



The Influence of Job Training and Work Discipline on Employee Performance

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ABSTRACT: Human resource management is key to maintaining competitiveness and sustainability, particularly in a global competition. Companies are required to adapt to market dynamics, technological advancements, and shifting consumer preferences. In this context, highly competent employees become a decisive factor. Competence encompasses technical skills, creativity, critical thinking abilities, and commitment to organizational goals. Competence can be enhanced through training that goes beyond mere knowledge transfer to foster professional attitudes that support productivity. Work discipline also serves as a crucial indicator, as it reflects adherence to standards and a sense of responsibility in carrying out duties. This study aims to determine how to enhance employee performance by improving job training and work discipline. With this focus, the study seeks to assist HR management in formulating more effective management strategies, thereby enabling company to boost employee performance while optimally achieving organizational goals.

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INTRODUCTION

Globalization has brought significant changes to the business landscape. Companies are required to be more adaptive to market dynamics, technological advancements, and continuously evolving consumer preferences Sutrisno (2022). Under these circumstances, a highly competent workforce has become a key determinant of an organization's success. Competence encompasses not only the ability to apply technical skills to solve complex problems but also creativity and a strong commitment to achieving organizational goals. Therefore, the quality of human resources plays a direct role in supporting daily operations while also shaping the company's strategic direction by fostering organizational awareness of challenging situations, enabling employees to remain vigilant and proactive in responding to uncertainty.

In the context of human resource management, job training is recognized as an essential tool for enhancing employee competencies Sutrisno (2022). Training serves not only as a means of transferring knowledge but also as a process of developing professional work attitudes. Through training, employees can acquire new skills, overcome existing weaknesses, and improve both productivity and job performance, Mangkunegara (2021). Effective training also enables employees to adapt to technological advancements and increasingly complex job demands Wibowo (2020). Consequently, job training makes a significant contribution to strengthening individual capabilities and supporting the development of a high-performance work culture. Organizations that consistently implement training programs are better prepared to face business challenges and develop a highly competent workforce.

Work discipline is another critical factor in determining employee performance. It reflects employees' compliance with organizational rules and their strong commitment to their responsibilities Mangkunegara (2021). A high level of work discipline promotes an orderly work environment, reduces the occurrence of errors, and enhances operational effectiveness. Conversely, poor work discipline may result in various problems, including tardiness, absenteeism, and declining productivity. Therefore, organizations must consistently enforce disciplinary policies to cultivate a professional work culture. Empirical studies have demonstrated that employee training and work discipline have positive effects on improving employee performance across various organizational sectors, making both variables important topics in human resource management research. Several studies have also

found that work discipline is influenced by employee training, including those conducted by Dwigita and Muslikh (2022) and Fesanlau, Yuliati, and Febriani (2024).

This study was conducted at PT YYZ, a fashion distribution and retail company that manages various international brands in Indonesia. As an organization with an extensive operational network, PT YYZ is expected to maintain high service quality and strong internal performance. However, internal data indicate a decline in employee performance. This is reflected in the company's Key Performance Indicator (KPI) achievement, which remained below the organizational target for three consecutive years: 89.20% in 2022, 88.30% in 2023, and 87.10% in 2024. These figures indicate a gap between the organization's expected performance and employees' actual performance outcomes. In addition, employee tardiness has shown an increasing trend, rising from 11.43% in May to 13.85% in June and 15.60% in July 2025. This phenomenon suggests the need to evaluate employee work discipline, as it may adversely affect the organization's operational effectiveness.

The impact of job training and work discipline on employee performance serves as a foundation that strengthens the implementation of green management and the achievement of sustainable development, including alignment with the Sustainable Development Goals (SDGs) number 8. Job training designed to incorporate sustainability aspects enhances employees' knowledge and skills in efficiently managing resources, reducing waste, and utilizing eco-friendly technologies. Consequently, employee performance becomes not only economically productive but also oriented toward green practices that support green management.

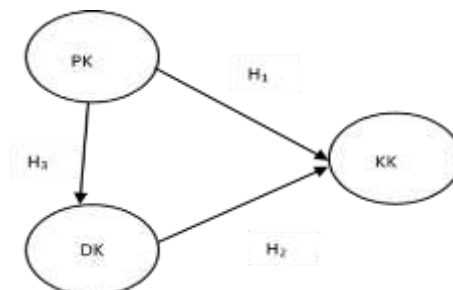
Based on the preceding discussion, this research is highly relevant to the development of human resource management, particularly within the context of retail and distribution companies facing the challenges of globalization. The study's findings are expected to serve as a guide for PT YYZ in formulating more comprehensive policies regarding training and work discipline.

