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The Influence of Leadership, Placement and Training on Performance through Employee Involvement in BPSDM West Papua Province

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Abstract

The performance of Civil Servants (PNS) in West Papua Province still faces significant challenges, especially in the context of effective human resource management. This study aims to analyze the influence of transformational leadership, employee placement, and training on employee performance through employee involvement at the Regional Human Resources Development Agency (BPSDM) of West Papua Province. This research uses a mixed method type of research with a descriptive approach. Data was collected through questionnaires, interviews, observations and document analysis. The research results show that employee involvement makes a positive contribution to employee performance, although transformational leadership, placement and training do not show a direct significant effect. Low employee engagement indicates the need for further intervention to increase motivation and job satisfaction. This research concludes that although leadership, placement, and training play an important role, the main focus must be given to increasing employee engagement to achieve optimal performance. Proposed recommendations include development programs, relevant training, more strategic employee placement, and the implementation of a more adaptive leadership style to increase employee engagement and performance in government environments. It is hoped that these findings can become a reference for human resource management policies in the public sector, especially in areas with similar challenges.

Keywords: *BPSDM, employee engagement, transformational leadership, job placement, training.*

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INTRODUCTION

The development of information technology, especially in the digitalization era or industrial era 4.0, has changed the way people use the internet in various aspects of life (Bhatia et al., 2020; Stein Smith, 2018; Zhu et al., 2021). Government agencies are required to improve service quality through optimizing human resources, including in terms of leadership, placement and employee training (Edwards, 2017; Hanafizadeh et al., 2012; Sanders & Scanlon, 2022). In this context, the performance of Civil Servants (PNS) is an important aspect that needs to be improved, especially in West Papua Province.

The State Civil Service Agency (BKN) through the Directorate of State Civil Apparatus Performance (ASN) has evaluated the implementation of civil servant performance management in the 2018-2019 period. Evaluation results show that only 3.3% of agencies have very good performance management, while 35% are good, 50% are fair and 11.7% are still classified as poor (Wahab & Arsyad, 2015). This data shows that improving employee performance is still a major challenge for government agencies.

Employee performance is influenced by various factors, including leadership style, placement and employee training. Transformational leadership has an important role in creating a conducive work atmosphere and motivating employees to increase their involvement and performance. Apart from that, the right placement of employees according to their skills and competencies is a key factor in increasing work effectiveness. Employee training also plays an important role in improving their skills and competencies, which ultimately contributes to improving organizational performance.

In the practical context in West Papua Province, employee performance has not been optimal in carrying out the tasks assigned by the BPKP West Papua Province. The 2020 performance assessment shows that 10 out of 30 performance indicators did not reach the target (Lapkin BPKP West Papua Province, 2020).

Table 1. Performance Indicators that Have Not Reached the 2020 Performance Target

No	Activity Performance Indicators	Unit	Target	Realization	Achievement
1	Expenditure Efficiency Value Country and Region	Rupiah (Million)	1.123	0	0,00
2	Value of Saving State and Regional Finances	Rupiah (Million)	27.124	10.428	38,45
3	The number of PSN achieved is according to the target	Amount PSN	1	0	0,00
4	Number of BLUDs with Healthy Performance	Amount BLUD	1	0	0,00
5	Number of BUMDes Capable of Compiling Reports	BUMDes	4	2	50,00
6	Number of APIP K/L/Regional Government with APIP Capability ≥ Level 3	Amount APIP	3	1	33,33
7	Number of K/L/Regional Governments with SPIP Maturity ≥ Level 3	Amount Local Government	3	1	33,33
8	Number of APIPs that Implement Siswaskeudes	Amount APIP	1	0	0,00
9	Percentage of Employees who Follow Competency Improvement	%	100	81,68	81,68
10	Administration Percentage HR Completed on Time	%	100	68,97	68,97

The evaluation as stated in the table above shows the need to improve employee performance to support the performance achievements of West Papua Province. Transfer and promotion strategies for echelon I, II, III, IV, and staff are also needed to improve employee performance, in accordance with the principles of strengthening organizational performance (Central BPKP, 2019). Follow-up action in improving employee performance evaluation results in West Papua is a necessity so that human resource development can support regional development which is expected to take place in the shortest possible time.

Increased employee performance occurs before and after inauguration. This involves the process of assessing, selecting and placing employees according to their areas of expertise. The inauguration and transfer of officials is an important part of organizational consolidation and employee career development, as well as efforts to improve performance (Ghiselli et al., 2001). Holistically, efforts to improve the performance of civil servants in West Papua Province involve four managerial factors, such as employee work involvement (employee engagement) which are varied aspects of the subject or of a civil servant, as well as transformational leadership, job placement and employee training as factors that are thought to be protasis in generating the involvement of a civil servant.

Transformational leadership includes work atmosphere attributes both organizationally and technically in implementing the main tasks and functions of each employee. Furthermore, the right placement of employees according to their areas of expertise and talents can provide high motivation and satisfaction, as well as increase work engagement which leads to improved employee performance. Lastly, training strengthens employees' abilities to face new challenges and improves their performance with better

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efficiency. These three attributes are then interpreted as organizational attributes.

In fact, many employees are often placed in positions that do not suit their abilities and talents. For example, a management graduate may find themselves in an internal audit role that would otherwise require an accounting graduate. Such segregation is common due to the diversity of academic backgrounds among employees in provincial government agencies. However, when employees are placed in roles that match their abilities and talents, it fosters enthusiasm, job satisfaction, and rapid adaptability, which ultimately increases employee engagement and leads to improved performance.

