

TRAINING AND DEVELOPMENT IN THE ERA OF SOCIETY 5.0: INTERPERSONAL COMPETENCE AS MODERATING EFFECT ON EMPLOYEE PERFORMANCE AT PT KERETA API INDONESIA

Fahrul Maulana¹, Kiswoyo²

¹²STIE Totalwin Semarang
fahrulvanevans@gmail.com, kiswoyo@stietotalwin.ac.id

Dusun Pilanglor RT01 RW03, Gubug, Grobogan, Jawa Tengah
Corresponding email: fahrulvanevans@gmail.com

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ABSTRACT

This study investigates the effect of training and development on employee performance with interpersonal competence as a moderating variable at PT Kereta Api Indonesia. Using a quantitative approach, data were analyzed through path analysis to examine both direct and mediated effects. The findings reveal that training has a positive but relatively weak effect on employee performance, whereas development shows a strong and significant influence. Furthermore, interpersonal competence significantly mediates the relationship between both training and development with employee performance, indicating that soft skills play a critical role in strengthening the outcomes of organizational initiatives. These results suggest that organizations should not only invest in technical training and career development but also emphasize interpersonal competence to maximize employee performance and maintain competitiveness.

INTRODUCTION

In today's era of rapid digital transformation and globalization, both public and private organizations face significant challenges in maintaining competitiveness. While technology and information systems play an important role, the foundation of organizational competitive advantage still lies in the quality of human resources. Therefore, human resource management (HRM) has become a central element in organizational development strategies. Among the various HRM instruments, training and development are widely recognized as strategic investments to enhance employees' knowledge, skills, and attitudes.

Training and development programs are not merely routine activities but rather long-term strategic initiatives aimed at preparing employees to perform their duties more effectively and productively. Training focuses on equipping employees with technical and functional skills for immediate job performance, while development is oriented toward building employee capacity to anticipate future organizational challenges, such as technological disruptions, regulatory changes, and evolving customer expectations (Carter et al., 2011a).

As a state-owned enterprise in the transportation sector, PT Kereta Api Indonesia (Persero) is required not only to provide safe and reliable public services but also to adapt to dynamic changes, including service digitalization, human resource transformation, and shifting consumer demographics. In recent years, PT KAI has invested significantly in various training and development initiatives across multiple employee levels. However, empirical observations indicate that the outcomes of these initiatives remain uneven. While some employees demonstrate substantial improvements in performance after training, others show little to no change. This raises an important question: Why do employees who participate in the same training program exhibit varying levels of performance improvement (KAI, 2023). Although PT Kereta Api Indonesia (Persero) has made significant investments in human resource development through its *Diklat* (education and training) programs, the outcomes have not been uniformly effective. While some employees demonstrate substantial improvements in performance and adaptability following training, others show minimal or no progress. This inconsistency creates a practical gap between the intended objectives of the training—namely, preparing employees for the demands of the Society 5.0 era and supporting the company's transformation into a service-oriented enterprise—and the actual results observed in the workplace. The gap suggests that training programs designed in a standardized manner may not sufficiently account for the diverse characteristics and competencies of employees. As a result, questions remain as to what individual factors influence the varying effectiveness of training and development initiatives within PT KAI (Herdiyansah, 2024).

One plausible explanation lies in individual characteristics. Previous studies emphasized education level as a differentiating factor, assuming that employees with higher education possess stronger analytical and critical thinking skills, making them more capable of absorbing and applying training content. However, training effectiveness may also depend on psychological and behavioral competencies, particularly interpersonal competence (Wardani & Wibawa, 2024). Interpersonal competence, which includes self-awareness, self-regulation, and self-motivation, determines how effectively an employee processes and applies new knowledge and skills. Employees with strong interpersonal competence are more likely to internalize training outcomes, transfer them to the workplace, and maintain consistent performance improvements (Dede Arseyani pratamasyari & Abdurrahman Mansyur, 2023). Conversely, employees with weaker interpersonal competence may struggle to translate training content into tangible performance outcomes (Carter et al., 2011b).

