

Strategy to Improve Diskominfo's Employee Performance In Digital Transformation

Aulia Lidia Nofita Nila Santika¹, Yanti Pujiastuti^{2*}

{auliasantika06@gmail.com¹, ypujiastuti@gmail.com^{2*}}

*Corresponding author. Email: ypujiastuti@gmail.com

Management Study Program, BPD University, Indonesia

Abstract. The rapid development of the digital world requires employees to continuously improve their abilities in order to keep up with the changes that occur in the workplace. This study aims to design a strategy to improve employee performance through the effectiveness of reskilling training and self-efficacy, with adaptability as a mediating variable. This study uses a quantitative approach with a population of Semarang City Diskominfo employees who have participated in training. The sample refers to the theory of Hair et al involving 100 employees as respondents, selected using purposive sampling technique. Data were processed with SPSS Version 25 software through path analysis test and sobel test for mediation effect. The results of this study indicate that reskilling training and self-efficacy have a positive impact on employee performance. In addition, reskilling training and self-efficacy also help employees improve their ability to adapt. However, adaptability cannot affect employee performance. Furthermore, the analysis shows that adaptability does not serve as a link between reskilling training and self-efficacy on employee performance.

Keywords: employee performance, reskilling training, self-efficacy, adaptability.

1 Introduction

Digital technology has brought about major transformations in various aspects of work. Automation technology has enabled organizations to allocate human resources to more complex tasks, for example, manual work that used to require human power is now replaced by machines or software that is faster and more efficient. The influence of technological transformation has a significant impact on working methods and individual skills [1]. The survey shows that changes occurring globally in the next five years will reach 23%. One of the tangible manifestations of government transformation in Indonesia is the Government Service Liaison System (GSLs) with an integration platform using an Electronic Based Government System (e-government) which is specifically designed to increase transparency, efficiency, and accountability in public services [2]. Digitalization is not just a technological transformation, but also a social phenomenon that defines the way of working and interacting in change [3]. These conditions require employees to be able to adapt to changes in digitalization. If employees are not able to adapt well, it can have an impact on the quality of performance for the organization, stating that the quality of service at the Semarang City Diskominfo through the “Sapa Mbak Ita” and “Lapor Hendi” platforms is low, the impact of public complaints has not been resolved properly, especially regarding the ability of employees to handle complaints and

systems that still need to be improved in terms of information disclosure, for example automatic replies that are not yet available in all e-government services [4] and [5]. This condition is in line with the pre-survey data below:

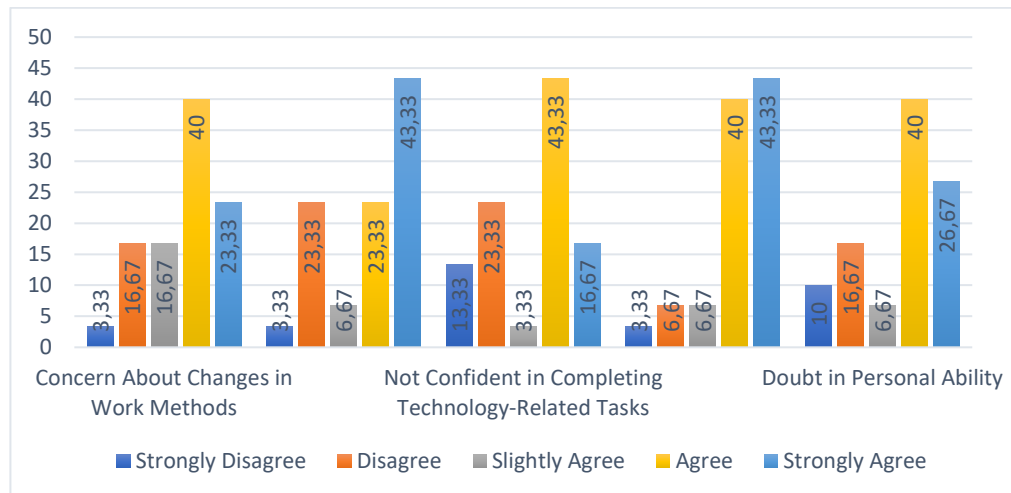


Fig 1. Digital Transformation Pre-Survey

The pre-survey results from 30 respondents indicate a problem that needs to be addressed by the organization. The majority of respondents, 40%, were apprehensive about the change in work methods and 43.33% were confused by the new work methods, indicating resistance and uncertainty towards change. For example, the implementation of e-Government applications to facilitate administrative services. Many employees who were previously accustomed to manual methods or existing systems find it difficult to adapt to the new technology because the system is electronic or digital-based. In addition, there is also a transition from work that was originally done face-to-face to more using online platforms and remote work. This adds to the confusion for employees who are not familiar with online collaboration applications, such as the use of cloud-based project management systems for coordination between teams. Furthermore, 43.33% of respondents felt unsure of their ability to perform technology-related tasks, with around 40% still doubting their abilities, indicating the need for additional support in training or technical assistance. This is exacerbated by 43.33% of respondents feeling the need for job security, reflecting insecurity in the midst of change. The issues involved have the potential to hinder growth, decrease performance, and threaten the sustainability of the organization in the digital age.

In line with this, improving the quality of human resources through the development of knowledge, skills and attitudes is important in facing the dynamics of today's world of work. The public sector has been running various programs to develop employee capabilities, including training, internships, and learning that is more focused on work practices. This aims to develop employees' overall competencies, both in terms of knowledge and skills [6]. Quality workforce management will be able to improve work efficiency and effectiveness, thereby contributing to improved company performance [7].

Employee performance is the main determining factor in the successful implementation of an organization, because productivity, innovation, and individual commitment directly affect the achievement of the goals and vision of the organization as a whole. Every organization will

be committed to continuously improve the ability of its employees to achieve predetermined targets. On the other hand, organizational leaders will also try to empower and motivate employees so that they can make a significant contribution to improving performance. Employee performance is a form of employee action and behavior that directly affects the level of individual contribution to the achievement of organizational goals, including the quality of services provided [8]. Factors that influence the improvement of employee performance are training, motivation, and competence [9]. Therefore, it is important to understand the quality of human resources as an integral part in increasing company productivity and providing a competitive advantage.

