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The Effect of Employee Training and Development on Employee Performance

Putri Wulansari¹, Muhammad Mathori¹

¹ Sekolah Tinggi Ilmu Ekonomi Widya Wiwaha, Yogyakarta, Indonesia

* Corresponding author: Putri Wulansari (putryulan03@gmail.com)

Abstract

Human resources are one of the most essential assets within an organization that must be effectively managed to enhance performance and achieve organizational objectives. This study examines the importance of enhancing employee performance, which continues to experience issues related to punctuality, service quality, and employee initiative. The research employs a quantitative approach using a causal-associative method and is analyzed through Partial Least Squares–Structural Equation Modeling (PLS-SEM) with the support of SmartPLS 3.2.9 software. The population consists of all 60 employees, with a saturated sampling technique applied so that the entire population serves as the sample. Data were collected via a structured questionnaire utilizing a Likert scale. The results indicate that training exerts a positive and significant effect on employee performance, employee development has a positive and significant impact on performance, and, simultaneously, training and development collectively exert a positive and significant influence on employee performance. The implications of this study highlight the importance for organizations to design and manage training and development programs in a continuous and integrated manner, ensuring employees are equipped not only to meet current job demands but also to take on greater responsibilities in the future.

Keywords

Employee Development, Employee Performance, Human Resource Management, Restaurant Industry, Training.

1. Introduction

Human Resources (HR) constitute one of the most critical elements within an organization, alongside other factors such as capital. Therefore, HR must be managed effectively to enhance organizational efficiency and effectiveness. This management process is commonly referred to as Human Resource Management (HRM), which plays a strategic role in achieving organizational goals (Hasibuan, 2019). In an increasingly competitive work environment, organizations are required to employ qualified personnel who can adapt to workplace changes. One of the approaches to improving employee quality is through training and development. Training aims to enhance employees' competencies in performing their current job responsibilities, whereas development focuses on long-term capacity building to prepare employees for greater responsibilities in the future.

According to Sutrisno (2020), training is a learning process that involves acquiring skills, concepts, rules, or attitudes to improve employee performance. In contrast, development is a long-term educational process that is systematic and organized, enabling employees to grow and realize their potential. Therefore, training and development represent essential investments for organizations seeking to maintain competent and productive human resources.

Previous research has highlighted the importance of training and development in enhancing employee performance. Fitriani and Wahyudi (2022) found that training and development have a positive and significant effect on employee performance. Employees who receive relevant training tend to possess higher skills, while career development enhances work motivation and organizational loyalty. This finding is further supported by Wibowo (2020), who asserts that improving human resource quality through training and development directly contributes to increased productivity and employee job satisfaction.

The fluctuating trends in employee performance indicators in Indonesia's Food & Beverage (F&B) sector during the 2019–2023 period. In 2019, productivity was recorded at 100.0, with a satisfaction rate of 75.0% and a retention rate of 77.5%. However, in 2020, there was a significant decline due to the COVID-19 pandemic, with productivity dropping to 85.0, satisfaction to 60.0%, and retention to 72.0%, in line with reports from Statistics Indonesia (*Badan Pusat Statistik/BPS*) and the International Labour Organization (ILO), which noted a 10–15% decline in productivity in the service sector. Recovery was observed during 2021–2023, with productivity increasing to 105.0, satisfaction rising to 78.0%, and retention reaching 78.5%, driven by vaccination programs, employee welfare initiatives, and the adoption of digital technology. Nevertheless, the F&B sector continues to face challenges, including physically demanding working conditions, long working hours, and relatively low wages of approximately IDR 2–3 million per month. As a result, employee job satisfaction in Indonesia remains below the ILO global standard of 80–85%, although training initiatives and incentives have helped reduce turnover risk (Badan Pusat Statistik, 2023).

Bale Ayu Resto Tamanan Banguntapan Bantul is a restaurant characterized by a relatively large workforce and intensive operational activities. Preliminary observations, however, have identified several challenges, including delays in task completion, inconsistent service punctuality, and low employee initiative in fulfilling job responsibilities. These issues indicate a discrepancy between managerial expectations and the actual conditions in the field, underscoring the need for more effective human resource management strategies through enhanced training and development programs (Wibowo, 2020).

