

THE INFLUENCE OF TRAINING AND ORGANIZATIONAL CULTURE ON EMPLOYEE PERFORMANCE THROUGH COMPETENCE AS A MEDIATING VARIABLE AT PT BANK BJT

Oktori^{1*}, M. Yusuf²

^{1,2}Muhammadiyah University of Jakarta, Indonesia

E-mail: ¹okto.erhan@gmail.com, ²m.yusuf@umj.ac.id

Abstract

Human Resources (HR) is one of the very important factors that cannot be separated from the continuity and success of an organization, be it a government institution, social institution, or company, because basically Human Resources include individuals who are employed and empowered in the organization, who have a role as strategic planners, operational implementers, as well as the main drivers in every organizational activity in order to realize the vision, mission, and short-term and long-term goals that have been set. The purpose of this study is to determine the positive influence between training variables, organizational culture, on employee performance through competence as a mediating variable on employees of PT. Bank JTrust Indonesia Tbk. The research method used is associative research with a quantitative approach. Sampling in this study used a sample of 70 respondents. The data collection method used is a questionnaire, while the data analysis used in this study was carried out with validity tests, reliability tests, Inner Model: R-Square tests, F-Square tests, and hypothesis tests. for the Performance variable is 0.944 or 94.4%, which indicates that Training, Organizational Culture and Competence contribute 94.4% to Employee Performance, this shows that the contribution is in the substantial (significant) category, while the rest, namely 5.6% is contributed by other independent variables that are not disclosed in this research.

Keywords: training, organizational culture, competence, employee performance

INTRODUCTION

Human Resources (HR) is one of the very important factors important event cannot be separated from the continuity and success of an organization, be it a government institution, social institution, or company, because basically Human Resources include individuals who are employed and empowered in the organization, who have a role as strategic planners, operational implementers, as well as the main drivers in every organizational activity in order to realize the vision, mission, and short-term and long-term goals that have been set. Human Resource Competence/ability is also important in supporting the achievements and goals of the organization, in facing the rapid development of technology, organizations can no longer sit idly by, they will certainly be crushed by the times, in today's era it can be said that people or organizations cannot be silent and sleep amidst the hustle and bustle of development in all fields, the availability of highly capable human resources is very necessary, the one touch one service requires the ability to manage well and continuously consistently.

According to Sharma et al., (2016) shows that employee performance has an extraordinary impact and it is very necessary to determine evaluation methods and involvement in developing businesses from both good and bad sides in order to reduce management obstacles very smoothly. (Iqbal et al., 2015) employee performance is considered a manifestation of obligations linked through a list of meetings and the abilities possessed by employees in carrying out their obligations seriously.

THE INFLUENCE OF TRAINING AND ORGANIZATIONAL CULTURE ON EMPLOYEE PERFORMANCE THROUGH COMPETENCE AS A MEDIATING VARIABLE AT PT BANK BJT
Oktori & Yusuf

According to Mangkunegara (2016), employee performance is crucial for explaining the underlying success of an organization. Furthermore, organizations must consider the appropriateness of implementing performance scales to achieve predetermined targets. The following are the results of the PT Bank BJT Employee Performance Assessment for 2021–2024.

Table 1.1
Summary of Average Employee Performance Assessments in 20 Branches
based on Key Performance Indicators
2021-2024

Scope of Assessment	Job Evaluation	2021				2022				2023				2024			
		Target	Weight	Achievement	Score	Target	Weight	Achievement	Score	Target	Weight	Achievement	Score	Target	Weight	Achievement	Score
Finance (Efficiency)	Cost Efficiency - Cost Operational - Cost overtime	100	10% 10%	110%	0,8	100	10% 10%	110%	0,8	100	10% 10%	100%	0,6	100	10% 10%	100%	0,6
Customer Satisfaction (Organizational culture)	-Customer Protection -Customer Satisfaction - Handling Complain	100	10 % 10% 10%	120 %	1,5	100	10 % 10% 10%	110%	1,2	100	10 % 10% 10%	100%	0,9	100	10 % 10% 10%	100%	0,9
Compliance with SOPs(Com requested)	- Evaluation Audit - Zero fraud	100	15% 15%	110%	1,2	100	15% 15%	100%	0,9	100	15% 15%	94%	0,6	100	15% 15%	100%	0,9
Training / Learning and Discipline(Training/Discipline)	- Training My. 2x a year - Attendance	100	10% 10%	110%	0,8	100	10% 10%	94%	0,4	100	10% 10%	90%	0,2	100	10% 10%	110%	0,8
Performance			100%		4,3		100%		3,3		100%		2,3		100%		3,2
Predicate of Performance : <u>Very Good Performance</u>						<u>Good Performance</u>				<u>Requires Some Improvement</u>				<u>Good Performance</u>			

