

The Effect of Training and Work Motivation on Employee Performance at PT Sulo, Rantepao, North Toraja District

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Abstract

This study aims to determine the effect of training and work motivation on employee performance at PT Sulo Rantepao, North Toraja Regency. Training and work motivation are 2 important factors that are often assumed to be able to improve employee performance. The research method used is quantitative with a descriptive approach. The data collection technique was carried out through distributing questionnaires to 34 respondents who were permanent employees of the company. The data obtained was analyzed using multiple linear regression with the help of SPSS software version 27. The results showed that partially or simultaneously training and work motivation had no significant effect on employee performance. The significance value obtained for both variables is greater than 0.05, which indicates that training and work motivation have not been able to make a real contribution to improving performance. These findings indicate the need to evaluate the effectiveness of training programs and the company's approach in building work motivation, as well as considering other factors that may be more dominant in influencing performance.

1. Introduction

In today's competitive business environment, organizations are increasingly required to enhance the capabilities of their employees in order to achieve sustainable performance. One of the critical strategies to achieve this is through training programs, which serve as a systematic effort to improve employees' knowledge, skills, and competencies. According to Noe (2019), training is a planned effort by an organization to facilitate employees' learning of job-related competencies. Effective training not only develops technical abilities but also contributes to employees' confidence and readiness to perform their tasks efficiently.

However, training alone is not sufficient to ensure optimal performance. Employees must also possess strong work motivation to apply the knowledge and skills they acquire. Motivation plays a central role in directing employees' efforts, persistence, and enthusiasm at work. Herzberg's Two-Factor Theory (Herzberg, Mausner, & Snyderman, 2018) emphasizes that motivation is influenced by intrinsic factors such as achievement, recognition, and growth, as well as extrinsic

factors such as salary and working conditions. Furthermore, Self-Determination Theory (Deci & Ryan, 2020) highlights the importance of autonomy, competence, and relatedness in fostering sustainable motivation.

The combination of effective training and strong motivation is expected to positively influence employee performance. Performance, as defined by Armstrong and Taylor (2020), is the outcome of work achieved by individuals in accordance with their role and responsibility within the organization. High-performing employees not only contribute to the achievement of organizational goals but also increase overall productivity and service quality.

Therefore, examining the relationship between training, work motivation, and employee performance is highly relevant in the current organizational context. By integrating learning and motivational approaches, organizations can create a workforce that is not only skilled but also highly driven to achieve optimal performance outcomes.

2. Literature Review

A. Conceptual and Theoretical Review

1. Training

Training has become a central aspect of human resource development, playing a critical role in building employees' competencies and ensuring that they can effectively contribute to organizational success. Noe (2019) defines training as a planned organizational effort to facilitate employees' learning of job-related competencies, including knowledge, skills, and behaviors. The importance of training lies in its capacity to bridge the gap between employees' current abilities and the demands of their job roles, especially in rapidly changing environments driven by technological advancement and globalization.

Training is also considered an investment in human capital. According to Armstrong and Taylor (2020), organizations that invest in training gain long-term benefits such as improved productivity, enhanced innovation, and stronger adaptability to environmental challenges. Well-trained employees are more likely to take initiative, handle tasks more efficiently, and align their work with organizational goals. As such, training is not merely an operational necessity but a strategic tool for sustainable growth.

Moreover, training fosters not only technical competencies but also soft skills, such as problem-solving, communication, and teamwork. Salas et al. (2015) highlight that training is most effective when designed systematically and aligned with organizational strategy. When training programs incorporate both formal learning and experiential approaches, employees can better apply acquired knowledge to real-world contexts. This connection between training and practical application ensures long-term behavioral change, which is essential for organizational competitiveness.

Another critical aspect of training is its role in employee satisfaction and retention. Employees often perceive training opportunities as indicators of organizational commitment to

their growth and career development. Research has shown that organizations offering continuous learning opportunities experience lower turnover and higher levels of employee engagement (Kraiger, Ford, & Salas, 2019). Thus, training serves a dual purpose: improving performance while strengthening organizational loyalty.

It is also important to note that training effectiveness depends on various factors, such as management support, employee readiness, and organizational culture. A learning-oriented culture provides the right environment for training outcomes to be maximized. Employees are more motivated to apply what they learn when the workplace encourages innovation and continuous improvement (Salas et al., 2015). Therefore, organizations must align training programs with their broader performance management systems.

