

# **The Relationship Between Training Methods, Competence, Employee Engagement, and Employee Performance**

**Wahyu Bagus Rilo & Anita Maharani\***

Bina Nusantara University  
*\*e-mail: anita.maharani@binus.edu*

## **Abstract**

Through this research, we seek to explore training methods, competence, employee engagement, and employee performance. Literature to elaborate between that appears in this research is that employee performance influence by training methods, the competencies possessed by employees, and the extent to which employees are involved in the organization. The research approach used is quantitative and processed using multiple regression. This study indicates that training methods and employee competencies affect employee performance due to employee engagement.

*Keywords: Training Methods, Competencies, Employee Engagement, Employee Performance,*

## **1. Introduction**

One of company success is when a company able to foster high employee performance. Enable high employee performance, the company must have a specific measurement. Why? Because employees represent the companys most significant, and therefore measuring employee's performance is critical. Companies will undergo several ways to do performance managements processes, with specific tools, and approaches. The effective performance management system will require commitment and dedication from employees. As with any company culture, a performance management system to each company assumes to be unique and specific to organizational values, goals, and objectives. Any sound of performance management system seeks to improve the overall performance while at the same time aim to support performance, productivity, and welfare of employees.

A business should be able to develop a consistent and objective method for evaluating employees. By doing so, a business will be able to determine the strengths, weaknesses, and potential managerial gaps in the organization. Companies can take several ways of performance management processes, tools, and approaches to monitor and inspire employees. From all evidence that we could find, we learn that an effective performance management system requires commitment and dedication from the human resources department managers and employees. Employees who went to a training program might end up with more capabilities than the individuals who didn't go. As per Zahiruddin et al. (2012), a prepared worker will play out his job activities well and intentionally compare with those who are unable to prepare. Associations consistently plan to improve their exhibition, and this is practically out of reach if the labour force is incompetent. As indicated by Tan and Khatijah (2017), preparing becomes essential because preparation permits representatives to remain on the bleeding edge of current innovation and industry updates to deal with any circumstance tirelessly (Elnaga and

Imran, 2013). Preparing can build worker resolve (Nischithaa and Rao, 2014). Because of the preparation, representatives become more specific and propelled to deliver higher efficiency, be more dedicated, and diminish pressure while keeping up quality execution. (Mohan and Gomathi, 2015; Khyzer et al., 2012). One of the essential achievement elements of any association falls on its workers as a component of organization resources, workers, chiefs, and business pioneers should astutely contribute these 'resources' to produce better returns. Thusly, preparing and advancement are integral assets to build workers' presentation venture worth and lead to better hierarchical execution and achievement. (Khan et al., 2011).

The training department's employee review process is a little different from our usual performance measurement methods. In addition to periodic assessments that look at employee Key Performance Indicators (KPI), observable competencies, and contributions to the company, training evaluations also include employee opinions, assessment results, and even confirm that the program impacts overall business performance. (Andriotis, 2017). There are many types of employee performance evaluation methods out there. However, as we focus more on the relationship between training and development, we will pay particular attention to employee evaluations to justify the training program's effectiveness. Currently, companies are required to be ready to face increasingly fierce business competition. The cause is due to globalization and free trade, which pushes business competition to be tighter. To successfully face business competition, Hanantijo (2013) said the importance of increasing human resource competence in companies through education (Hanantijo, 2013). Companies need to improve their HR strategy by looking at the vision, mission, and corporate culture that is always changing dynamically to optimize employee performance (Hanantijo, 2013).

Two types of competencies in human resource management are hard skill competency and soft skill competency. Liwanag (2020) writing hard skills competency is the ability or set of skills taught and easy to quantify. Softskills are emotional skills that are not easy to quantify and are often known as interpersonal skills. Linawag (2020) mentioning that these two competencies are both needed in the work environment. Soft skills, is the within the area of personal development that requires adequate training and organizational support. Patacsil dan Tablatin (2017) revealed the occurrence of competency problems. Individuals still experience obstacles to fulfil competencies due to the absence of knowledge and perceptions, especially because prioritizing hard skills compared to soft skills. Manara (2014) said that hard skill is the form of ability most needed to achieve job goals.

