

The Role of Training and Organizational Support in Shaping Public Employees' Performance: Evidence from Village Governance in North Sumatra

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ABSTRACT

Purpose – This research investigates the relationship between training, organizational support, and public employee performance in village governance in North Sumatra, Indonesia. Guided by human capital theory and perceived organizational support theory, this research conceptualizes training as a means of enhancing employee competence, while organizational support serves as a facilitating condition that enables employees to carry out their responsibilities more effectively.

Design/methodology/approach – This research adopted a quantitative explanatory approach. Primary data were obtained from 100 village government employees working in selected offices across North Sumatra through a structured questionnaire and purposive sampling. The data were examined using descriptive statistics, validity and reliability assessments, classical assumption tests, and multiple linear regression. The construct scores were developed from Likert-scale questionnaire items measuring training, organizational support, and public employee performance.

Findings/Results – The findings reveal that training has a positive and statistically significant association with public employee performance, with a regression coefficient of 0.386. Organizational support likewise demonstrates a positive and significant association with employee performance, with a coefficient of 0.337. The overall regression model is statistically significant, as shown by an *F*-statistic of 63.765 and an *R*² value of 0.568. Thus, training and organizational support collectively account for 56.8% of the variation in public employee performance.

Originality/Value – This research contributes to the public-sector human resource management literature by investigating training and organizational support as complementary factors linked to employee performance within village government. Its originality lies in its focus on village-level public employees in North Sumatra, a local governance context that remains underexplored. The results indicate that village employee performance is related both to competency enhancement through training and to organizational factors, including leadership direction, sufficient resources, supervision, recognition, and professional development opportunities.

ARTICLE INFO

Keywords:

Organizational support;
Public employee
performance;
Training;
Village governance.

Article Information:

Received: 20/05/2026

Revise: 1/06/2026

Accepted: 29/07/2026

ISSN:

2985-3168 (Online)

2985-3222 (Print)

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1. Introduction

Public employees are essential to the effective provision of public services, the maintenance of administrative accountability, and the implementation of local development programs.. This role is particularly important in village governance because village officials are the closest administrative actors to citizens and are directly involved in providing public services, managing local resources, supporting development programs, and responding to community needs. In North Sumatra, village governance is especially relevant because the province consists of a large number of village-level administrative units with diverse local characteristics. Badan Pusat Statistik Provinsi Sumatera Utara (2025) reported that North Sumatra had 6,113 villages/urban villages in 2024, while the Village Potential Statistics of Sumatera Utara Province 2024 shows that these areas differ in terms of infrastructure, local potential, and development challenges (Badan Pusat Statistik Provinsi Sumatera Utara, 2024). These conditions require village public employees who are competent, adaptive, and able to perform administrative and service-related duties effectively.

Despite the strategic role of village public employees, performance improvement at the village level remains a practical and scholarly concern. Village officials are expected to manage administrative procedures, support public service delivery, comply with regulations, handle village development activities, and contribute to accountable management of public resources. However, these responsibilities are often carried out under conditions of limited human resource capacity, uneven technical competence, constrained facilities, and varying levels of organizational support. Previous studies have shown that the performance of public employees is influenced not only by individual competence, but also by organizational conditions that shape how employees carry out their duties (Diamantidis & Chatzoglou, 2019; Handayani et al., 2023; Sabil et al., 2024).

Training serves as a key means of enhancing employee competence. Viewed through human capital theory, training may be regarded as an investment that enhances employees' knowledge, skills, and job-related competencies. In public organizations, training is particularly relevant because employees must understand regulations, administrative systems, service procedures, and changing governance demands. Prior studies have found that training and development can contribute to better employee performance and public service delivery when training programs are aligned with organizational needs and job requirements (Handoko & Amalia, 2019; Nor, 2025) . In village governance, training is expected to help employees perform tasks related to administration, reporting, public service, financial management, and development program implementation more effectively.

However, training alone may be insufficient to improve employee performance if the organizational environment does not enable employees to apply their newly acquired knowledge and skills. According to perceived organizational support theory, employees tend to perform more effectively when they perceive that the organization appreciates their contributions, supplies adequate resources, provides direction, and encourages their professional growth. Organizational support can include leadership guidance, sufficient facilities, access to relevant information, effective supervision, employee recognition, equitable distribution of responsibilities, and opportunities to strengthen competencies. Studies have shown that organizational support is positively related to employee motivation, commitment,

and performance, including in public sector and village governance contexts (Mahdani & Ilhamsyah Putra, 2023; Sabil et al., 2024; Utami, 2022).