Training is an important factor in improving employee skills and competencies. Training is a systematic process that aims to improve employee work behavior to improve organizational performance (Suzuki, 2013). Tailored training programs that focus on developing specific skills and competencies required for current job roles contribute to improving employee capabilities, knowledge and work skills. Ultimately, this can increase employee engagement with the organization and ultimately improve their performance, as shown by research conducted by Gascó Hernandez et al. (2018) give Niswaty et al. (2021).

In the perspective of development theory, increasing the capacity of human resources (HR) is a fundamental aspect in driving regional growth and prosperity. According to the Human Capital Development theory, the development of a region does not only depend on physical infrastructure, but also on the quality of HR who manage and optimize available resources (Schultz, 1961; Becker, 1993). Investment in training, education, and effective employee management will increase the productivity and performance of state civil servants (ASN), which in turn will have an impact on the effectiveness of public services and the acceleration of regional development. In the context of West Papua, where administrative and geographical challenges are quite complex, a HR-based development approach is crucial in creating an adaptive, innovative, and competitive government. Therefore, the role of transformational leadership, strategic employee placement, and training programs that are oriented towards organizational needs not only have an impact on individual performance, but also become the main pillars in supporting the sustainability of regional development.

This research highlights the influence of transformational leadership, employee placement, and training on employee performance through employee involvement in BPSDM West Papua Province. Based on preliminary findings, performance improvements can be achieved through adaptive leadership policies, strategic employee placement, and structured and ongoing training programs. It is hoped that the results of this research can provide recommendations for government agencies in improving the effectiveness and efficiency of human resource management in the public sector.

METHODOLOGY

This research uses an approach mix method or combined research with descriptive methods to analyze the influence of leadership, placement and training on performance through involving employees at the Regional Human Resources Development Agency (BPSDM) of West Papua Province. This approach was chosen because it allows researchers to explore in depth the relationship between organizational variables that influence employee engagement and performance, both through statistical analysis and exploration of employee experiences and perceptions.

The research location is focused on BPSDM West Papua Province which acts as a center for competency development for government employees in the region. The choice of location was based on the strategic role of this institution in increasing human resource capacity in the regional government environment.

This research uses primary and secondary data obtained through questionnaires, in-depth interviews, direct observation and document analysis. Primary data was collected from West Papua Province government employees using a Likert scale-based questionnaire to measure the variables of transformational leadership, employee placement, training, employee involvement and employee performance. Meanwhile, secondary data was obtained from internal organizational documentation, performance reports, local government policies, as well as academic literature related to human resource management in government organizations.

Research subjects included employees in the West Papua Province government who were respondents in surveys and interviews, as well as officials involved in human resource management policies. The population of this study included all government employees of West Papua Province with a total of 1,967 people, and the research sample was determined using the Slovin formula with a confidence level of 95%, resulting in a sample of 243 respondents.

The research instruments used include structured questionnaires, semi-structured interview guides, observation lists, and relevant organizational documents.

Data analysis was carried out using descriptive and inferential statistical approaches. Descriptive statistics are used to describe the characteristics of research data through minimum, maximum, average and standard deviation values. Meanwhile, to test the hypothesis, this research uses a Structural Equation Model (SEM) approach based on Partial Least Square (PLS). This method was chosen because it is able to analyze complex relationships between variables and provide more accurate results in predicting the influence of organizational factors on employee engagement and performance.

RESULTS

This research aims to explore the influence of leadership, placement and training on employee performance through employee involvement in BPSDM West Papua Province. Based on the results of data analysis obtained through questionnaires, in-depth interviews, observations and document studies, several main findings that describe variable relationships are as follows:

1. Sociodemography

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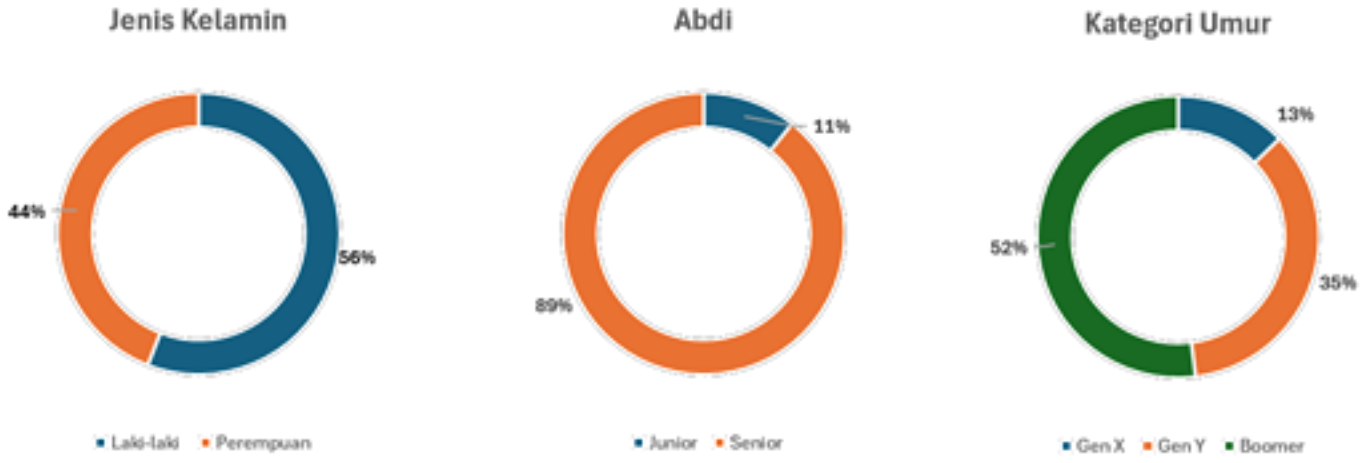

Respondents were selected randomly, and data collection was carried out using a survey instrument distributed via social media (whatsapp). Responses were divided into 5 weeks to minimize bias due to fatigue in filling out the survey. As a result, as many as 69% of the sample or 102 respondents filled out the survey consecutively. The majority of respondents were male with senior service or had spent >3 years in the same agency. Furthermore, respondents were dominated by the baby boomer generation or samples aged > 44 years.

