



Investigation of job satisfaction with training effectiveness through workload adjustment and work motivation

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ABSTRACT

This study aims to analyze the effect of training on employee job satisfaction, focusing on workload and motivation. This research proposes that practical training can reduce workload, increase motivation, and ultimately increase employee job satisfaction. The research method used was quantitative, with an association approach, identifying the relationship between the variables. The research population consisted of 199 employees of the Cilegon City Public Works and Spatial Planning Office, with a total sampling technique. Data collection was conducted using a Likert-scale questionnaire. For data analysis, Structural Equation Modeling (SEM) was used with SmartPLS 4.0. The results of the study show that training has no direct effect on job satisfaction; however, it does have a significant effect on work motivation and workload, which, in turn, affect job satisfaction. Training that is relevant and tailored to employees' needs has been proven to reduce perceived workload, increase motivation, and boost job satisfaction. These findings make an important contribution to the development of human resource management strategies to improve employee performance and satisfaction in the public sector. It is hoped that this research can make a theoretical contribution to the literature in this context, of course, in the context of human resource management.

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1. INTRODUCTION

Human Resources (HR) in the public sector plays a crucial role in ensuring organizational effectiveness and delivering public value (Darmawan et al., 2025). Public sector organizations face unique challenges, including bureaucratic constraints and the need to serve diverse stakeholders, so strategic human resource management (SHRM) is essential to align HR practices with public sector objectives (Al Amin et al., 2023). The need for an adaptive HR strategy, which drives significant changes in remote work policies and employee engagement practices (Gunawan et al., 2022). Human Resource Value Creation and Operational Performance Practices in the Public Sector. Adequate human resources drive employee motivation and satisfaction, which is critical to increasing productivity and achieving organizational goals (Hidayat et al., 2024). Public sector organizations need HR practices tailored to their operational environments, emphasizing public

service motivation alongside performance evaluation (Setiadi et al., 2023). The integration of technology in human resources functions has also been proven to increase efficiency and responsiveness, thereby improving service delivery in public institutions (Setyowati et al., 2023). A strong HR framework is critical to the success and resilience of public sector organisations, which ultimately affects the delivery of their services and the trust the public places in them (Salahudin et al., 2023). Human Resources (HR) in the public sector plays a crucial role in ensuring organizational effectiveness and delivering public value. Public sector organizations face unique challenges, including bureaucratic constraints and the need to serve diverse stakeholders, so strategic human resource management (SHRM) is essential to align HR practices with public sector objectives. The need for an adaptive HR strategy, which drives significant changes in remote work policies and employee engagement practices (Amalina et al., 2024). Human Resource Value Creation and Operational Performance Practices in the Public Sector. Adequate human resources drive employee motivation and satisfaction, which is critical to increasing productivity and achieving organizational goals (Hidayat et al., 2024). Public sector organizations need HR practices tailored to their operational environments, emphasizing public service motivation alongside performance evaluation. The integration of technology in human resources functions has also been proven to increase efficiency and responsiveness, thereby improving service delivery in public institutions (Setyowati et al., 2023). A strong HR framework is critical to the success and resilience of public sector organisations, which ultimately affects the delivery of their services and the trust the public places in them (Munir et al., 2024).

Training plays a crucial role in optimizing job satisfaction, which, in turn, significantly impacts employee performance and retention. Evidence suggests that effective training programs directly increase job satisfaction. The finding reinforces the view that job satisfaction mediates the effects of training and compensation on performance (Alfarizi et al., 2022). In particular, when employees feel their training is relevant and tailored to their needs, it not only increases their satisfaction but also reduces their intention to quit (Fitriyani et al., 2024). In addition, the literature indicates that a positive work environment, supported by training initiatives, fosters greater job satisfaction among employees (Asten et al., 2025). Implementing a comprehensive training strategy, along with fair compensation practices, significantly improves employees' perception of their roles, leading to increased job satisfaction and improved overall performance (Hasan et al., 2023). Therefore, organizations should prioritize training as a fundamental investment to grow a more satisfied and productive workforce. The performance of the Cilegon City Public Works and Spatial Planning Office in 2024 is still categorized as low or very low. The suitability for space use was 25.29%, the vacant land investment was 25.67%, and the risk of compliance with building permits was 34.70%. This shows that the achievement or realization of performance has not met or is still below the minimum requirements for expected performance. The Cilegon City Public Works and Spatial Planning Office still has a shortage of 90 ASN, based on human resource planning for 2021-2025, out of a total of 77 ASN. Several factors, including employee retirements, the limited CPNS selection system, and the presence of deceased employees, cause the shortage of ASN. This condition triggers problems related to increased workload and job descriptions that do not align with their duties and responsibilities. When the workload increases and the job description is not appropriate, it can affect ASN job satisfaction at the Cilegon City Public Works and Spatial Planning Office.

