



Research Paper

## Improving The Professionalism of Bank Central Indonesia Managers Through Human Capital and Training

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### Abstract

Employee professionalism is one of the behaviors that become the competitiveness of an institution in the global era. For that, employee professionalism behavior in strategic institutions must be continuously developed. This study aims to determine how high human capital and training factors influence the professional behavior of managers at Bank Central Indonesia in Jakarta. The research method used is the quantitative survey method with respondents at Bank Central Indonesia managers in Jakarta with a sample of 46 people from an affordable population of 108 managers (work experience above 20 years); the sample was taken by purposive quota sampling. Data collection using a questionnaire instrument with alternative answers of 5 (five) Likert scales. Data analysis using multiple regression with SPSS. The findings in this study are: a) human capital and training together influence the high and low development of managers' professional behavior; b) the relationship between human capital and training together to the professionalism of managers shows positive and very strong ( $R=0.833$ ); c) human capital and training together contribute to the achievement of manager professionalism by 69.5%, and the remaining 30.5% by other factors; d) human capital has a higher sensitivity than training in the development of professionalism manager; e) ) in the digital era like today, the development of professional behavior is highly treated and can be done through strengthening human capital and organizing sustainable training.

**Keywords:** Behavior; Human Capital; Manager; Professionalism; Training; Bank of Indonesia

### INTRODUCTION

Bank Indonesia is one of the strategic government institutions that have the main task of maintaining the stability of government's financial and monetary stability. Therefore, the recruitment of its employees is very strict, and it is required to have a strong commitment to developing professional behavior. In the global era like today, employee professionalism is one of the behaviors that become the competitiveness of an institution, and for that, professionalism behavior in strategic institutions needs to be developed continuously. Camp et al. (2004) explain that professionalism has been identified as an important learning outcome in education. However, most argue that professional learning is learning that is carried out informally or often as a result of learning outcomes that fall into the hidden curriculum category. The fundamental idea behind such informal learning approaches is the result of conventional agreement, namely that professional behavior is passively captured as a learning outcome obtained from imitating positive values and good behaviors modeled by their teachers and seniors (parents, family, more senior friends, etc.). Cortezano et al. (2021) emphasize the importance of professional development because high-quality professional development is a central component of almost every planning activity in the modern era as it is today. Cortezano went on to explain the continuous development of professionalism as an investment in advanced ethical knowledge, skills, and values. Nugraha et al. (2021) explain that professionalism is a multidimensional and complex behavior. According to Hodges et al. (2011) that professionalism requires individual, interpersonal, and social considerations. The results of research by Dupree et al. (2011) show that the attitude of medical professionals can affect the culture of patient safety, and due to lack of professionalism will cause problems in the delivery of care, encourage adverse events and medical errors, and ultimately reduce patient satisfaction.

Based on the World Bank (2020) report in report "The Human Capital Index 2020 Update, namely The Human Capital in the Covid 19" said the value of Human Capital in Indonesia in Th

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2020 rose to 0.54; this shows that the value of Human Capital Indonesia in Th 2020 rose from the value of Human Capital Indonesia in 2018, namely at 0.53. However, the ranking among ASEAN countries, Indonesia, is still below Singapore, Vietnam, Malaysia, Thailand, and the Philippines. The human capital index is one of the World Bank's programs designed to explain how health and education conditions can support the productivity of future generations. Indonesia and its components are placed 87<sup>th</sup> and 65<sup>th</sup> based on the human capital Index (World Bank) and Global Human Capital Index-WEF, respectively. This indicates that the quality of Indonesian human capital continues to rank sixth (sixth) among ASEAN nations. In addition, for Indonesia to be competitive within the ASEAN Economic

Some of the previous studies on professionalism, such as Camp et al. (2004) research on professionalism related to how to conceptualize professionalism which is qualitative research that includes a) steps: (a) systematic literature search to identify the constituent elements of professionalism mentioned in the definition and description of the concept; (b) analysis of these elements using certain techniques and validating them using expert panels In general Camp et al. research aims to explore the way professionalism is perceived and positioned by the international medical community. Another research from Wibawa (2012) on professionalism is related to how journalists view professionalism. Furthermore, the results of Nugraha's research (2021) show that organizational support strengthens the relationship between professionalism and patient safety, both of which are independent variables. In general, several previous studies have discussed how professionalism variables as independent variables affect many dependent variables, such as performance, productivity, etc. In this study, the focus of the discussion was professionalism behavior as a dependent variable that was allegedly influenced by human capital and training. In World Bank (2020) Report that is Indonesia's average human capital index still needs to be improved because it occupies no. 6 (six) among ASEAN countries. The low human capital index of Indonesian human resources is expected to have an impact on the low professional behavior of Indonesian human resources; Therefore, it is necessary to research the influence /relationship of human capital and training on the professional behavior of managers at Bank Indonesia (Central Bank), which is one of the strategic institutions in a country.