2. Average Response Results

Table 2. Average Response Value for Variable X1 (Transformational Leadership)

Variable	Dimensions	Indicator	R							
			Total	**JkL**	**JkP**	**J**	**S**	**GX**	**GY**	**GBb**
Transformational Leadership	Influence Ideal	Trust	8.062	7.982	**8.156**	7.273	**8.154**	7.615	8.000	**8.208**
		Respect	8.379	8.211	**8.289**	8.091	**8.264**	**8.846**	8.083	8.208
		Integrity	8.072	7.877	**7.889**	6.455	**8.055**	7.769	**8.028**	7.811
	Motivation Inspirational	Communication	8.092	**8.526**	8.356	7.545	**8.560**	8.462	**8.472**	8.434
		Enthusiastic	8.108	8.281	**8.444**	7.364	**8.473**	8.385	**8.444**	8.283
		Optimistic	8.144	**8.351**	8.311	7.273	**8.462**	**8.538**	8.306	8.302
	Stimulation Intellectual	Creativity	8.098	7.965	**8.156**	7.000	**8.176**	7.615	8.000	**8.189**
		Rationality	8.075	8.088	**8.267**	7.273	**8.275**	**8.231**	8.083	8.208
		Solution problem	8.069	7.965	**8.044**	7.000	**8.121**	**8.077**	8.028	7.962
	Individual Considerations	Attention	7.745	8.035	**8.067**	6.909	**8.187**	8.000	7.944	**8.132**
		Mentoring	8.085	7.982	**8.267**	7.182	**8.220**	8.000	**8.139**	8.113
		Development	8.141	7.895	**8.400**	7.364	**8.209**	8.077	8.000	**8.208**

*JkL, Gender Male; JkP, Female Gender; J, Junior (<3 years of service); S, Senior (>3 years of service); GX, Generation X (<28 yrs); GY, Generation Y (<44 yrs); GBb, Generation *Baby boomer* (>44 thn).

From the results above, the respect indicator in the ideal influence dimension has the highest average value of 8.379. Senior employees show higher scores than junior employees in terms of transformational leadership.

Table 3. Average Response Value for Variable X2 (Job Placement)

Variable	Dimensions	Indicator	R							
			Total	**JkL**	**JkP**	**J**	**S**	**GX**	**GY**	**GBb**
Work Placement	Education	Education formal	7.644	8.175	**8.289**	7.273	**8.341**	8.000	8.167	**8.321**
		Education non formal	7.376	8.140	**8.267**	7.273	**8.308**	8.077	8.056	**8.321**
	Experience	Job knowledge	8.307	**7.912**	7.889	6.727	**8.044**	**8.077**	7.639	8.038
		Length of work	7.837	**8.088**	8.067	7.000	**8.209**	7.923	**8.111**	8.094
		Seniority	7.000	8.053	**8.178**	7.273	**8.209**	8.000	8.083	**8.151**
		Talent	7.484	**8.281**	8.200	7.000	**8.396**	8.000	**8.361**	8.226

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	Skills	Interest	7.624	8.000	**8.356**	7.182	**8.275**	7.923	8.083	**8.264**
		Ability	8.346	8.088	**8.267**	7.182	**8.286**	8.154	8.111	**8.208**

JkL, Gender Male; JkP, Female Gender; J, Junior (<3 years of service); S, Senior (>3 years of service);GX, Generation X (<28 years); GY, Generation Y (<44 yrs); GBb, Generation *Baby boomer* (>44 thn).

The job knowledge indicator in the experience dimension shows the highest results with an average of 8.307, indicating that senior employees have a better understanding of their job duties.

Table 4. Average Response Value for Variable X3 (Job Training)

Variable	Dimensions	Indicator	R							
			Total	**JkL**	**JkP**	**J**	**S**	**GX**	**GY**	**GBb**
Job Training	Material Training	Clarity determination target	7.340	7.895	**8.067**	6.909	**8.099**	8.000	7.889	**8.019**
		training Suitability material	7.837	7.947	**8.267**	7.182	**8.198**	**8.154**	8.083	8.075
		Composition material	7.471	7.860	**8.267**	6.636	**8.209**	7.769	8.000	**8.132**
		Amount of material	8.340	8.018	**8.200**	6.818	**8.253**	7.846	**8.139**	8.132
	Method Training	Accuracy	7.725	7.860	**8.133**	6.545	**8.154**	7.923	**8.083**	7.925
		Method variations	7.601	8.070	**8.244**	6.818	**8.308**	8.000	7.944	**8.321**
		Mastery	8.565	**8.123**	8.022	6.909	**8.220**	8.077	7.944	**8.170**
		Material Mastery technique communicate effective	7.412	7.877	**7.956**	6.636	**8.066**	7.692	**7.944**	7.943

*JkL, Gender Male; JkP, Female Gender; J, Junior (<3 years of service); S, Senior (>3 years of service);GX, Generation X (<28 years); GY, Generation Y (<44 yrs); GBb, Generation *Baby boomer* (>44 thn).