Although training and organizational support have been widely discussed in relation to employee performance, several research gaps remain. Handoko and Amalia, (2019) emphasized the importance of training and development to improve staff performance, but their study focused on district offices in Jakarta rather than village governance. Ismail Nor, (2023); Nor, (2025) examined training, civil servant performance, and public service delivery in broader public sector settings, but did not specifically address village-level public employees in North Sumatra. Meanwhile, Mardikaningsih et al. (2022), Utami (2022), Sabil et al. (2024) highlighted the importance of organizational support for employee performance, but did not fully integrate training and organizational support as complementary determinants of performance in village governance. Thus, the joint contribution of training and organizational support to public employee performance in village governance has not been sufficiently explored.

The originality of this research lies in its combined examination of training and organizational support as mutually reinforcing factors associated with public employee performance in village government. In contrast to earlier research that generally investigates training and organizational support independently, this study integrates human capital theory with perceived organizational support theory to clarify how employee performance is influenced by both capability development and a supportive organizational environment. Training is conceptualized as a process for enhancing employee competence, whereas organizational support represents the conditions that facilitate the practical application of that competence in routine tasks. This combined perspective is particularly relevant because village employee performance is determined not only by the knowledge and skills employees acquire, but also by the organization's ability to help transform those capabilities into effective workplace behavior.

This study focuses on village public employees working in selected village government offices in North Sumatra that were accessible during the data collection process. Given the use of purposive sampling and an accessible population, this study does not claim statistical representativeness of all village public employees in North Sumatra. Rather, it provides context-specific evidence from selected village government offices included in the survey. This clarification is important because North Sumatra has a large and diverse village governance structure, and the findings should be interpreted within the empirical scope of the sampled locations.

Based on this background, this study addresses the need to improve public employee performance in village governance through training and organizational support. The research questions are as follows: first, is training significantly associated with public employee performance? Second, is organizational support significantly associated with public employee performance? Third, how do training and organizational support jointly explain public employee performance in village governance in selected village government offices in North Sumatra?

This study aims to assess the relationship between training and public employee performance, investigate the relationship between organizational support and employee performance, and

provide empirical evidence regarding the combined contribution of both factors to explaining the performance of village public employees. The findings are expected to offer a theoretical contribution to public sector human resource management by linking human capital theory with perceived organizational support theory within the context of village governance. From a practical perspective, this study offers guidance to village leaders and local government institutions on developing training programs based on employee needs and reinforcing organizational support systems to enhance administrative capacity, public service quality, and local governance performance.

2. Review of the Literature and Hypothesis Formulation

2.1 Performance of Public Employees in Village Government

Public employee performance reflects how effectively and efficiently employees fulfill their assigned responsibilities in alignment with organizational objectives. In the public sector, employee performance is not only assessed through task completion, but also through service quality, accountability, responsiveness, compliance with regulations, and the ability to support public value creation (Basri et al., 2021; Diamantidis & Chatzoglou, 2019; Handayani et al., 2023). In village governance, employee performance becomes particularly important because village officials are directly involved in public service delivery, administrative management, local development implementation, and community interaction (Sari & Singgih, 2024; World Bank, 2023).

The context of North Sumatra, village employee performance has strategic relevance due to the province's large and diverse village-level administrative structure. Statistics Indonesia of North Sumatra Province reports that the province had 6,113 villages/urban villages in 2024, distributed across different districts and municipalities (Badan Pusat Statistik Provinsi Sumatera Utara, 2025). Moreover, the *Village Potential Statistics of Sumatera Utara Province 2024* shows that villages in North Sumatra differ in terms of local potential, infrastructure, and development challenges, implying that village public employees must be able to adapt to varied local governance conditions (Badan Pusat Statistik Provinsi Sumatera Utara, 2024).

Village governance in Indonesia has become increasingly important following decentralization and the strengthening of village-level administration. The Village Fund has become a major policy instrument for rural development, public service improvement, and local economic strengthening (Hartojo et al., 2022; Hilmawan et al., 2023; Permatasari et al., 2021). Therefore, the performance of village public employees is essential to ensure that village resources are managed responsibly and translated into effective services and development outcomes (Adam et al., 2024; Zahara et al., 2026).

2.2 Training and Public Employee Performance

Training is a structured process designed to equip employees with the knowledge, skills, attitudes, and competencies required to perform their work more effectively. In public organizations, training is especially important because public employees are expected to work within regulatory frameworks, provide services to citizens, manage administrative procedures, and respond to changing governance demands (Hassan, 2020; Ismail Nor, 2023;

Oyewole Oluwaseun, 2018). Training helps employees understand their roles, improve technical competence, and adapt to new work requirements.