Osibanjo et al. (2020) explained that human capital is the most crucial factor of production in a business and involves a combination of skills, knowledge, competencies, technical knowledge, behaviors, attitudes, talents, intelligence, abilities, and so on. Soehari et al. (2017a) explained that policies in human capital that focus on competence and training would have an impact on improving employee performance. According to Tran and Vo (2020), company employees will be able to increase productivity and contribute to the company's performance if the company accumulates human capital, which includes: developing training programs, improving staff qualifications, and investing in facilities and working conditions. Batool & Batool (2012) posit that training programs build confidence, self-esteem, and a sense of belonging among employees, and also increase their productivity and ultimately become an asset to the organization. Furthermore, Budiningsih (2017b) stated that training interventions could be beneficial for career development and organizational/company progress if training is managed systematically and sustainably. Aderonmu et al. (2017) explain that professional behavior is associated with jobs that require training or specific skills, especially those that require a high level of education; this is because it relates to standards, qualifications, skills, and competencies in their behavior and ethical practices. Getting the nickname of a professional is an honor that should not be taken lightly because a career in any field provides services to the community in need of professional personnel in exchange for a large enough salary. In the era of global competition, professionals in various fields are needed because they are one of the competitors of global human resources.

Based on the description above, it is necessary to conduct research related to factors that affect professionalism, especially human capital and training. The purpose of this study is to you analyze the causal relationship between human capital and training on the professionalism of Bank Central Indonesia managers and to find a model of the relationship between professionalism with human capital and training.

## LITERATURE REVIEW

### Professionalism

Cruess & Cruess (2012) explain that professionalism can be defined as a set of behaviors, values, and beliefs of society. According to Mustika (2017), professionalism is the attitude of a professional who explains that every job will be done by someone who has expertise in their field or profession; and according to Puspitayani & Suartana (2018), a profession is a job that, when performed, may meet specific requirements. In Puspitayani & Suartana (2018), Kalbers and Fogarty argue that professionalism is a trait an individual possesses regardless of whether their employment is a profession. Furthermore, Gary (2005) explains that professionalism is the ability of employees to generate potential corporate profits by efficiently servicing clients; hence, company employees must grasp how the business runs, including strategic planning, marketing, production, and finance. They must be able to participate in the management team to develop plans for how the business will respond to competitive pressures. In addition, Hall (2008) claims that professionalism is the capacity to identify outputs, construct a system to give desired results, and utilize a matrix to comprehend the contribution of each system.

The United Nations (2010) explains that the core value of an organization is professionalism, which is the ability of employees to work quietly, competently, and with dedication, which is a crucial aspect for all employees. Melo (2011) claims that employee professionalism is displayed in their ability to generate clear ideas while performing their jobs to enhance their performance and contribute to the institution's business success. According to Ramadhan (2018), professionalism is a systematic effort to fulfill the requirements of community members by following professional norms, which have professional behavior such as a) always pursuing perfect results; b) having a solid fighting power/never giving up; c) constantly improving quality; d) having high accuracy, and e) having the integrity to maintain high work effectiveness constantly. Ismail al-Quds et al. (2009) proposed that there are five main behaviors of a professional: a) competent and knowledgeable; b) continuous learning; c) anticipatory, creative, and innovative; d) trustworthy and with integrity; and e) capable of analyzing and drawing conclusions about fundamental principles and work procedures. Camp et al. (2004) said that the main element of professionalism is competence, but much more importantly, the constituent elements of professionalism are values such as altruism, accountability, respect, integrity, etc. which are part of human capital. Furthermore, Habiburrahim et al. (2022) explained that every individual who has a certain profession must continue to learn new things and improve his skills and knowledge, which is an important strategy to maintain professionalism in the current era.