The dimension of the number of training materials shows the highest results with an average of 8.340, indicating that senior employees and Generation Y feel the relevance of the training materials provided. Table 5. Mean Scores of Responses on Variable M (Employee Engagement)

Variable	Dimensions	Indicator	R							
			Total	**JkL**	**JkP**	**J**	**S**	**GX**	**GY**	**GBb**
Employee engagement	Vigor	Energy level	6.892	7.614	**7.889**	6.909	**7.835**	7.154	**7.861**	7.792
		Resilience	7.320	7.439	**7.778**	6.455	**7.725**	7.385	7.417	**7.755**
		Desire to strive	7.451	8.000	**8.311**	6.545	**8.330**	7.692	8.000	**8.340**
		Try not easy menyerah	7.212	7.965	**8.156**	6.818	**8.198**	8.000	7.944	**8.132**
	Dedication	Give up Feel valuable	7.389	8.035	**8.111**	6.727	**8.231**	7.923	**8.167**	8.038
		Enthusiastic	7.219	7.895	**8.178**	6.727	**8.176**	7.692	7.972	**8.132**
		Inspiration	6.279	8.088	**8.311**	7.091	**8.319**	8.000	8.028	**8.340**

*JkL, Gender Male; JkP, Female Gender; J, Junior (<3 years of service); S, Senior (>3 years of service);GX, Generation X (<28 years); GY, Generation Y (<44 yrs); GBb, Generation *Baby boomer* (>44 thn).

The indicator of feeling valued in the dedication dimension recorded the highest result with an average of 7.389, indicating that more senior employees, especially women, feel more valuable in their workplace, contributing to higher levels of employee engagement.

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Table 6. Average Response Value for Variable Y (Employee Performance)

Variable	Dimensions	Indicator	R							
			Total	**JkL**	**JkP**	**J**	**S**	**GX**	**GY**	**GBb**
Employee Performance	Quality work	Accuracy	7.448	8.070	**8.400**	7.182	**8.341**	7.769	8.194	**8.340**
		Precision	8.663	**8.140**	8.000	**8.455**	8.033	**8.308**	7.972	8.094
		Skills	7.464	**6.982**	6.756	6.364	6.945	6.231	**7.000**	6.962
		Cleanliness	7.078	7.965	**7.978**	**8.182**	7.945	**8.154**	7.806	8.038
	Quantity work	Output rutin	8.085	**8.281**	8.267	7.909	**8.319**	**8.615**	8.056	8.340
		Output extra	7.435	**5.807**	5.067	**6.273**	5.385	5.385	**6.194**	5.019
	Reliability	Instructions	7.114	**8.404**	8.333	8.182	**8.396**	8.154	**8.472**	8.358
		Ability	7.170	8.333	8.333	**8.455**	8.319	8.231	8.167	**8.472**
		Initiative	7.663	**8.456**	8.311	**8.455**	8.385	7.615	8.472	**8.528**
	Attitude	Attitude towards fellow officers	7.601	**8.333**	8.022	8.000	**8.220**	7.538	**8.389**	8.226
		Attitude toward work	7.343	8.175	**8.222**	**8.273**	8.187	7.538	8.194	**8.358**
		Cooperation to company	6.564	**7.386**	7.044	**8.000**	7.143	7.385	**7.500**	7.019

*JkL, Gender Male; JkP, Female Gender; J, Junior (<3 years of service); S, Senior (>3 years of service);GX, Generation X (<28 years); GY, Generation Y (<44 yrs); GBb, Generation *Baby boomer* (>44 thn).

The conscientiousness indicator in the work quality dimension recorded the highest average value of 8.663, indicating that senior employees and the older generation tend to be more thorough in carrying out their duties.

3. Construct Validity and Reliabilit

a. Validitas Converge

Table 7. AVE test value

	Average Variance Extracted (AVE)
X1 – Transformational Leadership	**0,959**
X2 – Work Placement	**0,823**
X3 – Job Training	**0,947**
M – Employee Engagement	**0,953**
Y – Employee Performance	**0,853**

Construct convergent validity was assessed using Average Variance Extracted (AVE). The AVE value indicates the percentage of variance in the observed indicator accounted for by the underlying construct, indicating strong convergent validity, as the construct per item is calculated based on the rank of outer loading (Sarstedt et al., 2017). The AVE value for each variable tested has exceeded the minimum value of 0.5, which means that the variable tested is statistically valid.

b. Construk Reliability

Table 8. Construct Reliability Test

	Cronbach's Alpha	ρα	Composite Reliability
X1 – Transformational Leadership	**0.986**	**0.986**	**0,989**
X2 – Work Placement	**0.892**	**0.900**	**0,933**
X3 – Job Training	**0.945**	**0.945**	**0,973**
M – Employee Engagement	**0.952**	**0.988**	**0,976**
Y – Employee Performance	**0.943**	**0.965**	**0,959**

Construct reliability refers to the consistency and reliability of indicators in a context

construct. The test indicates the extent to which the items in the construct measure the same underlying concept. In SmartPLS, construct reliability can be measured using measures such as Cronbach's Alpha, ρα, and Composite Reliability (CR). These measures provide an indication

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of the construct's internal consistency by examining correlations between items. Table 6 shows the test value for each reliability criterion above the threshold of 0.8 so that all variables are reliable or dependable.

c. Discriminant Validity

Table 9. Fornell-Larcker criterion test values

	X1	**X2**	**X3**	**M**	**Y**
X1	0.979				
X2	0.009	0.907			
X3	-0.026	-0.079	0.973		
M	-0.026	-0.060	0.091	0.976	
Y	0.147	0.025	0.147	0.088	0.924

X1, Transformational Leadership; X2, Job Placement; X3, Job Training; M, Employee Engagement; Y, Employee Performance.

