (2024) which states that there is a positive and significant effect of training on performance with motivation as a moderation. In this study, training had no effect and was not significant on the ASN professional index.

5.1 Conclusion

Based on the results of the inner model estimation and the discussion, the following conclusions can be drawn:

1. There is a positive and significant effect of education on the ASN Professionalism Index. This indicates that the higher the level of education, the better the resulting professionalism index.
2. Training has a positive and significant effect on the ASN Professionalism Index. This means that the training provided and participated in can significantly improve the ASN professionalism index.
3. The role of motivation as a moderating factor between education and the ASN Professionalism Index has a positive, but not significant, effect. Although motivation slightly contributes to enhancing ASN professionalism, its effect is not strong enough to make a significant difference in this study.
4. The role of motivation as a moderating factor between training and the ASN Professionalism Index has no significant effect. In other words, despite the training, the level of motivation does not strengthen or weaken the relationship. Motivation does not play an important role as an additional factor in enhancing the impact of training on ASN professionalism, and its effect is not large enough to be considered meaningful.

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Recommendations

Based on the research results and conclusions above, the following recommendations are proposed for the Malang Regional Secretariat:

- a. **Enhance Access to and Quality of Education for ASN**
Since education has a positive and significant impact on the ASN Professionalism Index, it is important for government institutions to support the development of ASN education through scholarship programs, advanced education opportunities, or collaborations with relevant educational institutions. Encouraging ASN to pursue higher education or specialized training will contribute to a higher level of professionalism.
- b. **Improve the Effectiveness of Training Programs**
Training has been shown to have a positive and significant impact on the ASN Professionalism Index. Therefore, it is essential to evaluate and refine training programs to make them more relevant to the work needs of ASN. Practical, competency-based, and results-oriented training will be more effective in enhancing professionalism. Training programs should be regularly updated to reflect the evolving demands of the public sector and should focus on developing specific skills that contribute to better performance.
- c. **Develop More Effective Motivation Strategies**
While motivation plays a role in the relationship between education and professionalism, its impact was found to be insignificant. Therefore, it is necessary to develop strategies to increase ASN motivation, such as providing incentives, recognizing work achievements, or creating a work environment that fosters personal growth. Motivation can also be enhanced by creating a supportive environment where ASN feel valued and encouraged to contribute to the success of the organization.
- d. **Integrate Motivation into Training**
Since motivation does not significantly moderate the relationship between training and professionalism, further research is needed to understand the factors of motivation that are relevant to ASN. Additionally, training programs could be designed to incorporate elements that enhance motivation, such as interactive approaches, recognition for training success, or the inclusion of material that aligns with the aspirations and needs of individual ASNs. This can help improve engagement and overall outcomes from training sessions.

These recommendations aim to help improve the professional development of ASN, enhancing the effectiveness of education and training while fostering a motivated workforce. By implementing these strategies, the Malang Regional Secretariat can further strengthen the professionalism of its employees, leading to improved public service delivery.

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