In summary, training is not a one-time activity but an ongoing process that ensures employees remain competent and motivated in their roles. It serves as a foundation for organizational competitiveness, influencing not only employee productivity but also organizational adaptability in the face of continuous change. Training therefore stands as a strategic imperative for organizations aiming to thrive in dynamic business environments.

2. Work Motivation

Work motivation has long been recognized as one of the most influential drivers of employee behavior and organizational performance. Motivation refers to the internal and external forces that direct, sustain, and regulate employees' efforts toward achieving organizational objectives (Robbins & Judge, 2019). Without motivation, even the most skilled employees may fail to perform to their potential. Therefore, understanding how motivation works and how it can be enhanced is vital for managers and organizations.

Herzberg's Two-Factor Theory (Herzberg, Mausner, & Snyderman, 2018) provides a useful framework for understanding work motivation.

According to this theory, intrinsic factors (motivators) such as achievement, recognition, and personal growth directly enhance job satisfaction and performance, while extrinsic factors (hygiene factors) such as salary, supervision, and working conditions prevent dissatisfaction but do not necessarily improve motivation. This distinction emphasizes that organizations must go beyond compensation and focus on creating meaningful and engaging work environments.

In addition, Self-Determination Theory (Deci & Ryan, 2020) offers a more contemporary perspective on motivation, highlighting the importance of fulfilling three basic psychological needs: autonomy, competence, and relatedness. When employees feel autonomous, capable, and socially connected, they are more likely to develop intrinsic motivation, which leads to sustainable engagement and high-quality performance. Organizations that provide opportunities for empowerment, skill development, and collaboration are better positioned to foster motivated employees.

Motivation also influences how employees respond to challenges. Highly motivated employees demonstrate resilience, adaptability, and persistence in the face of obstacles. According to Schunk et al. (2019), motivation not only enhances the quantity of effort but also improves the quality of cognitive processes, such as creativity and problem-solving. Therefore, motivation contributes to both efficiency and innovation, making it a critical determinant of organizational competitiveness. Furthermore, motivation has a strong relationship with employee well-being. Studies show that motivated employees experience greater job satisfaction, lower stress, and stronger organizational commitment (Ryan & Deci, 2020). Conversely, lack of motivation often leads to absenteeism, low productivity, and turnover. Thus, motivation is not merely an individual concern but also a strategic issue that affects organizational outcomes.

To conclude, work motivation plays a pivotal role in translating training outcomes into improved performance. While training equips employees with necessary competencies, motivation provides the energy and direction to apply those skills effectively. Organizations that focus on both intrinsic and extrinsic motivational strategies are more likely to create a workforce that is engaged, resilient, and high performing.

3. Employee Performance

Employee performance remains one of the most studied topics in organizational behavior due to its direct impact on productivity and organizational effectiveness. Armstrong and Taylor (2020) define performance as the accomplishment of tasks in terms of quality, quantity, timeliness, and efficiency, aligned with organizational objectives. High performance indicates that employees are not only meeting but also exceeding expectations in delivering value to the organization.

Performance is a multidimensional construct influenced by various factors. Dessler (2020) argues that performance depends on the interplay of three elements: ability, motivation, and opportunity. This model suggests that employees need the required skills and competencies (ability), the psychological drive to perform (motivation), and a supportive organizational environment (opportunity). If any of these elements is lacking, performance may be suboptimal.

Moreover, employee performance is shaped by effective performance management systems. Aguinis (2019) explains that performance management involves setting goals, providing continuous feedback, and aligning rewards with performance outcomes. Organizations that implement transparent and fair appraisal systems encourage employees to improve and remain committed to achieving higher standards. This shows that performance is not solely dependent on individual factors but also organizational practices.

Another important perspective is that performance includes not only task performance but also contextual performance. Sonnentag and Frese (2002) emphasize that contextual performance includes behaviors such as organizational citizenship, helping colleagues, and adaptability. These behaviors are essential for long-term organizational success, particularly in dynamic environments where teamwork and flexibility are critical.

Research also indicates that employee performance is positively influenced by training and motivation. Training provides employees with the competencies required to perform effectively, while motivation drives the consistent application of these competencies. When combined, training and motivation create conditions for continuous improvement and innovation (Salas et al., 2015). Therefore, performance improvement should be viewed as an integrative process involving both skill development and motivational enhancement.