To assess the discriminant validity of the construct, the Fornell-Larcker criterion was used. The square root of the Average Variance Extracted (AVE) for each construct is compared with the correlation between constructs. According to the Fornell-Larcker criteria, if the square root of the AVE for a construct is greater than the correlation between that construct and other constructs, discriminant validity is established. The PLS test results for the constructs in this study revealed that all variables met the discriminant requirements, which means that these variables do not have multidimensionality. The unidimensionality standard for each variable is needed to ensure that the path correlation tested does not have interference with other constructs (Henseler et al., 2015).

4. Predictive Model Value (R^2 dan f^2)

Table 10. R-Square Test

	R *Square*	R *Square Adjusted*
X1 – Transformational Leadership	**1.000**	**1.00**
X2 – Work Placement	**0.742**	**0.734**
X3 – Job Training	**0.614**	**0.607**
M – Employee Engagement	**0.403**	**0.371**
Y – Employee Performance	**0.624**	**0.592**

R-squared (R^2) values were calculated to assess the amount of variance explained by endogenous constructs in the structural model. The R^2 value provides an indication of the predictive power of the model. The variance that can be explained in variables X1 to This is different from M and Y where the R value also shows an association with other variables. Evaluation shows that M is only explained by 37.1% of other associations (38.8% in a separate analysis specifies variable M to its dimensions), while Y can be explained by 59.2% (60.2% in a separate analysis specifies variable Y to its dimensions). The low mediation value shows the independence of the variable from X1 ~ X3, so that methodologically it can be a mediation in testing.

Table 11. F-*Square* Test

1.1		**1.2**	**M**	**1.3**	**Y**
1.4	**X1**	**1.5**	**0.000**	**1.6**	**0.003**
1.7	**X2**	**1.8**	**0.001**	**1.9**	**0.011**
1.10	**X3**	**1.11**	**0.008**	**1.12**	**0.012**
1.13	**M**	**0.034**		**1.14**	**0.085**

This F-square test was carried out to determine the goodness of the model. F-square values of 0.02, 0.15 and 0.35 can be interpreted as whether the latent variable predictor has a weak, medium or large influence at the structural level. Based on the F-square test, it can be seen that only model X3 to Z has a good model in the strong category.

Next, the model suitability value is assessed based on the categories in the table below. The model suitability value was evaluated based on 3 criteria, namely SRMR (Standardized Root Mean Square Residual), d_ULS (unweighted least square discrepancy), and rms θ.

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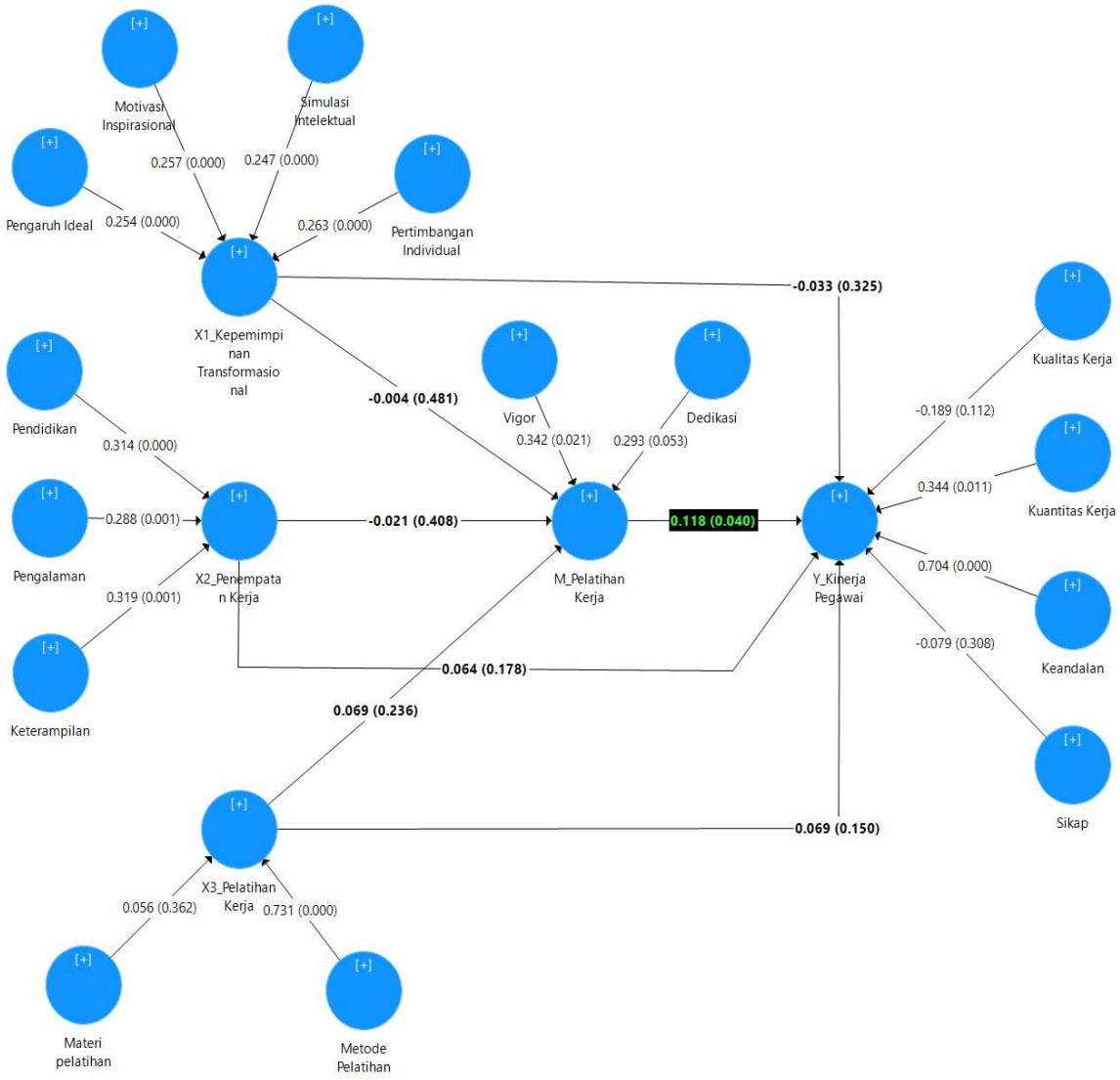
Table 12. Evaluation of the suitability of the path test model

