

Optimizing Training Strategies: Enhancing Effectiveness and Performance Outcomes

Chamdan Purnama

School of Economics Al-Anwar, Indonesia

Corresponding author: chamdan.p@gmail.com

Abstract: Growing companies tend to change their paradigm from viewing employees as work tools to valuing them as competent human resources. Current trends show that employees with new knowledge that fits the changing dynamics of the work environment are increasingly important. Focusing on human capital, including knowledge, education, training, and skills, is now more crucial than ever. In this context, education and training significantly influence employee performance. This research explores the impact of education and training on employee performance at Digital Printing companies located in East Java. Specifically, this research wants to find out whether there is a positive relationship between the level of education and training and the performance of the company's employees. This research uses quantitative methods. Data was collected through interviews, documentation review, and observation using a Likert scale ranging from one (strongly disagree) to five (strongly agree). The sample in this study consisted of 75 Digital Printing employees selected using a saturated sampling technique. The data obtained was analyzed using multiple linear regression analysis with the help of SPSS version 25 software. The research results showed that there was a significant positive relationship between education and employee performance. The higher the employee's education level, the higher their performance. Apart from that, training also has a significant positive influence on employee performance, which shows that the higher the level of training an employee receives, the more their performance increases. Thus, both education and training are proven to have a significant impact on improving employee performance in the company. Thus, this research provides an empirical basis for companies to design human resource development strategies that are more effective and have a positive impact on employee performance.

Keywords: education; training; employee performance;

Abstrak: Perusahaan yang berkembang cenderung mengubah paradigma mereka dari memandang karyawan sebagai alat kerja menjadi menghargai mereka sebagai sumber daya manusia yang kompeten. Tren saat ini menunjukkan bahwa karyawan dengan pengetahuan baru yang sesuai dengan dinamika perubahan di lingkungan kerja semakin penting. Fokus pada modal manusia, yang meliputi pengetahuan, pendidikan, pelatihan, dan keahlian, kini menjadi lebih krusial daripada sebelumnya. Dalam konteks ini, pendidikan dan pelatihan dianggap memiliki pengaruh signifikan terhadap kinerja karyawan. Penelitian ini bertujuan untuk mengeksplorasi dampak pendidikan dan pelatihan terhadap kinerja karyawan di perusahaan Digital Printing yang berlokasi di Jawa Timur. Secara khusus, penelitian ini ingin mengetahui apakah ada hubungan positif antara tingkat pendidikan dan pelatihan dengan kinerja karyawan perusahaan tersebut. Penelitian ini menggunakan metode kuantitatif. Pengumpulan data dilakukan melalui wawancara, tinjauan dokumentasi, dan observasi dengan menggunakan skala Likert yang berkisar dari satu (sangat tidak setuju) hingga lima (sangat setuju). Sampel dalam penelitian ini terdiri dari 75 karyawan Digital Printing yang dipilih menggunakan teknik sampel jenuh. Data yang diperoleh dianalisis menggunakan analisis regresi linier berganda dengan bantuan perangkat lunak SPSS versi 25. Hasil penelitian menunjukkan adanya hubungan positif yang signifikan antara pendidikan dan kinerja karyawan. Semakin tinggi tingkat pendidikan karyawan, semakin tinggi pula kinerjanya. Selain itu, pelatihan juga memiliki pengaruh positif yang signifikan terhadap kinerja karyawan, yang menunjukkan

bahwa semakin tinggi tingkat pelatihan yang diterima karyawan, semakin meningkat kinerjanya. Dengan demikian, baik pendidikan maupun pelatihan terbukti memiliki dampak signifikan terhadap peningkatan kinerja karyawan di perusahaan tersebut. Dengan demikian, penelitian ini memberikan dasar empiris bagi perusahaan untuk merancang strategi pengembangan sumber daya manusia yang lebih efektif dan berdampak positif terhadap kinerja karyawan.