Figure 1.1
Employee Performance Chart
2021-2024



The continued decline in employee performance from 2021 to 2024 indicates a decline in employee performance. Factors suspected to influence suboptimal employee performance include training, organizational culture, and employee competency. Based on the background above, the author conducted research with the title **"The Influence of Training and Organizational Culture on Employee Performance Through Competence as a Mediating Variable."**

LITERATURE REVIEW

Employee performance

According to Robbins (2016, p. 260) performance is a result achieved by an employee in his work according to certain criteria that apply to a job, while according to Mangkunegara (2016, p. 67) the term performance comes from the word job performance or actual performance (presentation of work or actual achievements achieved by a person). The definition of performance is the work results in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities that have been given to him. Gibson in Kasmir (2015: 182) states that individual performance is the basis of organizational performance which is greatly influenced by individual characteristics, individual motivation, expectations, and assessments made by management regarding the achievement of individual work results. According to Emron Edison, et al (2016, p. 190) performance is the result of a process that refers to and is measured over a certain period of time based on previously determined provisions and agreements. Performance in this opinion, is an agreement that has been determined and planned, a process of achieving employee results that refers to a predetermined time period in order to achieve more optimal results.

Then according to Edison et al (2016, p. 195) performance can be measured through 4 dimensions, namely (1) Target, the target is an indicator of the fulfillment of the number of goods, work or the amount of money generated. Determining the target is done by making a plan, this plan is in the form of steps to be taken in achieving the target, (2) Quality, quality is an important element, because the quality produced becomes a strength in maintaining customer loyalty. because the best quality is what is actually expected by every customer, (3) Completion time, timely completion makes the distribution and delivery of work certain. This is the capital to build customer trust. Only by guaranteeing punctuality is promising someone in carrying out their work, and (4) Compliance with

THE INFLUENCE OF TRAINING AND ORGANIZATIONAL CULTURE ON EMPLOYEE PERFORMANCE THROUGH COMPETENCE AS A MEDIATING VARIABLE AT PT BANK BJT
Oktori & Yusuf

principles, not only having to meet targets, quality and on time but also must be done in a correct, transparent and accountable manner. In that way it can give more trust to customers. so that we can maintain customer loyalty

Competence

According to Wibowo (2016, p. 271) competence is an ability to carry out or perform a job or task based on skills and knowledge and supported by the work attitude required by the job. According to Emron Edison, et al. (2016, p. 142) competence is an individual's ability to carry out a job correctly and have advantages based on matters related to knowledge (knowledge), skill (skill), and attitude (attitude). According to Wibowo (2016), competence is a person's ability to carry out a job or task based on skills and knowledge supported by the work attitude required by the job. Mangkunegara (2005), Competence is a fundamental factor that a person has that is related to work effectiveness, including aspects of individual characteristics, knowledge, skills, and work motivation.

Then according to Suwatno and Priansa (2016, p. 258) said that the dimensions and indicators in competence, are (1) Motive, the indicators are like giving encouragement to employees in a job so that they can be more active in working, which is of course useful to fulfill the desires and needs of employees, (2) Character, with indicators that can provide encouragement to further train the mental characteristics of employees, so that they can better comply with the regulations that exist in a company or agency, (3) Self-concept, with indicators, such as encouragement to be able to appear good, speak politely and behave well in the company environment, (4) Knowledge, with indicators as encouragement for employees to be able to expand their knowledge about the tasks and work given by the company, and (5) Skills, with indicators of encouragement for each employee to have skills in working so that they can produce good work by utilizing the skills they have.

Training

According to Dr. H. Muh. Said and Dr. Ahmad Firman (2002) Training is a short-term educational process that uses systematic and organized procedures. Training is also a learning effort organized by organizations, both government, non-governmental organizations or companies with the aim of fulfilling organizational needs and achieving organizational goals. According to Raymond (2013) Training (training) is a planned effort to help employees with the knowledge, skills, and behaviors related to the job to make it easier to complete it. According to Rivai and Sagala (2009), training is a systematic process of changing employee behavior to achieve organizational goals related to the abilities and skills for employees to perform current tasks. This training is up-to-date and helps employees acquire certain skills and abilities to perform their jobs successfully.