Reskilling training is a solution to equip employees with relevant skills in line with advances in technological development and complex job demands. Training in new skills opens up opportunities for self-development, broadening horizons, and increasing self-confidence. Organizations are committed to developing employee competencies through training so that they can continue to contribute. This is because the competition between similar organizations is getting tighter. In addition, job demands due to technological advances in the era of society cause training activities to be carried out regularly. The existence of training is considered to help employees quickly adapt to rapid technological changes so that they still have the expertise and skills needed [10]. Continuous and relevant training directly contributes to improving employee performance. In line with [11] states that the effectiveness of training has a positive and significant effect on employee performance. However, there are still differences in the results, namely research conducted by [12] shows that training has an effect or influence that tends to improve employee performance, but this influence is not statistically strong enough because there are other factors that dominantly affect employee performance such as leadership, communication, work ethic, and individual characteristics. On the other hand, research conducted by [13] states that training programs tend to interfere with employee working hours in certain fields, because work time often collides with training schedules. As a result, training is not maximized. Research by [14] shows that training programs have not had a significant impact on improving employee performance. This indicates a gap between training objectives and the results achieved.

Training programs will not be effective if employees do not have sufficient confidence or self-efficacy. Self-efficacy refers to the extent to which individuals believe in their ability to achieve desired outcomes [15]. Individuals with high self-efficacy generally show higher levels of optimism and social engagement compared to those with low self-efficacy. Employees with high self-efficacy tend to be more confident, proactive, and able to overcome work challenges, so as to achieve optimal work results. Self-confidence also encourages them to take initiative, take responsibility for their work, and be consistent in the face of pressure, which ultimately contributes positively to the achievement of company performance. Confident employees tend to find it easier to achieve targets, try brave new things, and feel satisfied with the results of their work [16]. According to [17] self-efficacy has a positive and significant effect on employee performance. Research conducted by [18] states that self-efficacy has no impact on employee performance. This can be seen from the longer working period that does not make employees more confident in carrying out their duties. In addition, many employees still doubt their abilities and are less able to motivate themselves. According to research by [19] shows that there is no significant relationship between self-efficacy and employee performance. However, self-efficacy has a partial influence on adaptability [20].

Employee adaptability is a critical success factor for organizations. Good adaptability will open up many opportunities for individuals. Adaptability is the ability of individuals or groups to adjust to a changing environment [21]. Adaptability not only helps employees cope with

change, but also equips them with the skills needed to remain productive in a dynamic work environment. In other words, adaptability can be the bridge that links training effectiveness and improved employee performance. Therefore, an in-depth understanding of employee performance, and how adaptability can affect that performance, is critical in addressing digital transformation issues and improving the quality of skills in the public sector. Research conducted by [22] found that adaptability has a significant effect on employee performance, as well as research conducted by [23] where adaptability has a significant impact on employee performance. However, there are differences in the research of [24] which states that adaptability has no effect on employee performance.

Research on employee performance is often conducted separately, such as research that discusses the relationship between the effectiveness of reskilling training and employee performance by [25]. While other training focuses on the relationship between self-efficacy and employee performance such as research conducted by [26]. And research conducted by [27] discusses adaptability to employee performance. However, researchers rarely discuss these factors simultaneously and make adaptability a mediating variable with the effectiveness of reskilling training and self-efficacy affecting the dependent variable simultaneously. Based on the results of the description, this study aims to understand the effect of the effectiveness of reskilling training and self-efficacy on improving employee performance at the Office of Communication and Information Technology (Diskominfo), and to explore the role of adaptability as a mediating variable. This research is expected to contribute both theoretically and practically. Theoretically, it is expected to be able to provide references for future research. While practically, it is expected to be an evaluation material for strategic steps for the organization. Based on these benefits, the researcher asks questions (i) whether the effectiveness of reskilling training affects the improvement of employee performance, (ii) whether self-efficacy affects the improvement of employee performance, (iii) whether the effectiveness of reskilling training affects employee adaptability, (iv) whether self-efficacy affects employee adaptability, (v) whether adaptability acts as a mediating variable that connects the effectiveness of reskilling training and employee performance, (vi) whether adaptability acts as a mediating variable that connects self-efficacy and employee performance, to explore the role of adaptability as a mediating variable in the relationship.

2 Theoretical Review

Social Learning Theory. Bandura's (1977) social learning theory states that the individual learning process is strongly influenced by social interactions such as the environment, behavior, and psychological processes. This means that individual personalities are formed from experiences, actions, and ways of thinking. Individuals acquire new knowledge and skills (reskilling) by observing and imitating the behavior of others around them [28]. Employees can learn directly from real examples shown by trainers or more experienced coworkers for skill improvement. Through social interactions and simulated work situations, employees gain an understanding of the skills they do not yet have (reskilling) and their application in daily work. In an organizational context, reskilling training acts as a learning tool where employees not only acquire new skills, but also increase their self-efficacy. Bandura also emphasized that self-efficacy is an important factor that influences an individual's ability to adapt to new situations and can control actions, and achieve maximum results [29]. Therefore, high self-efficacy will

help employees more easily adapt to change, which ultimately has a positive impact on performance.

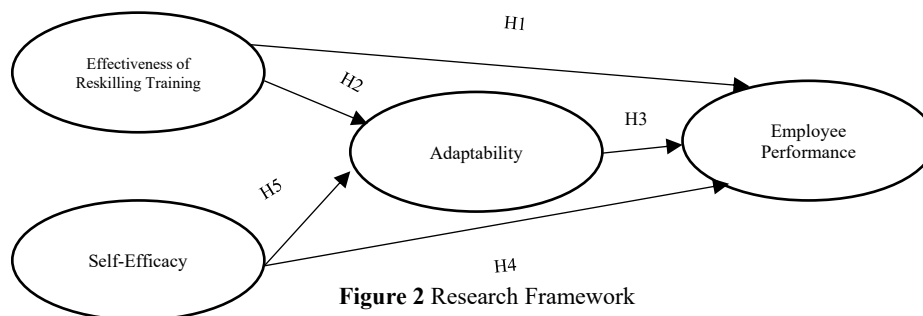
Definition of employee performance. Employee performance is an individual's ability to complete a given job and achieve results that are in line with organizational goals [30]. According to Donnelly et al (1994) in [31] employee performance is a description of how well an employee performs his duties in accordance with the programs and policies set by the organization. In addition, Bernardin et al (1993) in [32] argue that employee performance is a form of employee action and behavior that directly affects the level of individual contribution to achieving organizational goals, including the quality of services provided. Therefore, optimal employee performance not only reflects individual effectiveness in completing tasks, but also contributes to the achievement of the organization's vision and mission.

Definition of effectiveness of reskilling training. Training is a planned and systematic short-term educational process, aimed at equipping the operational workforce with technical competencies in order to achieve goals [33]. Meanwhile, the effectiveness of training is a measure of how far the training has succeeded in achieving predetermined goals, both to improve the ability of participants and to achieve organizational goals [34]. According to [35], reskilling training is the process of developing new skills for employees, especially for employees who are given different responsibilities or positions from their previous positions. Based on the above opinion, the effectiveness of reskilling training is the extent to which training designed to improve or adjust individual skills is able to achieve the expected goals, such as increasing competence, work readiness, and adaptability to new job demands.