Previous studies have reported mixed results regarding the impact of training and development on employee performance. Research by Tjeng et al. (2013) found that training and development significantly improve employee performance.

Similarly, Prananta (2025) highlighted that employee engagement reflects the emotional attachment of employees to their workplace, promoting stronger loyalty and voluntary contributions toward organizational objectives rather than actions driven by coercion. Other studies suggest that training alone may not produce a significant effect unless it is supported by individual motivation and organizational backing. These contrasting findings reveal a research gap, emphasizing the need to further investigate the influence of training and development on employee performance within the service sector, particularly in the restaurant industry. Accordingly, this study aims to examine the effect of training and development on employee performance.

2. Literature Review and Hypothesis Development

2.1. The Effect of Training on Employee Performance

According to Kamil (2023), training as a program concept aimed at improving an individual's knowledge and skills (learners) has developed rapidly and become increasingly modern. The evolution of training models, such as capacity building, empowering, and other forms of training, has not only occurred in the business sector but has also expanded significantly within professional institutions, adapting to learning needs, educational processes, assessment systems, target participants, and emerging challenges. Hasibuan (2019) states that training is a process designed to improve an individual's mastery of skills, knowledge, and attitudes in performing work. Mathis and Jackson (2017) and Simamora (2019) explain that training is a systematic process intended to change employee behavior in order to enhance their contribution to achieving organizational goals.

Training is influenced by organizational needs and data analysis, participant characteristics and competencies, trainer quality, facilities and infrastructure, as well as training methods and materials (Noe et al., 2010; Rivai, 2014; Dessler, 2015). Previous studies conducted by Tjeng et al. (2013) indicate that training programs partially have a significant effect on employee performance. This is based on the premise that training enhances technical skills, knowledge, and work attitudes, which ultimately have a positive impact on performance outcomes. Furthermore, development programs are also partially assumed to have a significant effect on employee performance, as development prepares employees to assume greater responsibilities in the future, thereby increasing their motivation and work commitment (Simamora, 2016). In addition, training and development are presumed to have a significant influence on employee performance. In other words, the combination of short-term skill enhancement through training and long-term potential development is believed to produce optimal organizational performance.

H1: Training has a positive and significant effect on employee performance.

2.2. The Effect of Development on Employee Performance

According to Siagian (2017), development is a long-term educational process that applies systematic procedures, enabling employees to acquire conceptual and theoretical knowledge to achieve organizational objectives. Rivai and Sagala (2014) state that development is a process of enhancing individual capabilities through education, training, and work experience in order to meet future job demands. Mondy (2016) and Bashar (2024) define development as an effort to improve employees' intellectual and emotional capacity to prepare them for greater challenges and responsibilities. Development is influenced by management commitment, program availability, organizational needs, individual motivation, and available resources (Dachner, 2019; Vo, 2022; Alshraa, 2024; Hosen, 2024).

According to Mondy (2016), development involves improving employees' skills, knowledge, and abilities to prepare them for future responsibilities. With well-designed development programs, employees are not only better prepared to face organizational changes but are also encouraged to work more productively. Therefore, development is expected to have a significant effect on improving employee performance. Research conducted by Tjeng et al. (2013) shows that development has a positive effect on employee performance. This occurs because development enhances motivation and work commitment, which directly impact work quality. Fitriani and Wahyudi (2022) further emphasize that career development positively influences employee engagement, which in turn contributes to improved employee performance. Thus, the better the development programs provided by the organization, the higher the level of employee performance that can be achieved.

H2: Development has a positive and significant effect on employee performance.

2.3. Simultaneous Effect on Employee Performance

This hypothesis is proposed to determine the extent to which training and development implemented simultaneously can influence employee performance at Bale Ayu Resto Tamanan Banguntapan Bantul. Training and development are two crucial elements in human resource management that play a strategic role in enhancing employee skills and productivity. According to Mathis and Jackson (2017), training and development that are implemented in a structured manner will positively impact both individual and organizational performance. Training aims to improve employees' technical skills, knowledge, and capabilities in carrying out daily tasks, while development emphasizes long-term competency enhancement, including career preparation and readiness for greater responsibilities (Siagian, 2017; Noe, 2020).