Despite its potential importance, many training programs—including those in PT KAI—are often designed uniformly, without sufficient consideration of employees' individual differences. This uniformity can lead to mismatches between training delivery

and employees' psychological readiness, ultimately reducing the overall effectiveness of training initiatives. Therefore, examining the moderating role of interpersonal competence in the relationship between training and development and employee performance is essential. Despite the importance of interpersonal competence, most prior studies have primarily focused on the direct relationship between training and development and employee performance (Handayani et al., 2024; Abogsesa & Kaushik, 2017; Desy Setyorini & Achmad Syahlani, 2023), with limited attention given to psychological factors as potential moderators. This has resulted in several gaps within the literature. From a theoretical perspective, the majority of studies emphasize human capital development through education and training, but they rarely integrate psychological competencies—such as self-awareness, self-regulation, and self-motivation—into the model (Rosa & Mikrad, 2025). From an empirical standpoint, the findings on the effectiveness of training and development remain inconsistent, with some studies reporting strong positive effects (Aliyyah, 2021), while others reveal weak or even insignificant results, indicating that there may be underlying moderating variables yet to be fully examined (Jain Andjar & Jamil, 2024). Finally, from a methodological angle, most research adopts a generalized approach to measuring training outcomes, often neglecting the interaction between training inputs and individual-level competencies. This highlights the need for studies that incorporate moderation analysis in order to better capture how interpersonal competence shapes the effectiveness of training and development in enhancing employee performance.

This study aims to explore how interpersonal competence influences the effectiveness of training and development in improving employee performance within PT Kereta Api Indonesia. By doing so, it contributes to the growing body of literature in human resource management, particularly regarding the integration of psychological competence as a moderating factor in training effectiveness. Furthermore, the findings are expected to provide practical insights for organizations to design more tailored training and development programs that align with employees' individual competencies, thereby optimizing performance outcomes.

LITERATURE REVIEW

Employee Performance

Employee performance is widely acknowledged as a key determinant of organizational success because it directly contributes to efficiency, competitiveness, and profitability. Performance reflects the extent to which employees achieve the standards and goals set by the organization, including dimensions such as quality, quantity, timeliness, cost efficiency, and interpersonal relations (Carter et al., 2011b) (Kasmir, 2019). Performance can be defined as the accomplishment of tasks assigned to employees in an accurate and timely manner in accordance with their job description (Abogsesa & Kaushik, 2017). Recent studies further emphasize that employee performance is not only a reflection of technical skills but also shaped by motivation, commitment, and adaptability to organizational changes (Palikhe & Thapa, 2023). Thus, performance is influenced by both organizational practices and individual-level competencies.

Training and Development

Training and development (T&D) are critical components of human resource management, designed to enhance employees' knowledge, skills, and attitudes to meet job demands. (Ratnawili & Rahayu, 2022) Training is a systematic process aimed at improving current job performance, while development emphasizes long-term growth to prepare employees for higher responsibilities (Selfi Khoirani & Ratnawaty Marginingsih, 2025). Effective training programs improve not only technical competencies but also employees' ability to adapt to technological changes and workplace innovations (R. Handayani, 2020). Moreover, research highlights that well-designed training contributes to error reduction, operational efficiency, and employee retention, thereby enhancing overall organizational performance (Palikhe & Thapa, 2023).

Empirical studies have consistently shown a positive relationship between training and employee performance. Nor, (2025) found that training significantly improved productivity and job satisfaction in the service industry. Similarly, (Selfi Khoirani & Ratnawaty Marginingsih, 2025) demonstrated that organizations with structured training programs achieved higher levels of efficiency and employee retention compared to those without such programs. These findings are also in line with the Human Capital Theory (Becker, 1993), which posits that investments in training and development enhance employees' value to the organization. Accordingly, this study proposes the following hypothesis:

Interpersonal Competence

Interpersonal competence refers to an individual's ability to understand and manage themselves, encompassing dimensions such as self-awareness, self-regulation, motivation, and adaptability (Lesmana, 2015). This competence is part of the broader concept of emotional intelligence and is essential for employees to effectively transfer learning into workplace performance. Research by (Wardani & Wibawa, 2024) and (Dede Arseyani pratamasyari & Abdurrahman Mansyur, 2023) has shown that interpersonal competence enhances individual adaptability, motivation, and resilience, all of which are critical for performance improvement. Furthermore, recent studies demonstrate that employees with higher interpersonal competence are more capable of handling stress, maintaining motivation, and leveraging training opportunities for long-term performance outcomes (Yuni Pratiwi & Sulaiman, 2024).