Then Donald Kirkpatrick (1959) developed a 4-level training evaluation model, namely (1) Reaction(Reaction): To what extent participants are satisfied with the training (e.g., method, material, or facilitator), (2) Learning(Learning): Increased knowledge, skills, or attitudes obtained by participants, (3) Behavior(Behavior): Changes in participants' work behavior after training, and (4) Results(Result): The impact of training on organizational goals, such as productivity, quality, or efficiency.

Organizational culture

According to Luthans (1998), organizational culture is the norms and values that guide the behavior of organizational members. Each member will behave according to the prevailing culture, in order to be accepted by their environment. Robbins (2001), organizational culture refers to a system of shared meanings held by members that distinguishes the organization from other organizations. Meanwhile, according to Davis (1994), organizational culture is a pattern of beliefs and values understood and internalized (shared) by organizational members so that this pattern provides its own meaning for the organization concerned and becomes the basis for rules of behavior within the organization (Achmad Sobirin, 2002). A person is cultured when that person adheres to the culture or norms that are proclaimed as values. (Umar, 2010).

Then the dimensions and indicators of organizational culture are (1) Innovation and risk taking, with indicators (a) The level of organizational encouragement for creativity and innovation, and (b) The ability of employees to take risks without fear of negative consequences, (2) Result Orientation, with indicators (a) The organization's focus on achieving results rather than on work processes, and (b) Emphasis on productivity and high performance, (3) Individual Orientation, with indicators (a) The organization's attention to the welfare and development of individuals, and (b) The level of respect for the needs and aspirations of employees, (4) Team Orientation, with indicators (a) Emphasis on teamwork and collaboration between individuals, and (b) Values that encourage synergy and cohesiveness, (5) Stability and Control, with indicators (a) Emphasis on rules, procedures, and order within the organization, and (b) The level of adaptation to changes in the external environment, (6) Customer Orientation, with indicators (a) Focus on customer satisfaction and meeting their needs, and (b) Commitment to providing high-quality services or products, and (7) Communication and Transparency, with indicators: (a) Level of openness in internal and external communication, and (b) Mechanisms that support effective information flow.

METHODS

In this study, the author used an associative research type with a quantitative approach. The quantitative approach will test a theory by detailing specific hypotheses. The variables in this study are Training (X_1) and Organizational Culture (X_2) as an exogenous (free) variable, Competence (Z) as a mediating variable, while Employee Performance (Y) is an endogenous (bound) variable.

According to Gulo (2010, p. 78), a sample is a subset of a population; it provides a true picture of the population. Meanwhile, according to Arikunto (2017, p. 173), a sample is a subset of the population's numbers and characteristics. In this study, the sample size was 73 people. Therefore, the entire population was used as a sample because the population size was less than 100 people. According to Arikunto (2017, p. 174), if the subjects were less than 100, the entire population would be the research sample.

In this study, the authors used questionnaires, interviews, and observations. Questionnaires are a method of providing a set of written questions to respondents to obtain their answers. The questions in this questionnaire are closed and structured, meaning that respondents are not given the opportunity to choose or provide answers outside the answers provided by the researcher. While in interviews, the questions given are unstructured and observations are conducted to determine how the characteristics and

THE INFLUENCE OF TRAINING AND ORGANIZATIONAL CULTURE ON EMPLOYEE PERFORMANCE THROUGH COMPETENCE AS A MEDIATING VARIABLE AT PT BANK BJT
Oktori & Yusuf

habits of respondents are related to the research variables. Answers or responses to each instrument using a Likert scale have a gradation from very positive to very negative. The scores for the Likert scale are as follows:

Table 3.2
Likert scale

Scale	Information	Positive statement
1	Strongly agree	5
2	Agree	4
3	Neutral	3
4	Don't agree	2
5	Strongly Disagree	1

Source: Sugiyono (2012:135)

The analysis method used in this study is SEM-PLS with the SmartPLS 4.0 application using a measurement model (outer model), structural model (inner model), and Statistical Tests.

RESULTS AND DISCUSSION

The results of this research case study were PT. Bank JTrust Indonesia Tbk as the research object. To collect data, the researcher used a technique by distributing questionnaires to PT. Bank JTrust Indonesia Tbk employees in the form of a Google Form. The number of respondents used as sample material in the study was 70 people.