Definition of self-efficacy. Self-efficacy is an individual's belief in his or her ability to achieve expected results, even in the face of adversity [36]. According to Bandura (1997) self-efficacy is an individual's confidence in his own abilities and is able to overcome challenges in certain situations and conditions [37]. Belief in one's own abilities can inspire individuals to take initiative, persevere in the face of challenges, and realize aspirations. In other words, self-efficacy shows how confident individuals are that they are able to achieve success in various aspects of life.

Definition of adaptability. Adaptability is the ability of individuals or groups to adjust to a changing environment [38]. According to [39] adaptability is the ability of individuals to adapt to changing environments, work methods, working hours, tasks, responsibilities, and the behavior of others. Meanwhile, according to [40] adaptability is the ability of individuals to successfully face challenges in the dynamic world of work, so that they are used to adjusting to new situations. So, adaptability is a person's capacity to adjust to changes, challenges, or new situations effectively, both in the work environment and everyday life.

This research framework can be described as in the journal of [41] with the following modifications:



2.1 The Effect Of Reskilling Training Effectiveness On Performance Improvement Employee

Effective reskilling training provides new skills that are relevant to changing job needs. Through proper identification of skill needs, organizations are able to design appropriate training programs. Directed learning, allows employees to improve their competence with new skills that are relevant and can be used immediately on the job. By improving employee skills, organizations can build more qualified and competitive human resources, thus providing long-term benefits to the organization. Reskilling training encourages innovation and creativity, as well-trained employees tend to generate new ideas that are beneficial to the development of the organization. Thus, the effectiveness of reskilling training not only benefits individuals but is also very important for the success of the organization as a whole. Previous research conducted by [11] and [42] shows that training improves work competence, which in turn has a positive impact on employee performance. Based on this explanation, the first hypothesis that is tested is:

H1: The effectiveness of reskilling training has a positive effect on employee performance.

2.2 Effect of Reskilling Training Effectiveness on Adaptability

Through reskilling training, organizations can create a competent workforce in accordance with technological developments, can provide opportunities for employees to learn new skills, and ensure that employees can contribute more effectively in a dynamic work environment. The success rate of reskilling training can be assessed by how far employees are able to absorb new knowledge, and implement it in their daily work. Effective reskilling training has a positive influence on employee adaptability. Effective training helps improve employee skills in accordance with the current and future needs of the organization. Thus, employees can not only perform old tasks better, but are also ready to carry out new responsibilities arising from these changes. Based on research conducted by [43] revealed that training has a positive influence on employee adaptability. Therefore, the second hypothesis in this study is:

H2: The effectiveness of reskilling training has a positive effect on adaptability.

2.3 Effect of Adaptability on Employee Performance

The ability to adapt to rapid and unexpected changes is the key to success in today's world of work. Adaptive employees are not only able to survive, but also able to develop and contribute significantly to the organization. Adaptive employees tend to be more flexible in dealing with various situations, able to switch from one task to another, so as to meet the changing needs of the organization. Employees with good adaptability are more open to new ideas, changes in the way they work, and encourage innovation in the workplace. This not only improves the organization's competitiveness but also enriches the employee experience. Adaptability has a major positive impact on employee performance. Therefore, it is important for organizations to support the development of positive capabilities, so as to increase organizational success in the midst of change. According to the research of [44] revealed that adaptability has a significant positive effect on employee performance. Thus the third hypothesis tested is:

H3: Adaptability has a positive effect on employee performance.

2.4 The Effect of Self-Efficacy on Employee Performance

Self-efficacy or self-belief in the ability to complete certain tasks has a significant influence on employee performance. Employees with high levels of self-efficacy tend to be more confident, able to face challenges, and have more motivation to achieve targets. They are also more resilient in the face of work pressure and more creative in finding solutions to problems faced. In addition, self-efficacious individuals actively seek opportunities to increase their knowledge and skills through training or new experiences. This is driven by the desire to improve their competence and performance. Employees who feel competent in carrying out their duties tend to be more satisfied with work. High job satisfaction can increase loyalty and commitment to the organization. In line with research conducted by [45], [46] that self-efficacy has a positive influence on employee performance. [47] also argues that self-efficacy has a positive effect on employee performance. Based on this description, the fourth hypothesis tested is:

H4: Self-efficacy has a positive effect on employee performance.

2.5 The Effect of Self-Efficacy on Adaptability

Self-efficacy or self-belief in the ability to overcome challenges plays an important role in increasing employee adaptability. Employees with self-efficacy have the ability to adapt to changes in work systems or new tasks because they are confident in their ability to learn new things. Organizations can improve employee adaptability by providing training and development that focuses on increasing self-efficacy, as well as creating an organizational culture that supports quality and growth. This is in line with research conducted by [48] showing that self-efficacy has a positive effect on employee adaptability. So, the fifth hypothesis tested is:

H5: Self-efficacy has a positive effect on employee adaptability.

2.6 The Effect of Adaptability that Mediates the Effectiveness of Reskilling Training on Employee Performance

The effectiveness of reskilling training is measured by how well the training program can meet the needs of skills that are in accordance with job demands. The better the effectiveness of training, the higher the employee performance [34]. This shows that a well-designed program can increase competence and confidence, which in turn has a positive impact on performance. Employees who have good adaptability are better able to apply new skills gained from training to their work.

According to Bandura's Social Learning Theory, adaptability plays an important role in mediating the impact of reskilling training on employee performance. This theory explains that learning occurs through observation, experience and interaction with the environment, which shapes behavior and skills. In reskilling training, employees not only acquire technical skills, but also develop flexibility of thinking to adapt to changes in the workplace [49]. Effective training facilitates interactive learning experiences, increasing employees' ability to adapt to new challenges. Increased adaptability allows employees to more easily apply learned skills in daily tasks, thereby improving performance. Without adaptability, skills from training may not be optimally implemented, reducing the effectiveness of training in improving performance. Adaptability becomes a key linking factor between reskilling training outcomes and work productivity, strengthening the relationship between learning and skill application. Based on this description, the sixth hypothesis tested is:

H6: Adaptability mediates the effectiveness of reskilling training on employee performance.