Training, Interpersonal Competence, and Employee Performance

While training is a key driver of employee performance, its effectiveness may vary across individuals. According to Social Cognitive Theory (Bandura, 2023), learning outcomes depend not only on external training inputs but also on personal factors such as self-regulation and motivation. Employees with strong interpersonal competence are more likely to internalize knowledge gained from training and apply it to their work, whereas employees with lower competence may fail to fully utilize training outcomes.

Despite its importance, empirical research on the moderating role of interpersonal competence in the T&D–performance relationship remains scarce. Previous studies have examined direct effects of training on performance (Palikhe & Thapa, 2023), but few have integrated psychological competence as a contextual factor. More recent evidence

suggests that individual differences in self-motivation and self-regulation may explain inconsistencies in training effectiveness across organizations (Salas et al., 2012).

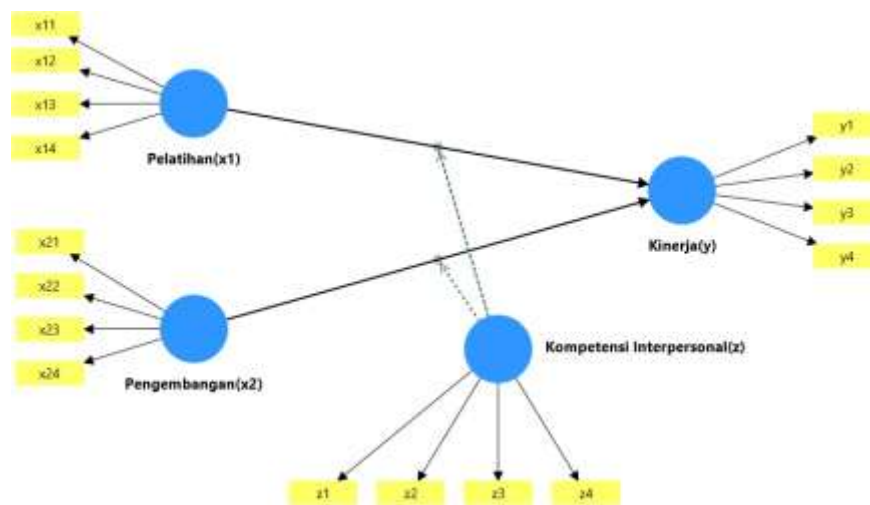
This study, therefore, proposes the following hypothesis:

H₁: Training has a positive effect on employee performance at PT Kereta Api Indonesia in the era of Society 5.0.

H₂: Development has a positive effect on employee performance at PT Kereta Api Indonesia in the era of Society 5.0.

H₃: Interpersonal competence moderates the effect of training on employee performance at PT Kereta Api Indonesia in the era of Society 5.0.

H₄: Interpersonal competence moderates the effect of development on employee performance at PT Kereta Api Indonesia in the era of Society 5.0.



Pict 1. Research Framework

RESEARCH METHOD

Research Design

This study employs a quantitative research design using a survey method to examine the effect of training and development on employee performance moderated by interpersonal competence. The quantitative approach was chosen because it allows the researcher to statistically test the relationships between variables and to generalize the findings to a broader population.

Population and Sample

The population of this study consists of all employees of PT Kereta Api Indonesia, totaling 24,921 employees. Considering the size of the population, a sample was drawn using the Slovin formula with a margin of error of 7%. Based on this calculation, the minimum required sample size is 208 employees, who were selected proportionally from different divisions to ensure representativeness.