Kata kunci: pendidikan; pelatihan; kinerja pegawai;

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INTRODUCTION

The importance of strategic development of Human Resources (HR) in an organization cannot be underestimated, because it is a key factor in driving company success. Strategic HR development provides added value as an indicator of business success. Increasing HR capabilities becomes a competitive advantage for companies, which has an impact on increasing productivity. Therefore, HR management must be carried out carefully to ensure individuals feel empowered to carry out their duties effectively. Excellent companies usually shift from considering HR only as a work tool to recognizing and rewarding competent HR. Current trends emphasize intensive knowledge and high-tech skills following the changes that occur. Human resources which include knowledge, education, training, and expertise in a company's workforce are becoming increasingly important compared to previous eras. Significant changes in the business environment have increased the importance of HR managers and the HR function. The HR department now plays an important role in talent recruitment, driving company development through the availability of competent resources. Researchers and theorists assert that HR assets can provide a sustainable competitive advantage because their sophisticated knowledge and social complexity are difficult for competitors to imitate. Many companies and organizations in Indonesia prioritize training and development of HR personnel to align HR capabilities with the company's strategic goals. Education and training initiatives function to improve HR capabilities and subsequently improve employee performance. Initial observations highlighted several challenges, including suboptimal work quality and communication problems that led to consumer complaints. Additionally, inefficiencies in completing tasks and errors in implementation indicate the need for increased training and education among employees. This research aims to explore the impact of education and training on employee performance, which

has implications for improving organizational performance. It is hoped that these findings can provide input for company policy and become a source of future research in the field of employee performance.

Therefore, companies need to maximize HRD as a form of phenomenal analysis and asset management to achieve company survival (Leatemala, 2018). Suartama & Ardana (2014) explain that one of the factors that influence employee performance is education. Hernidatiatin & Susijawati (2017) suggest that employees who have a high education will find it easier to achieve a goal from the activities carried out. By taking education, a person will gain knowledge that will later be useful for building competence in oneself so that it will affect the quality of the work produced. Education is an important factor for employees, for the sake of advancing the quality of employees, it is very dependent on the education that exists in these employees. Kadarisman (2013) said that the level of education passed by a person can affect the individual's work motivation. Employees with higher education generally find it easier to get motivated, because they already have broader knowledge and insight than employees with lower levels of education. Individuals who have high work motivation tend to do their best work by prioritizing the interests of the organization over their interests (Koni, 2018). In addition to education, a factor that affects employee performance is training. Training is a form of development consisting of skills, knowledge, and behaviors that are formed to carry out work M.A et al. (2013). In contrast, Ocen et al. (2017) it states that training is a change in behavior for the better through experience, from those who have the skills and knowledge to those who do not.

This research is similar to previous research which investigated education and training variables as independent variables. However, the dependent variable is different; If previous research focused on work motivation, this research examines employee performance. To achieve its goals, the company realizes the importance of quality human resources in achieving profitability and emphasizes the importance of each employee having the skills necessary to carry out their duties well. Therefore, the company seeks to improve employee performance to optimize service to consumers. Based on this idea, this research aims to ascertain the impact of education and training on employee performance. It is hoped that these findings can be a reference in identifying factors that influence employee performance. In addition, the results of this research will help formulate

company policies related to employee performance and serve as a resource for researchers who wish to explore this topic further in the future.

METHODS

The study was conducted at Digital Printing, located in East Java. Quantitative research methods were employed, and data collection involved interviews, documentation reviews, and observations utilizing a Likert scale. The sample size consisted of 75 respondents, following Arikunto (2021) said that if the subject is less than 100, then the entire population becomes the sample. Therefore, this study employed a saturated sampling technique for sampling. The analysis method utilized multiple linear regression analysis conducted with SPSS version 25 software.

RESULTS AND DISCUSSION

Results

Respondent Characteristics

Based on the data listed in Table 1, the majority of participants in this study were women, reaching 75.7%, while the number of men was only around 24.3%. The education and training provided to female employees at digital printing companies can yield significant benefits, improving both individual and overall company performance. In terms of age, most of the participants (89.8%) were in the age range of 17 to 34 years, while only around 10.2% were between 35 and 52 years old. The dominance of 17-34-year-olds in performance shows great potential for innovation, adaptation and achieving goals in a dynamic and rapidly developing work environment. In terms of work experience, the majority of respondents (63.3%) had work experience between 1 and 10 years, with only 35.1% having work experience of less than 1 year and 1.6% more than 10 years. A predominant tenure of 1-10 years brings the potential for rapid development, high motivation, and significant contribution to organizational success. In terms of education, most respondents (66.1%) had a high school education or less, while 27.4% had a bachelor's degree and only 6.5% had a master's degree. Even though the majority have a high school educational background, individuals can still bring significant added value and make positive contributions to the work environment.