In the context of the influence of training on job satisfaction, selecting workload and work motivation as intermediary variables is a step based on strong theory and empirical evidence. Herzberg's Two-Factor Theory explains that training can function as a motivating factor, increasing employees' self-confidence and skills, which in turn increases their motivation. When motivation increases, employees tend to feel more satisfied with their jobs. Furthermore, excessive workload can cause stress and decrease job satisfaction. Effective training helps employees better manage their workload, thereby reducing stress and increasing satisfaction. Numerous studies have shown that work motivation is a significant mediator in the relationship between training and job satisfaction, underscoring the importance of understanding these dynamics to formulate more effective training strategies.

The researchers highlighted the findings of Haryadi et al. (2021). Their findings suggest that training has a significant impact on job satisfaction. Practical training provides employee satisfaction, which can create a person's work morale. This differs from the findings of Rumeen et al. (2023), who reported that training does not have a significant impact on job satisfaction. From the existence of this gap, the researcher proposes intervening variables, namely Work Motivation and Workload, in order to accelerate the increase of employee job satisfaction. This study aims to formulate a Strategy for Increasing Job Satisfaction through Training: Developing strategies that can be applied in the Agency to increase employee job satisfaction by utilizing practical training and workload adjustments, in addition to providing recommendations for improving training programs and adjusting workloads to be more effective in increasing job satisfaction and providing novelty literature contributing to management science, especially in Human Resource Management. The following researchers formulated a research model framework, namely training effectiveness as an independent variable, workload and work motivation as intervening variables and job satisfaction as a dependent variable.

The conceptual novelty of this study's contribution to the development of public sector human resource management literature, particularly in work-based training design, lies in its understanding of the relationship between training, workload, and motivation. This study emphasizes the importance of incorporating psychological aspects into training design, demonstrating that training should not only focus on improving technical skills but also consider employee motivation as a key factor influencing job satisfaction. Furthermore, the concept of workload as an element within a training framework offers new insights into how to design programs that are more responsive to individual needs. By understanding how training can help employees manage their job demands, this study enriches the literature with a more holistic approach, encouraging research into more effective and adaptive human resource development strategies in the public sector.

2. RESEARCH METHOD

This research was conducted at the Cilegon City Public Works and Spatial Planning Office. This government institution plays an important role in the management of urban infrastructure and spatial planning. The research method used in this study is quantitative associative research, which aims to identify relationships between two or more variables. This study relies on numerical data to analyze patterns and relationships among existing variables. In quantitative associative research, researchers test hypotheses that describe cause-and-effect relationships or correlations between variables.

From the total population in the table, it can be concluded that the research population at the Cilegon City Public Works and Spatial Planning Office consists of 199 people, with details of 144 men (72.36% of the total population) and 55 women (27.64% of the total population). This shows that the majority of employees at the Cilegon City Public Works and Spatial Planning Office are men. Based on employment status, the Freelance Daily Workers category has the most significant number, namely 99 people, followed by Civil Servants with 77 people. Meanwhile, Contract Labor and Voluntary Labor each have a smaller number: 18 and 5, respectively. With a fairly diverse population, this study can provide a representative picture of personnel conditions in the Agency and the relationships among the variables studied. In the sample draw, the researcher selected all existing populations as the research sample using the Total Sampling Technique/Saturated Sampling. In this study, the researcher used a Likert scale with 5 (strongly agree), 4 (agree), 3 (neutral), 2 (disagree), and 1 (strongly disagree) on Google Forms. A total of 199 questionnaires have been filled out. To analyze the data, this study uses Structural Equation Modeling (SEM) with SmartPLS software. SEM PLS allows researchers to test more complex models by linking variables involved in causal or influence relationships. This analysis tool is very effective at handling data with many variables and their relationships, as well as providing a deeper understanding of the structure of existing relationships. By using SEM-PLS, this study aims to provide a clearer picture of the dynamics among the variables studied. We formulate hypotheses, among others, as follows: H1: Training affects job satisfaction, H2: Training affects workload, H3: Training affects work motivation, H4: Workload affects job satisfaction, H5: Work motivation affects