On the other hand, a company considered successful if it cares about the capital facilities, can have and prepare reliable human resources. (Putri, 2016). Human resources must be able to demonstrate the ability to manage their mental wellness, have high discipline in work, show enthusiasm when doing work, also have abilities and expertise that are deemed appropriate to the challenges and needs of the world of work (Putri, 2016). In terms of efforts to improve the quality of resources, companies need qualified human resources. However, things need to realize; companies need to plan, have a direction, and continuously improve human resources quality. (Pratiwi, 2017). The company is trying to find individuals who meet the requirements. Therefore organizations must develop employees to have additional competencies compared to before entering the organization, and this method is wrong only through training. Jehanzeb dan Bashir (2013) stated that most existing companies have various efforts to create training programs considered to have the most short-term impact. Training programs consider providing added value in case studies, game-based training, apprenticeship, job rotation, job shadowing, mentoring, simulations, etc (Martin, Kolomitro, dan Lam, 2013). This training program influence by the competencies Developing human resources recognize as goal of developing quality resources, Sinamora (2018) said this aims to improve employee performance, which expect to support the company's business. If a company has high-quality employee resources, it will have implications for a firm's human resources commitment to complete routine tasks and responsibilities effectively (Sinamora, 2018).

According to Sutisna (2016), decreased employee performance due to the mismatch between human resource capabilities and the development of needs and the dynamics of work problems (Sutisna, 2016). Other factors can also affect the decline in employee abilities, namely the lack of company attention providing opportunities for human resources to participate in education and training programs that are genuinely needed by their human resources. (Turere, 2013).

In this case, there is a very close relationship between individual performance and agency performance. In other words, if the individual / employee's performance is right, then the agency's performance will likely be good too (Hartanto, 2008). Employee performance will be good if they have high skills, are willing to work because they are paid or following the agreement, and have hopes for a better future. (Djafar, 2012); (Maulana, 2018). Employee performance is the result of their perceptions of brand work (Sridiawati, 2014). On the other hand, the level of employee performance is also influenced by the job's suitability with one's personality (Stepanus, 2014).

An employee can carry out the tasks assigned to him by showing the best performance, to be able to complete it of course requires several skills that must be possessed by every employee. (Sartika, 2015). In this case technical skills (hard skills are needed by every employee because they are the basis for acting procedurally based on general and special knowledge components (Andriyadi, 2015).

*Hard skills are the mastery of science, technology, and technical skills related to their field of knowledge* (Delita, 2016). *Hard skills (technical expertise) are indeed essential in a job. However, another aspect of human resource management needs to be considered to obtain qualified, competent employees in their fields and contribute to achieving company goals.* According to Kaswan (2011), "Job training is a process of increasing employee knowledge and skills". According to Hartatik (2014), "The purpose of job training is to improve employee performance that is not satisfactory due to a lack of skills". So from some of the opinions above, it can be concluded that training is a process of increasing knowledge and skills to improve employee performance by fixing poor skills to make it better.

As many of us know, any company engaged in any field requires its employees' skills with pleasing personality criteria to place the right job by the company's job Descriptive and Job Specifications. Therefore, Hard Skill skills are needed because they are an essential component that affects a company's performance (Septian, 2018). Another factor in developing employees' performance in the company is implementing a training program in which the applied program created according to the company needs (Triasmoko, 2014). Employee competence is a work process that provides understanding and ability to employees in carrying out activities. What is expected by the organization adequately appropriately achieved improve employee and company performance. (Rosento, 2019).

## **2. Literature Review**

### **Training Methods**

Armstrong (2006) said training is the modification of behavior through experience, the transfer of skills, and knowledge from one person to another. According to Kanfer (2009) noted training motivation is an essential precursor to starting training activities. Newman (2011) revealed that employees who are well motivated for training are more likely to have positive perceptions of the training environment, leads to larger number of participation and effortful in training activities (Brum, 2007). Access to training, according to (Chung, 2013) is an opportunity to participate in training. Access to training is the extent to which employees can get training opportunities (Newman, 2011). Another study also shows that human resource practices such as training need strong employer support because organizations that are more supportive of training are more likely to implement training practices and programs effectively (Dardar et al., 2012).