The research questions addressed in this study are:

1. To determine whether job training influences employee performance
2. To determine whether work discipline influences employee performance
3. To determine whether job training influences work discipline

CONCEPTUAL FRAMEWORK

The conceptual framework illustrates the influence of independent variables on dependent variables. This study employs job training as the exogenous variable, and employee performance and work discipline as endogenous variables.



PK = Job Training

DK = Work Discipline

KK = Employee Performance

RESEARCH HYPOTHESES

H1 = Job training has an effect on employee performance

H2 = Work discipline has an effect on employee performance

H3 = Job training has an effect on work discipline

The research employs a survey method and is classified as explanatory research, which aims to explain the influence of variables through hypothesis testing. The selection of variables is based on theoretical justification. The study focuses on the permanent employees of PT YYZ which is a fashion distribution and Retail Company that manages various international brands in Indonesia. In this study, the sampling procedure used is saturated sampling or census, as the population involved is small for the purpose of this research. Therefore, the researcher utilized the entire population, which consists of 82 individuals, with the criteria that the employees selected for the sample must be a permanent employee of the respective company. This number is relatively small, however according to Sugiyono, (2016), saturated or census sampling is conducted when the population is less than 100 individuals. Data was collected through a questionnaire, which included various dimensions and indicators. The primary data were gathered via self-administered questionnaires filled out by the respondents, who rated their perceptions using a 1 to 5 on a Likert scale. The questionnaires were distributed through Google Forms, which was preferred over postal delivery to reduce interpretative differences between respondents and researchers.

In order to be processed in statistic application such as PLS SEM, data must be valid and reliable. Construct validity indicates whether the test measures the intended construct and typically involves two key components. Hasibuan (2020) Convergent Validity:

This is evaluated using the Average Variance Extracted (AVE). An AVE value greater than 0.5 suggests that the construct explains more than half of the variance of its indicators, indicating good convergent validity. Loadings of indicators should also be significant and ideally above 0.7. Mangkunegara (2021), Discriminant Validity: Discriminant validity checks that a construct is distinct from other constructs in the model. It can be assessed using the Fornell-Larcker criterion, where the square root of each construct's AVE should be greater than the correlations between that construct and other constructs. Additionally, the cross-loadings of items on different constructs should be lower than their loadings on their intended construct. Ghazali & Latan, (2015).

Researcher uses a reflective indicator outer model, these indicators have the following characteristics: the direction of causal relationships is from the latent variable to the indicator, the indicators are expected to be correlated with each other (the instrument must have consistency reliability), eliminating one indicator will not change the meaning and significance of the measured variable, and there is measurement error at the indicator level. Testing the convergent validity of each construct indicator is using Cronbach Alpha test. According to Ghazali & Latan (2015), an indicator is said to have good reliability if its value is greater than 0.70, while a loading factor between 0.50 and 0.60 can be considered adequate. Based on these criteria, if there is a loading factor below 0.50, it will be dropped from the model Ghazali & Latan, (2015).

Data collection was conducted by the researchers, and the data were used to estimate models with Structural Equation Modelling (SEM) using the Smart PLS Version 4 software. SEM was chosen because it enables the examination of complex variable relationships and provides a comprehensive view of the overall model. Ghazali & Latan, (2015) SEM can also do testing together such as: 1) Structural model of the relationship between exogen and endogen constructs. 2) Relationships related to the measurement model, which can be seen from the loading value between indicators and constructs (latent variables).

RESULT

This section provides an overview of the demographic and background characteristics of the study's participants. Descriptive information includes key variables such as age, gender, and education level, offering a contextual foundation for understanding the population under study. Further section, presents the descriptive statistical analysis conducted to summarize the characteristics of the data collected in the study. Key variables including job training, job discipline, and employee performance were examined using measures such as mean, standard deviation, minimum, and maximum values. These descriptive results offer an overview of respondent tendencies and variation, providing a foundational understanding of the data distribution before proceeding to more complex inferential analysis. The findings help illustrate the general perceptions and performance levels among the study participants, laying the groundwork for hypothesis testing.