In conclusion, employee performance is a comprehensive outcome shaped by individual, organizational, and environmental factors. It is influenced by training that builds competencies, motivation that drives effort, and organizational systems that create opportunities for performance. By understanding and managing these interrelated elements, organizations can ensure that employees consistently deliver high-quality results, contributing to overall organizational success.

3 Research Methods

3.1 Research Approach and Design

The research entitled *"The Influence of Training and Work Motivation on the Performance of Printing Division Employees at PT. SULO Rantepao, North Toraja Regency"* employs a descriptive quantitative research design, presenting the results in numerical form using multiple linear regression analysis. The findings of this study demonstrate the relationship and influence of the independent variables on the dependent variable. As stated by Gary Dessler (2016), quantitative research in Human

Resource Management involves the collection of numerical data to analyze the relationships between variables, such as the impact of training on performance, through statistical methods in order to ensure reliability and validity of the results.

3.2 Researcher's Role

1. This research plays an important role in examining how training and work motivation influence employee performance at PT. SULO Rantepao, North Toraja Regency. Theoretically, it contributes to the development of human resource management studies by providing empirical evidence on the relationship between training, motivation, and performance.
2. Practically, the findings can be used by company leaders to design more effective training programs and motivation strategies that enhance productivity. Beyond the organization, the study also serves as a reference for similar industries and policymakers in improving workforce performance.

3.3 Research Site and Period

This research was conducted at PT. SULO Rantepao, located at Jl. Dr. Sam Ratulangi No. 66, Rantepao, North Toraja Regency, specifically in the **printing division**. The study was carried out over a period of two months, from June to August 2025.

3.4 Data Sources

This study utilized both primary and secondary data sources.

3.4.1 Primary Data

Primary data were obtained directly from the research site through observation, interviews, and questionnaires distributed to employees in the printing division of PT. SULO Rantepao. These data include information related to training, work motivation, and employee performance, which are the main focus of the study

3.4.2 Secondary Data

Secondary data were collected from various sources such as literature, company reports, internal documents, as well as scientific references including journals, books, and previous studies relevant to the research variables. These data serve to strengthen the theoretical foundation and support the analysis of research findings.

3.5 Data Collection Techniques

The data for this study were collected through several methods to ensure the validity and reliability of the research findings, namely:

1. **Observation**
Direct observation was conducted in the printing division of PT. SULO Rantepao to understand the actual work environment, employee behavior, and organizational practices related to training, work motivation, and performance.
2. **Interviews**
Semi-structured interviews were carried out with selected employees and management representatives to obtain deeper insights into the company's training programs, motivational factors, and performance evaluation systems.
3. **Questionnaires**
Questionnaires were distributed to employees as the main instrument for gathering quantitative data. The questions were designed using a Likert scale to measure perceptions and attitudes regarding the research variables.
4. **Documentation**
Supporting data were obtained from company records, official reports, and relevant documents to complement the primary data.

3.6 Data Analysis Techniques

The quantitative analysis was conducted to test the hypotheses and measure the relationships between the variables in the study, namely

training, work motivation, and employee performance at PT. SULO Rantepao. Data collected through questionnaires were coded, tabulated, and processed using statistical software.

1. **Descriptive Statistics.** Descriptive statistics such as frequency distribution, mean, standard deviation, and percentage were applied to provide an overview of respondents' characteristics and general patterns of responses to each variable.
2. **Validity and Reliability Testing**
Before further analysis, the questionnaire items were tested for validity using the Pearson correlation test and reliability using Cronbach's Alpha. This ensured that the instrument used was both accurate and consistent.
3. **Classical Assumption Testing**
To meet the requirements for regression analysis, classical assumption tests were performed, including normality, multicollinearity, and heteroscedasticity tests.
4. **Inferential Statistics.** Multiple regression analysis was applied to determine the effect of independent variables (training and work motivation) on the dependent variable (employee performance). The F-test was used to examine the simultaneous effect of all independent variables, while the t-test was employed to test the partial influence of each variable.
5. **Coefficient of Determination (R^2)**
The coefficient of determination was calculated to measure the extent to which training and motivation explain the variation in employee performance.

4. Results and Discussion

4.1 Research Results

1. Respondent Characteristics

Based on descriptive analysis, the respondents (34 employees of PT. SULO Rantepao) can be profiled as follows:

Table 4.1 Respondents by Gender

Gender	Frequency	Percentage
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Male	20	59%
Female	14	41%
Total	34	100%

Most respondents were male (59%).