job satisfaction, H6: Workload mediates the effect of training on job satisfaction, H7: Work motivation mediates the effect of training on job satisfaction.

3. RESULTS AND DISCUSSIONS

Before conducting the assumption test, validity testing must be conducted to demonstrate how well the instrument or measurement method is designed. The effectiveness of training is measured using five indicators; workload is measured using five indicators; work motivation is measured using five indicators; and job satisfaction is measured using five indicators. Convergent and discriminant validity figures are used to assess the study's validity. The results of the validity test are also shown in the following sketch.

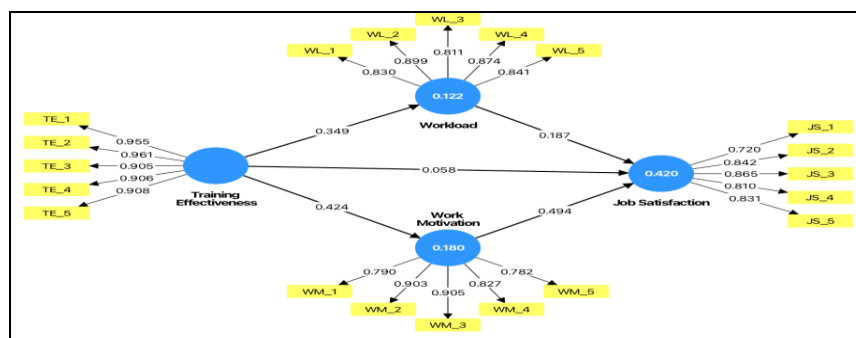


Figure 2. Research model

The indicator's elasticity is greater than 0.70, as shown in Figure 1. This value automatically meets the data validity standard. Viewpoint (Hair et al., 2021). If each indicator has an external load number greater than 0.70, it is considered confirmed. The convergent validity can be seen from the extreme loading (AVE) number, which must be greater than 0.50 (Sarstedt et al., 2021). The following figure shows that the average variance for each variable in this form is above 0.50.

Table 1. Fornell-larcker criterion

Variable/Indicator	Cross Loadings				Cronbach Alpha	Composite Reliability	AVE	R-square
	JS	TE	WM	WL				
Job Satisfaction					0.873	0.908	0.664	0.420
JS_1	0.720	0.198	0.453	0.260				
JS_2	0.842	0.288	0.538	0.441				
JS_3	0.865	0.251	0.584	0.459				
JS_4	0.810	0.291	0.450	0.396				
JS_5	0.831	0.323	0.510	0.414				
Training Effectiveness					0.959	0.969	0.860	
TE_1	0.352	0.955	0.425	0.312				
TE_2	0.332	0.961	0.412	0.295				
TE_3	0.279	0.905	0.343	0.365				
TE_4	0.328	0.906	0.353	0.295				
TE_5	0.248	0.908	0.426	0.352				
Workload					0.905	0.930	0.726	0.122
WL_1	0.374	0.297	0.485	0.830				
WL_2	0.465	0.267	0.457	0.899				
WL_3	0.346	0.313	0.453	0.811				
WL_4	0.435	0.324	0.528	0.874				
WL_5	0.454	0.288	0.509	0.841				
Work Motivation					0.897	0.924	0.711	0.180
WM_1	0.534	0.340	0.790	0.560				
WM_2	0.487	0.317	0.903	0.429				
WM_3	0.518	0.326	0.905	0.456				
WM_4	0.546	0.420	0.827	0.441				
WM_5	0.535	0.366	0.782	0.511				

Table 1 shows the reliability test values for each variable, indicating that each variable meets the Alpha Cronbach composite reliability criterion; values above 0.70 indicate that all variables are valid. Thus, the validity and reliability of the construct are met if the Average Variance Extracted (AVE) value is greater than 0.50. Table 2 shows the hypothesis testing.

