

The Influence of Employee Training and Behaviour to Increase Motivation That Shapes Employee Performance

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Abstrak

The background of this study is the high number of layoffs and the need to increase the effectiveness of human resource management in the outsourcing sector. This study aims to analyze the effect of training and employee behavior on work motivation and its impact on employee performance at PT Syah Perdana Abadi. This research uses a quantitative method using a survey. The sample in this study amounted to 115 respondents selected by purposive sampling technique. The instrument used was a questionnaire with a Likert scale, and the data was analyzed using the Structural Equation Modeling (SEM) method based on Partial Least Squares (PLS). The results showed that training has a positive and significant effect on work motivation, but has no direct effect on performance. Employee behavior is proven to have a positive and significant effect on motivation and performance. Meanwhile, work motivation has a positive and significant effect on performance. Thus, motivation has a mediating role in the relationship between training and behavior to performance. The implications of these findings emphasize the importance of strengthening work motivation and behavior as the key to improving employee performance in a sustainable manner.

Keywords: Training, Employee Behavior, Work Motivation, and Performance.

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INTRODUCTION

In an increasingly competitive business environment, organisations must develop and retain high-quality human resources to sustain efficiency, productivity, and competitive advantage (Saputri et al., 2022; R. M. Pratama et al., 2022). Employees constitute the central organisational resource because they operate and manage technology, capital, and other assets (Arief, 2021). Their effectiveness is strongly influenced by skills and training, and many organisations therefore adopt competency-based approaches to align employee development with organisational value creation (Effendi, 2021; Anwar et al., 2024).

Training is commonly defined as a structured process that enables employees to acquire knowledge, skills, and attitudes required to perform their tasks more effectively Ali (2020), while career development activities help individuals plan their future organisational roles and realise their potential. Maulyan (2019). At the same time, employee behaviour comprising observable actions as well as cognitive and affective processes Sartika (2020) very critical for performance. Positive behaviours such as responsibility, openness to learning, and collaboration are expected to enhance both individual and organisational outcomes (Sudarwati et al., 2020; Mukhtar & Pinto, 2023). Prior studies have shown that training can improve performance (Muhajir, 2022; Yulizar et al. 2020; Uliana et al. 2022) and that behaviour and work motivation contribute to higher performance levels (Ana Setiani, 2022; Dewi, 2019;

Rinaldi, 2022). However, relatively few studies have examined how competency-based training and employee behaviour jointly influence work motivation and performance, particularly among outsourced employees in emerging economies.

This issue is salient for outsourcing service providers that supply labour to client organisations. In the company under study, an outsourcing firm in the Indonesian mining sector, the workforce expanded rapidly between 2021 and 2023, while participation in competency training declined and the number of non-active employees increased substantially. These patterns suggest challenges in human resource management related to training participation, employee behaviour, and the stability of the workforce, and highlight the need to better understand how training and behaviour are linked to work motivation and performance in this context.

Against this background, the present study analyses the influence of training and employee behaviour on work motivation and employee performance among outsourced employees in an Indonesian outsourcing company. By focusing on the mediating role of work motivation, the study seeks to extend the literature on human resource management and organisational behaviour and to provide practical insights for organisations that rely heavily on outsourced employees.

Training

Training functions as a platform for employees to develop appropriate attitudes and to learn the processes required to internalise specific knowledge and skills. It enables employees to enhance their competencies and to fulfil their responsibilities more effectively in line with established organisational standards (Ananto et al., 2023). Training can be understood as a planned organisational effort to improve employees' knowledge, skills, and abilities.

Okoye & Ezejiolor (2013) state that training is aimed at enhancing human resources, particularly in terms of knowledge, abilities, skills, and attitudes. In a similar vein, Mokhtar dan Susilo (2017) define competence as the knowledge, skills, or abilities demonstrated by an individual. Within a competency-based framework, training is therefore not only concerned with the transfer of technical skills, but also with shaping the behavioural and attitudinal aspects that support effective job performance.