Table 4.2 Respondents by Age

Age Group	Frequency	Percentage
≤ 20	-	-
20–30	10	29.41%
31–40	9	26.47%
41–50	6	17.65%
≥ 51	9	26.47%
Total	34	100%

The largest age group was 20–30 years (29.41%).

Table 4.2 Respondents by Education

Education	Frequency	Percentage
SMA/SMK	21	62%
D3	1	3%
S1	11	32%
S2	1	3%
Total	34	100%

Most respondents were high school graduates (62%).

Table 4.2 Respondents by Tenure

Tenure	Frequency	Percentage
< 5 years	14	41%
> 5 years	20	59%
Total	34	100%

Most employees had more than 5 years of tenure (59%).

2. Validity and Reliability Tests

Table 4.6 Validity Test Results showed all items had a corrected item-total correlation above $r\text{-table} = 0.344$, meaning all questionnaire items were valid.

Reliability tests with Cronbach's Alpha indicated all variables were reliable:

X1 (Training) : 0.863

X2 (Work Motivation) : 0.755

Y (Employee Performance) : 0.743

Since all values > 0.60, the instruments are considered reliable.

3. Descriptive Statistics of Variables

Table 4.5 Descriptive Statistics

Variable	N	Min	Max	Mean	Std. Dev
X1 (Training)	34	24.00	40.00	34.7059	3.38024
X2 (Motivation)	34	31.00	40.00	35.5882	2.51200
Y (Performance)	34	32.00	40.00	35.9706	2.39299

All variables showed high mean values with relatively low standard deviations, indicating employees had generally positive perceptions of training, motivation, and performance, and responses were consistent among participants.

3. Classical Assumption Tests

a. Normality Test

The normality test in this study was conducted using the non-parametric Kolmogorov-Smirnov (KS) method, where data are considered normally distributed if the significance level is greater than $\alpha = 0.05$.

Table 4.6 Normality Test Results

One-Sample Kolmogorov-Smirnov Test	Unstandardized Residual
N	34
Mean	0.0000000
Std. Deviation	2.32043220
Test Statistic	0.115
Asymp. Sig. (2-tailed)	0.200

Source: Primary data processed, 2025

Based on the results, the significance value is $0.200 > 0.05$, indicating that the data are normally distributed.

b. Multicollinearity Test

Multicollinearity is tested using the tolerance and Variance Inflation Factor (VIF). If tolerance > 0.10 and VIF < 10, there is no indication of multicollinearity.

Table 4.7 Multicollinearity Test Results

Variable	Tolerance	VIF
X1	0.662	1.510
X2	0.662	1.510

Source: Primary data processed, 2025

Both variables show tolerance = 0.662 (> 0.10) and VIF = 1.510 (< 10). Therefore, no multicollinearity exists between the independent variables.

c. Heteroscedasticity Test

Heteroscedasticity occurs when the variance of residuals is unequal across observations. The results of the heteroscedasticity test are as follows:

Table 4.8 Heteroscedasticity Test Results

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	4.109	2.957	-	1.389	0.175
X1	-0.139	0.075	-0.390	-1.866	0.072
X2	0.075	0.100	0.156	0.748	0.460

Source: Primary data processed, 2025

Since both variables show significance values greater than 0.05 ($X1 = 0.072$; $X2 = 0.460$), it can be concluded that heteroscedasticity does not occur in this model.

d. Autocorrelation Test

The Durbin-Watson (DW) test was applied to detect autocorrelation.

Table 4.9 Autocorrelation Test Results

Model	R	R ²	Adj. R ²	Std. Error	Durbin-Watson
1	0.244	0.060	-0.001	2.39411	1.651

Source: Primary data processed, 2025

With DW = 1.651, dL = 1.333, and dU = 1.580, the decision rule is $dU < DW < 4 - dU$ ($1.580 < 1.651 < 2.419$). Thus, the regression model is free from autocorrelation.

4. Multiple Linear Regression Analysis

Multiple linear regression is used to determine the effect or relationship between two or more independent variables with one

dependent variable. The calculation results using SPSS are as follows:

Table 4.10 Multiple Linear Regression Analysis Results

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
Constant	27.777	6.009		4.622	0.000
X1 (Training)	0.083	0.152	0.118	0.551	0.586
X2 (Motivation)	0.149	0.204	0.156	0.730	0.471

Source: SPSS Output, 2025

The regression equation is $Y = 27.777 + 0.083X1 + 0.149X2$

Interpretation :

1. The constant value (27.777) means that if both Training and Motivation variables are 0, Employee Performance is predicted to be 27.777.
2. The regression coefficient of Training ($b1 = 0.083$) is positive, meaning that each one-unit increase in Training will increase Employee Performance by 0.083 units, assuming Motivation remains constant.
3. The regression coefficient of Motivation ($b2 = 0.149$) is positive, meaning that each one-unit increase in Motivation will increase Employee Performance by 0.149 units, assuming Training remains constant.