Table 1: Descriptive Information

Gender	Person	Percentage (%)
Male	44	53,66
Female	38	46,34
Total	82	100,00
Age Dispersion	Person	Percentage (%)
20–30 year	40	48,78
31–40 year	37	45,12
41–50 year	5	6,10
Total	82	100,00
Education Level	Person	Percentage (%)
High School	5	6,10
Diploma	14	17,07
Bachelor	60	73,17
Master	3	3,66
Total	82	100,00
Length of Employment	Person	Percentage (%)
1–5 Year	42	51,22
6–10 Year	36	43,90
11–15 Year	3	3,66
16–20 Year	1	1,22
Total	82	100,00

Based on the respondent profile, the majority of the 82 respondents were male (44 individuals or 53.66%), while 38 were female (46.34%). Regarding age, the largest group fell within the 20–30 age range (40 individuals or 48.78%). In terms of education, the majority held a bachelor's degree (60 individuals or 73.17%). Regarding tenure, the largest group had 1 to 5 years of work experience (42 individuals or 51.22%). These data indicate that the majority of respondents were young men with bachelor's degrees and 1 to 10 years of work experience.

Table 2: Employee Performance

	Mean	Std. Dev.
Quality of Work	3.992	0.897
Quantity of Work	3.830	0.965
Punctuality	3.915	1.027
Attendance	4.116	0.895
Teamwork Ability	4.000	0.866

The mean represents the average rating or score for each performance metric across employees, where the higher values indicate better performance. Among the mean above, Attendance has the highest average score (4.116), indicating employees generally have good attendance. Quantity of Work has the lowest average score (3.830), suggesting that on average, employees produce slightly less quantity compared to other mean. Other mean like Quality of Work, Punctuality, and Teamwork Ability have mean scores close to 4, indicating generally good performance. The standard deviation measures the variability or spread of the scores around the mean. A lower standard deviation means employees' ratings are more consistent; a higher standard deviation means more variation. Teamwork Ability has the lowest standard deviation (0.866), indicating employees' teamwork ratings are relatively consistent. Punctuality has the highest standard deviation (1.027), showing more variability in punctuality among employees, some employee may be very punctual, others do not. The other metrics have standard deviations around 0.9 to 1.0, indicating moderate variability. Employees generally perform well across all the number presented, with attendance rated the highest on average. There is some variability in punctuality, suggesting differences in employees' timeliness. Teamwork ability is both highly rated and consistent among employees. Quantity of work is the lowest number, which might be an area for improvement.

Table 3: Job Training

	Mean	Std. dev
Training Objectives	3.671	1.132
Training Materials	3.915	1.027
Training Methods	4.103	0.937
Training Instructor	4.042	0.885
Training Outcomes	3.993	0.897

The job training data shows how people feel about different parts of the training program. On average, the mean scores are around 3.7 to 4.1 out of 5, which means most people think the training is good but there is some room for improvement. The training methods and instructors have the highest average scores of 4.103 and 4.042, suggesting that people generally like how the training is delivered and the trainers themselves. The training objectives scored the lowest with 3.671, which means some people might find the goals of the training unclear or not well explained. The standard deviation numbers show how much people's opinions differ. For training objectives with score of 1.132 has more variation, meaning not everyone agrees on how clear the objectives are. For other parts like methods and instructors with scores of 0.937 and 0.885 are more similar. Overall, the training is seen as effective, but making the objectives clearer could make it even better.

Table 4: Work Discipline

	Mean	Std. dev.
Attendance	4.000	0.864
Compliance with Regulations	4.092	0.832
Responsibility in Work	3.982	0.878
Use of Working Time	4.043	0.885

The mean is the average score for each aspect, showing how well employees generally perform. For example, Attendance has a mean of 4.000, meaning on average employees are rated quite high in attendance. The standard deviation tells us how much

individual ratings vary around that average. For Attendance, the standard deviation is 0.864. This means that while the average rating is 4.000, individual ratings typically differ from this average by about 0.864 points. A smaller standard deviation would mean most employees have similar attendance ratings close to 4.000, while a larger standard deviation means there is more variation in scores, some employees might have much higher or lower attendance ratings. Similarly, Compliance with Regulations has a mean of 4.092 and a standard deviation of 0.832, showing good average compliance with relatively consistent ratings among employees. Responsibility in Work and Use of Working Time have means close to 4 and standard deviations around 0.88, indicating generally good performance with moderate variation in how employees are rated.

Table 5: Average Variance Extracted

	Cronbach's alpha	Average variance extracted (AVE)
Work Discipline	0.884	0.589
Employee Performance	0.933	0.626
Job Training	0.935	0.631

Based on the table above, the three variables (Work Discipline, Employee Performance, and Job Training) demonstrate excellent internal reliability, as indicated by their Cronbach's Alpha values. The convergent validity of the three variables is also satisfactory, with AVE values exceeding 0.5. Consequently, the measurement instruments used for these three variables can be considered valid and reliable for the study.