Data Collection Method

The questionnaire used a Likert scale to measure respondents' attitudes, perceptions, and

opinions regarding the observed phenomena. The scale consisted of five response options ranging from "Strongly Agree" (score 5) to "Strongly Disagree" (score 1).

Research Variables and Data Analysis Technique

The variables examined in the study included training (X1), development (X2), interpersonal competence as a moderating variable (Z), and employee performance as the dependent variable (Y). Data analysis was conducted using Partial Least Squares (PLS), a powerful analytical technique designed to predict relationships between variables without relying heavily on strict assumptions such as data normality or large sample sizes (Ghozali, 2023). The evaluation of the measurement model (outer model) included tests of convergent validity, discriminant validity, and reliability. Convergent validity was assessed through outer loadings, where values above 0.5 indicate that indicators are valid. Discriminant validity was examined by comparing cross-loadings, with higher correlations between constructs and their own indicators compared to other constructs. Reliability testing involved composite reliability, Cronbach's alpha, and Average Variance Extracted (AVE), with thresholds above 0.7 indicating high reliability.

The variables used in this study are employee performance, training, development, and Interpersonal Competence. The following presents the operational definitions at PT Kereta Api Indonesia

Employee Performance (Y)

Work quantity: The extent to which employees achieve the targeted amount of work assigned. (Y1.1)

Work quality: The level to which employees produce outcomes that meet organizational standards. (Y1.2)

Teamwork: The willingness to collaborate effectively with colleagues, supervisors, and other units. (Y1.3)

Responsibility: The consistency in demonstrating accountability for tasks and duties. (Y1.4)

Training (X₁)

Learning speed: The time required for employees to reach expected skill levels after training. (X1.1)

Knowledge retention: The ability of employees to maintain and recall knowledge and skills acquired through training. (X1.2)

Application of training: The degree to which employees can apply training insights to their work activities. (X1.3)

Employee motivation: The level of enthusiasm and engagement of employees after completing the training program. (X1.4)

Development (X₂)

Competence enhancement: Improvement in employees' abilities and expertise after development initiatives. (X2.1)

Performance growth: Observable progress in the quality and quantity of employees' work outcomes. (X2.2)

Participation in development: The level of employee involvement and interest in professional growth activities. (X2.3)

Job satisfaction: Employees' overall satisfaction with the development opportunities provided. (X2.4)

Interpersonal Competence (Z)

Communication clarity: The employee's effectiveness in delivering ideas and listening to others. (Z1.1)

Conflict resolution: The ability to handle disputes constructively and maintain a positive work climate. (Z1.2)

Empathy: Sensitivity to colleagues' needs and perspectives in daily interactions. (Z1.3)

Collaboration: Effectiveness in working together and maintaining harmonious team relationships. (Z1.4)

RESEARCH RESULTS AND DISCUSSION

Data Description

The demographic profile of respondents in this study includes gender distribution, which shows the proportion of male and female employees at PT KAI

Table 1. Descriptive Statistic

No	Sex	Quantity	Presentation
1	Male	197	95%
2	Female	11	5%

Source: processed data, 2025

The demographic profile of respondents at PT KAI was first examined based on gender. The results show that the majority of employees are male, while only a small proportion are female, as presented in Table 1. This reflects the fact that PT KAI, as a transportation and railway company, tends to be dominated by male employees due to the technical, operational, and field-oriented nature of much of its work

Outer Model Evaluation

The evaluation of the outer model was conducted by examining the outer loadings of the indicators for each variable used in this study. The detailed results are presented as follows:

Tabel 2. Outer Loading Factor

Variabel	Nilai LF	Kesimpulan
<i>x11 <- Pelatihan(x1)</i>	0.862	Valid
<i>x12 <- Pelatihan(x1)</i>	0.914	Valid
<i>x13 <- Pelatihan(x1)</i>	0.905	Valid
<i>x14 <- Pelatihan(x1)</i>	0.878	Valid
<i>x21 <- Pengembangan(x2)</i>	0.773	Valid
<i>x22 <- Pengembangan(x2)</i>	0.852	Valid

