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Human factor training as a learning intervention for Technical Personnel performance

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ABSTRACT

This study aimed to analyze the partial and simultaneous effects of Human Factor Training, Engineer Competence, and Work Motivation on Aircraft Engineer Performance in the Line Maintenance Unit of Garuda Maintenance Facility AeroAsia. A quantitative descriptive-correlational design was employed. The population consisted of 103 aircraft engineers across three maintenance stations (KNO, CGK, and SUB). Following instrument validation with 30 engineers, 73 engineers were selected as the main sample using cluster random sampling. Data were collected through a five-point Likert-scale questionnaire and analyzed using multiple linear regression in SPSS 25. Human Factor Training significantly influenced engineer performance ($t = 6.642$; $p < 0.001$), as did Engineer Competence ($t = 2.192$; $p = 0.032$). In contrast, Work Motivation showed no significant effect ($t = 1.763$; $p = 0.082$). Simultaneously, the three variables significantly affected engineer performance ($F = 288.248$; $p < 0.001$). Human Factor Training emerged as the strongest predictor of engineer performance, followed by Engineer Competence. Although Work Motivation was positively related to performance, its contribution was not statistically significant, suggesting that performance in aircraft maintenance is more strongly influenced by technical competence, safety training, and compliance with aviation regulations and standard operating procedures.

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Introduction

The aviation industry is one of the most safety-critical sectors, where maintenance quality directly influences aircraft airworthiness and operational reliability. Despite advances in aviation technology, human-related errors remain a major contributor to operational incidents and accidents (Corrigan et al., 2023; Deng et al., 2025). Aircraft engineers are responsible for inspection, troubleshooting, repair, and maintenance activities under strict regulatory requirements. Their performance is therefore crucial to ensuring flight safety and operational continuity. Maintenance errors can compromise safety outcomes and organizational reliability, making engineer performance a strategic concern in aviation operations (Katebi et al., 2025; Ney et al., 2023).

Human Factor Training has become an important workplace learning intervention in aviation maintenance organizations. The training focuses on developing awareness of human limitations, communication effectiveness, teamwork, fatigue management, situational awareness, and error prevention. Through this learning process, engineers are expected to improve their ability to identify risks and make safer operational decisions. Previous studies have shown that human factor training contributes to safety improvement and error

reduction; however, its influence on engineer performance varies across organizational contexts (Abbas et al., 2023; Nese et al., 2025; Pérez-Sarmiento et al., 2025; Soeiro et al., 2024).

Besides training, engineer competence is considered a key factor affecting maintenance performance. Competence includes technical skills, professional knowledge, and professional behavior required to perform maintenance activities according to aviation standards. Engineers with strong competencies are better able to interpret technical documentation, solve maintenance problems, and comply with airworthiness requirements. Previous studies have reported positive relationships between competence and employee performance in technical professions (Anderson et al., 2023; Lockman & Dinu, 2025). However, evidence focusing specifically on aircraft engineers in line maintenance operations remains limited.

Work motivation is also frequently associated with employee performance. Motivation may originate from intrinsic factors such as professional responsibility and achievement, as well as extrinsic factors including rewards, recognition, and career opportunities. Previous research generally indicates that motivated employees demonstrate stronger commitment and productivity (Giacumo et al., 2024; Yoo et al., 2024). Nevertheless, in highly regulated environments such as aircraft maintenance, the extent to which motivation influences performance beyond competence and procedural compliance remains uncertain.

Although aviation maintenance performance has received increasing research attention, most studies have examined human factors, competence, safety culture, or motivation separately. Few studies have integrated Human Factor Training, Engineer Competence, and Work Motivation within a single analytical framework. In addition, research involving aircraft engineers in line maintenance units is still limited, particularly within Indonesian aviation maintenance organizations (Filinger et al., 2025; Williams et al., 2025; Ibrahim & Abiddin, 2024; Sterling et al., 2024). Consequently, the relative contribution of these factors to engineer performance remains insufficiently understood (Putranto & Soetomo, 2017).