Tabel 6: Cronbach Alpha

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)
Work Discipline	0.884	0.888	0.909
Employee Performance	0.933	0.934	0.943
Job Training	0.935	0.935	0.945

The table above shows that these three metrics measure the internal reliability of the variables, specifically the consistency with which the indicators measure the same construct. All variables (Work Discipline, Employee Performance, and Job Training) demonstrate excellent reliability, as all values exceed 0.8, with some approaching or surpassing 0.9. This indicates that the measurement instruments employed are highly consistent and reliable for the study.

Table 7: Fornell Larcker

	Work Discipline	Work Performance	Job Training
Work Discipline	0.879		
Work Performance	0.869	0.971	
Job Training	0.875	0.965	0.795

The correlation between Work Discipline and Work Performance is very strong, with a coefficient of 0.869. This suggests that higher levels of work discipline are closely associated with better work performance. Similarly, Work Discipline and Job Training also have a strong positive correlation of 0.875, indicating that employees who undergo more job training tend to exhibit better work discipline. The relationship between Work Performance and Job Training is also very strong, with a coefficient of 0.965, implying that job training is highly related to improved work performance.

Furthermore, the values (0.879 for Work Discipline, 0.971 for Work Performance, and 0.795 for Job Training) might represent the reliability or internal consistency of each variable, showing that these measures are consistent and dependable.

Structural Model Testing or Hypothesis Testing (Inner Model)

Testing the inner model means building a model grounded in concepts and theory to explore how external factors (exogenous variables) influence internal outcomes (endogenous variables), as described in the conceptual framework.

R-square test

Melihat nilai R-square yang merupakan uji goodness-fit model.

Table 8: R-Square

	R-square	R-square adjusted
Employee Performance	0.934	0.933

Based on the table above, it can be said that the model examining the influence of the independent latent variables such as work discipline, employee performance, and job training would lead to R-squared (R^2) value of 0.934. This indicates that 93.4% of the variability in the employee performance construct is explained by the variables of job training, work discipline, and employee performance, while the remaining 6.60% is explained by other variables not examined in this model.

Goodness of fit model test

The Goodness-of-Fit assessment for the inner model utilizes the predictive relevance (Q^2) value. A Q^2 value greater than zero indicates that the model possesses predictive relevance. The Q^2 values for each endogenous variable in this study are presented in the following calculations:

$$Q^2 = 1 - (1 - R^2)$$

$$Q^2 = 1 - (1 - 0.934)$$

$$Q^2 = 1 - (0.06)$$

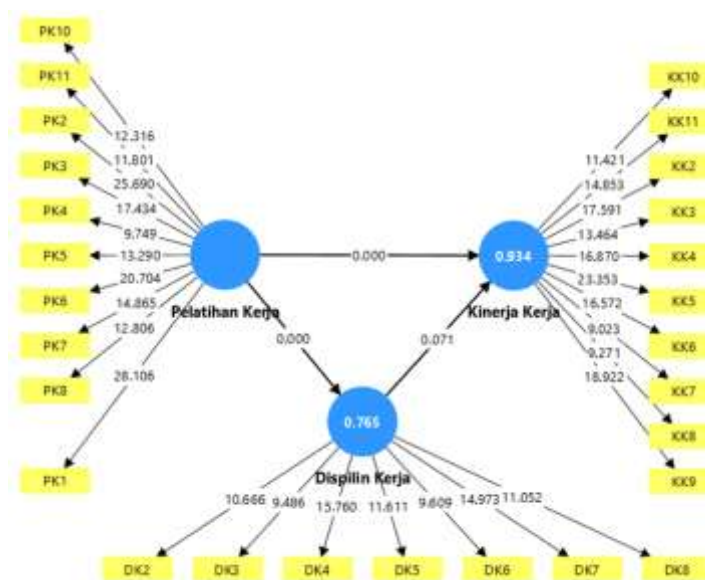
$$Q^2 = 0.940$$

The calculation results above show a predictive relevance value of 0.940, indicating that 94% of the variance in the research data is accounted for by the model. The remaining 6% is explained by factors outside this research model. Thus, based on these results, the model is considered valid and possesses relevant predictive capability.

Hypothesis Testing Results (Path Coefficient Estimation)

The significance of the estimated parameters provides valuable information regarding the relationships between the research variables. Hypothesis testing is based on the values found in the "inner weight" output. This testing relies on data processed using the PLS (Partial Least Square) program. The results indicate whether all analyzed paths are significant, as evidenced by the Original Sample values and t-statistics. To test the proposed hypotheses, the weight of the t-statistic is examined. The threshold for rejecting or accepting a hypothesis is 1.96; if the t-value falls within the range of -1.96 to 1.96, the hypothesis is rejected, meaning the null hypothesis (H_0) is accepted. The t-statistic estimation results can be viewed under the path coefficients.