1. Validity Test

a. Convergent Validity

Table 4.1
Outer Model Evaluation Results

Variables	Outer Loading Value	Information
PL1 □ Training	0,963	Valid
PL2 □ Training	0,952	Valid
PL3 □ Training	0,959	Valid
PL4 □ Training	0,962	Valid
PL5 □ Training	0,903	Valid
PL6 □ Training	0,923	Valid
PL7 □ Training	0,967	Valid
PL8 □ Training	0,900	Valid
PL9 □ Training	0,924	Valid

Based on the table above, all indicator items were declared valid or met the convergent validity criteria. Therefore, all instruments used were deemed appropriate and suitable as measuring tools in this study.

Table 4.2

Outer Model Evaluation Results

Variables	Outer Loading Value	Information
Bo1 <input type="checkbox"/> Organizational culture	0,910	Valid
Bo2 <input type="checkbox"/> Organizational culture	0,898	Valid
Bo3 <input type="checkbox"/> Organizational culture	0,918	Valid
Bo4 <input type="checkbox"/> Organizational culture	0,947	Valid
Bo5 <input type="checkbox"/> Organizational culture	0,945	Valid
Bo6 <input type="checkbox"/> Organizational culture	0,928	Valid
Bo7 <input type="checkbox"/> Organizational culture	0,905	Valid
Bo8 <input type="checkbox"/> Organizational culture	0,930	Valid
Bo9 <input type="checkbox"/> Organizational culture	0,944	Valid

Based on the table above, all indicator items were declared valid or met the convergent validity criteria. Therefore, all instruments used were deemed appropriate and suitable as measuring tools in this study.

Table 4.3
Outer Model Evaluation Results

Variables	Outer Loading Value	Information
Km1 <input type="checkbox"/> Competence	0,943	Valid
Km2 <input type="checkbox"/> Competence	0,933	Valid
km3 <input type="checkbox"/> Competence	0,935	Valid
Km4 <input type="checkbox"/> Competence	0,931	Valid
Km5 <input type="checkbox"/> Competence	0,931	Valid
Km6 <input type="checkbox"/> Competence	0,915	Valid
Km7 <input type="checkbox"/> Competence	0,950	Valid

Based on the table above, all indicator items were declared valid or met the convergent validity criteria. Therefore, all instruments used were deemed appropriate and suitable as measuring tools in this study.

Table 4.4
Outer Model Evaluation Results

Variables	Outer Loading Value	Information
Kj1 <input type="checkbox"/> Performance	0,888	Valid

THE INFLUENCE OF TRAINING AND ORGANIZATIONAL CULTURE ON EMPLOYEE PERFORMANCE THROUGH COMPETENCE AS A MEDIATING VARIABLE AT PT BANK BJT
Oktori & Yusuf

Variables	Outer Loading Value	Information
Kj2 □ Performance	0,817	Valid
Kj3 □ Performance	0,806	Valid
Kj4 □ Performance	0,914	Valid
Kj5 □ Performance	0,804	Valid

Based on the table above, all indicator items were declared valid or met the convergent validity criteria. Therefore, all instruments used were deemed appropriate and suitable as measuring tools in this study.

b. Discriminative Validity Test

Table 4.5
Average Variance Extracted (AVE)

Variables	Average Variance Extracted (AVE)	Information
Training	0,883	Valid
Organizational culture	0,856	Valid
Competence	0,873	Valid
Performance	0,916	Valid

According to the analysis results presented in Table 4.5, the AVE value for each variable is greater than 0.5. This indicates that all indicators have good discriminatory validity, thus all research instruments are deemed appropriate and suitable as measurement tools in this study.

2. Reliability Test

Reliability is considered good when Cronbach's Alpha And Composite Reliability exceeds 0.7. The analysis results show this value as presented in the following table.

Table 4.6
Composite Reliability And Cronbach's Alpha

Variables	Cronbach's Alpha	Composite Reliability	Information
Training	0,983	0,984	Reliable
Organizational culture	0,979	0,981	Reliable
Competence	0,976	0,976	Reliable
Performance	0,977	0,978	Reliable

According to the analysis results in table 4.6, it can be concluded that the value Cronbach's Alpha And Composite Reliability The value for each variable exceeded 0.70. This indicates that all variables in this study met the reliability or consistency criteria. Therefore, all instruments used in this study were deemed reliable, meaning that if the instruments were retested, the results would remain consistent.