Table 1. Characteristics of Respondents

Description	N	%	Description	N	%	Description	N	%
Gender			Early Years			Education		

Man	22	24.3	<1 year	32	35.1	High school graduate or earlier	59	66.1
Woman	68	75.7	1-10 Years	57	63.3	Bachelor	25	27.4
Amount	90	100	>10 Years	1	1.6	Masters	6	6.5
Age			Amount	90	100	Doctor		0
17-34	81	89.8				Amount	90	100
35-52	9	10.2						
53>	0	0						
Amount	90							

Source: Data processed

Test Research Instruments

Validity Test Results

The results of the validity test on the relationship between perceived organizational support and employee performance, with employee involvement as a mediator, show that the measurement instruments used in this research are of good quality. In summary, the results are as follows: All statements from the variables education (X1), training (X2), and employee performance (Y) are considered valid because the Pearson correlation value exceeds 0.4 and the significance value (Sig) is less than 0.05 (Ghozali, 2017). This shows that each statement in the instrument has a significant relationship with the concept being measured, following established standards. Thus, it can be concluded that the instrument is valid for use in research.

Table 2. Validity test results

Indicator	Pearson Correlation	Sig. (2-tailed)	Indicator	Pearson Correlation	Sig. (2-tailed)
X11_Suitability	0.631	0,000	X26_Feedback	0.879	0,000
X12_Outlook	0.576	0,000	X27_Sustainability	0.571	0,000
X13_Implementation	0.446	0,000	X28_Flexibility	0.792	0,000
X14_Evaluation	0.610	0,000	X29_Creativity	0.792	0,000
X15_Satisfaction	0.738	0,000	X210_Benchmarking	0.571	0,000
X16_Productivity	0.690	0,000	Y1_Quality	0.699	0,000
X17_Retention	0.637	0,000	Y2_Quantity	0.738	0,000
X18_Competence	0.645	0,000	Y3_Timeliness	0.640	0,000
X19_Leadership	0.498	0,000	Y4_Effectiveness	0.594	0,000
X110_Interpersonal	0.456	0,000	Y5_Ability	0.630	0,000
X21_Material	0.687	0,000	Y6_Frequency	0.546	0,000
X22_Learning	0.802	0,000	Y7_Implementation	0.625	0,000
X23_Behavior	0.539	0,000	Y8_Absence	0.741	0,000
X24_Results	0.553	0,000	Y9_Engagement	0.685	0,000

X25_Participation	0.747	0,000	Y10_Professional	0.702	0,000
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Source: Data processed

Results Reliability Test

The results of the reliability test show that all statements from the variables education (X1), training (X2), and employee performance (Y) show a Cronbach's alpha value that exceeds 0.60. This high Cronbach's alpha number indicates a good level of internal consistency between the items in each variable, as seen in the table. Therefore, it can be concluded that the statements used in the instrument have good reliability and can be relied upon to measure the intended concept. The instrument is considered reliable if the Cronbach's alpha value is ≥ 0.60 (Malhotra, 2004).

Thus, the results of validity and reliability testing indicate that the measurement instruments used in this research are of adequate quality, and therefore can be trusted to collect the data required for the research.

Table 3. Reliability test results

Indicator	Cronbach's Alpha if Item Deleted	Indicator	Cronbach's Alpha if Item Deleted
X11_Suitability	0.870	X26_Feedback	0.831
X12_Outlook	0.841	X27_Sustainability	0.839
X13_Implementation	0.838	X28_Flexibility	0.836
X14_Evaluation	0.844	X29_Creativity	0.836
X15_Satisfaction	0.841	X210_Benchmarking	0.839
X16_Productivity	0.833	Y1_Quality	0.843
X17_Retention	0.839	Y2_Quantity	0.846
X18_Competence	0.837	Y3_Timeliness	0.844
X 19_Leadership	0.840	Y4_Effectiveness	0.843
X 110_Interpersonal	0.848	Y5_Ability	0.847
X21_Material	0.840	Y6_Frequency	0.848
X22_Learning	0.834	Y7_Implementation	0.839
X23_Behavior	0.839	Y8_Absence	0.845
X24_Results	0.834	Y9_Engagement	0.842
X25_Participation	0.836	Y10_Professional	0.843

Source: Data processed

Classic Assumption Test Results

The results of classical assumption tests, including normality tests, multicollinearity tests, and heteroscedasticity tests, have been carried out. From the normality test results listed in Table 4, the Sig value is 0.200, which is greater than 0.050, indicating that the regression model has a normal distribution. By Ghozali (2017), if the Sig value is > 0.05, then the residual model has a normal distribution.