Sapeta et al. (2022) explained that the things that influence, change, and train professional behavior in the field of health care are training, team interaction (communication and collaboration), professional motivation, and family roles. According to Dzhumanazarovna et al. (2022) that the formation of a future teacher of professional skills for the implementation of the continuity of preschool and primary mathematics education in Kazakhstan is reflected in the complex motivational personal relations, the system of scientific and special knowledge, the complex of active skills, and the block of reflexive skills. The various research results mentioned above show that professionalism is developed based on human character formed from the results of learning since childhood as well as various pieces of training for updating & strengthening competencies that have been possessed. Another opinion from Masnan et al. (2021) is that professional behavior is not related to a permanent personal identity but is a non-fixed and dynamic thing (change) according to work experience. Therefore, work experience is an important component in shaping professionalism. According to Nugraha et al. (2021), based on the American Board of Internal Medicine (ABIM), the dimensions of professionalism include excellence, humanism, altruism, accountability, tasks and services, honor and integrity, and respect for others.

As stated in the explanation above, professionalism refers to an individual's ability to work, exemplified by behavior such as a) competence and information; b) continuous learning; c) anticipation, creativity, and innovation; d) trustworthiness and integrity, and e) the ability to analyze and draw conclusions about fundamental principles and work procedures.

### **Human Capital**

According to Baron and Armstrong (2012), human capital refers to the mastery and efforts to enhance the employees' knowledge, skills, capacity, and creativity. Baron and Armstrong focus more on intellectual capital, which consists of three elements: a) **human capital**, which includes knowledge, skills, abilities, and the capacity to develop and innovate; b) **social capital**: the existence of structures, networks, and procedures that enable employees to acquire and develop intellectual capital both within and outside the organization; and c) **organizational capital**: the institutionalization of intellectual capital. According to Iwamoto et al. (2019), human capital is consistently divided into competencies and attitudes, namely: a) competence: the content part of human capital; knowledge, skills, talents, and knowledge of employees.; and b) attitude: the willingness of employees to use their abilities to the benefit of the company; motivation. Osibanjo et al. (2020) explained that human capital is an aggregate or totality of human competence that adds value to an organization, and human capital should be viewed as an asset, not as a variable cost.

Baron and Armstrong (2012) believe that human capital management may support and grow the ability of line managers to carry out their responsibilities, particularly in the following areas: leadership, productivity, customer service, and control of staff turnover and absences. Bontis et al. (2002) explain that human capital plays an important role in increasing productivity and efficiency, and they are one of the key factors in the successful implementation of business strategies. Meanwhile, Tran and Vo (2020) argued that managers need to develop policies and strategies that emphasize the importance of human capital accumulation, which will ultimately affect the company's financial performance. Soehari (2017b) stated that the critical factors for implementing the concept of human capital are: a) employees with the skills to create value for the organization; b) employees as assets, remuneration, training targets, development, and career advancement to create value for the success of the organization; and c) HR that can enhance organizational performance. The results of research by Iwamoto et al. (2019) show that increasing human capital is effective in increasing corporate social responsibility activities (CSRA). Therefore, managers who want to improve corporate social responsibility activities (CSRA) must first improve human capital.

In this study, human capital refers to the ability humans possess as intellectual assets that can be used as capital to achieve optimal work performance/performance, which is behavior by: the ability to develop knowledge, skills, capacity for innovation, values, being result-oriented, proactive, and task-focused.

### **Training**

Raymon et al. (2015) explain that training for employees is a learning system that employees need to comprehend the entire work process, with the expectation that employees will acquire new skills, be able to apply them when performing their responsibilities and share what they have learned with other employees. According to Budiningsih (2017a), training is a series of activities designed to improve theoretical understanding, principles, and work skills, resulting in behavioral changes that enhance work competencies. These changes are influenced by participant readiness, training environment, organizational climate, training methods, and training evaluation. Therefore, training is a deliberate attempt to provide people with the knowledge, skills, and attitudes necessary to perform their tasks effectively. The training is separated into two forms based on

execution: a) formal training and b) informal training. Formal training for HR capacity development activities is conducted by an official (approved) institution; informal training is an activity of developing human resource skills whose execution is not planned or structured and is conducted by individuals, groups of employees, and many more (not by official or accredited institutions).