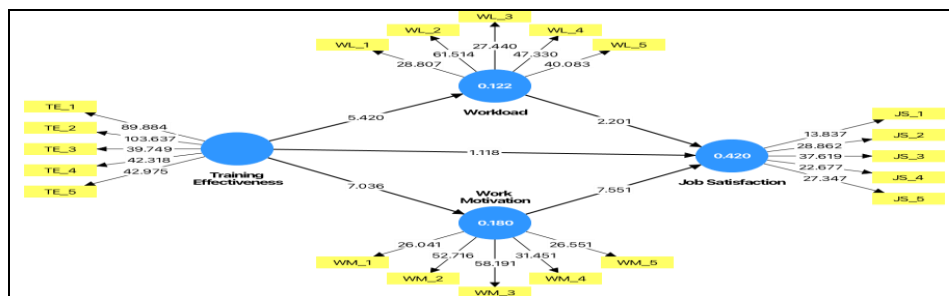


Figure 3. Research model

Figure 3 presents the research model used in this study and explains the relationships among the variables studied. Table 2 presents the study's results, showing the correlations and influences of each relationship, both directly and through a mediating factor.

Table 2. Bootstrapping hypothesis

Variable	Original sample (O)	T statistics (O/STDEV)	P values
Training _Effectiveness -> Job Satisfaction	0.058	1.118	0.264
Training _Effectiveness -> Work _Motivation	0.424	7.036	0.000
Training _Effectiveness -> Workload	0.349	5.420	0.000
Work _Motivation -> Job Satisfaction	0.494	7.551	0.000
Workload -> Job Satisfaction	0.187	2.201	0.028
Training _Effectiveness -> Workload -> Job Satisfaction	0.065	2.063	0.039
Training _Effectiveness -> Work _Motivation -> Job Satisfaction	0.209	5.283	0.000

The results of the Bootstrapping test with SmartPLS 4.0 are shown in Table 2 and are discussed. The first hypothesis shows that the effectiveness of training does not affect employee job satisfaction. In an organization, training is often seen as a way to improve employee performance and increase their satisfaction with their work. However, studies showing that training does not affect employee job satisfaction can raise several questions. Why is training, which is supposed to improve employees' skills and knowledge, not have a significant impact on their job satisfaction? One of the main reasons why training does not affect employee job satisfaction is that the training provided may not be relevant to the employee's needs (Fitriyani et al., 2024). If the training materials delivered are not appropriate for the work they do or do not support their career development, employees may feel that the time and energy they spend on the training is not worth the benefits (Ningsih et al., 2024). In situations like this, training will be seen as a mere obligation rather than an opportunity to develop skills valuable in their work. In addition, the training method used can also be a determining factor (Sari et al., 2024).

The second hypothesis of this study states that training affects workload. Training interventions have been shown to significantly reduce workloads in a variety of areas, including sports, medical education, and professional work environments. For example, an effective training program using wearable technology enables athletes to monitor and adjust their workload, thereby minimizing the risk of injury (Kramberger et al., 2022). Similarly, structured training in a stressful environment, such as medical training, leads to improved performance and a perceived reduction in workload (Gazetta et al., 2023). Additionally, complementing traditional training methods with technologies such as augmented reality can make tasks more straightforward to understand, thereby reducing cognitive load and improving performance (Jeffri & Rambli, 2021). This is especially beneficial in complex fields such as nursing, where adequate supervision can help

manage workloads and high stress levels, ultimately improving job satisfaction and quality of service (Bulu & Vidya Trias Novita, 2024). Furthermore, integrating AI tools for work scheduling has been shown to distribute workloads more evenly and reduce unnecessary task demands, thereby further supporting employee well-being (Dusadeerungsikul & Nof, 2024). Therefore, training not only improves skill levels but also plays an important role in managing and reducing workloads across various professions.