Individual Behavior

Individual behaviour in an organisation represents a dynamic interaction between personal characteristics and the attributes of the organisation itself (Putra & Fitri, 2021). Each member of an organisation exhibits unique patterns of behaviour, shaped by their particular background and work environment. Sartika (2020) state that behaviour in a comprehensive manner, distinguishing between overt behaviour, which refers to actions that can be directly observed, and inner behaviour, which refers to actions and processes that are not immediately visible. Beyond physical acts, behaviour also encompasses emotional and cognitive dimensions. Thus, individual behaviour at work includes what employees do, how they think about their work, and how they feel in response to organisational situations. These behavioural dimensions are closely related to how employees respond to organisational policies, participate in training, and contribute to team and organisational outcomes.

Work Motivation

Motivation functions as a key driving force that fosters an individual's enthusiasm for work, promotes cooperation, supports effective performance, and helps align efforts towards the attainment of goals and satisfaction (Ahmad, 2021). It is often described as the element that

energises and directs individuals to engage in particular actions or efforts; as such, motivation is commonly viewed as a major determinant of human behaviour (Amalia & Fakhri, 2016).

Pratama & Elistia (2020) define motivation as a willingness to exert substantial effort towards organisational goals, conditioned by the perceived ability of such effort to satisfy certain individual needs. In the context of professional life, motivation clearly originates from an individual's inner drive. This intrinsic drive stimulates enthusiasm and shapes behaviour, guiding individuals towards the achievement of their goals and aspirations in their professional roles. Consequently, work motivation can be seen as a crucial internal mechanism that links personal needs and values with work behaviour and performance.

Performance

Performance refers to the results of work carried out by individuals or groups within an organization to achieve organizational objectives within a specified period, and it is influenced by various factors. Performance is often viewed as the completion of tasks, where the concept of tasks is derived from the activities required of individuals in fulfilling their roles (Djuwanto & Hartono, 2017). Performance represents an individual's expression or a process related to the responsibilities assigned in their job. Outcomes are not merely the conclusion of a series of tasks, but rather a comprehensive manifestation that begins with the components of input, process, output, and outcome material (Girsang & Tinambunan, 2022). According to Silverman et al., (2005) performance essentially encompasses both the actions and inactions of employees. Individual effectiveness has a significant impact on their overall contribution to the organization. Enhancing the performance of both individuals and groups is a central focus of initiatives aimed at improving organizational effectiveness. Sandra et al., (2023) state that performance reflects the results achieved in a specific job role or task over a given period, along with a set of behaviours that align with the organization's goals.

METODE

Operational Definitions and Measurement

This study employed four main constructs: training (X_1), employee behaviour (X_2), work motivation (Y_1), and employee performance (Z_1). All variables were operationalised as latent constructs measured with multiple indicators using a Likert-type agreement scale (from "strongly disagree" to "strongly agree"). The operational definitions and measurement indicators for each construct are described below.

1. Training (X_1)

Training refers to planned organisational efforts to improve employees' competencies so that they can perform their tasks in accordance with established standards. In this study, training was measured using five indicators:

- a. Trainer: the extent to which the trainer possesses adequate qualifications and expertise.
- b. Participants: the extent to which participation in training is based on clear and appropriate eligibility criteria.
- c. Training materials: the perceived relevance and suitability of the training content to employees' job needs.
- d. Training methods: the appropriateness and effectiveness of the training methods used.
- e. Training objectives: the clarity of the goals and targets of the training programme.

2. Employee Behaviour (X_2)

Employee behaviour denotes the work-related actions and dispositions demonstrated by employees in carrying out their roles. It encompasses cognitive, affective, and behavioural aspects that are reflected in day-to-day work practices. Employee behaviour was measured with five indicators:

- a. Knowledge, attitudes, and skills expressed through work discipline: adherence to rules and punctuality in performing tasks.
- b. Initiative: the tendency to take proactive actions without waiting for instructions.
- c. Creativity: the ability to generate new ideas or alternative ways of performing tasks.
- d. Responsibility: the willingness to be accountable for assigned tasks and results.
- e. Commitment: the level of dedication and loyalty to the job and organisation.