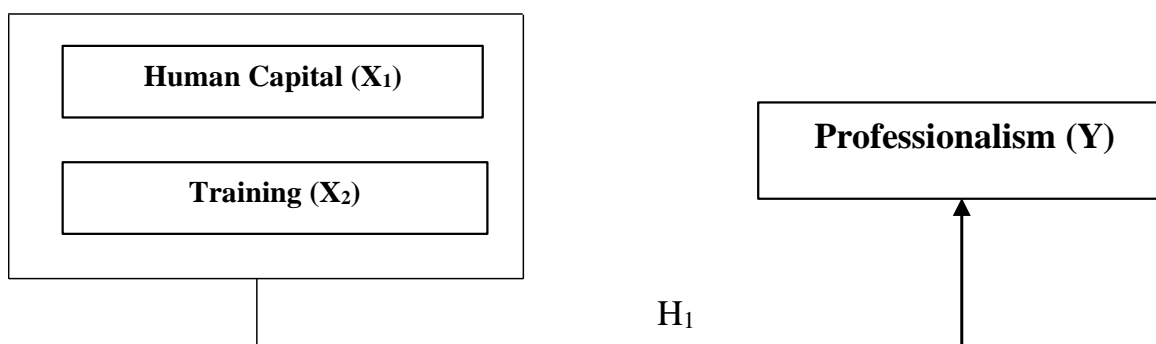
Gary (2005) argues that training is the process of people acquiring the fundamental abilities required to perform their professions. Budiningsih et al. (2017b) found that: a) training intervention has a positive and statistically significant influence on employee performance, and b) the material, length, and frequency of employee training may be utilized to evaluate the potential for employee performance to be attained. In the implementation of training, according to Magpantay (2021), it is necessary to build a curriculum centered on the acquisition of core competencies in addition to training methods that contain a balance between theory and practice, the qualifications of the instructors as well as the strategies used. Moreover, Budiningsih (2017b) argues that the competencies that employees have as a result of training if they are not utilized in the performance of their duties, will disappear on their own, so they frequently do not contribute to the achievement of optimal organizational/institutional/company performance. The results of the research of Franklin et al. (2014) show that employees who have been given training opportunities are more pleased with their work than those who have not attended the training. Therefore, training is necessary to increase productivity and employee satisfaction in the operation of certain equipment. Cortezano et al. (2021) argue that in the digital era like today, Continuous Professional Development training is an effort to invest in advanced knowledge, skills, and ethical values that can be used to learn more tools and applications (digital) and increase the creativity and resourcefulness of trainees.

Based on some explanations about training above, what is meant by training in research is a series of activities planned to improve the ability of employee human resources, including knowledge, skills, and work attitudes that will bring about changes in behavior at work which are influenced by: a) participant readiness, b) training environment, c) organizational climate, d) training methods and e) training evaluation.

From the explanation of the three research variables above, the hypothesis of this study is that there is a positive relationship between human capital and training together on the professionalism of managers/directors of Central Bank Indonesia in Jakarta.

*H1: Human Capital and Training together have a significant effect on Professionalism*

The research design survey is as follows.



**Figure 1.** Constellation of Survey Research Problems

## RESEARCH METHOD

The purpose of the study that you analyze the causal relationship between human capital and training on professionalism. Employing a quantitative method with a survey, this study seeks to determine the impact of the independent variables of human performance ( $X_1$ ) and training ( $X_2$ ) on the dependent variable of professionalism ( $Y$ ). Respondents in the study were employees with the level of managers of Bank Central Indonesia in Jakarta who had more than 20 years of experience. The population reaches around 29 technical work units, which include around 290 managers/directors; The number of samples that are worth taking is 46 people by purposive quota sampling, namely 1 unit taken by 1-3 people representing work units. Collecting data in 2022 using a questionnaire with a 5-point Likert scale for alternative responses: strongly agree = 5, agree = 4, disagree = 3, disagree = 2, and strongly disagree = 1. The study of data employed descriptive statistics (mean) and multiple regression by SPSS version 25 (Multiple regression analysis is one method of analysis to facilitate the decision-making of a policy). Before the regression analysis, the analysis requirement test is employed using the test of normality, heteroscedasticity, autocorrelation, and multicollinearity. The following are presented variables and indicators of the study (Table 1).