Recent studies further support this perspective. Herjuna (2024) concluded that training and development simultaneously have a positive and significant effect on teacher performance, where improved implementation of training and development programs was associated with higher performance outcomes. Similarly, a study conducted by Malika et al. (2025) found that human resource development and training have a significant relationship with increased motivation and employee performance in the agribusiness sector.

In addition, Wijaya (2023) emphasized that in the digital era, employee training and development are key factors in creating a workforce capable of adapting to technological changes and evolving work environments, thereby sustaining and enhancing organizational performance. A study by Jeni (2020) showed that appropriate training and clearly structured career development programs play a significant role in improving both employee performance and job satisfaction. In conclusion, training and development conducted simultaneously make a meaningful contribution to improving employee performance, whether in terms of technical competence, motivation, or organizational commitment. When both elements are managed synergistically, employees are better prepared to face challenges.

H3: Training and development have a simultaneous positive effect on employee performance.

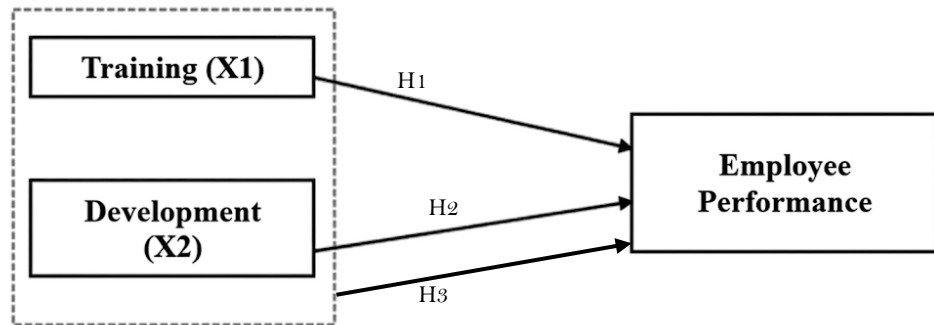


Figure 1. Conceptual Framework

Figure 1 presents the conceptual framework of this study, illustrating the relationships between the independent variables, training (X1) and development (X2), and the dependent variable, employee performance (Y). The framework posits three hypotheses: H1 investigates the effect of training on employee performance, H2 examines the impact of development on employee performance, and H3 assesses the combined effect of training and development on employee performance.

3. Methods

This study employed a quantitative research design to examine the influence of training and development on employee performance. The research was conducted at Bale Ayu Resto Yogyakarta, with the population comprising all permanent employees who were actively working at the time of the study. This population was deliberately selected because these employees have direct experience with the training activities and development programs implemented by the restaurant management, enabling them to provide accurate and relevant information regarding the variables examined. Given that the total population was fewer than 100 individuals, this study applied a saturated sampling technique, in which all members of the population were included as research respondents, consistent with the census approach described by Sugiyono (2019).

The study involved two independent variables, namely training and development, and one dependent variable, employee performance. Training was measured through five indicators: training duration, quality of training materials, training methods and techniques, participant satisfaction level, and the application of training outcomes in the workplace (Goldstein & Ford, 2002; Kirkpatrick & Kirkpatrick, 2006). Development was assessed using indicators that included career development opportunities, skill development programs, organizational support, periodic feedback and evaluation, and employee independence and learning initiative (Rivai & Sagala, 2014; Robbins & Judge, 2015). Meanwhile, employee performance was measured using indicators of work quality, work quantity, responsibility, teamwork, and initiative, as adapted from Aulia and Ismartaya (2022).