2.7 The Effect of Adaptability Mediating Self-Efficacy on Employee Performance

Adaptability can be a mediating factor that links self-efficacy with employee performance. High self-efficacy increases adaptability, which then contributes to improved performance. In addition, employees who have self-efficacy are able to adapt to change, and can improve their ability to work effectively in dynamic situations in the work environment, be it changes in technology, work systems, or organizational dynamics. By understanding this, organizations can design training and development programs that focus not only on increasing confidence but also on adaptability. This will help create a more responsive and productive workforce in the midst of change.

Social Learning Theory explains that a person's belief in their ability (self-efficacy) greatly affects the learning process. Individuals with high self-efficacy will be more motivated to learn, seek information, and try various ways to achieve their goals. Therefore, employees who have high self-efficacy will more easily adapt to changes and challenges in the workplace. Thus, adaptability can act as an intermediary between self-efficacy and employee performance. That is, high self-efficacy will encourage increased adaptability, which in turn contributes to improved performance. Based on this description, the sixth hypothesis tested is:

H7: Adaptability mediates self-efficacy on employee performance.

3. Methods

This research uses a quantitative method or approach with primary data. A quantitative approach is a research method that focuses on collecting and analyzing data using statistical, mathematical, or computational techniques to identify patterns, relationships, or trends in the data [50]. The population used in this study were employees of the Communication, Informatics, Coding and Statistics Office of Semarang City as many as 143 employees. The recommended sample size is in accordance with research conducted (Hair et al., 2019) in [51], namely the sample size should be 100 or greater. So, a total of 100 respondents were selected for this study, with the criteria set to ensure an accurate and relevant picture of the population with the research objectives. The technique used in this study is non-probability, which means a sampling technique in which each member or element in the population does not have an equal chance of being selected as part of the sample [52]. This sample technique includes purposive sampling where samples are taken based on certain criteria. The sample criteria set in this study are: (i) employees who are currently working at the Semarang City Communication, Information, Statistics and Coding Agency, (ii) have participated in new training that supports the competency field both internally and externally to the organization. In this study, the statistical test used includes several stages of analysis, namely data feasibility test, classical assumption test, hypothesis test (path analysis), and sobel analysis.

4. Result

Respondent characteristic show, 52% of respondents were female, dominated by employees in administration and information services who are active in training, especially related to skills development and self-efficacy. Meanwhile, 64% of respondents are ASNs, who have greater access to training to improve competencies in the face of technological and policy changes. The stability of ASN status also boosts their motivation to develop themselves. In terms of age, 65% of respondents were 20-30 years old, reflecting Diskominfo's recruitment policy that focuses on

a young workforce to support digitalization. Younger employees are more adaptive and active in training to improve skills and confidence. A total of 86% of respondents have a Diploma/S1 education, which is necessary to support conceptual tasks in strategic planning and decision-making. The majority of respondents (79%) have 1-5 years of service, indicating that many new employees are still in the adaptation stage. Therefore, training is important to improve competencies and adjust to the work culture. In addition, 29% of respondents had attended training on Information Management and Public Communication Channels, in line with the need for employees who are able to manage electronic information and digital communication in the paperless era. Most employees (83%) attend training 1-3 times per year, mainly to improve technical skills and soft skills. This shows the organization's efforts in ensuring new hires have the necessary competencies to improve performance and face the challenges of digitalization.

4.1 Validity Test

The validity test is carried out using the bivariate correlation method, where the analysis results are assessed based on the Cronbach Alpha value [53]. If the Cronbach Alpha value is less than 0.05, it can be concluded that there is a correlation between variables. The test results show that all variables in this study are declared valid and are able to measure the variables in the study well because they have a significance value of 0.000.

4.2 Reliability test

In this test, the One Shot technique is used with the Cronbach Alpha (α) statistical method. Data is considered reliable if the α value is greater than 0.70. Based on the reliability test, it can be seen that all values in this study have a very good level of consistency because α is more than 0.70, namely the results (X1) of 0.778, (X2) of 0.716, (Z) of 0.709, and (Y) of 0.798.

4.3 Normality test

Based on the results of the normality test through the Kolmogorov-Smirnov test, the Asymp. Sig. (2-tailed) of 0.086, which means that the value is greater than the confidence level of 0.05 so it can be concluded that the residual data in this regression model is normally distributed.

4.4 Multicollinearity Test

Based on the "Coefficients" output table in the "Collinearity Statistics" section in the research that has been conducted, it is known that the Tolerance value for the Reskilling Training Effectiveness variable (X1) of 0.692 is greater than 0.10, Self-Efficacy (X2) of 0.586 is greater than 0.10 and Adaptability (Z) of 0.527 is greater than 0.10. Meanwhile, the VIF values for the Reskilling Training Effectiveness (X1), Self-Efficacy (X2) and Adaptability (Z) variables are 1,445, 1,705, and 1,898 < 10.00. So it can be concluded that there is no strong linear relationship between the independent variables or these variables can be used together in regression analysis without causing multicollinearity problems in the research data.

4.5 Heteroscedasticity Test

Based on the test, a significant value for the Reskilling Training Effectiveness variable is 0.822, the Self-Efficacy variable is 0.282 and the Adaptability variable is 0.216, it can be explained that there are no symptoms of heteroscedasticity in the regression model, because the sig value is more than 0.05.

4.6 Hypothesis Test

Table 1 Test of t Statistics, f Statistics, and Coefficient of Determination R²

Variable	Model 1				Model 2			
	<i>B</i>	<i>Std.Error</i>	<i>t</i>	<i>Sig.</i>	<i>B</i>	<i>Std.Error</i>	<i>t</i>	<i>Sig.</i>
(Constant)	2.579	1.089	2.369	0.020	2.545	1.273	2.000	0.048
Effectiveness of Re-skilling Training	0.213	0.056	3.806	0.000	0.220	0.068	3.220	0.002
Self-Efficacy	0.495	0.084	5.881	0.000	0.717	0.111	6.441	0.000
Adaptability					0.123	0.115	1.065	0.290
Independent	Adaptability				Employee Performance			
F test	43.554 (0.000)				46.290 (0.000)			
Adjusted R2	0.462				0.578			

Based on the values in Table 1, the hypothesis equation of this study is as follows:

$$Y = 2,579 + 0,213 (X1) + 0,495 (X2) + e \dots\dots\dots 3$$

$$Y = 2,545 + 0,220 (X1) + 0,717 (X2) + 0,123(Z) + e \dots\dots\dots 4$$

Based on the regression equation, the following analysis can be done:

- The regression coefficient for reskilling training effectiveness is 0.213 with a t value = 3.806 and sig. = 0,000. Because the sig. Value is smaller than 0.05, the effectiveness of reskilling training has a significant positive effect on adaptability.
- The regression coefficient for self-efficacy is 0.495 with a t value = 5.881 and sig. = 0,000. Because the sig. Value is smaller than 0.05 self-efficacy has a significant positive effect on adaptability.
- The regression coefficient for reskilling training effectiveness is 0.220 with a t value = 3.220 and sig. = 0,002. Because the sig. Value is smaller than 0.05, the effectiveness of reskilling training has a significant positive effect on employee performance.
- The regression coefficient for self-efficacy is 0.717 with a t value = 6.441 and sig. = 0,000. Because the sig. Value is smaller than 0.05, self-efficacy has a significant positive effect on employee performance.
- The regression coefficient for adaptability is 0.123 with a t value = 1.065 and sig. = 0,290. Because the sig. Value is greater than 0.05, adaptability has no significant effect on employee performance.