## **Competencies**

Exploring the understanding of competence cannot be separated from the research conducted by Boyatzis in 1982. Spencer (1983) mention competency-based superior performance capital. Spencer and Spencer quote this *"A competency is an underlying characteristic of an individual that is casually related to criterion-referenced effective and/or superior performance in a job situation."* (Spencer, 1993).

Competency Characteristics. Spencer and Spencer argued that individual competence is a character of attitudes and behavior, or individual abilities relatively stable when facing workplace situations formed from the synergy between character, self-concept, internal motivation, and contextual knowledge capacity. The five main characteristics of competencies that can affect individual employee performance are: Motive, which someone thinks or wants consistently. There is an urge to make it happen in the form of action. Motive will direct and select attitudes into actions or achieve goals. Traits, namely mental characteristics and consistency of a person's response to stimuli, pressure, situations, or information. Self concept, which is the noble value system that someone upheld, reflects the self-image or attitude towards the future aspired or a phenomenon in the environment. Knowledge, which is information that has meaning that a person has in a particular field of study. Skills, namely the ability to do a physical or mental job. Skills are aspects of behavior that learn through exercises used to meet job demands.

## **Employee Performance**

The success of an organization derives from the success of the organization in achieving its goals. One of the success factors of an organization inseparable from the performance is human resources (employees). Performance is work result, both in quality and quantity achieved by employee in carrying out responsibilities assigned to him (Mangkunegara, 2000). According Malayu (2001), performance result from work achieved by a person carrying out the tasks assigned based on skills, experience, and seriousness and time. According to Basri (2005) performance is the result or level of success of a person as a whole during a specific period in carrying out a task compared to various possibilities, such as standard work results, targets or targets or criteria that have been predetermined or agreed upon.

## **Competencies and Performance Employee**

Good human resource performance is the performance of employees who are competent and dedicated to their respective fields. To improve performance, management must pay attention and know its quality and quality of human resources. Based on research results (Widayanti, 2011) concluded that Hard Skill significantly affects employee performance. High Hard Skill ability will help employees in achieving the standards and work targets that have set.

Hard Skill is an independent variable that must be included in the training and development curriculum to improve individual employee performance. This independent variable related to the dependent variable: Employee Performance. Also, the training methodology with space-time plays an essential role in transferring learned hard skills to new desired behaviors and attitudes, which, in turn, improves job performance.

Competence is an aspect of a person's ability including knowledge, skills, attitudes, values, or personal characteristics that enable workers to complete tasks successfully. (Noe, 2002). Employee performance is a brief measurement of the quantity and quality of the contribution of tasks performed by an individual or group to a unit or organization's work (Winanti, 2011). At the company's employee performance stage, it turns out that they are not experiencing improvement, and tend to decline. The issue of the relatively low quality of service provided by employees in a company could be due to low levels of competence. On the contrary, according to (Girardi, 2002), competence aims to shape better

employee performance so that it will create superior service quality to customers. Thus it can be concluded that the hypothesis is as follows:

H1: Competence affects employee performance

### **Training and Employee Performance**

Training programs are basically categorized into two, namely on-the-job and off-the-job training (Swasto, 2011). According to (Swasto, 2011), employees who undergo on-the-job training are said to perform better than the share of their counterparts who undergo training outside of work. This is due to extensive work experience, which increases skills and knowledge. However, a complementary relationship found between activities on-the-job training and off-the-job training. There is a relationship between employee training and performance. Thus, training generates benefits for employees, as well as influencing employee performance through the development of knowledge, skills, abilities and behavior. (Amin et al., 2013; Sultan et al., 2012). Thus, the hypothesis can be concluded as follows:

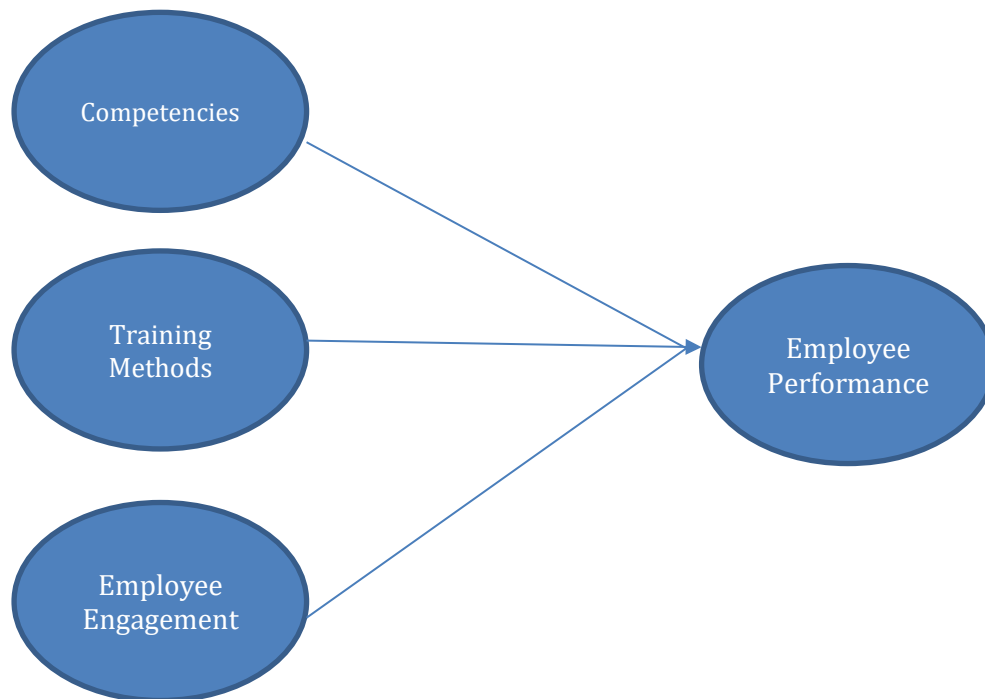
H2: Training methods affect employee performance

### **Employee Engagement and Employee Performance**

Performance management as an essential management tool to maintain harmony and instill organizational progress (Kamoche, 2001). Better employee performance management is essential to improve organizational performance and effectiveness (Stanton dan Nankervis, 2011; Stanton dan Pham, 2014). Employee engagement improves employee performance (Macey dan Schneider, 2008; Rich et al., 2010). Engaged employees exhibit a variety of productive behaviors that enhance synergistic team efforts towards organizational goals (Bakker dan Demerouti, 2008; Bakker et al., 2006). This synergistic effort leads to increased employee performance (Bakker dan Schaufeli, 2008; Bakker et al., 2008). The rationale behind this effort and performance is the ability of the employees involved to transfer their feelings throughout the organization (Bakker and Demerouti, 2008; Mullen and Copper, 1994; Bakker, 2009). Once workers react to goals as a group, their productivity increases (Van Knippenberg, 2000). Engaged employees not only pursue their role-related goals, but are also cognitively and emotionally connected to their endeavors (Ashforth dan Humphrey, 1995). Engaged employees work cooperatively with their teammates, are responsible for their duties, and try to fully contribute to organizations the goals and objectives (Baumruk, 2004; Miles, 2001). Engaged employees are more focused on their job than employees who are not working (Rich et al., 2010). Engagement is suggested substantially impact on job performance (Rich et al., 2010; Saks, 2006; Schaufeli dan Bakker, 2004). Therefore, the researcher hypothesizes:

H3: Employee engagement affects employee performance

## Framework



**Figure 1. Research Framework**

### 3. Methods

We measure the effect of hard skills on employee performance. Then, to measure the effect of training methodology on employee performance. The third measure the influence of competence on employee performance. And the last one is to measure the effect of employee engagement which moderates the relationship between hard skills, training, and competence on employee performance. According to Bakalikwira, et al, 2017 a minimum sample of 30 correspondents can represent a response rate of 95%. With words lain, dengan A minimum sample size of 30 people represents a total population of 1000 employees, however, for this study 174 respondents were selected from all employees who attended training between February - June 2020.

From the attributes of these needs, compile a questionnaire. Researchers administered questionnaires with closed questions on a 5-point Likert scale. Previous questionnaires in previous researchers targeting a broad audience, especially from 30 respondents and or more. In this study, the collected data analyze further to see the relationship between variables. The method used to see the relationship between variables is to make linear equations of each variable used in the study. The tool used is SPSS software. The data obtained will be immediately calculated by being tested for its validity and reliability.