**Table 1.** Variables and Indicators

No	Variable	Indicators
1	Professionalism	a. competence and informative b. continuous learning c. anticipation, creativity, and innovation d. trustworthiness and integrity e. the ability to analyze and draw conclusions about fundamental principles and work procedures
2	Human Capital	a. ability to develop knowledge, skills, capacity for innovation, values b. being result-oriented c. proactive and task-focused
3	Training	a. participant readiness b. training environment c. organizational climate d. training methods & media e. training methods and

**Description:** This indicator was developed by the author with the method of literature review analysis

## FINDINGS AND DISCUSSION

### Findings

#### *The Characteristic of Respondent*

The behavioristics of research respondents, in general, are presented in Table 2 below.

**Table 2.** The Characteristic of Total Respondent (46 managers)

No.	Behavioristics	Total (People)	Percentage in Total Respondents (46 managers) (%)
1	Sex		
	1. Female	10	21.74
	2. Male	36	78.26

No.	Behavioristics	Total (People)	Percentage in Total Respondents (46 managers) (%)
2	Age		
	1. 41-50	2	4.35
	2. 51-60	15	32.61
	3. >60	29	63.04
3	Education		
	1. Diploma	6	13.04
	2. Bachelor's Degree	25	54.35
	3. Master's Degree	12	26.09
	4. Doctorate Degree	3	6.52
4	Position		
	1. Director	10	21.74
	2. Deputy of Director	6	13.04
	3. Assistant of Director	14	30.44
	4. Manager	16	34.78

Source: Analyzed Data (2022)

#### *Instrument Validity and Reliability Test*

Regarding the instrument validity and reliability test, according to Sugiyono (2010) that the instrument is valid with a trial sample of 30 people if the  $r$  Product Moment  $> 0.361$  and reliable if the Alpha-Cronbach  $r$  reaches a value of  $0.60 - 1.0$ . The results of the validity and reliability tests of each instrument of professionalism (Y), human capital ( $X_1$ ), and training ( $X_2$ ) can be seen as presented in Table 3 below:

**Table 3.** Result of Validity and Reliability Test of Instrument Variable Y,  $X_1$ , and  $X_2$

Variable	Statement Valid	Value of r-Count (Product Moment) $r$ count $> 0.361$	Reliability Coefficient (Alpha-Cronbach)	Description
Professionalism (Y)	10	0.528 – 0.842	0.920	Professionalism variable instruments are valid and reliable
Human Capital ( $X_1$ )	9	0.657 – 0.842	0.929	Human capital variable instruments are valid and reliable
Training ( $X_2$ )	10	0.640 – 0.835	0.938	Training variable instruments are valid and reliable

#### *Test Requirements Analysis*

Before the multiple regression analysis was carried out, analysis requirements were tested, including normality, heteroscedasticity, autocorrelation, and multicollinearity tests, and based on Sugiyono (2010) reference that in this study, the four analysis requirements tests were fulfilled, so the results of regression analysis in this study were feasible to use. The fourth description of the

analysis requirements test in detail is as follows:

1. Normality Test

The normality test is carried out to test whether the research data carried out is normally distributed or not. Normality tests were carried out on all variables with the number of data 46 Respondents using Kolmogorov Smirnov showed normal attributable data. The normality test results are presented in Table 4 below, which shows the value of Asymp. Sig = 0.081 > 0.05 indicates normally distributed data.

**Table 4. Normality Test**

<b>One-Sample Kolmogorov-Smirnov Test</b>			Unstandardized Residual
N			46
Normal Parameters	Mean		.0000000
	Std. Deviation		.22952484
Most Extreme Differences	Absolute		.122
	Positive		.122
	Negative		-.105
Test Statistic			.122
Asymp. Sig. (2-tailed)			.081 <sup>c</sup>
Monte Carlo Sig. (2-tailed)	Sig.		.464 <sup>d</sup>
	90% Confidence Interval	Lower Bound	.455
		Upper Bound	.472

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Based on 10000 sampled tables with starting seed 926214481.