The three hypotheses derived from this study show that training affects work motivation. Training programs play an important role in increasing employee motivation. The relationship between practical training, leadership, and job satisfaction suggests that these factors have a synergistic effect on employee motivation rather than working separately (Raharjo, 2023). Intrinsic motivation can be enhanced through targeted training, which is critical for employee engagement and encourages sustained behavior change in a professional context. Engagement in professional development through training empowers employees, leading to a greater sense of control and initiative in the workplace, which is positively correlated with increased motivation (Leithe-Lajord & Grønning, 2025). Adequate allocation of training resources helps to cope with job demands, which can positively impact engagement and motivation during training transfer. In addition, a well-structured motivation program has been shown to improve employee morale and job performance significantly (Leithe-Lajord & Grønning, 2025). In short, targeted training initiatives facilitate upskilling and are an integral part of fostering a motivated workforce, which ultimately leads to improved organizational outcomes.

The fourth hypothesis of this study shows that workload affects employee job satisfaction. Workload can indeed affect employee job satisfaction. Excessive workload, both in the form of time demands, work volume, and task difficulty, can cause stress and dissatisfaction for employees. Conversely, workloads that are too light or unchallenging can also reduce satisfaction, as employees may feel unappreciated or not given challenges that match their abilities (Fahrudin et al., 2024). The level of job satisfaction is influenced by how well the workload provided matches employees' abilities and resources. If employees feel able to complete tasks effectively and efficiently without being overburdened, their job satisfaction will increase. However, if the workload exceeds capacity, it can lower motivation, increase attendance rates, or even cause burnout (Chowhan & Pike, 2023). The fifth hypothesis of this study shows that work motivation affects employee job satisfaction. Work motivation significantly influences employee job satisfaction. When someone feels motivated, they are more likely to give their best at their job. This not only improves performance but also makes employees feel satisfied with their work (Perry et al., 2023). Motivation encourages them to achieve personal and organizational goals, ultimately fostering a sense of accomplishment and pride in their work. For many employees, recognition and appreciation from their superiors or colleagues are among the factors that drive motivation the most (Karlita et al., 2024). When their efforts are rewarded, whether it is through direct praise or special awards, their sense of satisfaction increases. Conversely, if their work doesn't receive recognition, their motivation can decrease, and so can their job satisfaction.

The sixth hypothesis of this study shows that workload mediates the effect of training on job satisfaction. The training provided to employees can have a significant impact on their job satisfaction, primarily through its effect on workload. Practical training not only improves employees' skills and knowledge but can also help them better manage workloads, which ultimately increases job satisfaction levels (McInerney & Niewiarowski, 2022). Training provides employees with the skills and tools they need to perform their duties more efficiently and effectively. When employees feel more skilled and confident in their jobs, they will feel better able to handle the workload assigned. This reduces the stress and pressure that often arises when workloads are considered too heavy or difficult to cope with (Cop et al., 2020). With proper training, employees will be better prepared to handle job challenges, reducing feelings of overload and increasing job satisfaction. In addition, training can also help employees with time and priority management. By understanding how to get work done more organized and structured, employees can reduce feelings of overwhelm from high workloads (Pham et al., 2019). They will know how to prioritize tasks, manage time better, and avoid stacked work. All of this contributes to a perceived decrease in workload and, as a result, increased job satisfaction.

The seventh hypothesis of this study shows that work motivation mediates the effect of training on employee job satisfaction. Training plays a very important role in increasing employee job satisfaction, especially by boosting work motivation. When employees are allowed to participate in training, they not only gain new skills but also feel the organization's attention and support. This creates a sense of appreciation, which triggers motivation to work better. Training helps employees hone their skills, making them more confident in carrying out their duties. The more proficient a person is at their job, the greater their satisfaction (Rahman et al., 2021).

Additionally, when organizations provide training, employees feel valued and recognized (Kadarningsih et al., 2020). This creates a strong emotional bond between employees and the company. When they feel the organization is investing in their self-development, their motivation to work harder increases. This feeling of being rewarded is important because it gives employees the drive to perform at their best. As a result, they feel more satisfied with their work because they know that their efforts are recognized and rewarded (Asibur & Rubel, 2018). Training also allows employees to grow in their careers. This paves the way for them to achieve greater goals within the organization. When employees feel that they have a chance to grow and advance, their motivation to keep working hard is even higher. They see a bright future and are more inspired to achieve it.