3. Work Motivation (Y_1)

Work motivation is defined as the internal drive that encourages employees to exert effort in order to achieve work-related goals and to satisfy personal needs. In line with need-based perspectives, work motivation in this study is grouped into three dimensions: need for achievement, need for affiliation, and need for power. It was measured using seven indicators:

- a. Need for achievement: the desire to develop creativity.
- b. To achieve good performance.
- c. To pursue a desired career path.
- d. General striving and improvement orientation: the desire to become better in performing work tasks.
- e. Need for affiliation: the importance attached to maintaining good relationships with co-workers.
- f. Need for power and status: the desire to obtain authority or influence in the organisation.
- g. To reach higher or top positions.

4. Employee Performance (Z_1)

Employee performance refers to the results and behaviours associated with the execution of job responsibilities over a specified period, in terms of quality, quantity, timeliness, effectiveness, and independence at work. Employee performance was measured with eight that reflect eight indicators:

- a. Having broader or deeper job-related knowledge.
- b. Producing the best possible work outcomes.
- c. Minimising errors in performing tasks.
- d. Efficiency: the ability to work efficiently and make good use of available resources.
- e. Quantity: meeting workload expectations and completing tasks
- f. Timeliness: the expected working hours or time limits, including punctual task completion.
- g. Independence: demonstrating confidence in performing tasks.
- h. Work attitude: a high level of dedication or loyalty at work.

1.1. Data Analysis

Data were analysed using Partial Least Squares (PLS), a variance-based structural equation modelling approach (Narimawati et al., 2020). PLS is suitable for predictive models that include multiple latent variables and indicators, especially when the independent variables are highly correlated or when the number of predictors is relatively large compared to the sample size. In this study, PLS was used to estimate both the measurement model and the structural model. The analysis followed the usual two-step procedure: first, extracting latent factors that capture as much covariance as possible between the independent and dependent variables; and second, using these latent factors to estimate the path coefficients and to predict the values of the endogenous (dependent) variables.

RESULT AND DISCUSSION

1. Outer Model

The measurement model was assessed to examine the convergent validity, discriminant validity, and reliability of the constructs. The study included four latent variables: training, employee behaviour, work motivation, and employee performance.

a. Convergent Validity

Convergent validity was evaluated using the outer loadings of the indicators on their respective latent variables as in table 1 below.

Table 1. Result of Convergent Validity

Variable	Indicator	Loading Value	Cut Outer Loading
Training	X1.1	0.866	0.5
	X1.2	0.892	0.5
	X1.3	0.892	0.5
	X1.4	0.894	0.5
	X1.5	0.858	0.5
Employee Behavior	X2.1	0.796	0.5
	X2.2	0.748	0.5
	X2.3	0.814	0.5
	X2.4	0.871	0.5
	X2.5	0.844	0.5
Work Motivation	Y1	0.803	0.5
	Y2	0.862	0.5
	Y3	0.708	0.5
	Y4	0.782	0.5
	Y5	0.772	0.5
	Y6	0.737	0.5
	Y7	0.689	0.5
Employee Performance	Z1	0.743	0.5
	Z2	0.541	0.5
	Z3	0.596	0.5
	Z4	0.743	0.5
	Z5	0.799	0.5
	Z6	0.854	0.5

	Z7	0.722	0.5
	Z8	0.638	0.5

Source: PLS data analysis results (2025).

Based on Table 1 show that all indicators showed loading values above 0.60, with training ranging from 0.858 to 0.894, employee behaviour from 0.748 to 0.871, work motivation from 0.689 to 0.862, and employee performance from 0.541 to 0.854. These values exceed the commonly used thresholds (0.60–0.70), and all loadings are also above 0.50 as recommended by Ghozali (2008). Together with average variance extracted (AVE) values above 0.50 for all constructs, these results indicate that convergent validity is achieved. The highest and lowest loading values within each construct can be summarised as follows: for training, the highest loading is 0.894 (X1.4) and the lowest is 0.858 (X1.5); for employee behaviour, the highest loading is 0.871 (X2.4) and the lowest is 0.748 (X2.2); for work motivation, the highest loading is 0.862 (Y2) and the lowest is 0.689 (Y7); and for employee performance, the highest loading is 0.854 (Z6) and the lowest is 0.541 (Z2).

b. Discriminant Validity

Discriminant validity was examined using cross-loadings. Each indicator was expected to load higher on its associated latent construct than on any other construct as in table 2 below.