### 4. Results and Discussion

Respondent profile in table 4.1, where the male is 57% and the female is 43%. The age distribution in most respondents' data is in the age 26-31 by 49%. The educational background of respondents who have filled in is more dominant with Srata-1 (S1) background by 64%. Meanwhile, 54% of respondents who did fill in work as private employees. Then the working period of the respondents who filled out the most questionnaires was more than (>) 5 years amounting to 93%.

Validity is the degree of accuracy between data on the research object and data that researchers can report (Sugiyono, 2012). So, valid data does not differ between the researcher's data and the data in the field. The questionnaire valid if the questionnaire questions can reveal or measure something to be measured. Reliability, aim to indicate the extent to which the measurement is free from error (Sekaran, 2006). In other words, reliability indicates the instrument consistency in measuring concepts and helps assess the measurement's accuracy. Reliable is used to measure many times and can produce the same or consistent data (Sugiyono, 2012). The following is the result of outer loading:

**Table 1. Outer Loading**

	Employee Performance	Competencies	Training Methods	Employee Engagement
C1		0,375		
C10		0,430		
C11		0,366		
C12		0,622		
C13		0,409		
C14		0,528		
C15		0,560		
C16		0,484		
C17		0,440		
C18		0,441		
C19		0,437		
C2		0,493		
C20		0,499		
C21		0,532		
C22		0,474		
C3		0,489		
C4		0,412		
C5		0,619		
C6		0,452		
C7		0,543		
C8		0,485		
C9		0,608		
KK1	0,661			
KK2	0,691			
KK3	0,498			
KK4	0,588			
KK5	0,604			
KK6	0,685			
PK1				0,444
PK2				0,635
PK3				0,660
PK4				0,509
PK5				0,530
PK6				0,611
PK7				0,711
T1			0,629	
T2			0,579	
T3			0,479	
T4			0,619	
T5			0,579	
T6			0,616	
T7			0,658	
T8			0,635	

Then, based on the following table, it can be seen that the items used in this study process for further testing, because the outer loading value that meets the requirements to be forwarded is the one that has a value between 0.4 - 0.7, while item C1 , C11 and C13 <0.4.

After being removed, the results are as follows:

**Table 2. Outer Loading After Removed**

	Employee Performance	Competencies	Training Methods	Employee Engagement
C10		0,422		
C12		0,629		
C14		0,503		
C15		0,565		
C16		0,499		
C17		0,415		
C18		0,454		
C19		0,438		
C2		0,503		
C20		0,503		
C21		0,527		
C22		0,493		
C3		0,495		
C4		0,418		
C5		0,627		
C6		0,463		
C7		0,558		
C8		0,484		
C9		0,616		
KK1	0,657			
KK2	0,690			
KK3	0,497			
KK4	0,595			
KK5	0,601			
KK6	0,687			
PK1				0,444
PK2				0,635
PK3				0,660
PK4				0,509
PK5				0,530
PK6				0,611
PK7				0,711
T1			0,629	
T2			0,578	
T3			0,479	
T4			0,619	
T5			0,579	
T6			0,616	
T7			0,659	
T8			0,635	