5. Coefficient of Determination (R^2)

Coefficient of determination is used to measure how much variation of the dependent variable can be explained by the independent variables.

Table 4.11 Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
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1	0.244	0.060	-0.001	2.39411
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Source: SPSS Output, 2025

The R^2 value is 0.060, meaning that Training and Motivation together explain 6% of the variation in Employee Performance, while the remaining 94% is explained by other variables not included in this study.

6. Hypothesis Testing

a. t-Test (Partial Test)

The t-test is used to examine the effect of each independent variable individually on the dependent variable.

Table 4.10 t-Test Results
(Same as Table 4.16 Coefficients Output)

Hypothesis for Training (X1):

1. H0: Training has no partial effect on Employee Performance.
2. Ha: Training has a partial effect on Employee Performance.
3. Result: t-count = 0.551 < t-table = 2.039; Sig. = 0.586 > 0.05.
4. Conclusion: H0 accepted. Training does not have a significant partial effect on Employee Performance.

Hypothesis for Work Motivation (X2):

5. H0: Motivation has no partial effect on Employee Performance.
6. Ha: Motivation has a partial effect on Employee Performance.
7. Result: t-count = 0.730 < t-table = 2.039; Sig. = 0.471 > 0.05.
8. Conclusion: H0 accepted. Motivation does not have a significant partial effect on Employee Performance.

b. F-Test (Simultaneous Test)

The F-test is used to test the simultaneous effect of Training and Motivation on Employee Performance.

Table 4.12 F-Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	11.285	2	5.643	0.984	0.385

Residual	177.685	31	5.732		
Total	188.971	33			

Source: SPSS Output, 2025

1. H0: Training and Motivation simultaneously do not affect Employee Performance.
2. Ha: Training and Motivation simultaneously affect Employee Performance.
3. Result: F-count = 0.984 < F-table = 3.30; Sig. = 0.385 > 0.05.
4. **Conclusion:** H0 accepted. Training and Motivation simultaneously do not significantly affect Employee Performance.

The findings of this study at PT. Sulo indicate that Training does not have a significant effect on Employee Performance. This result suggests that although training programs are implemented within the company, they may not directly contribute to improving employees' overall performance. One possible explanation is that the training provided is not fully aligned with employees' actual job requirements or lacks practical application in the workplace. As a result, employees may not perceive the training as beneficial to their daily tasks, which reduces its effectiveness in enhancing performance.

Similarly, Work Motivation at PT. Sulo was also found to have no significant effect on Employee Performance. This finding implies that motivation, whether intrinsic or extrinsic, has not translated into higher levels of work outcomes. A possible reason is that the motivation provided is not strong enough to influence behavioral change, or that employees face external barriers—such as organizational structure, limited resources, or workload pressure—that prevent them from converting motivation into better performance.

Taken together, these results highlight that neither Training nor Work Motivation independently improves Employee Performance at PT. Sulo in a meaningful way. This may reflect the need for a more comprehensive approach in human resource

management, where training programs must be carefully designed to match organizational needs, and motivational strategies must be reinforced with supportive systems and conducive work environments. Only through such integration can training and motivation have a more tangible impact on employee performance at PT. Sulo.

5. Closing

A. Conclusion

1. Based on the results of this study at PT. Sulo, it can be concluded that both Training and Work Motivation do not have a significant effect on Employee Performance. This indicates that the training programs conducted may not yet be fully relevant to employees' job needs or effectively applied in practice, while the motivation provided has not been strong enough to drive improvements in performance outcomes.
2. These findings highlight the importance of redesigning training strategies so that they are more aligned with the actual demands of employees' work, as well as enhancing motivation systems with stronger organizational support. Without such efforts, training and motivation remain insufficient to contribute meaningfully to employee performance.
3. Therefore, the company needs to adopt a more integrated human resource management approach combining relevant training, effective motivation, and supportive organizational conditions to ensure that employee performance can be optimized in line with company goals.

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