Table 2. Result of Cross Loading for Discriminant Validity

	Training	Employee Behavior	Work Motivation	Employee Performance
X1.1	0.866	0.648	0.640	0.586
X1.2	0.892	0.703	0.644	0.640
X1.3	0.892	0.733	0.668	0.658
X1.4	0.894	0.723	0.626	0.662
X1.5	0.858	0.732	0.692	0.634
X2.1	0.703	0.796	0.620	0.620
X2.2.	0.488	0.748	0.600	0.586
X2.3	0.623	0.814	0.675	0.650
X2.4	0.716	0.871	0.749	0.667
X2.5	0.744	0.844	0.631	0.621
Y1	0.645	0.698	0.803	0.622
Y2	0.677	0.742	0.862	0.642
Y3	0.502	0.548	0.708	0.561
Y4	0.601	0.659	0.782	0.563
Y5	0.599	0.612	0.772	0.580
Y6	0.535	0.601	0.737	0.646
Y7	0.394	0.423	0.689	0.613

	Training	Employee Behavior	Work Motivation	Employee Performance
Z1	0.634	0.664	0.678	0.743
Z2	0.250	0.302	0.460	0.541
Z3	0.338	0.334	0.417	0.596
Z4	0.588	0.565	0.626	0.743
Z5	0.584	0.638	0.603	0.799
Z6	0.695	0.739	0.652	0.854
Z7	0.497	0.481	0.493	0.722
Z8	0.344	0.501	0.471	0.638

Source: PLS data analysis results (2025).

Based on Table 2, the cross-loading matrix shows that all indicators have their highest loading on the construct they are intended to measure, compared with their loadings on the other constructs. This pattern confirms that the indicators discriminate well between the latent variables, and that discriminant validity is established for all constructs in the model.

c. Consistency Reliability

Construct reliability was evaluated using composite reliability and Cronbach’s alpha as in table 3 below.

Table 3. Result of Consistency Reliability

	Cronbach's Alpha	rho_A	Composite Reliability
Employee Performance	0.858	0.880	0.889
Work Motivation	0.882	0.888	0.909
Training	0.927	0.928	0.945
Employee Behavior	0.873	0.877	0.908

Source: PLS data analysis results (2025).

Based on Table 3, all constructs showed composite reliability values above 0.70 and Cronbach’s alpha values above 0.60. Specifically, composite reliability values were 0.945 for training, 0.908 for employee behaviour, 0.909 for work motivation, and 0.889 for employee performance, while Cronbach’s alpha values ranged from 0.858 to 0.927. These results indicate that all constructs exhibit satisfactory internal consistency and can be considered reliable.

2. Inner Model

The structural model was evaluated to assess the relationships among training, employee behaviour, work motivation, and employee performance. The assessment was based on the coefficient of determination (R^2), predictive relevance (Q^2), and the significance of the structural path coefficients.

a. R-Square (R^2)

The R-Square (R^2) value is used to evaluate the structural model by assessing the R-Square (R^2) value, which functions as a test of the model's goodness of fit. Its predictive ability is

clearly visible with a strong R-Square value of 0.67; 0.33 indicates a moderate level; while 0.19 reflects a weak relationship (Ghozali, 2014). The R-Square results are shown in Table 4 below.

Table 4. Result of R-Square (R²) Value

	<i>R Square</i>	<i>R Square Adjusted</i>
Work Motivation (Y)	0.675	0.670
Employee Performance (Z)	0.683	0.675

Source: PLS data analysis results (2025).