3. Test R Square (R^2)

Table 4.7
Analysis Results R-Square (R^2)

Variables	R Square	R Square Adjusted
Competence	0,941	0,939
Employee performance	0,944	0,942

Based on the analysis results shown in table 4.7, the R-Square value for the Competence variable is 0.941 or 94.1%, which indicates that Training and Organizational Culture contribute 94.1% to Competence, this indicates that the contribution is in the substantial (significant) category, while the remaining 5.9% is contributed by other independent variables not discussed in this study. Furthermore, the R-Square value for the Performance variable is 0.944 or 94.4%, which indicates that Training, Organizational Culture and Competence contribute 94.4% to Employee Performance, this indicates that the contribution is in the substantial (significant) category, while the remaining 5.6% is contributed by other independent variables not disclosed in this study.

4. Uji F Square (F^2)

Table 4.8
Analysis Results F-Square (F^2)

Variables	Competence	Employee performance
Training	0,253	0,046
Organizational culture	0,016	0,016
Competence	-	1,382

Based on table 4.8, the following is an explanation of the F-Square value which shows the influence of endogenous variables on exogenous variables:

- Training has an F^2 value of 0.253 on Competence, which means $0.15 < F^2 (0.253) < 0.35$, so the influence of Training on Competence can be categorized as a moderate influence.
- Organizational Culture has an F^2 value of 0.016 on Competence, which means $F^2 (0.016) < 0.02$, so the influence of Organizational Culture on Competence can be categorized as a small influence.
- Training has an F^2 value of 0.046 on Employee Performance, which means $0.02 < F^2 (0.046) < 0.15$, so the influence of Training on Employee Performance can be categorized as a small influence.
- Organizational Culture has an F^2 value of 0.016 on Employee Performance, which means $F^2 (0.016) < 0.02$, so the influence of Organizational Culture on Employee Performance can be categorized as a small influence.

THE INFLUENCE OF TRAINING AND ORGANIZATIONAL CULTURE ON EMPLOYEE PERFORMANCE THROUGH COMPETENCE AS A MEDIATING VARIABLE AT PT BANK BJT
Oktori & Yusuf

- e. Competence has an F^2 value of 1.382 on Employee Performance, which means F^2 (1.382) > 0.35, so the influence of Competence on Employee Performance can be categorized as a large influence.
5. Hypothesis Testing
- a. Direct Effect
- The direct effect in this analysis refers to the direct relationship between the variables analyzed in the model. The following are the results of the direct relationship test.

Table 4.9
Direct Effect(Direct Impact)

Variables	Original sample (O)	Sample mean (M)	T-Statistics	P-Value
Training \square Competence	0,778	0,797	3,118	0,002
Training \square Performance	-0,360	-0,388	1,158	0,247
Organizational culture \square Competence	0,914	0,174	0,775	0,438
Organizational culture \square Performance	0,189	0,158	0,843	0,399
Competence \square Performance	1,138	1,145	8,585	0,000

The results of the analysis are as in table 4.9, so the explanation is as follows:

- 1) The Influence of Training on Competence
The results of the hypothesis testing, obtained a value-statistic of 3.188, which exceeds 1.96, and the value-of 0.002, which is less than 0.05. This indicates that the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected, which means that training significantly affects employee competence.
- 2) The Effect of Training on Performance
The results of the hypothesis testing, obtained value-statistic is 1.158, smaller than 1.96, and the value-value of 0.247, which is greater than 0.05. This indicates that the alternative hypothesis (H_a) is rejected, while the null hypothesis (H_0) is accepted, which means that Training does not have a significant effect on Performance.
- 3) The Influence of Organizational Culture on Competence
The results of the analysis obtained a value-statistic is 0.775, which is smaller than 1.96, and the value-of 0.438, which is greater than 0.05. This indicates that the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted. Thus, organizational culture does not have a significant influence on competence.
- 4) The Influence of Organizational Culture on Employee Performance
The results of the hypothesis testing show that the value-statistic of 0.843 is smaller than 1.96, and the value-of 0.399 is greater than 0.05. Thus, the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted, which indicates that Organizational Culture has no significant effect on Employee Performance.
- e) The Influence of Competence on Employee Performance

The results of the hypothesis testing, obtained a value-statistic of 8.585, which exceeds 1.96, and the value-of 0.000, which is less than 0.05. Therefore, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This means that Competence has a significant effect on Employee Performance.

b. Indirect Effect (Indirect Influence)

Indirect effects play a role in supporting the validation of the theory underlying a conceptual model. When an indirect effect proves significant, it can strengthen the empirical evidence regarding the relationship between variables. The following are the results of the indirect effect test.