Recent research indicates that employee training and development can enhance performance within public-sector organizations. Handoko and Amalia, (2019) argue that training and development are important for improving staff performance, particularly when training programs are aligned with employee needs and organizational objectives. Nor (2023) found that training and development are positively associated with employee performance and public service delivery in the civil service context. Similarly, Nor (2025) reported that effective training can enhance civil servants' performance and support public service delivery effectiveness.

In village governance, training is highly relevant because village public employees are required to perform a broad range of tasks, including administrative reporting, budget management, regulatory compliance, public communication, and development program implementation. Studies on village fund management and village governance show that institutional capacity and administrative competence are important for improving accountability and service effectiveness at the village level (Adam et al., 2024; Damayanti & Sujana, 2024; Permatasari et al., 2024). Therefore, employees who receive relevant and effective training are more likely to demonstrate better performance.

Building on this reasoning, the first hypothesis is proposed as follows:

H1: Training positively and significantly influences the performance of village public employees in North Sumatra.

2.3 Organizational Support and the Performance of Public Employees

Organizational support reflects employees' beliefs that their organization appreciates their contributions, is concerned about their welfare, supplies the resources they require, and assists them in carrying out their responsibilities. In public organizations, organizational support may include leadership guidance, access to information, adequate work facilities, recognition, fair treatment, professional development opportunities, and a supportive work climate (Mardikaningsih et al., 2022; Murhaban et al., 2021; Sabil et al., 2024).

Organizational support is essential, as employees tend to perform more effectively when they perceive that their organization supports them. A supportive organization provides not only material resources but also psychological and institutional encouragement. Employees who perceive strong organizational support tend to show higher motivation, commitment, loyalty, and willingness to contribute to organizational goals (Mardikaningsih et al., 2022; Nizar et al., 2022; Utami, 2022). In village governance, organizational support is particularly important because village officials often work under limited resources, direct community expectations, and complex administrative responsibilities (Lian et al., 2026; Sulaiman, 2024; Syahrudin et al., 2022).

Organizational support may improve employee performance through several pathways. First, it provides employees with the resources needed to complete their tasks. Second, it creates a sense of fairness and recognition, which may strengthen motivation. Third, it improves communication and coordination within the organization. Fourth, it reduces work-related uncertainty by clarifying expectations and responsibilities. When employees feel supported,

they are more likely to apply effort, take responsibility, and contribute to better service delivery (Sabil et al., 2024; Sendawula et al., 2018; Utami, 2022).

Drawing on this rationale, the second hypothesis is proposed as follows:

H2: Organizational support positively and significantly influences the performance of village public employees in North Sumatra.

2.4 Training, Organizational Support, and Public Employee Performance

Training and organizational support are conceptually related but distinct factors. Training develops employees' personal capabilities, whereas organizational support creates a work environment that allows those capabilities to be applied effectively. Training may improve employees' knowledge and skills, but the effect of training on performance can be limited when employees lack organizational support (Akpalu & Markom, 2022; Mardikaningsih et al., 2022; Nor, 2025). For example, employees may attend training on administrative systems, financial reporting, or public service procedures, but they may not be able to apply what they learned if the workplace lacks equipment, supervision, coordination, or leadership encouragement.

From a theoretical perspective, training can be understood as a human capital development mechanism, while organizational support can be understood as an institutional enabling mechanism. When both are present, employees are more likely to possess the skills needed for effective work and the organizational conditions needed to apply those skills. Previous studies indicate that employee performance is shaped not only by competence, but also by organizational support, work environment, and institutional conditions (Diamantidis & Chatzoglou, 2019; Lian et al., 2026; Sabil et al., 2024).

In village governance, the integration of training and organizational support is especially important because village governments operate close to citizens and are responsible for administrative services, financial accountability, and local development implementation. Strong training may improve employee capability, while organizational support ensures that such capability can be translated into better work outcomes (Adam et al., 2024; Handayani et al., 2023; Permatasari et al., 2024). Accordingly, considering training and organizational support together may explain public employee performance more comprehensively than examining either factor separately.

Building on this argument, the third hypothesis is proposed as follows:

H3: Training and organizational support jointly exert a positive and statistically significant influence on the performance of village public employees in North Sumatra.

2.5 Conceptual Framework

This study proposes that public employee performance in village governance is influenced by two main independent variables: training and organizational support. Training is expected to improve performance by enhancing employee knowledge, skills, competence, and role clarity (Ismail Nor, 2023; Nor, 2025). Organizational support is expected to improve performance by providing resources, guidance, recognition, supervision, and a supportive work environment (Mardikaningsih et al., 2022; Sabil et al., 2024; Utami, 2022). Together, these two factors are expected to strengthen the capacity and motivation of village public employees to perform

their duties effectively in the context of village governance in North Sumatra (Lian et al., 2026; World Bank, 2023).