Criteria	Saturated Model	Estimated Model	Threshold	Information
SRMR	0.055	0.059	<0,08	Fit
D_ULS (overall model)	20.283	23.423		Tidak Fit
D_ULS (X1)	0.999	1.096		Tidak Fit
D_ULS (X2)	1.595	2.750	<0,95	Tidak Fit
D_ULS (X3)	0.243	4.532		Fit
D_ULS (M)	0.361	0.361		Fit
D_ULS (Y)	3.526	3.526		Tidak Fit
Rms θ	0.147		<0,15	Fit

Testing of the SRMR and Rms θ criteria shows the suitability of the model. However, evaluation of d_ULS or the average residual error distance shows a large value exceeding the threshold. Further evaluation of these criteria includes independent testing of variables showing that constructs X1, Referring to the model design in PLS with input data in the form of average dimension values for each variable, the error distance represented by many indicators/items to the average is quite large. It can be an important note that the indicator formulation must be further simplified to include lower data noise. Various response items simply increase the residual error value for each respondent. However, the low value of SRMR which focuses on transforming the covariance of observed and predicted data into correlation, shows that there is no autocorrelation in the proposed model.

5. Estimation of Path Coefficient



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The next test is to see the significance of the influence between variables by looking at the parameter coefficient values and the statistical significance value of T, namely through the bootstrapping method.

Direct Path	Coefficient (β)	CI 97,5%	STDEV	T Statistics	P Values
X1 → M	-0.004	0.006	0.089	0.049	**0.481**
X1 → Y	-0.033	-0.022	0.072	0.455	**0.325**
X2 → M	-0.021	-0.011	0.090	0.235	**0.408**
X2 → Y	0.064	0.070	0.069	0.926	**0.178**
X3 → M	0.069	0.088	0.095	0.722	**0.236**
X3 → Y	0.069	0.079	0.066	1.042	**0.150**
M → Y	0.118	0.116	0.067	1.764	**0.040**
Indirect Path	**Coefficient (β)**	**CI 97,5%**	**STDEV**	**T Statistics**	**P Values**
X1 → M → Y	-0.001	0.001	0.011	0.045	**0.482**
X2 → M → Y	-0.002	-0.001	0.012	0.209	**0.417**
X3 → M → Y	0.008	0.010	0.014	0.584	**0.280**
Mediation	**Coefficient (β)**	**CI 97,5%**	**STDEV**	**T Statistics**	**P Values**
X1 → Y	-0.033	-0.021	0.072	0.461	**0.323**
X2 → Y	0.061	0.070	0.072	0.845	**0.200**
X3 → Y	0.077	0.089	0.069	1.127	**0.131**

X1, Transformational Leadership; X2, Job Placement; X3, Job Training; M, Employee Engagement; Y, Employee Performance.

6. Hypothesis Testing

H1: There is a positive influence of transformational leadership on employee engagement. This hypothesis is rejected with a coefficient value of β = -0.004 (p > 0.05) indicating that X1 can reduce employee engagement with an effect of 0.4%. However, this effect was not significant.

H2: There is a positive influence of training on employee engagement. This hypothesis is rejected with a coefficient value of β = -0.021 (p > 0.05) indicating that X2 can reduce employee engagement with an effect of 2.1%. However, this effect was not significant. H3: There is a positive influence of employee placement on employee engagement. This hypothesis is rejected with a coefficient value of β = 0.069 (p > 0.05) indicating that X3 can increase employee engagement with an effect of 6.9%. However, this effect was not significant. H4: There is a positive influence of transformational leadership on employee performance. This hypothesis is rejected with a coefficient value of β = -0.033 (p > 0.05) indicating that X1 can reduce employee performance with an effect of 3.3%. However, this effect was not significant. Employee engagement mediation does not change the influence of transformative leadership variables on employee performance, so employee engagement is not a mediator for employee performance. H5: There is a positive influence of training on employee performance. This hypothesis is rejected with a coefficient value of β = 0.064 (p > 0.05) indicating that X2 can improve employee performance with an effect of 6.4%. However, this effect was not significant. Employee engagement mediation is not

change the influence of job training variables on employee performance, so that employee engagement is not a mediator for employee performance.

H6: There is a positive influence of employee placement on employee performance. This hypothesis is rejected with a coefficient value of β = 0.069 (p > 0.05) indicating that X3 can improve employee performance with an effect of 6.9%. However, this effect is not significant. Employee engagement mediation does not change the influence of employee work placement variables on employee performance, so employee engagement is not a mediator for employee performance.