4.7 Test Coefficient of Determination (R2)

The R value (R square) is used to test the effect of the independent variables on the dependent variable. Based on this test, it can be concluded that Adaptability can be explained by the independent variables of Reskilling Training Effectiveness and Self-Efficacy by 46.2%. Employee performance can be explained by the independent variables of Reskilling Training Effectiveness, Self-Efficacy, and Adaptability by 57.8%.

4.8 Sobel Analysis

The sobel test is used to determine whether or not there is an effect of Adaptability (Z) as a mediating variable in the relationship between the effectiveness of Reskilling Training (X1) and Self-Efficacy (X2) on Employee Performance (Y). The results of the online sobel test are as follows:

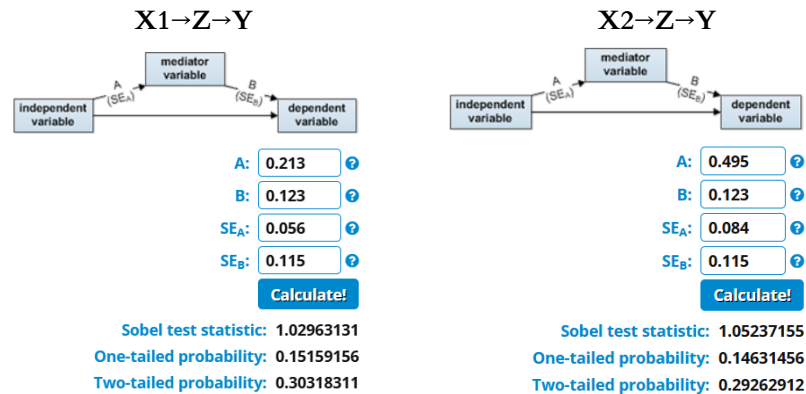


Figure 3 Sobel Test Calculation Results

Based on the results of calculations using the Sobel test with the help of an online statistical calculator, information is obtained that the adaptability variable does not function as a mediator between the effectiveness of reskilling training and self-efficacy on employee performance, with a significance value of 0.30 and 0.29 respectively, which indicates that there is no significant relationship because the value is above the decision-making limit of 0.05. Or it can be proven by looking at the comparison of the tcount values obtained, namely 1.03 and 1.05, with the t table which is at 1.96 where both tcount values are still below the t table. This indicates that the null hypothesis cannot be rejected, so it can be concluded that the adaptability variable does not have a significant mediating influence in the relationship between the effectiveness of reskilling training and self-efficacy on improving employee performance.

5. Discussion

Based on the research conducted, the first hypothesis shows that the effectiveness of reskilling training has a positive and significant effect on employee performance, so this hypothesis is accepted. This means that the more often employees attend training effectively, the better their performance in achieving organizational targets optimally. The results of this study indicate that active involvement in training programs directly supports the improvement of the efficiency and effectiveness of individual performance. This finding is in line with research conducted by [11], which states that the effectiveness of training has a positive and significant effect on performance. In addition, the second hypothesis is also proven correct, namely that the training program held for employees of the Communication and Informatics Office (Diskominfo) has a positive and significant impact on improving their performance. In other words, the more training that is followed, the better the work results achieved by employees. This is supported by research conducted by [43], which shows that well-trained individuals are better able to adapt to changes in the work environment, thereby increasing their productivity and efficiency.

Meanwhile, based on the test results that have been carried out, the third hypothesis is not accepted. This result shows that there is no relationship between adaptability and employee performance. Adaptability is often considered an important ability in adjusting to changes in the workplace. However, this ability does not always have a direct impact on improving performance. One reason is that high adaptability may only be used to deal with challenges, but not directly improve productivity or expected work results. In addition, if the work environment does not support the application of adaptability, such as through ineffective training, lack of clear direction, or irrelevant work objectives, then employees' adaptability will not have a significant effect on their performance. The results of this study differ from research conducted by [44], who found that adaptability has a positive and significant effect on employee performance. However, the results of this study are in line with research conducted by [24], which states that adaptability has no relationship to employee performance.

Furthermore, the results of testing the fourth hypothesis show that this hypothesis is accepted, which means that there is a positive and significant relationship between self-efficacy and employee performance. In other words, the higher the self-efficacy of employees, the better their performance. This is also supported by research conducted by [45], which states that self-efficacy has a positive influence on employee performance. Employees who have high self-confidence tend to be more proactive in seeking learning opportunities, more focused on achieving predetermined goals, and have a strong spirit in overcoming obstacles that arise. In addition, the results of testing the fifth hypothesis show that self-efficacy has a positive and significant effect on employee adaptability. This means that the higher the individual's self-confidence, the better they are in dealing with system changes and work challenges or new tasks. This finding is also in line with research conducted by [48], which states that self-efficacy has a positive effect on employee adaptability.

Meanwhile, the sixth hypothesis which states that adaptability mediates the relationship between the effectiveness of reskilling training and employee performance is not proven, so this hypothesis is rejected. These results indicate that training only has a direct effect on employee performance without increasing adaptability. This occurs because training focuses more on developing technical skills that directly support productivity, but does not significantly improve employees' ability to adapt to changes in the work environment. In other words, improvements in employee performance occur directly as a result of training, with no contribution from adaptability. This finding contradicts social learning theory, which explains that individuals acquire new knowledge and skills through observation and imitation. In the context of this study, while reskilling training was effective in improving employees' technical skills, the learning process did not appear to be sufficient to drive the development of adaptability.

Finally, the seventh hypothesis which states that adaptability mediates the relationship between self-efficacy and employee performance is also not proven, so this hypothesis is rejected. The results of this study indicate that self-efficacy has a direct effect on performance without increasing adaptability. In other words, although effective training can improve employee performance, this does not always happen through improving their adaptability. In some situations, increased adaptability does not automatically improve performance, especially if the training provided does not match the needs of the job or if the work environment does not support the application of the results of the training. As a result, the potential of adaptability in improving performance cannot be fully realized. Social learning theory states that the higher a person's self-efficacy, the easier it is for them to adjust to change, which in turn will improve their work outcomes. However, this study shows that self-efficacy can directly affect performance without having to go through the adaptation process.