<i>x23 <- Pengembangan(x2)</i>	0.836	Valid
<i>x24 <- Pengembangan(x2)</i>	0.863	Valid
<i>y1 <- Kinerja(y)</i>	0.930	Valid
<i>y2 <- Kinerja(y)</i>	0.963	Valid
<i>y3 <- Kinerja(y)</i>	0.912	Valid
<i>y4 <- Kinerja(y)</i>	-0.094	Invalid
<i>z1 <- Kompetensi Intrapersonal(z)</i>	0.808	Valid
<i>z2 <- Kompetensi Intrapersonal(z)</i>	0.825	Valid
<i>z3 <- Kompetensi Intrapersonal(z)</i>	0.831	Valid
<i>z4 <- Kompetensi Intrapersonal(z)</i>	0.867	Valid

Source: processed data, 2025

The evaluation results of table 2. show that all indicators have outer loading values above the required threshold of 0.70, indicating validity, except for indicator y4 (Kinerja), which has a loading value of -0.094. Since this value does not meet the validity criteria, the indicator y4 must be removed from further analysis. Therefore, the remaining indicators are considered valid and can be used to measure the respective variables.

Table 3. Cross Loading

Indikat or	Kinerj a(Y)	Kompetensi Interpersonal(Z)	Pelatihan(X1)	Pengembangan(X2)
X11	0.848	0.570	0.835	0.521
X12	0.888	0.674	0.898	0.590
X13	0.833	0.626	0.919	0.594
X14	0.832	0.575	0.902	0.629
X21	0.824	0.617	0.620	0.833
X22	0.879	0.550	0.524	0.827
X23	0.896	0.550	0.561	0.903
X24	0.811	0.589	0.588	0.900
Y1	0.963	0.735	0.827	0.402
Y2	0.892	0.853	0.766	0.812
Y3	0.864	0.841	0.780	0.804
Z1	0.833	0.811	0.744	0.562
Z2	0.725	0.918	0.618	0.612
Z3	0.752	0.944	0.597	0.631
Z4	0.713	0.929	0.590	0.588

Source: processed data, 2025

The cross loading results on table 3, show that each indicator loads higher on its corresponding construct compared to other constructs. Therefore, the discriminant validity criterion is satisfied, and the measurement model can be considered valid.

Table 4. Composite Reliability, Cronbach's Alpha & Average Variance Extracted

Variabel	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Employee Performance	0.759	0.869	0.582
Training	0.859	0.869	0.788
Development	0.855	0.867	0.860
Interpersonal Competence	0.950	0.864	0.802

Source: processed data, 2025

Based on the results of Cronbach's Alpha, Composite Reliability, and AVE, it can be concluded that all variables in the model meet the requirements of reliability and convergent validity. Therefore, the constructs are appropriate to be used in further hypothesis testing and structural model analysis.

Inner Model Evaluation

The evaluation of the inner model is carried out through two main stages: (1) testing the path coefficients to determine the significance of the relationships between constructs, and (2) assessing the Goodness of Fit (GoF) to evaluate the overall suitability of the structural model. The results of these tests are presented in the following structural inner model.