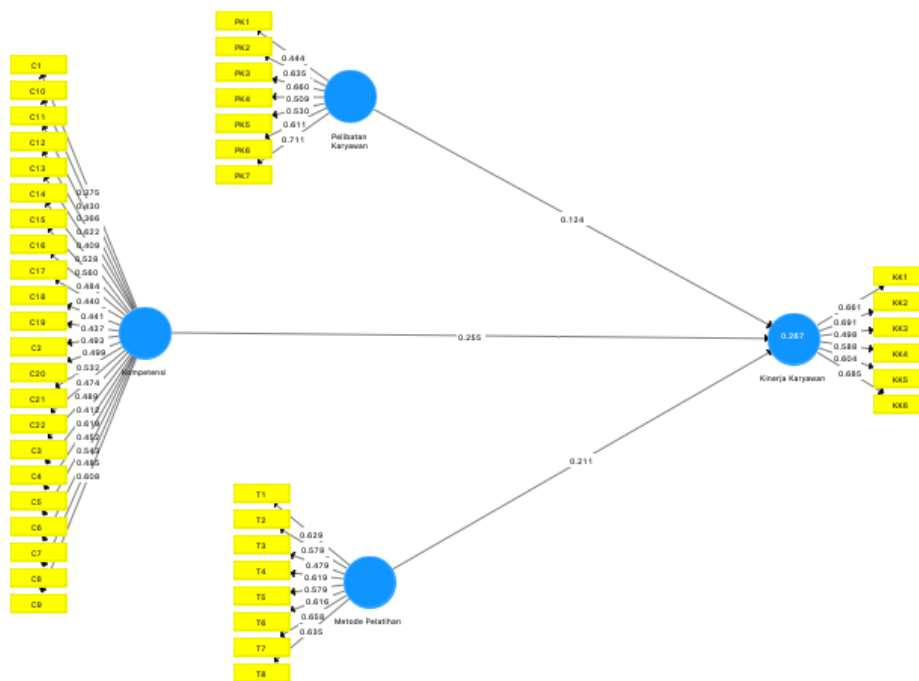
After outer loading has a value between 0.4 - 0.7, next is to look at the values of Cronbach Alpha, rho\_A, Composite Reliability and Average Variance Extracted, as follows.

**Table 3. Reliability**

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Employee Performance	0,688	0,699	0,791	0,390
Competencies	0,845	0,846	0,868	0,260
Training Methods	0,753	0,754	0,818	0,362
Employee Engagement	0,697	0,710	0,787	0,351



Ideally, all Cronbach Alpha values should be at least 0.7, however, for Employee Performance, and Employee Engagement it has a value of <0.7. Furthermore, seen from the rho\_A value there is one unreliable variable, namely Employee Performance. However, when viewed from the Composite Reliability value, all items owned by this research variable are considered reliable. Then, seen from the R Square, competences, training methods and employee engagement will affect employee performance by 26.1%. Meanwhile, several 73.9% of factors outside examine in this study have not yet examine. The illustration of Structural Model, as follow:



**Figure 2. Structural Equation Model**

Furthermore, seen from the P Values results, only the third hypothesis is not proven.

**Table 4. Hypothesis**

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Competencies -> Employee Performance	0,255	0,301	0,093	2,730	0,006
Training Methods -> Employee Performance	0,211	0,203	0,085	2,487	0,013
Employee Engagement -> Employee Performance	0,124	0,125	0,101	1,234	0,217

The results obtained above indicate that competence affects employee performance, and training methods affect employee performance. The explanation related to the proven hypothesis is as follows. Competence is a state or quality that is sufficient or of good quality to carry out a task. A person acquires competence through education, training, experience, and natural abilities. The main difference

between traditional job-based models and competency-based models lies in identifying ASFs required for successful performance. The dominant approach in performance management focuses on designing the organization around the structure of the job. This traditional job-based approach starts with a job analysis to identify job-related tasks, used to identify the list of SKAs required for successful job performance.

On the other hand, there is a competency-based model. It starts with expert actors' performance indicators to produce a grouped list of competencies related to effective or superior performance. The organization success increases by hiring suitable individuals to the organization, rather than their jobs. The person-to-organization competition provides organizations with the core competencies necessary to maintain a competitive advantage by meeting the demands of the rapidly changing environment caused by corporate restructuring and change initiatives.

Next, the training method affects employee performance. Companies can benefit from providing training for their employees because trained workers help increase productivity and profits. Investing in employee training should increase worker retention rates, customer satisfaction, and creativity for new product ideas. Practical training saves labor by reducing time spent on problem solving and saves money in the long run by producing a better workforce. Investing in training can improve a company's financial position. Poor performance often occurs when employees don't know precisely what they are supposed to do, how to do their job why they need to work a certain way. Training can help solve these performance problems by explaining job details, this should reduce duplication of effort at work, time spent fixing errors and troubleshooting needed to fix poor performance. Improved training performance can reduce staff turnover, lower maintenance costs by reducing equipment breakdowns and lowering customer complaints. Better performance of employees usually reduces the need for supervision and improves worker output.

## **5. Conclusions**

This study shows that training methods and competencies affect performance. Thus, the next research suggestion is that companies can encourage employee performance by applying of specific training methods and building competencies among employees in such a way as to support performance.