This research has important implications for policy development and training program design in the Communication and Informatics Agency (Diskominfo). The results show that training effectiveness has a direct effect on employee performance, but is not mediated by adaptability. Therefore, management needs to design training programs that not only focus on technical skills, but also develop aspects of self-efficacy and adaptability. In practice, training at Diskominfo should be more comprehensive to include the development of soft skills such as problem-solving and critical thinking. This is important because rapid technological changes require employees who are not only technically competent, but can also adjust to dynamic changes in the work system. Management may consider integrating simulation-based training modules and mentoring to improve employee confidence and adaptability. From an academic perspective, this study contributes to human resource management theory by showing that adaptability is not always a mediating factor in the relationship between training and performance, as well as between self-efficacy and performance.

6. Conclusion

Based on the analysis conducted, several important points can be concluded. First, there is a significant positive relationship between the effectiveness of reskilling training and employee performance, which means that the more frequently employees attend training, the greater their contribution to the organization. Second, reskilling training also has a positive effect on increasing employees' adaptability, providing them with the knowledge and skills to deal with changes in the workplace. Furthermore, self-efficacy was shown to have a significant positive influence on performance, as confident individuals tend to perform better. In addition, self-efficacy is also positively related to adaptability, suggesting that confidence helps individuals adapt to a dynamic environment. However, the analysis shows that there is no significant correlation between adaptability and employee performance, meaning that adaptability has no direct effect on their work outcomes. And the hypothesis that adaptability acts as a mediator in the relationship between the effectiveness of reskilling training and self-efficacy with employee performance was not proven. The results of this study provide important insights into the relationship between reskilling training, self-efficacy, and employee performance, and have significant implications for the development of more effective training programs to improve employee performance and adaptability in a changing work environment.

From the results of this study, several suggestions are proposed. First, Diskominfo should increase efforts to develop employee adaptability through training programs. This training can be done by providing simulations of real situations or case studies that require employees to think critically and quickly adapt to changes, so that they are more prepared and confident in facing the changing dynamics of work. Second, future researchers are advised to develop this research by adding variables, expanding the object of research, and involving more diverse respondents, in order to obtain a more comprehensive picture of employee performance. Third, future research is expected to enrich existing findings and re-examine the variables used by improving their measurement indicators.

References

- [1] Forum, W. E. (2023). *The future of jobs in the age of AI, sustainability and deglobalization*. Wwf.org. <https://www.weforum.org/stories/2023/05/future-of-jobs-in-the-age-of-ai-sustainability-and-deglobalization/>
- [2] Shavira, A., Rudiana, R., & Lesmana, A. C. (2022). Implementasi Electronic Government Pada Penggunaan Aplikasi Qlue Sebagai Upaya Penerapan Jakarta Smart City Di Dinas Komunikasi,

- Informatika, Dan Statistik Provinsi Dki Jakarta Tahun 2020. *Jurnal Administrasi Pemerintahan (Janitra)*, 1(2), 174. <https://doi.org/10.24198/janitra.v1i2.38250>
- [3] Dimpo Sinaga, dan P. (2024). Menghadapi Perubahan Dunia Melalui Transformasi Digital Menuju Kesuksesan Pada Era Digitalisasi. *Jurnal Sistem Informasi Universitas Suryadarma*, 11(2), 52. <https://doi.org/10.35968/jsi.v11i2.1240>
- [4] Safira, Y. E., Nurcahyanto, H., & Marom, A. (2023). Analisis Atribut Inovasi E-Government Melalui Sapa Mbak Ita Dalam Peningkatan Kualitas Pelayanan Publik Di Kota Semarang. *Journal of Public Policy and Management Review*, 13(1). <https://ejournal3.undip.ac.id/index.php/jppmr/article/view/42446%0Ahttps://ejournal3.undip.ac.id/index.php/jppmr/article/download/42446/30496>
- [5] Roostam, B. V. dan Y. (2022). Partisipasi Masyarakat Kota Semarang Di Era Digital : Efektivitas Program Lapori Hendi. *Journal of Politic and Government Studies*, 11(2), 19–33.
- [6] Wildan, A. A. (2022). Human Resource Management: Application of Theory and Practice in Internal Organizations. *KOMITMEN: Jurnal Ilmiah Manajemen*, 3(1), 21.
- [7] Qutni, D., Kristiawan, M., & Fitriani, Y. (2021). Human Resource Management in Improving The Quality of Education. *Edunesia : Jurnal Ilmiah Pendidikan*, 2(2), 354–366. <https://doi.org/10.51276/edu.v2i2.132>
- [8] Panjaitan, M. (2018). Peran Keterlibatan Dan Partisipasi Karyawan Terhadap Kinerja Karyawan. *Jurnal Manajemen*, 4(1), 53. <https://www.scribd.com/document/516511984/Metode-Alokasi-Laba-Khusus>
- [9] Adriyanto, H., & Subakti, A. G. (2018). Pengaruh Pelatihan, Motivasi dan Kompetensi (Studi Kasus Hotel Sahid Jaya Lippo Cikarang). *Journal of Indonesian Tourism, Hospitality and Recreation*, 1(2), 55–69.
- [10] Wijaya, S. (2023). Pentingnya Pelatihan Dan Pengembangan Dalam Menciptakan Kinerja Karyawan Di Era Digital. *Jurnal Ilmiah*, 13, 107.
- [11] Mastur, M. (2022). Dampak Efektivitas Pelatihan Kompetensi Terhadap Kinerja Pegawai, Komitmen Pegawai Sebagai Variabel Intervening Pada Pondok Pesantren. *Technomedia Journal*, 7(1), 22–36. <https://doi.org/10.33050/tmj.v7i1.1758>
- [12] Sukmawati, E., Ratnasari, S. L., & Zulkifli, Z. (2020). Pengaruh Gaya Kepemimpinan, Komunikasi, Pelatihan, Etos Kerja, Dan Karakteristik Individu Terhadap Kinerja Karyawan. *Jurnal Dimensi*, 9(3), 472. <https://doi.org/10.33373/dms.v9i3.2722>
- [13] Dedy Novrizal, Susi Hendriani, S. (2024). Pengaruh Pelatihan Dan Lingkungan Kerja Terhadap Kinerja Karyawan Yang Dimediasi Motivasi Pada Pt. Telkom Witel Ridar. *Jurnal Bahtera Inovasi*, 8(1), 45. <https://doi.org/10.22334/paris.v2i9.543>
- [14] Muhammmad Afif Ridha, Muhammad Birusman Nuryadin, D. (2023). Pengaruh Rekrutmen, Seleksi Dan Pelatihan Terhadap Kinerja Karyawan Pada Bank Mega Syariah Samarinda. *Jurnal Ekonomi Dan Perbankan Syariah*, 8(3), 505.
- [15] Lianto, L. (2019). Self-Efficacy: A Brief Literature Review. *Jurnal Manajemen Motivasi*, 15(2), 57. <https://doi.org/10.29406/jmm.v15i2.1409>
- [16] Priska, J., Rahmawati, E., & Utomo, S. (2020). Pengaruh Self Efficacy, Motivasi Dan Kepuasan Kerja Terhadap Kinerja Karyawan PT. PLN Puruk Cahu Kabupaten Murung Raya. *Jurnal Bisnis Dan Pembangunan*, 9(1), 93.
- [17] Landra, N., Parwita, G., & Pebryanti, I. (2023). Pengaruh Pelatihan Kerja, Disiplin Kerja Dan Self-Efficacy Terhadap Kinerja Pegawai Pada Dinas Sosial Kabupaten Gianyar. *Values*, 4(1), 7–18.
- [18] Fauziyyah, K., & Rohyani, I. (2022). Pengaruh Self Efficacy, Lingkungan Kerja Non Fisik, dan Work Discipline Terhadap Kinerja Karyawan pada PT Semestranustra Distrindo Depo Kebumen. *Jurnal Ilmiah Mahasiswa Manajemen, Bisnis Dan Akuntansi (JIMMBA)*, 4(3), 339. <https://doi.org/10.32639/jimmba.v4i3.112>
- [19] Aryoko, Y. P., Kharismasyah, A. Y., & Maulana, I. (2022). Kepuasan Kerja, Locus of Control dan Self-Efficacy: Pengaruhnya terhadap Kinerja Karyawan. *JSSH (Jurnal Sains Sosial Dan Humaniora)*, 6(2), 109. <https://doi.org/10.30595/jssh.v6i2.14892>
- [20] Yongmei, H., & Chen, Y. (2023). The Relationship between Locus of Control and Academic Adaptability Among College Students: Mediating Effect of Academic Self-Efficacy. *European*