The findings regarding workload and work motivation as intermediary variables in the effect of training on job satisfaction are highly relevant to the job demands-resources theory. Within this theory, training serves as a resource that helps employees cope with their job demands. When employees receive effective training, they not only improve their skills but also their motivation, which serves as a psychological resource for coping with workload. Thus, a balance between individual demands and resources is achieved, which reduces stress and increases job satisfaction. These results suggest that effective training can strengthen employees' ability to meet job demands, supporting mental health and overall well-being.

The practical implications of the finding that training is more effective for managing workload than as a direct source of job satisfaction are significant for the public sector. First, training programs should be designed to develop skills that help employees address challenges, such as time management and stress management. Second, training should be ongoing to allow employees to adapt to changing workloads. Furthermore, evaluations of training effectiveness should focus on its impact on workload management, not just job satisfaction. This approach will result in organizations producing more skilled employees and a more resilient and adaptive work environment.

4. CONCLUSION

Based on the research results, seven hypotheses are tested regarding training and employee job satisfaction, using variables such as workload and work motivation. The following conclusions are based on the findings of these hypotheses, namely, the first hypothesis shows that the effectiveness of training does not directly affect employee job satisfaction. Although training aims to improve skills and knowledge, irrelevant or poorly tailored training can reduce its impact on job satisfaction. This suggests that training must be tailored to employees' needs to achieve optimal results. The second hypothesis states that training significantly reduces workload. With proper training, employees can manage their tasks more efficiently, reducing perceived workload, reducing stress, and increasing job satisfaction. The third hypothesis suggests that practical training can increase work motivation. When employees feel empowered through relevant training, they become more motivated to achieve personal and organizational goals, which ultimately contributes to increased job satisfaction. The fourth hypothesis states that a balanced workload with employee capacity can increase job satisfaction. An excessive or too-light workload can lead to stress or boredom, which negatively affects job satisfaction. The fifth hypothesis posits that work motivation strongly influences job satisfaction. Motivated employees are more likely to feel satisfied with their work because they are more engaged and valued. The sixth hypothesis suggests that workload serves as a mediator between training and job satisfaction. Practical training can help employees better manage their workloads, ultimately increasing job satisfaction. The seventh hypothesis reveals that work motivation also serves as a mediator between training and job satisfaction. Training that increases work motivation will positively affect job satisfaction, as

employees feel more valued and empowered. Overall, these findings indicate that while in-person training does not necessarily improve job satisfaction, relevant, tailored training can reduce workload and increase motivation, ultimately improving job satisfaction. Therefore, organizations need to Design training programs that fit employees' needs and support their workload management and motivation.

To this end, stakeholders should Design training that is relevant and tailored to employees' needs, ensuring that the training materials support their work. Additionally, practical training can help employees better manage workloads, reduce stress, and increase work motivation. Stakeholders also need to ensure that the training increases employee engagement and provides them with opportunities to grow in their careers. Relevant research directions for retesting this model in the context of public institutions include cross-context studies to compare effectiveness across agencies, as well as applying a longitudinal approach to understand the long-term impact of training on workload and motivation. Furthermore, exploring additional variables that may moderate these relationships and using qualitative methods, such as interviews, could deepen understanding of employee experiences. Research could also examine the influence of technology on training, particularly in the digital age, to provide more comprehensive insights. The most concrete policy implications for government agencies in designing training that adapts to employee workload and motivation include several aspects. First, agencies should conduct regular needs analyses to identify specific employee challenges and workloads, so that training can be tailored accordingly. Second, training programs should integrate elements of managerial and psychological skill development, such as time management and interpersonal skills, which can help employees manage stress. Third, it is important to adopt flexible training approaches, such as hybrid learning or microlearning, that allow employees to access materials at their own pace and at their own pace. Furthermore, providing ongoing feedback and support from managers is also crucial for employee motivation. By implementing these policies, government agencies can create a more adaptive and productive work environment, while simultaneously increasing employee satisfaction.

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