2. Heteroscedasticity Test

The heteroscedasticity test was carried out to test whether the error in this study had the same variance or not. Research using multiple regression, as in this study, requires that there is no heteroskedasticity so that regression results are expected to be good. The heteroskedasticity test can be seen in Table 5. which shows the constant Sig = 0.728 > 0.05, sig human capital = 0.368 > 0.05, sig training = 0.434 > 0.05, and see Table 6. F-sig = 0.650 > 0.05; it shows that there is no heteroskedasticity.

**Table 5. Heteroscedasticity Test**

<b>Coefficients</b>						
<b>Model</b>		<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>		
		<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>t</b>	<b>Sig.</b>
1	(Constant)	.109	.312		.351	<b>.728</b>
	Human Capital	-.067	.073	-.194	-.909	<b>.368</b>
	Training	.075	.095	.168	.790	<b>.434</b>

a. Dependent Variable: RES2



**Table 6.** ANOVA for Heteroscedasticity Test

		ANOVA				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.024	2	.012	.435	.650 <sup>b</sup>
	Residual	1.178	43	.027		
	Total	1.202	45			

a. Dependent Variable: RES2  
b. Predictors: (Constant), Training, Human Capital

## 3. Autocorrelation test

The autocorrelation test is intended to test whether data error in a certain period is correlated with other periods. The test method uses Durbin-Watson (DW). In this study, the Durbin-Weston value = 1.634, which is above the value of 1 and below the value of 3, so there is no autocorrelation (Table 7).

**Table 7.** Autocorrelation Test (Durbin Weston)

R Square	Adjusted R Square	Change Statistics					Durbin-Watson
		R Square Change	F Change	df1	df2	Sig. F Change	
.695	.680	.695	48.918	2	43	.000	<b>1.634</b>

Predictors: (Constant), Training, Human Capital  
Dependent Variable: Professionalism

The multicollinearity test is intended to test whether the multiple linear regression model in this study contains a correlation between the dependent variables. The multicollinearity test is shown by looking at the tolerance and variance inflation factor (VIF) values. In this study, the VIF value for Human Capital is 1.994; the Training VIF value is 1.994. This shows that none of the independent variables has a VIF value below 0 and is still below 10, so it can be concluded that between the dependent variables, there is no multicollinearity (see Table 8).

**Table 8.** Multicollinearity Test (VIF)

Model	Correlations			Collinearity Statistics	
	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)					
Human Capital	.809	.616	.432	.502	<b>1.994</b>
Training	.713	.340	.199	.502	<b>1.994</b>

*Multiple Correlation and Regression Analysis*

**H<sub>1</sub>:** The relationship between human capital and training together to the achievement of professionalism of managers is positive and strong - accepted

The results of the multiple correlation analysis between business performance (Y) with innovation ability (X<sub>1</sub>) and information technology capability (X<sub>2</sub>) resulted in a plural correlation coefficient value of **R = 0.833** (see Table 9); this indicates that the relationship between human capital (X<sub>1</sub>), and training (X<sub>2</sub>) together with professionalism (Y) **positive and strong**. Furthermore, the value of the coefficient of determination (R<sup>2</sup>) shows the value = **0.695** is significant **because of the value of sig F < 0.05 (0.00 < 0.05)**. This explains that the contribution of human capital (X<sub>1</sub>) and training of research respondents together to professionalism (Y) by 69.50% and the remaining

30.50 % by other factors. Table 9 displays the complete findings of the investigation of multiple correlation coefficients (R) and coefficients of determination (R<sup>2</sup>).

**Table 9.** Results of Analysis Plural Correlation and Coefficient of Determination (R<sup>2</sup>).

Model Summary										
Model	R	R Square	Adjusted R Square	Std. error of Change Statistics				Sig. Change	F	Durbin-Watson
				The Estimate	R Square Change	F Change	df1			
1	.833 <sup>a</sup>	.695	.680	.23480	.695	48.918	2	43	.000	<b>1.634</b>

a. Predictors: (Constant), Training, Human Capital

b. Dependent Variable: Professionalism

The results of the analysis of variance (ANOVA) of the relationship between human capital (X<sub>1</sub>) and training (X<sub>2</sub>) together with professionalism (Y) can be seen as presented in Table 10 and Table 11 below.