- Journal of Education and Pedagogy*, 4(1), 77. <https://doi.org/10.24018/ejedu.2023.4.1.542>
- [21] Agustin, C. S., Sari, T. D. V., Aisyah, P., & Anshori, M. I. (2023). Pengembangan Keterampilan Adaptabilitas Karyawan. *Jurnal Nuansa: Publikasi Ilmu Manajemen Dan Ekonomi Syariah*, 1(4), 124–126. <https://doi.org/10.61132/nuansa.v1i4.363>
- [22] Fernanda, S. A., & Larassaty, A. L. (2024). Knowledge Worker Productivity Di Pt Trikaraya Jaya Food: Peran Knowledge Management Melalui Kemampuan Adaptasi Dan Kepuasan Kerja Karyawan. *JMBI UNSRAT (Jurnal Ilmiah Manajemen Bisnis Dan Inovasi Universitas Sam Ratulangi)*, 11(1), 357–358. <https://doi.org/10.35794/jmbi.v11i1.54174>
- [23] Dwi Nurul Aisyah, Prihatin Lumbanraja, & Parapat Gultom. (2023). the Influence of Workload and Adaptation Ability on Employee Performance Through Satisfaction Work At Pt. Bank of Sumut Regional 1 Medan. *International Journal of Educational Review, Law And Social Sciences (IJERLAS)*, 3(4), 1244. <https://doi.org/10.54443/ijerlas.v3i4.956>
- [24] Elza Arindani Dwi Putri Aprilian, Heri Prabowo, N. S. (2024). Dengan Self Efficacy Sebagai Variabel Intervening Pada Karyawan. 1(6), 76–84.
- [25] Kosdianti, L., & Sunardi, D. (2021). Pengaruh Pelatihan Terhadap Kinerja Karyawan Pada Pt. Satria Piranti Perkasa Di Kota Tangerang. *Jurnal Arastirma*, 1(1), 141–150. <https://doi.org/10.32493/arastirma.v1i1.10070>
- [26] Ali, F., & Wardoyo, D. T. W. (2021). Pengaruh Self Efficacy terhadap Kinerja Karyawan dengan Kepuasan Kerja sebagai Variabel Intervening (Studi PT. Ultrajaya Milk Industry, Tbk Surabaya Bagian Marketing). *Jurnal Ilmu Manajemen*, 9(1), 367. <https://doi.org/10.26740/jim.v9n1.p367-379>
- [27] Rajagukguk, J., Panjaitan, M., Lumbantobing, A., Halawa, R. L., Prodi, D., Fisipol, A. P., Medan, U., Prodi, M., & Bisnis Fisipol, A. (2024). Pengaruh Kemampuan Adaptasi Dan Konsistensi Terhadap Kinerja Karyawan Pt. Iss Indonesia Area Thamrin Plaza Medan. 4, 102–119. <https://ejournal.uhn.ac.id/index.php/sosialpolitik>
- [28] Firmansyah, D., & Saepuloh, D. (2022). Social Learning Theory: Cognitive and Behavioral Approaches. *Jurnal Ilmiah Pendidikan Holistik (JIPH)*, 1(3), 301. <https://journal.formosapublisher.org/index.php/jiph/index>
- [29] Lesilolo, H. J. (2019). Penerapan Teori Belajar Sosial Albert Bandura Dalam Proses Belajar Mengajar Di Sekolah. *KENOSIS: Jurnal Kajian Teologi*, 4(2), 186–202. <https://doi.org/10.37196/kenosis.v4i2.67>
- [30] Huseno, T. (2016). Kinerja Pegawai. In T. M. Publishing (Ed.), *Media Nusa Creative* (Cetakan 1). Media Nusa Creative.
- [31] Putra, Novia Ruth Silaen, Syamsuriansyah, Reni Chairunnisah Maya Rizki Sari, Elida Mahriani, Rahman Tanjung, Diana Triwardhani Anne Haerany, Anis Masyuroh, Dewa Gede Satriawan, Ambar Sri Lestari Opan Arifudin, Zackharia Rialmi, S. (2021). Teori sumber daya manusia. In Lestari (Ed.), *www.penerbitwidina.com* (Pertama). Widina Bhakti Persada Bandung.
- [32] Budiyanto, E., & Mochklas, M. (2020). Kinerja Karyawan Ditinjau dari Aspek Gaya Kepemimpinan Budaya Organisasi dan Motivasi Kerja. In H. A. Mukhlis (Ed.), *repository.um-surabaya.ac.id* (Pertama). CV.AA. Rizky.
- [33] Herwinda, W. (2021). *Analisis Model-Model Pelatihan* (T. B. Cendekia (ed.); Pertama). www.google.co.id/books. https://www.google.co.id/books/edition/Analisis_Model_Model_Pelatihan/d8EpEAAAQBAJ?hl=id&gbpv=1&dq=pelatihan+baru+adalah&printsec=frontcover
- [34] Garnasih, S. A. A. S. Z. R. L. (2019). Efektivitas Pendidikan dan Pelatihan dalam Meningkatkan Kinerja Pegawai pada Sekretariat Daerah Provinsi Riau. *Jurnal Ekonomi KIAT*, 30(2), 4.
- [35] Muhamad Irfan Kresnadi, & Dafa Arga Narendra. (2023). Transformasi Upskilling dan Reskilling Sumber Daya Manusia Dalam Menghadapi Tantangan Revolusi 4.0 Di Sektor Kepelabuhanan dan Logistik. *EKONOMIKA45 : Jurnal Ilmiah Manajemen, Ekonomi Bisnis, Kewirausahaan*, 10(2), 169–174. <https://doi.org/10.30640/ekonomika45.v10i2.870>
- [36] Erlina, L. (2020). Efikasi Diri. In H. Rumahorbo (Ed.), *repo.poltekkesbandung.ac.id* (Pertama). [repo.poltekkesbandung.ac.id](https://doi.org/10.53491/porosonim.v1i2.33). <https://doi.org/10.53491/porosonim.v1i2.33>
- [37] Fitriyah, Lina Arifah, Andri Wahyu Wijayadi, Oktaffi Arinna Manasikana, N. H. (2019).