H7: There is a positive influence of employee engagement on employee performance. The test results show that the coefficient value is significant (p = 0.040) with a test coefficient of 0.118, so this hypothesis is accepted. The magnitude of the influence of employee engagement in improving employee performance is 11.8%.

DISCUSSION

This research shows that leadership, placement and employee training at BPSDM West Papua Province have an important role in employee performance through employee involvement. Transformational leadership strategies, appropriate employee placement policies, and relevant training programs are key factors in improving employee performance and effectiveness in carrying them out. However, challenges in implementing this policy still need attention, especially in terms of optimizing employee involvement, organizational readiness and resource support. This discussion will further explain the influence of each variable in improving employee performance at BPSDM West Papua Province.

1. Generalization of Respondent Characteristics

The general response at the variable level shows the exclusivity of the employee engagement (M) variable which shows that the average response is not good enough with a value range of 6-7. The other variables have quite good average values, in the range of 7-8. This fact shows that employees' perceptions of their work involvement are not good enough. This may indicate that employee participation or involvement in general still needs to be improved, while other variables may meet expectations or work better. The low average response to employee engagement can also be a signal that there needs to be improvement or intervention that focuses more on aspects of motivation, job satisfaction, or employee relations with the agency so that the results are in line with other variables that have a higher value range.

Based on descriptive data, several patterns emerged regarding respondent characteristics and responses. Responses to variables

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X1, Meanwhile, male respondents scored the highest average score and dominant only in the employee performance variable (Y) with a dominance of 75% of the indicators. Then, a similar phenomenon was also seen in respondents with senior characteristics who showed positive responses to variables like the respondents.

Women and junior respondents only dominate the employee performance variable. The main generalization based on this phenomenon is the lack of employee involvement in work, the response of male employees who only focus on their performance or TUPOKSI, as well as the professionalism of senior employees in interacting as employees with a mandate to be an integral part of the institution, in contrast to junior employees who prioritize performance or work output.

2. Employee Engagement and Officer Performance

Employee engagement is an important factor that can significantly influence employee performance. Based on the results of hypothesis testing in this research, the hypothesis which states that employee engagement has a positive effect on employee performance is accepted with a coefficient value of 0.118 ($p = 0.040$), which indicates that work engagement contributes 11.8% in improving employee performance. These results are in line with human resource management theory which emphasizes the importance of employee involvement as a key factor in increasing productivity and performance (Saks & Gruman, 2014). Employees who have a high level of involvement tend to be more motivated, have a strong commitment to their work, and show better performance.

Related to the theoretical basis put forward by Robbins and Coulter, employee engagement plays a role in creating a work environment that supports increased performance by connecting individual goals with organizational goals. Schermerhorn also emphasized that employee involvement can encourage increased productivity through increased job satisfaction and organizational commitment (Robbins & Coulter, 2012). In addition, Armstrong in human resource management theory emphasizes that high employee involvement contributes to overall organizational performance through increasing employee intrinsic and extrinsic motivation (Armstrong & Taylor, 2014).

In practical terms, employees who feel involved in their work tend to show more initiative in completing tasks and contributing to achieving organizational goals. Therefore, employee involvement is one of the strategic instruments that must be managed by companies to improve employee performance and ultimately improve organizational performance. The results of this research confirm that although several other variables such as transformational leadership, training and employee placement do not show a significant direct influence on performance, employee engagement remains an important factor in improving employee performance.

3. Transformational Leadership and Employee Performance

Transformational leadership is often considered an effective leadership style in improving employee performance through motivation, empowerment, and inspiration (Bass & Avolio, 1994). However, the results of this study show that transformational leadership does not have a significant influence on employee performance with a coefficient value of $\beta = -0.033$ ($p > 0.05$), which indicates that this leadership style has the potential to reduce performance by 3.3%, although it is not significant. This reflects that although theories from Robbins and Coulter and Schermerhorn state that transformational leadership can improve performance by increasing loyalty and commitment, the reality on the ground is not always in line due to other factors (Robbins & Coulter, 2012).

In comparison, a study in the Pakistani banking sector and public organizations in Vietnam found that transformational leadership had a significant positive impact on employee performance in a more collaborative work environment, where leaders actively involved employees in decision making and the organization's vision (Awan & Jehanzeb, 2022; Xie, 2020). However, in many cases, this leadership style is not effective in a more hierarchical and rigid environment, as may be the case in some government or corporate organizations with a more formal structure. A leader in a government organization with TUPOKSI that tends to be limited, prone to conflicts of interest, and other things that limit a leader's authority needs to use a more delusional approach. This includes political approaches and forms of inspiration that are not too obvious but are still meaningful for the employees under them (Hoai et al., 2022).

Interestingly, the results of this study also show that employee engagement does not function as a mediator in the relationship between transformational leadership and employee performance. This means that even though employees are led in a transformational style, their level of involvement is not strong enough to influence or improve performance. This is possible because employee expectations of leadership and workplace reality are misaligned, so that even though transformational leaders provide a grand vision, employees may not feel emotionally or professionally involved in their work.

4. Job Training on Employee Performance

Job training is an organizational intervention designed to improve employee competence and performance. However, the results of this study show that job training does not have a significant effect on employee performance, with a coefficient value of $\beta = 0.064$ ($p > 0.05$), which shows that training is only able to increase performance by 6.4% without clear significance. This may indicate that the training program provided is ineffective or not relevant to the employee's specific job needs.