3. Methodology

3.1 Research Design

This research employs a quantitative explanatory design to investigate the relationships among training, organizational support, and public employee performance within village governments in North Sumatra, Indonesia. This approach is suitable because the proposed hypotheses are evaluated through measurable indicators and statistical methods. The unit of analysis is individual public employees working in selected village government offices, particularly village officials and administrative staff involved in public service delivery, administrative work, and village development activities.

3.2 Population and Sample

The study population comprises public employees and government officials serving in village government offices throughout North Sumatra Province. Given the broad geographical coverage and the large number of village-level administrative units in North Sumatra, this study used an accessible population approach. The accessible population refers to village public employees working in selected village government offices that could be reached during the data collection process.

The sample comprised 100 village public employees recruited through purposive sampling. This method ensured that participants satisfied criteria aligned with the research objectives. Eligible respondents were required to: (1) serve as a village public employee or government official in North Sumatra; (2) participate in administrative work, public service provision, or village development initiatives; (3) possess at least one year of professional experience; and (4) voluntarily agree to take part in the research.

Given the use of purposive sampling and an accessible population, this study does not claim statistical representativeness of all village public employees in North Sumatra. Rather, it provides context-specific evidence from selected village government offices included in the survey. Accordingly, the findings should be understood within the empirical boundaries of the locations included in the sample.

3.3 Data Collection Procedure

Primary data for this research were obtained using a structured questionnaire. The questionnaire was administered to village public employees who fulfilled the established respondent criteria. Before completing the questionnaire, participants were informed about the research objectives, the voluntary nature of their involvement, and the confidentiality of their responses. The returned questionnaires were subsequently reviewed for completeness and eligibility for analysis.

The questionnaire evaluated three principal variables: training, organizational support, and public employee performance. Each item was rated on a five-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). This scale was appropriate because the research examined respondents' perceptions of training practices, organizational support, and their work performance.

3.4 Operationalization of Research Variables

The research examines two predictors and one outcome variable. Training and organizational support function as the independent variables, while public employee performance represents the dependent variable. Training encompasses learning initiatives intended to strengthen village public employees' knowledge, skills, technical competence, and understanding of governmental duties. Organizational support reflects employees' perceptions of the resources, direction, recognition, supervision, and supportive workplace conditions provided by their organization. Public employee performance denotes their capacity to fulfill responsibilities effectively, deliver high-quality services, maintain accuracy and timeliness, and contribute to village governance.

Questionnaire items were developed from relevant research on employee training, perceived organizational support, and employee performance, then modified to reflect the village governance setting. To enhance measurement transparency, ensure content validity, and support replicability, the full questionnaire items are provided in Table 1.

Table 1. Measurement Items of the Research Variables

Variable	Code	Questionnaire Item
Training	TR1	The training provided is relevant to my job duties as a village public employee.
Training	TR2	The training improves my administrative skills.
Training	TR3	The training helps me understand village government procedures and regulations.
Training	TR4	The training improves my ability to perform daily work tasks effectively.
Training	TR5	The training contributes to improving the quality of public services delivered by the village government office.
Organizational Support	OS1	My organization provides the resources needed to perform my work.
Organizational Support	OS2	Village leaders provide guidance and direction in carrying out work duties.
Organizational Support	OS3	My organization provides adequate facilities to support my work.
Organizational Support	OS4	I have access to the information needed to complete my tasks.
Organizational Support	OS5	My organization recognizes and appreciates employee contributions.
Organizational Support	OS6	My organization provides opportunities for employee development.
Public Employee Performance	PEP1	I complete my assigned tasks on time.

Public Employee Performance	PEP2	I complete my work accurately and according to established procedures.
Public Employee Performance	PEP3	I provide public services responsibly.
Public Employee Performance	PEP4	I respond to community needs and requests effectively.
Public Employee Performance	PEP5	I can complete administrative duties in accordance with established performance targets.
Public Employee Performance	PEP6	I contribute to the implementation of village governance activities.
Public Employee Performance	PEP7	I help support the achievement of village development and service objectives.

3.5 Model Specification

The research instruments underwent validity and reliability assessments to verify their suitability for measuring the specified variables. Item validity was evaluated using corrected item–total correlations, with coefficients above 0.30 indicating acceptable validity. Internal consistency was examined through Cronbach’s alpha, for which values of at least 0.70 were considered satisfactory.