Based on Table 4 show that the R² value for work motivation is 0.675, indicating that 67.5% of the variance in work motivation is explained jointly by training and employee behaviour, while the remaining 32.5% is attributable to other factors not included in the model. The R² value for employee performance is 0.683, suggesting that 68.3% of the variance in performance is explained by training, employee behaviour, and work motivation.

b. Predictive Relevance (Q²)

Predictive relevance was assessed using the Q² statistic. Based on the R² values for work motivation and employee performance, the Q² value was calculated as 0.897. This indicates that approximately 89.7% of the variance in the observed data can be reproduced by the model, while 10.3% is due to factors outside the model. Because the Q² value is close to 1, the structural model can be considered to have strong predictive relevance.

c. Hypothesis Testing for Direct Effect

The direct effects among the variables were examined using the bootstrapping procedure in PLS. Path coefficients, t-statistics, and p-values were used to test the proposed hypotheses with t-value > 1.96 and P-value < 0.05 between variable construct that can be see on the Table 5 below.

Table 5. Result of Direct Effect

Hypothesis	Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
H1	Training-> Work Motivation	0.270	0.281	0.099	2.723	0.007
H2	Employee Behaviour-> Work Motivation	0.588	0.583	0.093	6.341	0.000
H3	Training -> Employee Performance	0.174	0.169	0.125	1.394	0.164
H4	Employee Behaviour-> Employee Performance	0.291	0.298	0.119	2.451	0.015
H5	Work Motivation ->	0.423	0.421	0.119	3.544	0.000

Hypothesis	Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
	Employee Performance					

Source: PLS data analysis results (2025).

Based on Table 5 show that training has a positive and significant effect on work motivation ($\beta = 0.270$, $t = 2.723$, $p = 0.007$), thus supporting H1. Employee behaviour also has a positive and significant effect on work motivation ($\beta = 0.588$, $t = 6.341$, $p < 0.001$), providing support for H2. In contrast, the direct effect of training on employee performance is not statistically significant ($\beta = 0.174$, $t = 1.394$, $p = 0.164$), so H3 is not supported. Employee behaviour, however, has a positive and significant direct effect on employee performance ($\beta = 0.291$, $t = 2.451$, $p = 0.015$), supporting H4. Furthermore, work motivation has a positive and significant effect on employee performance ($\beta = 0.423$, $t = 3.544$, $p < 0.001$), thereby supporting H5. Overall, these findings indicate that training and employee behaviour are important predictors of work motivation, while employee behaviour and work motivation are key determinants of employee performance. Training does not directly improve performance but contributes to performance indirectly through its effect on work motivation.

d. Hypothesis Testing for Indirect Effect

In addition to the direct effects, the study also examined the indirect effects of training and employee behaviour on employee performance through work motivation that can be see on the Table 6 below.

Table 6. Result of Speech Indirect Effect

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Training -> Work Motivation -> Employee Performance	0,114	0,126	0,065	1,763	0,039
Employee Behaviour -> Work Motivation -> Employee Performance	0,249	0,254	0,077	3,233	0,001

Source: PLS data analysis results (2025).

Based on Table 6, the results show that training has a positive and statistically significant indirect effect on employee performance through work motivation ($\beta = 0.114$, $t = 1.763$, $p = 0.039$). This suggests that training contributes to improved performance primarily by enhancing employees' motivation rather than through a direct effect. Similarly, employee behaviour exhibits a positive and significant indirect effect on employee performance via work motivation ($\beta = 0.249$, $t = 3.233$, $p = 0.001$). This indicates that more positive employee behaviour is associated with higher levels of performance when it is accompanied by increased work motivation. Taken together, these findings provide evidence that work motivation functions as a mediating variable in the relationships between both training and employee behaviour and employee performance

4.1. Discussion

This study examined the relationships between training, employee behaviour, work motivation, and employee performance among outsourced employees in an Indonesian outsourcing company operating in the mining sector. Overall, the findings highlight the central role of work motivation and employee behaviour in shaping performance, while also showing that the effect of training on performance is largely indirect.

First, the results confirm that both training and employee behaviour are important antecedents of work motivation. Training has a positive and significant effect on work motivation, suggesting that when employees perceive training programmes as relevant and useful, they feel more motivated to perform their tasks. This finding is consistent with need-based motivation theories, which argue that opportunities for competence development and self-improvement can strengthen internal motivation. At the same time, employee behaviour shows an even stronger positive effect on work motivation. Employees who report higher levels of discipline, responsibility, initiative, and commitment tend to experience stronger motivation, indicating that motivational processes are closely linked to how employees behave and see themselves at work.