Bootstrapping



Job Training (PK) consists of 11 indicators (PK1 through PK11). Each indicator is linked to the Job Training variable by a numerical value representing its weight or t-statistic, indicating the strength of the indicator's influence on the Job Training variable. Work Discipline (DK) comprises 7 indicators (DK2 through DK8); these indicators also possess weight values reflecting the strength of their influence on the Work Discipline variable. Employee Performance (KK) consists of 10 indicators (KK2 through KK11), each with a weight indicating its contribution to the Employee Performance variable.

The model demonstrates that, within the context of this study, job training does not directly affect work discipline or employee performance, whereas work discipline makes a minor contribution to employee performance. The reliability and validity values for the employee performance variable are very high, indicating a robust measurement instrument.

Table 9: Hypothesis test

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV))	P values	Description
Work Discipline -> Employee performance	0.104	0.099	0.058	1.803	0.071	No Effect
Job Training -> Employee performance	0.874	0.877	0.052	16.708	0.000	Has an Effect
Job Training -> Work Discipline	0.875	0.874	0.036	24.538	0.000	Has an Effect

The path analysis results table presents the effect among the variables, Work Discipline, Job Training, and Employee Performance, similarly with key statistical parameters: Original Sample (O), Sample Mean (M), Standard Deviation (STDEV), T-statistics, P-values, and conclusions regarding the influence between the variables. Explanation on the above table can be seen from next paragraph.

The Effect of Work Discipline on Employee Performance

The Original Sample (O) of 0.104 indicates a positive path coefficient, meaning there is a positive relationship between Work Discipline and Employee Performance. However, this value is relatively small. The T-statistic of 1.803 and P-value of 0.071 indicate that this effect is not significant at the 5% significance level (since $p > 0.05$). Work Discipline does not have a significant effect on Employee Performance in this model. Although work discipline is theoretically often assumed to have a positive effect on performance, Robbins & Judge, (2017), these results indicate that, within the context of this study, the effect is not strong enough to be considered significant. This could be due to other more dominant factors or moderating variables that have not been included.

The Effect of Job Training on Employee Performance

The Original Sample (O) of 0.874 indicates a very strong positive effect. The T-statistic of 16.708 and P-value of 0.000 indicate that this effect is statistically highly significant. Job Training has a significant and positive effect on Employee Performance. Job training enhances employees' abilities, knowledge, and skills, thereby directly improving their performance Noe, (2017). These results are consistent with numerous studies showing that effective training is a key factor in improving employee performance. Aguinis & Kraiger (2009).

The Effect of Job Training on Work Discipline

The Original Sample (O) of 0.875 indicates a very strong positive effect. The T-statistic of 24.538 and P-value of 0.000 indicate that this effect is highly significant. Job Training has a significant and positive effect on Work Discipline. Job training not only enhances technical skills but can also shape more disciplined work attitudes and behaviors, Salas et al., (2012). Employees who receive training tend to have a better understanding of work rules and procedures, thereby improving their discipline.

Table 10: Indirect Hypothesis Test

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV))	P values	Description
Job training -> Employee performance	0.091	0.088	0.052	1.736	0.083	Has no effect

The Original Sample (O) of 0.091 indicates a positive path coefficient. The T-statistic of 1.736 and P-value of 0.083 indicate the absence of an effect at the 5% significance level (since $p > 0.05$), although the result approaches the threshold of significance ($p < 0.1$). Consequently, the impact of Job Training on employee performance in this model is not statistically significant at the 5% level. These results suggest that while Job Training may positively influence employee performance, the statistical evidence is insufficient to deem the effect significant at the conventional 5% level. Within the realm of human resource management, training remains crucial for enhancing performance; however, these findings highlight the need for a more in-depth evaluation of training effectiveness.

RESEARCH CONCLUSIONS

Work discipline does not affect employee performance. This indicates that while discipline remains important for maintaining order and responsibility, it is not a sufficiently strong factor to directly enhance performance without the support of other aspects, such as training and work motivation. Job training has a positive and significant effect on employee performance. This demonstrates that the better the training provided by the company, in terms of content, methods, and instructor competence, the higher the employees' capabilities and productivity in performing their duties. Conversely, job training does not affect work discipline. This indicates that providing additional work training to employees does not influence work discipline.

The analysis of indirect effects indicates that work training does not directly influence employee performance. This suggests that providing additional work training to employees does not impact work discipline.

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