**Table 10.** ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.394	2	2.697	48.918	.000 <sup>b</sup>
	Residual	2.371	43	.055		
	Total	7.765	45			

A. Dependent Variable: Professionalism

B. Predictors: (Constant), Training, Human Capital

**Table 11.** Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error				Tolerance	VIF
1	(Constant)	<b>.639</b>	.443		1.443	<b>.156</b>		
	Human Capital	<b>.534</b>	.104	.610	5.130	<b>.000</b>	.502	1.994
	Training	<b>.318</b>	.134	.282	2.367	<b>.022</b>	.502	1.994

Based on the results of the multiple regression coefficient analysis as shown in Table 11 above, it can be formulated a multiple linear regression model of the relationship between human capital (X<sub>1</sub>) and training (X<sub>2</sub>) with professionalism (Y), namely:

$$Y = 0.639 + 0.534 X_1 + 0.318 X_2 \dots\dots\dots(1)$$

The results of the significance test on the regression constant, namely a = 1,639, the value of the sign = 0.156 (see Table 11) shows '**insignificant**' because the value of sig > 0.05 (0.156 > 0.05); this means that the constant a = 0.639 does not have a real influence on the contribution of the professional achievement of managers at Bank Indonesia Jakarta (negligible). The results of the significance test of the regression coefficient X<sub>1</sub>, namely b = 0.534 (see Table 11), show '**significant**' because the sig value < 0.05 (0.000 < 0.05), which means that the human capital variable (X<sub>1</sub>) has a real effect on the professionalism (Y) of Bank Indonesia managers in Jakarta. The significance test of the regression coefficient X<sub>2</sub>, namely c = 0.318 (see Table 11), shows '**significant**' since the sig value < 0.05 (0.022 < 0.05); this means that the training variable (X<sub>2</sub>) **has a significant** effect on the high and low level of professionalism (Y) of Bank Indonesia managers in Jakarta. The human capital variable has a greater influence on sensitivity compared to training in achieving the professionalism of managers at Bank Indonesia Jakarta, namely 0.534 > 0.318. The results of the significance test for the multiple regression models **Y = 0.639 + 0.534 X<sub>1</sub> + 0.318 X<sub>2</sub>** show '**significant**' because the

sig value is  $0.000 < 0.05$  and the calculated F value = 49.918 (see Table 10). This means that the model  $Y = 0.639 + 0.534 X_1 + 0.318 X_2$  is **very meaningful & cannot be ignored as an instrument to predict the level of professionalism of employees** using human capital ( $X_1$ ) and training ( $X_2$ ) data if the data of the two independent variables are known. The plural linear regression model  $Y = 0.639 + 0.534X_1 + 0.318 X_2$  gives the meaning that if there is no human capital element ( $X_1 = 0$ ) and there is no training element ( $X_2 = 0$ ), then the size of the manager's professionalism score at Bank Indonesia Jakarta only reaches = 0.639 (score below 1 = very low) on a scale of 1 to 5. Therefore, human capital and training are very important and necessary in achieving the professionalism of managers at Bank Indonesia Jakarta.

## Discussion

The results of this study show that human capital and training are very influential on the professional achievements of managers at Bank Indonesia Jakarta and contribute 69.50% in the formation of professional behavior; As we know that professionalism is an individual attribute that is a set of various competencies possessed by individual employees. Sinambela (2017) argues that professionalism is closely related to competence, which is an important element in the formation of professional behavior. In this study, it was also shown that Human capital has a higher sensitivity to influence than training in the formation of professional behavior. This is also supported by the opinion of Gary (2005), who states that human capital is human capital that will be directly involved and useful in the process of increasing organizational productivity, so we can say that without professionalism, increasing the productivity of organizations/institutions/companies will be difficult to achieve; this is supported by the opinion of Osibanjo et al. (2020) that human capital is an aggregate or totality of human competence that adds value to the organization. Tran and Vo (2020) state that company employees will be able to increase productivity and contribute to company performance if the company accumulates Human capital, which includes: the development of training programs, improvement of staff qualifications, and investment in facilities and working conditions.