The validity analysis demonstrated that every questionnaire item achieved a corrected item–total correlation exceeding 0.30. Accordingly, all indicators measuring training, organizational support, and public employee performance satisfied the validity criterion. Table 3 presents the complete validity results.

3.6 Assessment of Research Instrument Validity and Reliability

The research instruments were evaluated for validity and reliability to ensure their appropriateness for measuring the intended variables. Item validity was examined through the corrected item–total correlation method, with coefficients exceeding 0.30 regarded as valid. Reliability was determined using Cronbach’s alpha, and values of 0.70 or higher were deemed acceptable.

The validity analysis confirmed that every questionnaire item obtained a corrected item–total correlation exceeding 0.30. Thus, all indicators for training, organizational support, and public employee performance met the required validity standard. The reliability analysis also showed that each variable recorded a Cronbach’s alpha above 0.70, confirming that the instruments were dependable and possessed satisfactory internal consistency.

3.7 Composite Score Construction

Following the validity and reliability assessments, a composite value was computed for each variable. The training variable was represented by the average score across all validated training items. The organizational support score was derived from the average score of all valid items measuring organizational support. The public employee performance score was obtained by averaging all valid items measuring public employee performance.

Mean scores were used because every item employed an identical five-point Likert scale. This procedure also allows each construct to be interpreted on the same scale range, from 1 to 5.

Higher scores indicate stronger perceived training, higher perceived organizational support, and higher public employee performance.

3.8 Data Analysis

Data analysis proceeds through several stages. First, descriptive statistics summarize respondent characteristics, including age, gender, educational attainment, work experience, position, and participation in training. Second, the measurement items undergo validity and reliability testing to confirm their appropriateness and internal consistency. Reliability is evaluated using Cronbach's alpha, with coefficients of 0.70 or higher regarded as acceptable.

Third, the assumptions underlying regression are evaluated through normality, multicollinearity, and heteroscedasticity tests. Fourth, multiple linear regression is employed to test the proposed hypotheses. The *t*-test examines the separate associations of training and organizational support with public employee performance, while the *F*-test assesses their joint association with the outcome variable. The coefficient of determination (R^2) indicates the model's explanatory capacity. All hypotheses are evaluated at a 5% significance level.

3.9 Ethical Procedures in the Study

This research complies with the ethical standards governing social research. Respondents participate voluntarily, their identities remain confidential, and the collected data are used exclusively for academic purposes. The findings are reported in aggregate form to avoid identifying individual respondents or specific village government offices.

4. Result and Discussion

4.1 Respondents' Profile

The study involved 100 village public employees from North Sumatra who were recruited using purposive sampling. They were village officials and administrative staff involved in village administration, public service delivery, and development-related activities. The respondent profile reflects the characteristics of village-level public employees who commonly perform administrative, technical, and service-related functions.

Table 2. Demographic Characteristics of the Respondents

Characteristics	Category	Frequency	Percentage
Gender	Male	58	58.0%
	Female	42	42.0%
Age	< 30 years	18	18.0%
	30-40 years	37	37.0%
	41-50 years	29	29.0%
	> 50 years	16	16.0%
Education	Senior High School	34	34.0%
	Diploma	16	16.0%

Characteristics	Category	Frequency	Percentage
Length of Service	Bachelor's Degree	45	45.0%
	Postgraduate Degree	5	5.0%
	1-5 years	32	32.0%
	6-10 years	41	41.0%
	> 10 years	27	27.0%
Training Participation	Yes	76	76.0%
	No	24	24.0%

The demographic data indicate that men constituted 58.0% of the sample, while women accounted for 42.0%. Respondents aged 30–40 years represented the largest age group at 37.0%, followed by those aged 41–50 years at 29.0%. In terms of education, bachelor's degree holders comprised the largest proportion (45.0%), followed by senior high school graduates (34.0%). Most respondents had worked for 6–10 years (41.0%), indicating that they possessed adequate experience to evaluate training, organizational support, and employee performance. Moreover, 76.0% had attended training programs, demonstrating the relevance of training as a human resource development practice in village government institutions.

4.2 Summary of Descriptive Statistics

Descriptive statistical analysis was employed to summarize respondents' overall perceptions of training, organizational support, and public employee performance. Descriptive statistics were computed using the composite mean scores of each construct. Each composite score was derived by averaging the valid questionnaire items associated with the respective variable. Specifically, the training score was derived from the average of five valid training items, the organizational support score from the average of six valid organizational support items, and the public employee performance score from the average of seven valid public employee performance items. Since all items were measured using the same five-point Likert scale, the use of composite mean scores allowed each construct to be interpreted on the same scale range.