Table 4.10
Indirect Effect(Indirect Influence)

Variables	Original sample (O)	Sample mean (M)	T-Statistics	P-Value
Training □Competence□Performance	0,885	0,904	3,180	0,001
Organizational culture□Competence□Performance	0,220	0,209	0,754	0,451

Based on the analysis results in table 4.10 above, it can be explained as follows:

1) The Influence of Training on Performance through Competence

The results of the hypothesis testing, obtained value -statisticof 3.180 is greater than 1.96, and the value-of 0.001, which is smaller than 0.05. This indicates that the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected, which means that Training has a significant influence on Performance through Competence as a mediating variable.

2) The Influence of Organizational Culture on Performance through Competence

The results of the hypothesis testing, obtained value-statistics of 0.754 is smaller than 1.96, and the value-value of 0.451, which is greater than 0.05. This indicates that the alternative hypothesis (H_a) is rejected, while the null hypothesis (H_0) is accepted, which means that organizational culture does not have a significant influence on performance through competence as a mediating variable.

CONCLUSION

Based on the results of the discussion that has been carried out in the previous chapter, the conclusions that can be drawn from this research are:

1. That training has a significant impact on competence.
2. That training does not have a significant effect on performance.
3. That organizational culture does not have a significant influence on employee competence.
4. That organizational culture does not have a significant influence on employee performance.
5. That competence has a significant influence on employee performance.

THE INFLUENCE OF TRAINING AND ORGANIZATIONAL CULTURE ON EMPLOYEE PERFORMANCE THROUGH COMPETENCE AS A MEDIATING VARIABLE AT PT BANK BJT
Oktori & Yusuf

6. That training has a significant influence on employee performance through competency.
7. That organizational culture does not have a significant influence on employee performance through competency.

REFERENCES

- A.A Anwar Prabu Mangkunegara. (2005). Corporate Human Resource Management. Bandung: PT Remaja Rosdakarya.
- Arikunto, S. (2017). Research procedures: A practical approach (Edition 14). PT. Rineka Cipta.
- Davis, K., & John W. Newstrom. (1994). Organizational Behavior (seventh edition volume 1). Jakarta: Erlangga.
- Edison, Emron, et al. (2016). Human Resource Management. First edition, April 2016. Bandung: Alfabeta.
- Gibson. (2015). Employee Performance, Salemba Empat Publisher, Jakarta.
- Gulo, W. (2010). Basics of research methods (Revised Edition). Gramedia Pustaka Utama.
- Iqbal, et al, (2015). Effect of Leadership Style on Employee Performance. Arabian Journal of Business and Management Review, 2015, 5:5 DOI: 10.4172/2223-5833.1000146. <https://www.hilarispublisher.com>
- Kirkpatrick, Donald L. (1959). Evaluation Training Program, The Four Level 2nd. Ed. San Fransisco: Berret-Koehler, Inc. Nazir, Moh. 1988.
- Luthans, F. (1998). Organizational behavior (8th ed.). McGraw-Hill. Singapore.
- Mangkunegara, P. Anwar. (2016). Human Resource Performance Evaluation, Seventh Edition. Bandung: PT. Refika Aditama.
- Raymond, M. (2013). Understanding human resource training and development. Jakarta: Gramedia Pustaka Utama.
- Rivai, Veithzal & Sagala, E.J. (2009). Human Resource Management for Companies. Jakarta: PT Raja Grafindo Persada.
- Robbins, S.P. (2001). Organizational Behavior: Volume 2. Jakarta: PT Prenhallindo.
- Robbins (2016:260) in Bintoro and Daryanto (2017:107). Employee Performance Assessment Management. Gaya Media Publisher,
- Said, H. M., & Firman, A. (2002). Human Resource Training and Development. Jakarta: Rineka Cipta.
- Sharma, P., Kong, T.T.C. and Kingshott, R.P.J. (2016), "Internal service quality as a driver of employee satisfaction, commitment and performance: exploring the focal role of employee well-being", Journal of Service Management, Vol. 27, No. 5, pp. 773-797.
- Sobirin, Achmad. (2002). "Culture: A Source of Strength and Weakness in Organizations." Journal of Business Strategy, No. 7, Vol. 1, pp. 1-20.
- Suwatno, & Priansa, D. (2016). Human Resource Management (p. 258). Bandung: Alfabeta.
- Umar, Husein. (2010). Marketing Research and Consumer Behavior. Jakarta: Gramedia Pustaka Utama.

Wibowo. (2016). Performance Management. Published by PT. Raja Grafindo Persada. Jakarta.