## **References**

- Alexander Newman, W. H. (2011). The Impact of Employee Perceptions of Training on Organizational Commitment and Turnover Intentions : A Study of Multinationals in The Chinese Service Sector.  
<https://www.efrontlearning.com/blog/2017/06/how-employee-performance-determines-training-program-success.html>
- Anggraeni, N. (2011). Pengaruh Kemampuan dan Motivasi Terhadap Kinerja Pegawai Pada Sekolah Tinggi Seni Indonesia (STSI) Bandung.
- Armstrong. (2006). *A Handbook of Management Techniques Rev 3rd Ed.,.* Great Britain and United States.
- Basri, R. V. (2005). *Performance Appraisal : Sistem yang Tepat untuk Menilai Kinerja Karyawan dan Meningkatkan Daya Saing Perusahaan.* Jakarta: Raja Grafindo Persada.
- Boyatzis, R. E. (1982). *A Competent Manager : A Model for Effective Performance.* Canada: Johny Wiley & Son.
- Deny Triasmoko, M. D. (2014). Pengaruh Pelatihan Kerja Terhadap Kinerja Karyawan (Penelitian Pada Karyawan PT POS Indonesia Cabang Kota Kediri). *Administrasi Bisnis.*
- Djafar, L. (2012). Kinerja Pegawai di Kantor Sekretariat Kota Gorontalo. 5.

- Elnaga, A. & Imran, A. (2013) The Effect of Training on Employee Performance *European Journal of Business and Management*, 5(4), pp137-147
- Fitra Delita, E. T. (2016). Peningkatan Soft Skills dan Hard Skills Mahasiswa Melalui Project-Based Learning Pada Mata Kuliah Perencanaan Pembelajaran Geografi. *Geografi*.
- Girardi, B. R. (2002). Intellectual Capital : More Than The Interaction of Competence x Commitment. *Australian Journal of Management*.
- Hanantijo. (2013). STRATEGI SDM DALAM MENGHADAPI PERSAINGAN GLOBAL. 1.
- Hartanto, I. (2008). Pengaruh Kepemimpinan dan Budaya Organisasi Terhadap Kinerja Karyawan PT. Air Mancur Wonogiri. 5.
- Islami, F. A. (2012). Analisa Pengaruh Hard Skill, Soft Skill, dan Motivasi Terhadap Kinerja Tenaga Penjualan (Studi Pada Tenaga Kerja Penjualan PT. BumiPutera Wilayah Semarang).
- Jehanzeb, Khawaja; Bashir, Nadeem Ahmed.(2013). Training and Development Program and Its Benefit to Employee and Organization: A Conceptual Study. *European Journal of Business and Management*. ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online) Vol.5, No.2, 2013
- Kanfer, M. E. (2009). Motivation in Training and Development.
- Khan, R. A. G., Khan, F. A., Khan, M. A. (2011) Impact of Training and Development on Organizational Performance, *Global Journal of Management and Business Research*, 11(7), pp63-68
- Khyzer, M., Rehman, Z. &Saleem, S. (2012) The Job Enrichment Causes High Level Of Employee Commitment During The Performance Of Their Duties: A Behavioral Study From Pakistan *Arabian Journal of Business and Management Review (OMAN Chapter)*, 1(9), pp135-145
- Linawag, Paige. 2020. Hard Skills vs Soft Skills (and How to Use Them of Your Resume). Source: [www.jobscan.co](http://www.jobscan.co)
- Manara, M. Untung. (2014). Hard Skills dan Soft Skills pada Bagian Sumber Daya Manusia di Organisasi Industri. *Jurnal Psikologi Tabularasa*. Vol. 9, No. 1 April, 2014: 37-47
- Mangkunegara, A. A. (2000). *Manajemen Sumber Daya Manusia Perusahaan*. Bandung: Remaja Rosda Karya.
- Martin, Barbara & Kolomitro, Klodiana & Lam, Tony. (2013). Training Methods: A Review and Analysis. *Human Resource Development Review*. 13. 11-35. 10.1177/1534484313497947.
- Maulana. (2018). Hubungan Antara Motivasi, Kompensasi, dan Kompetensi Kerja Terhadap Kepuasan Kerja dengan Kemajuan Terhadap Kinerja Karyawan Pada PT.Bank BNI Syariah (Persero) Cabang Pekalongan. 2.
- Melayu, H. S. (2001). *Manajemen Dasar, Pengertian, dan Masalah*. Jakarta: Bumi Aksara.
- Mohan, K. &Gomathi, S. (2015) The Effects of Job Rotation Practices on Employee Development: An Empirical Study on Nurses in the Hospitals of Vellore District, *Mediterranean Journal of Social Sciences*, 6(1), pp209-215
- Noe, R. (2002). *Employee Training and Development Second Edition*. McGraw-Hill Irwin.
- Patacsil, Frederick F; Tablatin, Christine Lourrine S. (2017). Exploring the Importance of Soft and Hard Skills as Perceived by IT Internship Students and Industry: A Gap Analysis. *Journal of Technology and Science Education*. 2017 – 7(3): 347-368 – Online ISSN: 2013-6374 – Print ISSN: 2014-5349 <https://doi.org/10.3926/jotse.271>
- Pratiwi, N. E. (2017). Pengaruh Dimensi Kompetensi Terhadap Kinerja Pegawai Pada Dinas Tenaga Kerja Kota Cimahi.
- Putri. (2016). Pengaruh Pelatihan dan Kompensasi Terhadap Kinerja Pegawai pada Dinas Pekerjaan Umum Kabupaten Bangka Tengah.
- Rosento. (2019). Analisa Hubungan Kompetensi Terhadap Kinerja Karyawan. *Adminstrasi Bisnis*.
- Sekaran. (2006). *Metodologi Penelitian Untuk Bisnis (4th ed)*. Jakarta: Salemba Empat.
- Sekaran, U. (2006). *Research Method For Business, Edisi 4, Buku 1*. Jakarta: Salemba Empat.