Table 4. One-Sample Kolmogorov-Smirnov Normality Test Results

		Unstandardized Residuals
N		75
Normal Parameters, b	Mean	.000000
	Std. Deviation	1.29299527
Most Extreme Differences	Absolute	,097
	Positive	,048
	negative	-.097
Statistical Tests		,097
Asymp. Sig. (2-tailed)		.077c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Source: Data processed

In the multicollinearity test, the education variable (X1), shows a tolerance of 0.876 and a VIF value of 1.142. Likewise, training (X2), which also shows a tolerance of 0.876 and a VIF of 1.142, as seen in Table 5. There is no indication of multicollinearity, following the criteria of Ghozali (2017), where the tolerance must be > 0.100 and the VIF < 10.00. Thus, based on the results of classical assumption testing, it can be concluded that all conditions have been met.

Table 5. Multicollinearity Test Results

Model		Unstandardized		Standardize		Collinearity		
		Coefficients		Coefficients		Statistics		
		B	Std. Error	Beta	t	Sig.	Toleranc e	VIF
1	(Constant)	1,135	,474		2,392	.019		
	EDUCATI ON	,333	.127	,290	2,630	,010	,876	1,142
	TRAINING	,303	.111	,299	2,719	,008	,876	1,142

a. Dependent Variable: EMPLOYEE PERFORMANCE

Source: Data processed

The results of the heteroscedasticity test, which examines the influence of the education (X1) and training (X2) variables on the residuals, show that the education variable (X1) has a Sig value of 0.657, while training (X2) has a Sig value of 0.279, as

can be seen in Table 6. According to Ghozali (2017), there are no significant signs of heteroscedasticity if the Sig value is > 0.05.

Table 6. Heteroscedasticity Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,179	,281		4,188	,000
	EDUCATION	,034	,075	,056	,446	,657
	TRAINING	-.072	,066	-.136	-1,091	,279

a. Dependent Variable: RES

Source: Data processed

Hypothesis Test Results

Table 7, shows the results of the regression test which can be explained in the regression equation (1). Details of the relationships between variables are also presented in Table 7. The results show that education has a significant positive effect on training ($\beta = 0.333$, Sig = 0.010), supporting H1. From Table 7, it can be seen that training has a significant positive effect on employee performance ($\beta = 0.303$, Sig = 0.008), supporting H2. Simultaneously education and training have a significant impact on employee performance ($t = 11.047$, Sig = 0.000), supporting H3 can be seen in Table 8.

$$\text{Employee performance} = 0.351 \text{ Education} + 0.061 \text{ Training} \dots\dots\dots(1)$$

Table 7. Regression Test Results of the Relationship between education (X1) and training (X2)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,135	,474		2,392	,019
	EDUCATION	,333	.127	,290	2,630	,010
	TRAINING	,303	.111	,299	2,719	,008

a. Dependent Variable: EMPLOYEE PERFORMANCE

Source: Data processed

Table 8. Regression Test Results of the Relationship between education (X1), training (X2) and job performance (Y)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38,903	2	19,451	11,047	,000b
	Residual	126,777	72	1,761		
	Total	165,680	74			

a. Dependent Variable: EMPLOYEE PERFORMANCE

b. Predictors: (Constant), TRAINING , EDUCATION

Source: Data processed

Table 9. Hypothesis Test Results

Hypothesis	Variable	β	t/f	Sig.	Decision
H1	Education → Training	0.333	2,630	0.010	Significant
H2	Education → Employee performance	0.303	2,719	0.008	Significant
H3	Education and Training → Employee performance		11,047	0.481	Significant

Source: Data processed

Coefficient of Determination Test Results

The results of the coefficient of determination test show that the model prepared can explain the relationship between the independent variable and the dependent variable, namely Perceived organizational (X1) towards training (X2). The coefficient of determination of training (X2) in Table 10 shows that the Adjusted R Square value is 0.102, indicating that the model can explain around 10.2% of the variation in the relationship between education (X1) and training (X2). However, it should be noted that other factors not included in the model may influence the remaining variation.