Table 3. Descriptive Statistics

Variable	N	Minimum	Maximum	Mean	Standard Deviation
Training	100	2.60	5.00	4.08	0.53
Organizational Support	100	2.40	5.00	3.91	0.57
Public Employee Performance	100	2.80	5.00	4.12	0.49

The mean value of training was 4.08, indicating that respondents generally perceived training practices as good. These findings indicate that respondents generally considered training

relevant and beneficial for strengthening their knowledge, administrative abilities, and professional competence. Organizational support recorded an average score of 3.91, reflecting a relatively strong perception of support through leadership guidance, adequate facilities, access to information, recognition, and development opportunities. Public employee performance achieved a mean of 4.12, showing that respondents rated their performance highly, especially regarding task completion, service delivery, timeliness, and contributions to village governance.

4.3 Evaluation of Research Instrument Validity and Reliability

The research instruments were subjected to validity and reliability assessments to verify their appropriateness for measuring the study variables. Item validity was examined through corrected item–total correlations, with coefficients above 0.30 regarded as acceptable. Internal consistency was evaluated using Cronbach’s alpha, for which a value of at least 0.70 was considered satisfactory.

The validity analysis showed that every questionnaire item achieved a corrected item–total correlation exceeding 0.30. Accordingly, all indicators measuring training, organizational support, and public employee performance satisfied the validity criterion. Table 4 reports the complete validity results.

Table 4. Results of the Validity Assessment

Variable	Code	Corrected Item Total Correlation	Criteria	Conclusion
Training	TR1	0.681	> 0.30	Valid
Training	TR2	0.724	> 0.30	Valid
Training	TR3	0.693	> 0.30	Valid
Training	TR4	0.711	> 0.30	Valid
Training	TR5	0.658	> 0.30	Valid
Organization Support	OS1	0.702	> 0.30	Valid
Organization Support	OS2	0.746	> 0.30	Valid
Organization Support	OS3	0.719	> 0.30	Valid
Organization Support	OS4	0.732	> 0.30	Valid
Organization Support	OS5	0.764	> 0.30	Valid
Organization Support	OS6	0.688	> 0.30	Valid
Public Employee Performance	PEP1	0.716	> 0.30	Valid
Public Employee Performance	PEP2	0.742	> 0.30	Valid
Public Employee Performance	PEP3	0.701	> 0.30	Valid
Public Employee Performance	PEP4	0.735	> 0.30	Valid
Public Employee Performance	PEP5	0.768	> 0.30	Valid
Public Employee Performance	PEP6	0.724	> 0.30	Valid

Public Employee Performance	PEP7	0.756	> 0.30	Valid
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For the training construct, corrected item–total correlations ranged from 0.658 to 0.724. The corresponding values for organizational support varied between 0.688 and 0.764, while public employee performance recorded coefficients from 0.701 to 0.768. Because every coefficient was above the required cut-off of 0.30, all questionnaire items met the validity criterion.

The reliability analysis showed that each variable achieved a Cronbach’s alpha coefficient exceeding 0.70. Training recorded a value of 0.842, while organizational support and public employee performance obtained coefficients of 0.876 and 0.889, respectively. These findings confirm that all measurement instruments demonstrated satisfactory reliability and internal consistency.

Table 5. Instrument Reliability Test Results

Variable	Number of Items	Cronbach’s Alpha	Criteria	Conclusion
Training	5	0.842	> 0.70	Reliable
Organizational Support	6	0.876	> 0.70	Reliable
Public Employee Performance	7	0.889	> 0.70	Reliable

4.4 Classical Assumption Tests

Prior to estimating the multiple linear regression model, its underlying assumptions were evaluated through normality, multicollinearity, heteroscedasticity, and autocorrelation tests. Although autocorrelation is more commonly associated with time-series data, the Durbin-Watson statistic was also reported to strengthen the transparency of the regression diagnostics.

Table 6. Classical Assumption Test Results

Test	Indicator	Result	Criteria	Conclusion
Normality	Kolmogorov-Smirnov Sig.	0.200	> 0.05	Normally distributed
Multicollinearity	Tolerance: Training	0.684	> 0.10	No multicollinearity
	VIF: Training	1.462	< 10	No multicollinearity
	Tolerance: Organizational Support	0.684	> 0.10	No multicollinearity
	VIF: Organizational Support	1.462	< 10	No multicollinearity
Heteroscedasticity	Sig. Training	0.318	> 0.05	No heteroscedasticity
	Sig. Organizational Support	0.274	> 0.05	No heteroscedasticity
Autocorrelation	Durbin-Watson	1.894	Around 2.00	No autocorrelation problem

The regression model fulfilled the classical assumption criteria. The normality test yielded a significance level of 0.200, exceeding 0.05 and confirming that the residuals were normally distributed. Multicollinearity was not detected because all tolerance values were greater than

0.10 and the VIF values remained below 10. Similarly, significance values above 0.05 in the heteroscedasticity test indicated the absence of heteroscedasticity. The Durbin–Watson statistic was 1.894, a value close to 2.00, suggesting no substantial autocorrelation in the model. Although autocorrelation is generally less relevant for cross-sectional survey data, the Durbin–Watson result was included to provide a more comprehensive regression diagnostic.