Therefore, this study aims to analyze the partial and simultaneous effects of Human Factor Training, Engineer Competence, and Work Motivation on Aircraft Engineer Performance in the Line Maintenance Unit of Garuda Maintenance Facility AeroAsia. The novelty of this study lies in integrating these variables within a single model while positioning Human Factor Training as a workplace learning intervention. This approach is expected to provide a more comprehensive explanation of engineer performance and offer practical recommendations for strengthening competency development, maintenance quality, operational reliability, and aviation safety (Ramadhan et al., 2017).

Method

This study employed a quantitative explanatory design using multiple regression analysis to examine the effects of Human Factor Training, Engineer Competence, and Work Motivation on Aircraft Engineer Performance. The research was conducted from April to May 2026 at the Line Maintenance Unit of Garuda Maintenance Facility (GMF) AeroAsia located at Kualanamu (KNO), Soekarno–Hatta (CGK), and Juanda (SUB) airports. The population consisted of 103 active aircraft engineers working under similar operational procedures and maintenance responsibilities. A cluster random sampling technique was applied by considering each maintenance station as a cluster. Thirty engineers were initially involved in the pilot study, while the remaining 73 engineers were selected as the research sample, consisting of 26 engineers from KNO, 24 from CGK, and 23 from SUB. Respondents represented licensed maintenance personnel with varying lengths of work experience and operational responsibilities within line maintenance activities.

Data were collected using a structured questionnaire developed from relevant theoretical frameworks and previous studies on human factors, professional competence, work motivation, and employee performance. Human Factor Training was measured through six dimensions: human error understanding, error prevention, communication, teamwork, fatigue management, and situational awareness. Engineer Competence consisted of technical competence, knowledge competence, and professional behavior, while Work Motivation included intrinsic motivation, extrinsic motivation, and safety commitment. Aircraft Engineer Performance was measured using indicators related to key performance achievement in maintenance operations. All items employed a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). Prior to the main survey, the instrument underwent expert judgment and pilot testing to evaluate content validity, item validity, and reliability. Item validity was assessed using Pearson Product-Moment correlation, while reliability was evaluated using Cronbach's Alpha coefficient.

Data analysis was conducted using Statistical Package for the Social Sciences (SPSS) version 25. Descriptive statistics, including mean scores and Respondent Achievement Level (TCR), were used to describe respondents' perceptions of each variable. Before hypothesis testing, classical assumption tests consisting of normality,

linearity, multicollinearity, and heteroscedasticity tests were performed to ensure the suitability of the regression model. Multiple linear regression analysis was subsequently applied to determine the partial and simultaneous effects of Human Factor Training, Engineer Competence, and Work Motivation on Aircraft Engineer Performance. The significance of partial effects was evaluated using t-tests, while simultaneous effects were examined through the F-test. In addition, the coefficient of determination (R^2) was used to assess the proportion of variance in engineer performance explained by the proposed model.

Results and Discussions

A total of 73 aircraft engineers from the Line Maintenance Unit of Garuda Maintenance Facility AeroAsia participated in this study, consisting of 26 engineers from Kualanamu (KNO), 24 engineers from Soekarno–Hatta (CGK), and 23 engineers from Juanda (SUB). The study investigated the effects of Human Factor Training (X1), Engineer Competence (X2), and Work Motivation (X3) on Aircraft Engineer Performance (Y). All variables were measured using a validated questionnaire comprising 91 items after eliminating 14 invalid statements.

Table 1. Descriptive Statistics of Research Variables

Variable	Indicator	TCR (%)	Category
Human Factor Training (X1)	Human Error Understanding	90.4	Very Good
	Error Prevention	90.4	Very Good
	Communication	90.2	Very Good
	Teamwork	90.2	Very Good
	Fatigue Management	90.2	Very Good
	Situational Awareness	89.2	Very Good
Mean X1		90.1	Very Good
Engineer Competence (X2)	Technical Competence	90.2	Very Good
	Knowledge Competence	90.2	Very Good
	Professional Behavior	89.4	Very Good
Mean X2		89.9	Very Good
Work Motivation (X3)	Intrinsic Motivation	89.8	Very Good
	Extrinsic Motivation	90.0	Very Good
	Safety Commitment	90.4	Very Good
Mean X3		90.1	Very Good
Aircraft Engineer Performance (Y)	KPI Achievement	91.6	Very Good

The descriptive analysis demonstrated that all research variables were categorized as very good, with TCR values exceeding 89%. Human Factor Training achieved an overall score of 90.1%, Engineer Competence reached 89.9%, and Work Motivation attained 90.1%. Aircraft Engineer Performance recorded the highest score (91.6%), indicating that respondents perceived their performance level as highly satisfactory. These findings suggest that the engineers possess strong competencies, positive motivational characteristics, and substantial exposure to human factor training programs.