Brahmana et al. (2018) explain that in the era of globalization like today, training for its employees is very important for organizations because organizations can't grow, develop and compete in a highly competitive business environment; however, its training and development is often seen as a waste of resources; and implemented only to meet legal requirements. Ford and Weissbein (2008) show that training only contributes 10-20% to performance improvement after one year of training; furthermore, Budiningsih argues that if the competencies obtained during the training are not immediately implemented for a long time, then these competencies will slowly disappear by themselves. Furthermore, the results of Roza's research (2016) showed that only 26.50% of teacher professionalism is determined by the training that has been attended by teachers. The results of the research of Cromwell & Kolb (2004) & Ford et al. (2018) showed that about 10% to 15% of the training content resulted in changes in behavior in the workplace. Training programs can be unsuccessful in improving employee performance/professionalism if the knowledge & skills processed are not relevant to the roles, tasks, and daily activities of employees. Mahmud et al. (2019) argue that training programs should be associated with employee promotion so that training can help employees to be motivated to produce high performance; training programs can often be unsuccessful in improving employee performance/ professionalism because the knowledge & skills acquired during training are not relevant to the roles, tasks, and daily activities of employees. Moreover, Prawiradilaga and Chareumen (2018) argue that training will be beneficial if it meets the following criteria: a) training materials must be by following the needs of employees; b) content must be in line with the organization's vision, mission, and values, including

job behavior; and c) training programs must adapt to technological advancements and the future of the organization.

Cerdon (2018) states that employees must continually update and develop their skills and abilities; hence, continuous learning will be encountered at all stages of human life. Senge (2006) explained that cultivating learning to improve individual employee performance, like professional behavior, is currently required system *thinking* in Learning Organizations, which includes four pillars, namely: a) personal mastery, b) mental model, c) sharing the vision, and d) team learning. Hord (1997) argues that an institution/organization that carries out professional learning is, among other things, indicative of a) supportive and shared leadership; b) collective creativity; c) shared values and vision; d) supporting conditions (physical condition & capacity of people); e) shared private practice. Furthermore, Özer B. et al. (2020) explained that related to the concept of continuous learning, every individual and organization must strive to continue learning, considering that, on various averages, professions will be updated every 4 (four) years (in this case, including the concept of professionalism of a job), so institutions/organizations need to invest in the formation of sustainable human resources. An important implication of this research is the need for continuous strengthening/development of professional behavior, starting with the recruitment of employees by following certain standards, namely: a) the level of intelligence, skills, and expertise to carry out certain tasks; b) the ability to motivate and cooperate with others; c) the ability to build, develop, and maintain a dynamic work environment; d) the ability to commit to the values of the organization; the ability to focus on critical issues; ability to focus on excellent service. Professionalism, in general, is synonymous with good excellent service; the quality of excellent service from a government institution (Bank Indonesia) to the public should be directed at the accountability of the service itself, as Haraldsson (2016) argues that a government or private organization will strive to give positive signals to the public as stakeholders through valid information (financial reporting, performance, etc.) & updates to reduce asymmetry information.

## CONCLUSIONS

The conclusions in this study include: a) human capital and training together influence the high and low development of professional behavior of Bank Central Indonesia Jakarta managers; b) the relationship between human capital and joint training to the professionalism of managers shows positive and very strong ( $R=0.833$ ); c) human capital and training jointly contributed to the achievement of the professionalism managers by 69.5%, and the remaining 30.5% by other factors; d) mathematical model of the formation of behavior Professionalism  $Y = 0.639 + 0.534 X_1 + 0.318 X_2$ ; e) human capital has a higher sensitivity than training in the formation of professional behavior; f) training to employees will provide benefits to the formation of the character of professionalism, when meeting the criteria among others: training materials must be in accordance with the needs of employees; the content must be in sync with the vision, mission and values of the organization, including the characteristics of the work; and training programs must adapt to advances in information technology and the future of the organization. g) in the digital era like today, the development of professional behavior is highly treated and can be done through strengthening human capital and organizing sustainable training. Based on these findings, other important implications related to strengthening professionalism in Bank Indonesia's excellent service include the BI Organization must focus more on providing excellent services in providing updated digital data that is needed by the general public and banking practitioners.

### **LIMITATION & FURTHER RESEARCH**

One of the limitations of this study is that the research respondents are limited only to the level of Bank Indonesia managers domiciled in Jakarta, so further research needs to be carried out with the target respondents and a wider sample (all branch offices) using the same questionnaire; because the achievement of the performance of an institution is determined by professionalism at all levels of its employees. Recommendations for further research in addition to expanding the research population covering all Bank Indonesia branch offices with the same instrument also need to be conducted research on employee professionalism as well as the organizational climate, organizational character, etc., included in the organization capital and social capital.

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