4.5 Multiple Linear Regression Results

The regression estimates produced the following model:

$$\text{PEP} = 1.214 + 0.386\text{TR} + 0.337\text{OS}$$

where PEP represents public employee performance, TR represents training, and OS represents organizational support. The use of English-language abbreviations is consistent with the terminology used throughout this manuscript.

Training produced a coefficient of 0.386 with a significance level of 0.000, demonstrating a positive and statistically significant association with public employee performance. Thus, improvements in training are linked to higher performance among village public employees. Organizational support also showed a positive and significant association with employee performance, as reflected by its coefficient of 0.337 and significance level of 0.000. Taken together, these findings identify individual capacity development and organizational support as important determinants of employee performance within village governance.

4.6 Model Fit and Simultaneous Test

The F-test was used to examine whether training and organizational support simultaneously influence public employee performance.

Table 7. Model Summary and F-Test

Indicator	Value
R	0.754
R Square	0.568
Adjusted R Square	0.559
F-statistic	63.765
Sig. F	0.000

The R^2 value of 0.568 shows that training and organizational support collectively account for 56.8% of the variation in public employee performance. The remaining 43.2% may be explained by variables outside the model, including leadership style, motivation, the work environment, compensation, digital literacy, and organizational culture. The model generated an F -statistic of 63.765 with $p < 0.001$, indicating that training and organizational support jointly have a statistically significant association with public employee performance.

4.7 Testing of Research Hypotheses

Table 8. Summary of Hypothesis Testing Results

Hypothesis	Statement	Result
H1	Training has a positive and significant effect on public employee performance in village governance in North Sumatra.	Supported
H2	Organizational support has a positive and significant association with public employee performance in village governance in North Sumatra.	Supported
H3	Training and organizational support jointly have a positive and significant association with public employee performance in village governance in North Sumatra.	Supported

The hypothesis testing results show that all proposed hypotheses are supported. Training has a positive and significant effect on public employee performance. Organizational support also has a positive and significant effect on public employee performance. In addition, training and organizational support simultaneously influence public employee performance in village governance in North Sumatra.

4.8 Discussion

The results demonstrate a positive and statistically significant association between training and the performance of village public employees in North Sumatra. The positive training coefficient indicates that respondents who evaluated training more favorably generally reported stronger performance. Training therefore represents a significant predictor within the regression model. Nevertheless, because the analysis is based on cross-sectional survey data, this relationship should be interpreted as associative rather than as definitive evidence of causation. Accordingly, the findings do not establish that training directly improves performance; they show that more favorable perceptions of training are related to higher self-reported performance among the surveyed village employees.

This finding is consistent with previous studies showing that training and development are related to employee performance and public service delivery when training programs are relevant to employees' work responsibilities (Ismail Nor, 2023; Nor, 2025). In the village governance context, training may be associated with better performance because it is related to employees' understanding of administrative procedures, service responsibilities, reporting tasks, and village development activities. Nevertheless, the relationship between training and performance should not be treated as automatic. Training is more likely to be meaningfully related to performance when it is practical, needs-based, and directly relevant to daily work tasks.

The findings further reveal a positive association between organizational support and public employee performance. The positive coefficient suggests that respondents who perceived greater support from their organization generally reported better performance. Within village

government offices, such support may involve leadership direction, supervision, adequate work facilities, access to relevant information, employee recognition, and professional development opportunities. These provisions can contribute to a more supportive working environment. Nevertheless, the result requires cautious interpretation: although the regression analysis identifies a positive statistical relationship, it does not establish that organizational support directly leads to improved employee performance.

This finding supports studies that identify organizational support as an important factor related to employee performance (Mardikaningsih et al., 2022; Sabil et al., 2024; Utami, 2022). However, organizational support should not be assumed to produce the same outcomes in every context. Its relationship with performance may depend on whether the support provided is useful, fair, consistent, and relevant to employees' actual work needs. In village governance, symbolic support may not be sufficient. Employees need practical support such as clear leadership direction, adequate facilities, access to information, supervision, and recognition that helps them perform their duties more effectively.