Table 2. Summary of Classical Assumption Tests

Test	Variable	Statistical Value	Criteria	Result
Normality (K-S)	X1	0.054	> 0.05	Normal
	X2	0.200	> 0.05	Normal
	X3	0.200	> 0.05	Normal
	Y	0.053	> 0.05	Normal
Linearity	X1 to Y	0.819	> 0.05	Linear
	X2 to Y	0.265	> 0.05	Linear
	X3 to Y	0.489	> 0.05	Linear
Multicollinearity	X1	VIF = 7.766	< 10	No Multicollinearity
	X2	VIF = 7.763	< 10	No Multicollinearity
	X3	VIF = 9.727	< 10	No Multicollinearity
Heteroscedasticity	X1	0.605	> 0.05	No Heteroscedasticity
	X2	0.286	> 0.05	No Heteroscedasticity
	X3	0.443	> 0.05	No Heteroscedasticity

The classical assumption tests confirmed that the dataset met all requirements for multiple linear regression analysis. The Kolmogorov–Smirnov test indicated that all variables were normally distributed ($p > 0.05$).

Furthermore, the linearity test showed significant linear relationships between each independent variable and engineer performance. Multicollinearity diagnostics revealed acceptable tolerance and VIF values, while the Glejser test confirmed the absence of heteroscedasticity. Therefore, the regression model was considered statistically valid and appropriate for hypothesis testing.

Table 3. Multiple Linear Regression Results

Variable	B	Beta	t	p-value	Decision
Constant	3.856		1.164	0.249	–
Human Factor Training (X1)	0.648	0.606	6.642	<0.001	Significant
Engineer Competence (X2)	0.212	0.200	2.192	0.032	Significant
Work Motivation (X3)	0.201	0.180	1.763	0.082	Not Significant

The regression analysis revealed that Human Factor Training significantly influenced Aircraft Engineer Performance ($\beta = 0.606$, $p < 0.001$), making it the strongest predictor in the model. Engineer Competence also demonstrated a positive and significant effect on performance ($\beta = 0.200$, $p = 0.032$). However, Work Motivation did not significantly predict performance ($\beta = 0.180$, $p = 0.082$). These findings indicate that technical and safety-related training, along with professional competence, contribute more substantially to engineer performance than motivational factors alone.

Table 4. Summary of Research Hypotheses

Hypothesis	Relationship	Result
H1	Human Factor Training to Engineer Performance	Supported
H2	Engineer Competence to Engineer Performance	Supported
H3	Work Motivation to Engineer Performance	Not Supported
H4	Human Factor Training, Engineer Competence, and Work Motivation to Engineer Performance	Supported

The hypothesis testing results indicate that Human Factor Training and Engineer Competence are significant determinants of Aircraft Engineer Performance. Although Work Motivation exhibited a positive regression coefficient, its effect was not statistically significant. Overall, the findings emphasize the importance of strengthening human factor training programs and professional competencies to improve maintenance performance and aviation safety outcomes.

Table 5. Ranking of Research Variables

Rank	Variable	Mean TCR (%)	Category
1	Aircraft Engineer Performance	91.6	Very Good
2	Human Factor Training	90.1	Very Good
3	Work Motivation	90.1	Very Good
4	Engineer Competence	89.9	Very Good

Overall, all variables achieved very high ratings, indicating a favorable organizational environment within the Line Maintenance Unit of Garuda Maintenance Facility AeroAsia. Among the predictors, Human Factor Training emerged as the most influential factor affecting engineer performance, followed by Engineer Competence. These results highlight the strategic role of continuous safety-oriented training and competency development in maintaining high levels of aircraft maintenance performance.