Table 10. Results of the Coefficient of Determination Test for the Relationship between education (X1) and training(X2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.485a	.235	.214	1.32695

a. Predictors: (Constant), TRAINING , EDUCATION

Source: Data processed

The results of the Coefficient of Determination test on the relationship between education (X1) training (X2) and Job performance (Y) in Table 10 show that the Adjusted R Square value is 0,214, indicating that the model is only able to explain approx21.4% of the variation in Job performance (Y). This indicates that the relationship between education (X1) and training (X2) and job performance (Y) can be explained by 21.4%, while the remainder, namely around 77.6%, is explained by other variables not investigated in this study. Therefore, it may be necessary to further understand additional factors that influence Job performance (Y) in a broader context.

Discussion

Effect of Education on Employee Performance on Employees

The results of this study explain that education affects employee performance significantly positively. So that the hypothesis proposed in this study is accepted (H1 is

accepted). The results of this study are supported by research conducted Laurencia et al. (2013), Ketut et al. (2016), Yacoub et al. (2016), Huang et al. (2021), which describes a significant positive result between the education factor and employee performance.

Education affects employee performance significantly positively. In the education variable, the highest result was obtained by the statement item "I know the work I am doing and it is following the knowledge I have. While on the employee performance variable, the highest result was obtained by the interpersonal impact or the employee's ability to adapt to the workplace. According to his educational background, the position occupied by the current employee is appropriate. There is no misplacement or misplacement within the company. So that the knowledge gained while studying can be applied properly and does not experience significant difficulties or obstacles and makes employee performance increase. New abilities are also obtained by employees from workshops and training held by the company regularly. This activity is very useful for employees. Besides being able to hone skills, this training also provides employees with new knowledge or abilities.

Even though the positions occupied by employees are currently appropriate, the education factor they have must still be honed and developed. The company facilitates employees to attend workshops as well as training and development to increase the knowledge and expertise of employees. Based on interviews, there are still some employees who do not get a score above the predetermined value or in other words have not passed the training program. In this case, the company requires every employee to re-take the same training until they get a value that is considered to meet company standards.

Effect of Training on Employee Performance

Training relates to a process when a person with his abilities helps achieve company goals. The result of the research is that training has a significant positive effect on employee performance. So that the hypothesis proposed in this study is accepted (H2 is accepted).

These findings are directly proportional to Kosdianti & Sunardi (2021); Hanggraeni (2012); Kasmir (2016) Fairuzzahron & Alini (2019); M.A et al. (2013); Wicaksono et al. (2021); Hermawati et al. (2021); Dewi & Rahmawati (2021); Adu-gyamfi et al. (2021) namely training has a significant positive effect on employee performance, because training is important for employees to achieve good performance, in addition to providing

training to employees it will improve employee skills, knowledge, and behaviour due to an increase in employee position, and can improve performance. The implementation or training for workability shows that training activities provide additional technical and functional knowledge. They are also given the cultivation of essential values and character building. Kusiani et al. (2021) training affects increasing military teachers' professionalism

This statement is also supported based on the results of the researcher's observations which show that the type of training provided is only intended for several sections, so that the training objectives are only partially incomplete in all sections and the material provided is only accepted by some people. This is due to the qualifications of participants who can take part in the training. based on the results of interviews with company leaders stated that the abilities and knowledge of employees are more influenced by informal training within the company which in turn can affect employee performance. The existence of this statement indicates that the more effective training within the company.

CONCLUSION

This research concludes that there is a significant positive relationship between education and training and employee performance in Digital Printing companies located in East Java. The analysis results show that the higher the level of education and training received by employees, the higher their performance. These findings underscore the importance of investing in human capital, particularly through education and training, to improve employee performance and, ultimately, company productivity.

Based on the results of this research, several suggestions can be given: Companies should increase the allocation of funds and resources for education and training programs for employees. The program must be designed to be relevant to dynamic changes in the work environment. Implementation of a continuous and structured employee development program is very important. Companies need to ensure that employees continually update their skills and knowledge to match industry demands. Companies should regularly evaluate the effectiveness of existing training programs and make adjustments based on feedback and actual needs in the field. This will ensure that the training provided is always relevant and useful. Company management needs to adopt policies that place more emphasis on developing human capital as the company's main asset. This could include incentives for employees who participate in skills development

and enhancement programs. Adopting modern technology in training, such as e-learning and simulation-based training, can increase the effectiveness of training programs and enable wider access for employees. By implementing these suggestions, companies can be more effective in improving employee performance and achieving competitive advantage through sustainable and strategic human resource development.

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