The regression analysis yielded coefficients of 0.386 for training and 0.337 for organizational support. Within the specified model, training therefore had a marginally larger coefficient in relation to public employee performance. Nevertheless, this difference does not demonstrate that training is inherently or universally more influential than organizational support. The coefficients only indicate the relative strength of association within this particular sample and model. Therefore, both training and organizational support should be understood as complementary predictors of public employee performance.

The interpretation of the simultaneous hypothesis also requires caution. The F-test indicates that training and organizational support jointly provide a statistically significant explanation of public employee performance. In other words, the regression model containing both predictors is statistically significant. However, the F-test itself does not show the positive direction of the relationship. The positive direction is indicated by the positive regression coefficients of training and organizational support. Therefore, the H3 result should be understood as indicating that training and organizational support jointly serve as significant predictors of public employee performance in the regression model, while the positive direction of their relationships is reflected in the individual regression coefficients. The finding that 24% of respondents had not participated in training should also be interpreted carefully. For these respondents, training-related responses may reflect perceptions of training availability, workplace training practices, or observed training opportunities rather than direct training experience. This may affect the interpretation of the training construct because not all respondents evaluated training based on personal participation. Therefore, the training variable in this study should be understood as reflecting respondents' perceptions of training practices in their work environment, not exclusively personal post-training outcomes.

This issue has methodological implications for future research. Future studies should distinguish more explicitly between actual training participation and perceived training availability. Researchers may also conduct subgroup analysis comparing respondents who have participated in training and those who have not. This type of analysis could determine whether the association between training and performance varies according to employees' direct participation in training. Future research could also examine training frequency, quality,

relevance, and accessibility as separate dimensions to develop a more comprehensive understanding of their respective relationships with public employee performance.

An R^2 value of 0.568 shows that training and organizational support collectively account for 56.8% of the variation in public employee performance within the regression model. Although both variables provide substantial explanatory value, they do not capture every factor associated with performance. The remaining 43.2% may relate to variables excluded from the model, including leadership style, motivation, workplace conditions, compensation, digital competence, organizational culture, and community pressure. Accordingly, training and organizational support should be regarded as important predictors rather than a comprehensive explanation of public employee performance.

Taken together, the findings demonstrate that training and organizational support are significantly related to the performance reported by the surveyed village public employees in North Sumatra. These results align with an integrated human resource management perspective, whereby employee performance is associated with both capability development and a supportive organizational environment. However, given the use of cross-sectional data and purposive sampling, the identified relationships should be understood as context-dependent statistical associations rather than conclusive evidence of causality.

5. Conclusion and Suggestions

5.1 Conclusion

This study concludes that training and organizational support are positively and significantly associated with public employee performance in the sampled village government context in North Sumatra. The regression findings identify training as a significant predictor, showing that respondents with more favorable perceptions of training generally reported higher performance. Organizational support likewise emerged as a significant predictor, indicating that greater perceived support from the organization is related to stronger employee performance.

The regression model further demonstrates that training and organizational support jointly provide a statistically significant explanation of public employee performance. This result reinforces the perspective that performance in village governance is associated with both employee capacity development and supportive organizational conditions. Theoretically, the study advances the public-sector human resource management literature by integrating human capital theory and perceived organizational support theory to explain the performance of village public employees. Nevertheless, the results require cautious interpretation. Because the research employed cross-sectional, self-reported data, the identified relationships represent statistical associations rather than definitive causal effects. Moreover, the use of purposive sampling and an accessible population prevents the sample from statistically representing all village public employees in North Sumatra. The findings are therefore limited to the selected village government offices covered by the survey.

5.2 Suggestions

Based on the findings, village governments and local government agencies should consider training and organizational support as important bases for performance improvement

strategies. Training programs should be designed according to actual administrative and service-related needs in village government offices. Such programs should focus on practical competencies, including administrative procedures, public service delivery, reporting, financial management, and village development implementation.

Organizational support should also be strengthened through clearer leadership direction, adequate work facilities, access to relevant information, regular supervision, recognition of employee contributions, and opportunities for professional development. These forms of support may help create a work environment that enables village public employees to apply their knowledge and skills more effectively.

Future research should employ larger and more representative samples drawn from multiple districts or municipalities throughout North Sumatra. Longitudinal or mixed-method research designs may also be used to examine whether training and organizational support contribute to changes in employee performance over time. Future research should also distinguish more clearly between actual training participation and perceived training availability, especially because some employees may not have direct training experience.

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