- Menanamkan Efikasi Diri dan Kestabilan Emosi* (I. L. Kurniawati (ed.); Pertama). eprints.unhasy.ac.id.
- [38] Unika Prihatsanti, Endah Kumala Dewi, Endah Mujiasih, Ika Febrian Kristiana, Novi Qonitatin, Harlina Nurtjahjanti, Claudia Marie Krista Anindita Latifa Rabbani, dan S. D. S. S. R. (2022). Beradaptasi dengan Perubahan. In C. M. K. Anindita (Ed.), *doc-pak.undip.ac.id* (Pertama). Fastindo Make U Easy.
- [39] Kodden, B. (2020). The Art of Sustainable Performance A Model for Recruiting, Selection, and Professional Development. In *The Art of Sustainable Performance: A Model for Recruiting, Selection, and Professional Development*. Springer Nature Switzerland AG. https://doi.org/10.1007/978-3-030-46463-9_4
- [40] Arianti, A. E. (2023). Peran Konselor Dalam Meningkatkan Adaptabilitas Karier Remaja Untuk Menghadapi Peluang Dan Tantangan Era Society 5.0. *Jurnal Ekonomi*, 6(1), 123.
- [42] Hendra. (2020). Pengaruh Budaya Organisasi, Pelatihan Dan Motivasi Terhadap Kinerja Karyawan Pada Universitas Tjut Nyak Dhien Medan. *Maneggio: Jurnal Ilmiah Magister Manajemen*, 3(1), 1–12. <https://doi.org/10.30596/maneggio.v3i1.4813>
- [43] Aji Hidayat and Irfan Helmy. (2024). Pengaruh Pengalaman dan Pelatihan Terhadap Kinerja Tenaga Penjualan dengan Penjualan Adaptif Sebagai Variabel Intervening: Studi pada BNI Cabang Kebumen. *Jurnal Kajian Ekonomi & Bisnis Islam*, 5(9), 4330–4347. <https://doi.org/10.47467/elmal.v5i9.4424>
- [44] Syamsuri, A. R., Halim, A., & Siddik, E. (2022). Determination Of Employee Performance With Adaptability , Extraversion Personality , And Self-Efficacy. *Journal Of Management Analytical and Solution*, 2(2), 102–113.
- [45] Brandion, D., & Lestariningsih, M. (2023). Pengaruh Self Efficacy, Pelatihan, Dan Pengembangan Karier Terhadap Kinerja Karyawan Pada Wisata Mangrove Wonorejo Surabaya. *Jurnal Ilmiah Manajemen Dan Bisnis*, 2(2), 154–169.
- [46] Masruroh and Prayekti, Z. (2021). Pengaruh Self Efficacy Terhadap Kinerja Karyawan Melalui Kepuasan Kerja Sebagai Variabel Mediasi. *Jurnal Syntax Transformation*, 2(4), 569.
- [47] Fauzia Anisagita, R. M. (2023). Pengaruh Self Efficacy dan Perceived Organizational Support Terhadap Kinerja Karyawan Dengan Organizational Citizenship Behavior Sebagai Variabel Mediasi. *Business and Economics Conference in Utilization of Modern Technology*, 1–17.
- [48] Haryanto, T., & Sutawijaya, A. H. (2024). The Role of Servant Leadership and Self-Efficacy in Adaptive Performance. *Jurnal Ilmiah Manajemen Kesatuan*, 12(4), 1397–1412. <https://doi.org/10.37641/jimkes.v12i4.2631>
- [49] Yunitasari, R. K. K. D. R. F. (2023). Pengaruh Efektivitas Pelatihan dalam Meningkatkan Kompetensi Karyawan. *Management Business Innovation Conference*, 6, 516–527
- [50] Musianto, L, S. (2002). Perbedaan Pendekatan Kuantitatif Dengan Pendekatan Kualitatif Dalam Metode Penelitian. *Jurnal Manajemen Dan Wirausaha*, 4, 123–136.
- [51] Paruli, E., & Santosa, W. (2023). Efek Mediasi Praktik Manajemen Sumber Daya Manusia Pada Hubungan Implementasi Manajemen Rantai Pasok Dengan Kinerja Umkm Di Jakarta. *Jurnal Ekonomi Trisakti*, 3(2), 2279–2288. <https://doi.org/10.25105/jet.v3i2.16862>
- [52] Suriani, N., Risnita, & Jailani, M. S. (2023). Konsep Populasi dan Sampling Serta Pemilihan Partisipan Ditinjau Dari Penelitian Ilmiah Pendidikan. *Jurnal IHSAN : Jurnal Pendidikan Islam*, 1(2), 24–36. <https://doi.org/10.61104/ihsan.v1i2.55>
- [53] Ghozali, I. (2018). *Aplikasi Analisis Multivariate dengan Program IBM SPSS 25 (IX)*. Badan Penerbit Universitas Diponegoro.