Second, the study shows that employee behaviour and work motivation are key determinants of employee performance. Employee behaviour has a positive and significant direct effect on performance, underscoring the importance of day-to-day work behaviours for achieving high-quality and timely outputs. Work motivation also has a substantial positive effect on performance, reinforcing the argument that motivated employees are more likely to sustain effort, adapt to challenges, and meet performance expectations. These results are in line with previous research that associates positive behaviour and high motivation with better productivity, more efficient task completion, and improved work quality.

In contrast, training does not exhibit a significant direct effect on employee performance. This suggests that training alone is not sufficient to produce observable performance improvements in the short term. However, the mediation analysis reveals that training has a significant indirect effect on performance through work motivation. In other words, training contributes to performance primarily by enhancing employees' motivation, rather than by directly changing performance outcomes. A similar pattern is observed for employee behaviour, which influences performance both directly and indirectly through work motivation. These findings provide strong empirical support for the view that work motivation functions as a key mediating mechanism linking training and behaviour to performance.

The contextual conditions of the company help to interpret these results. Descriptive data indicate that only a minority of employees have participated in training, and some training programmes are perceived as general or not fully aligned with daily operational demands. Under such circumstances, it is plausible that training strengthens employees' confidence and internal drive, but that its direct impact on performance is diluted by limited coverage, misalignment with job requirements, or insufficient follow-up support. At the same time, behavioural indicators such as discipline and commitment are rated relatively high, while creativity and aspirations for managerial roles appear lower. This pattern suggests that employees are strongly oriented towards meeting basic work expectations and maintaining their employment, but have fewer opportunities or less encouragement to engage in innovative behaviour or to pursue longer-term career advancement.

The findings carry several theoretical implications. They add to the literature on human resource management and organisational behaviour by providing evidence from an outsourcing context in an emerging economy, where employment conditions are often less stable than in core workforce settings. The strong mediating role of work motivation supports integrated models that place motivation at the centre of the relationship between HR practices,

individual behaviour, and performance. The non-significant direct effect of training on performance also reinforces the importance of considering transfer of training and contextual support when evaluating the effectiveness of training interventions.

From a practical perspective, the results suggest that organisations relying on outsourced employees should treat training and behaviour management as part of a broader motivational strategy rather than as isolated interventions. Training programmes need to be designed to address concrete operational challenges, aligned with employees' career aspirations, and supported by supervisors who encourage the application of learned skills. At the same time, organisational policies and leadership practices should actively promote positive behaviours such as responsibility, commitment, and constructive collaboration since these behaviours not only improve performance directly but also help to sustain high levels of work motivation.

Finally, the study indicates that performance improvement efforts are likely to be more effective when they explicitly target work motivation as an intermediate outcome. Strengthening motivation through meaningful training opportunities, recognition of positive behaviour, fair reward systems, and clear expectations may help organisations to achieve more sustainable performance gains, particularly in demanding and uncertain work environments such as outsourcing arrangements.

CONCLUSIONS

This study analysed the relationships among training, employee behaviour, work motivation, and employee performance at PT Syah Perdana Abadi. The results indicate that training and employee behaviour both have positive and significant effects on work motivation. Employee behaviour also has a direct positive effect on employee performance, while training does not directly influence performance. Instead, training affects performance indirectly through work motivation. Similarly, employee behaviour has both a direct effect and an indirect effect on performance by work motivation. These findings confirm that work motivation plays a central mediating role in translating training and positive behaviour into higher levels of employee performance. The indicator analysis further shows that employees perceive appropriate training methods and a strong sense of responsibility as the most salient aspects of training and behaviour, whereas training objectives and creativity are viewed as less influential. In terms of motivation and performance, employees are more driven by the desire to achieve than by aspirations for managerial positions, and they place greater emphasis on punctuality than on strict adherence to formal output standards. Overall, the findings suggest that efforts to improve performance should focus not only on designing relevant training and encouraging positive behaviour, but also on strengthening motivational factors that support the effective application of skills in the workplace.

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