Table 5. R-Square & R-Square Adjusted

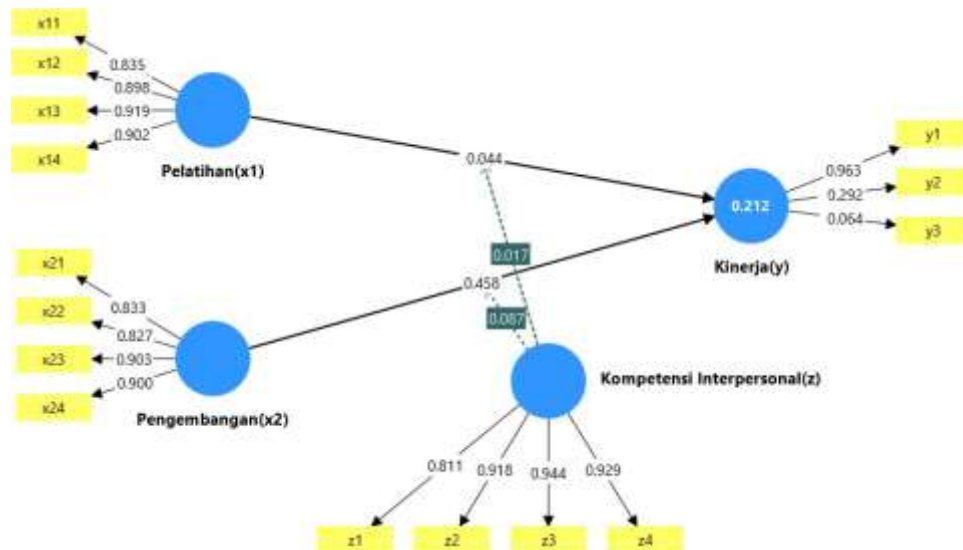
Variabel	R-square	R-square adjusted
Performance (Y)	0.482	0.463

Source: processed data, 2025

The evaluation of the inner model was carried out by analyzing the path coefficients and the overall model fit through the R-Square values. The results show that the Employee Performance variable has an R-Square value of 0.482 and an adjusted R-Square value of 0.463. This indicates that Training, Development, and Interpersonal Competence together are able to explain 48.2% of the variation in Employee Performance, while the remaining 51.8% is influenced by other factors outside the model. Referring to the criteria by Hair et al. (2019) on (Sarstedt et al., 2021), the R-Square value falls into the moderate category, suggesting that the model has a fairly good explanatory power. In other words, Training, Development, and Interpersonal Competence play an important role in shaping Employee Performance, although there are still other external variables beyond this research framework that also contribute to performance outcomes.

Hypothesis Testing

In hypothesis testing, the p-value serves as the basis for determining the significance of the relationship between variables. This study applies a significance level of 5%, meaning that if the p-value is less than 0.05, the hypothesis is accepted. The results of the hypothesis testing can be observed from the path coefficient values, which indicate the strength and direction of the relationships among the variables analyzed in this research.



Pict 2. Partial Least Squares (PLS) Test Results

Table 6. Hypothesis Summary

H	PATH	COEFFICIENT (B)	T-STATISTIC	P-VALUE	CONCLUSION
H1	Training (X1) → Employee Performance (Y)	0.044	1.847	0.032	positive, significant
H2	Development (X2) → Employee Performance (Y)	0.458	3.396	0.001	positive, significant
H3	X1 → Y, through Z	0.017	3.778	0.000	positive, significant
H4	X2 → Y, through Z	0.087	3.238	0,001	positive, significant

Source: processed data, 2025

The findings reveal that training has a significant positive influence on employee performance, indicating that while training contributes, its direct impact remains limited. In contrast, development demonstrates a strong and significant effect, emphasizing its crucial role in enhancing employee performance. Furthermore, interpersonal competence is proven to be an important mediating factor, significantly strengthening the effects of

both training and development on performance outcomes. These results suggest that organizations should not only invest in training and development programs but also foster interpersonal competence to maximize employee performance.

CONCLUSION

This study demonstrates that training has a positive but relatively weak effect on employee performance, while development exerts a strong and significant influence. These findings highlight that although training is important in equipping employees with essential skills, development initiatives play a more dominant role in driving improved performance outcomes. Moreover, the results confirm that interpersonal competence significantly mediates the relationship between both training and development with employee performance. This indicates that employees' ability to interact effectively, collaborate, and build relationships strengthens the benefits gained from organizational training and development programs. In other words, interpersonal competence functions as a critical soft skill that enhances the overall effectiveness of human resource initiatives.

Therefore, organizations, including PT Kereta Api Indonesia, are encouraged to design comprehensive human resource strategies that not only focus on technical training and career development but also integrate interpersonal competence as a core element. By doing so, companies can maximize the impact of training and development, leading to sustainable improvements in employee performance and organizational competitiveness.

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