The findings indicate that Human Factor Training is the strongest predictor of aircraft engineer performance. As a workplace learning intervention, this training develops not only technical understanding but also behavioral competencies such as communication, teamwork, fatigue management, situational awareness, and error prevention. These competencies enable engineers to recognize operational risks and make appropriate decisions during maintenance activities. The high scores across all Human Factor Training dimensions suggest that the training has been effectively integrated into daily maintenance practices, contributing to improved performance and operational safety.

This result supports previous studies highlighting the importance of human factors in reducing maintenance errors and strengthening organizational safety culture (Adi et al., 2020; Wahbi, 2015). In line maintenance operations, engineers work under strict deadlines and regulatory requirements, making non-technical competencies as important as technical expertise. Human Factor Training therefore serves as a learning mechanism that helps engineers maintain compliance, improve coordination, and enhance safety-oriented behavior. These findings confirm that effective training programs can directly support maintenance quality and operational reliability.

Engineer Competence was also found to have a significant positive effect on performance. Competence encompasses technical skills, professional knowledge, and professional behavior required to perform maintenance tasks according to aviation standards. Engineers with higher competency levels are better able to interpret maintenance manuals, diagnose technical problems, and comply with airworthiness requirements. Consequently, competence remains an essential factor in ensuring effective and consistent maintenance performance.

The findings are consistent with previous studies reporting a positive relationship between competence and employee performance in technical professions (Gozali et al., 2021; Johnson, 2021). In the context of line maintenance, competence becomes increasingly important because engineers operate in environments characterized by operational pressure and high safety demands. Continuous technological developments also require engineers to regularly update their knowledge and skills to maintain maintenance effectiveness and regulatory compliance (Sinulingga et al., 2026; Tran, 2025).

In contrast, Work Motivation did not significantly affect engineer performance when analyzed together with Human Factor Training and Engineer Competence. Although motivation showed a positive relationship with performance, its contribution was not statistically significant. This finding differs from previous studies that identified motivation as a key determinant of employee performance (Jozic, 2023; Mahendra et al., 2022; Moeins & Zain, 2024). A possible explanation is that aircraft maintenance activities are governed by strict procedures, regulations, and quality assurance systems, causing performance outcomes to depend more on competence and procedural compliance than on individual motivation.

Another explanation is the relatively homogeneous motivational characteristics of the respondents, as reflected by the very high motivation scores across all dimensions. Limited variation in motivation may reduce its ability to explain differences in performance. In addition, the consistently high performance scores suggest that organizational controls and professional standards function as stronger determinants of work outcomes than personal motivational factors (Lelmalaya & Moeins, 2024; PRABOWO, 2023; Putri et al., 2025; Wicaksono et al., 2026). This finding reflects the unique nature of aviation maintenance, where compliance and competence are critical for achieving operational objectives.

The results of this study demonstrate that, the results demonstrate that engineer performance is influenced by organizational, technical, and individual factors. However, Human Factor Training contributed more substantially than Engineer Competence and Work Motivation, highlighting the strategic role of workplace learning interventions in aviation maintenance. This study contributes to the literature by positioning Human Factor Training as a mechanism for enhancing both competence and performance. Therefore, aviation maintenance organizations should prioritize continuous training, competency development, and safety-oriented professional learning to improve maintenance quality, operational reliability, and aviation safety performance (Supriyadi et al., 2025).

Conclusions

This study concludes that Human Factor Training and Engineer Competence have positive and significant effects on the performance of aircraft engineers in the Line Maintenance Unit of Garuda Maintenance Facility AeroAsia. Human Factor Training emerged as the strongest predictor of performance, indicating that engineers who possess a better understanding of human error management, communication, teamwork, fatigue management, and situational awareness tend to demonstrate higher levels of job performance. Engineer Competence also contributes significantly to performance improvement through the enhancement of technical skills, professional knowledge, and professional behavior. In contrast, Work Motivation was found to have a positive but statistically insignificant effect on engineer performance, suggesting that performance in the highly regulated aviation maintenance environment is influenced more by compliance with procedures, safety regulations, and technical competence than by individual motivational factors. Nevertheless, Human Factor Training, Engineer Competence, and Work Motivation collectively exert a significant influence on engineer performance. Therefore, strengthening human factor training programs and continuously developing engineer competencies should become strategic priorities for aviation maintenance organizations to improve maintenance quality, operational reliability, and flight safety.

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