- Septian, A. (2018). Pengaruh Hard Skill Terhadap Kinerja Karyawan Pabrik PT. Golden Blossom Sumatera. 22.
- Sihombing, N. S. (2017). Pengaruh Hard Skill dan Soft Skill Terhadap Kinerja Karyawan PT Telkom Sumatera. 146.
- Sinamora, F. N. (2018). Pengaruh Komunikasi dan Kemampuan Sumber Daya Manusia Terhadap Efektivitas Kerja Pegawai Kantor Camat Sibolga Sambas Kota Sibolga. *Warta Edisi*, 6.
- Spencer, S. &. (1993). *Competence At Work : Model For Superior Performance*. New York: John Wiley & Sons, Inc.
- Sridiawati. (2014). Persepsi Pegawai Terhadap Penilaian Kinerja Pegawai Oleh Pimpinan Biro Umum di Kantor Gubernur Provinsi Sumatera Barat. *Adminsitrasi Pendidikan*.
- Sugiyono. (2012). *Metode Penelitian Kualitatif Kuantitatif dan R & D*. Bandung: Alfabeta.
- Sutisna, A. S. (2016). Pengaruh Pelatihan Kerja Terhadap Kinerja Karyawan (Studi Kasus PDAM Tirta Bumi Wibawa Kota Sukabumi). 43.
- Swasto, B. (2011). *Manajemen Sumber Daya Manusia*. Malang: Universitas Brawijaya Press.
- Tan, C. H. &Khatijah, O. (2017) The Impact of Training on Organizational Performance: A Study of Hotel Sector in Terengganu, Malaysia, *Journal of Engineering and Applied Sciences*, 12(6), pp1427-1432
- Utomo, H. (2010). Kontribusi Soft Skill dalam Menumbuhkan Jiwa Kewirausahaan.
- Widayanti, R. (2011). Pengaruh Hard Skill dan Soft Skill Terhadap Kinerja Karyawan (Studi PT. Telkom Kandatel Malang).
- Winanti, M. B. (2011). Pengaruh Kompetensi Terhadap Kinerja Karyawan (Survei pada PT. Frisian Flag Indonesia Wilayah Jawa Barat).
- Zahiruddin, A., Said, M. &Latiff, A. (2012) The Impact of Training on Small and Medium Enterprises (SMEs) Performance: *Journal of Professional Management*, 2(1), pp15-25  
<http://ejurnal.ung.ac.id/index.php/JPI/article/download/894/834>