In human resource management theory, Armstrong explains that well-designed training must be relevant to the skills employees need and adapt to the challenges they face in the field. However, if training is too generic or does not match actual job requirements, then its impact on performance is likely to be minimal (Armstrong & Taylor, 2014). In comparison, a study in Singapore's government sector showed that training that focused on developing technology and communication skills succeeded in significantly improving employee performance. This is because the training provided is very relevant to the needs of the organization and the daily tasks of employees (Ployhart, 2021).

This research also reveals that employee engagement does not function as a mediator in the relationship between job training and employee performance. This means, even though job training is provided, the level of employee engagement does not increase significantly to support increased performance (Fahim, 2018; Gerhart & Feng, 2021). One potential cause is training programs that do not encourage active involvement or employee participation, so that they do not feel emotionally involved in their work after attending training (Ozkeser, 2019). Increasing employee engagement through training requires programs that not only focus on technical skills, but also create experiences that build

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employees' sense of ownership and involvement in organizational goals.

5. Job Placement and Employee Performance

Work placement is an important aspect in improving employee performance, because appropriate placement allows employees to optimize their skills and experience in appropriate tasks. Based on the results of hypothesis testing, it was found that work placement (X3) has a positive influence on employee performance with a coefficient value of $\beta = 0.069$. However, this effect is not statistically significant ($p > 0.05$), so it cannot be concluded that work placement directly improves employee performance in a meaningful way.

Although a more suitable placement is theoretically expected to improve employee performance, in the context of this research, this insignificant result may indicate that other factors influence employee performance more dominantly. Job placement based on education, experience and skills is important to pay attention to in human resource management, however, other more comprehensive efforts may be needed to significantly improve employee performance (Sartika et al., 2022; Susanto & Anjana, 2022).

6. Antecedents of Work Engagement

Work involvement (employee engagement) has long been recognized as a crucial factor that can mediate the influence of antecedents such as transformational leadership, job training, and job placement on employee performance (Albrecht et al., 2015; Ortas et al., 2019; Rai & Maheshwari, 2021; Saks &

Gruman, 2014). However, the results of this study indicate that work engagement does not function as a significant mediator in the relationship between these antecedents and employee performance. The hypothesis which states that transformational leadership, job training, and job placement can increase employee work engagement is not statistically proven. Although job placement (X3) shows a positive relationship with work involvement ($\beta = 0.069$), this effect is not significant ($p > 0.05$). In fact, transformational leadership (X1) and job training (X2) actually show a negative influence on work engagement with $\beta = -0.004$ and $\beta = -0.021$, although not significant.

This finding can be explained by looking at the descriptive data that we discussed previously. In terms of work engagement, the vigor dimension which measures the level of energy and resilience shows that the junior group and generation.

In addition, the dedication aspect of work involvement which includes feelings of value and enthusiasm also shows differences between employee groups based on work experience and generation. Senior employees and the baby boomer generation tend to have higher levels of dedication, which is inversely proportional to younger employees or those with less work experience, as also seen in other studies (Ángel Calderón Molina et al., 2014; Douglas & Roberts, 2020). This may provide an indication that work engagement is not a strong mediator in this study due to the imbalance in employees' perceptions of the work environment, leadership and placement they experience.

Finally, the inability of work engagement to be a significant mediator may indicate that in the context of organizations or public institutions there is a mismatch between employees' expectations regarding placement and training and the results they experience in the workplace. Low work engagement in some employee groups could be a signal that organizations need to pay more attention to managing a diverse workforce based on generation, gender, and length of service to increase the positive impact of job placement, training, and leadership on performance.

7. The Role of Improving Employee Capacity in Regional Development

From the perspective of development theory, increasing employee capacity through leadership, placement, and training is a key factor in creating sustainable economic and social growth. According to Todaro & Smith (2020) in Economic Development, development is not only related to increasing income, but also to improving the quality of institutions, bureaucratic efficiency, and human resource capacity in supporting effective governance. Thus, regional development does not only depend on physical and economic aspects, but also on human resources who have skills, competence, and high motivation in carrying out their duties.

In this context, adaptive and innovative leadership plays an important role in creating strategic policies that can drive employee productivity. Effective leaders are able to build a conducive work environment, provide clear direction, and inspire employees to be more involved in achieving organizational goals. In addition, the right placement of employees according to the competence and needs of the organization is a crucial element in increasing work effectiveness and reducing role mismatches in the bureaucracy. Mismatches in placement can lead to low employee motivation, inefficiency in completing tasks, and decreased overall organizational performance.

Meanwhile, ongoing training programs are in line with the concept of Human Capital Development, which emphasizes that investment in improving employee skills and competencies will improve competitiveness and the quality of public services (Becker, 1993). With training that is in accordance with the needs of the organization, employees can be better prepared to face job demands, improve service quality, and make a greater contribution to achieving the vision of regional development. Therefore, strengthening employee capacity in the government environment, including in West Papua, not only has an impact on individual performance, but also contributes significantly to accelerating regional development, improving community welfare, and optimizing public services that are more inclusive and responsive to the needs of citizens.

CONCLUSION

Transformational leadership, job placement, job involvement, and job training have an important role in influencing employee performance, although not all of these relationships are statistically significant. Job placement has a positive but not significant influence on performance employees, which shows that there are other factors that are more dominant in determining productivity. Meanwhile, work engagement, which is expected to be a mediator in the relationship between antecedents and performance, did not function effectively in this study.

In addition, descriptive results show that there are differences in work engagement and performance based on demographic variables such as gender, length of service, and generation, which indicates variations in perceptions and responses to the work environment among employees. This research shows the complexity of factors that influence employee performance, where leadership, placement, and training require more focused treatment to produce a significant impact on performance through work engagement.

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