Data were collected using a structured questionnaire designed based on the operational indicators of each variable. All items were measured using a five-point Likert scale ranging from strongly disagree to strongly agree. The instrument was distributed directly to all respondents to ensure a high response rate and data completeness. Data analysis was conducted in two stages, consisting of descriptive analysis and inferential statistical analysis using Partial Least Squares–Structural Equation Modeling (PLS-SEM) with the assistance of SmartPLS software. The SEM-PLS evaluation involved assessment of the outer model and inner model. The outer model was examined for convergent validity (factor loadings and Average

Variance Extracted), discriminant validity (Fornell-Larcker criterion), and construct reliability (Cronbach's Alpha and Composite Reliability). The inner model was evaluated using the coefficient of determination (R-squared), effect size, and path coefficient significance testing to determine the strength and significance of the relationships among variables.

4. Results

The analysis of respondents' characteristics was conducted to provide an overview of the respondent data. The total number of respondents consisted of 60 employees of Bale Ayu Resto in Yogyakarta, each with distinct characteristics. Differences in respondent characteristics may lead to variations in opinions regarding the statements presented in the questionnaire. This study examined several characteristics, including gender, age, length of employment, and department/division. The description of respondents' characteristics is presented in Table 1.

Table 1. Respondent Characteristics

Category	Characteristics	Frequency	Percentage
Gender	Male	32	53%
	Female	28	47%
Age	< 20 years old	5	8%
	20–25 years old	37	62%
	26–30 years old	13	22%
	> 30 years old	5	8%
Length of Employment	< 1 year	12	20%
	1–3 years	35	58%
	> 3 years	13	22%
Division	Kitchen	13	22%
	Service	14	23%
	Cashier	9	15%
	Administration	15	25%
	Others	9	15%

Table 1 presents the 60 respondents, 32 employees (53%) were male, and 28 (47%) were female, indicating a relatively balanced gender distribution with a slight predominance of male staff. The majority were aged 20–25 years (62%), followed by those aged 26–30 years (22%), while employees under 20 and over 30 years each accounted for 8%, demonstrating that the workforce is largely composed of young adults in their early productive stage. In terms of tenure, most respondents had worked for 1–3 years (58%), whereas 22% had more than three years of service and 20% had less than one year, suggesting relatively short to moderate employment duration. Based on job position, employees were distributed across several departments, with the largest proportion in administration (25%), followed by service (23%) and kitchen (22%), reflecting a proportional allocation of staff across operational divisions.

Based on Table 2, it can be observed that all indicators of the variables training, development, and employee performance exhibit outer loading values exceeding 0.70. Specifically, the outer loading values for training indicators range from 0.762 to 0.867, for development indicators from 0.794 to 0.844, and for employee performance indicators from 0.863 to 0.906. These results indicate that each indicator adequately represents its respective construct, thereby meeting the criteria for convergent validity.

Table 2. Validity and Reliability Test

Variable	Item	Factor Loading	CA	Rho_A	CR	AVE
Training	X1.1	0.762	0.877	0.879	0.911	0.672
	X1.2	0.867				
	X1.3	0.803				
	X1.4	0.815				
	X1.5	0.847				
Development	X2.1	0.842	0.884	0.885	0.915	0.684
	X2.2	0.794				
	X2.3	0.817				
	X2.4	0.844				
	X2.5	0.835				
Employee Performance	Y1	0.900	0.931	0.931	0.948	0.783
	Y2	0.863				
	Y3	0.863				
	Y4	0.906				
	Y5	0.893				

Furthermore, as shown in Table 2, Cronbach’s Alpha values for all variables are above 0.60, suggesting that the research instrument is suitable for use due to its satisfactory level of consistency and reliability. This is reinforced by the Composite Reliability values, which exceed 0.80 for all variables, demonstrating that the measurement model possesses strong reliability. It can be concluded that all research variables exhibit robust reliability.

Table 3. Discriminant Validity

Variable	Employee Performance	Training	Development
Employee Performance	0.885		
Training	0.825	0.827	
Development	0.817	0.813	0.827

Table 3 presents the results of the discriminant validity test for the variables employee performance, training, and development. Discriminant validity assesses the extent to which a construct is empirically distinct from other constructs in the model. According to the Fornell-Larcker criterion, the diagonal value of each variable should be higher than its correlations with other variables. As shown in the table, the diagonal value for employee performance is 0.885, which exceeds its correlations with training at 0.825 and development at 0.817. Training has a diagonal value of 0.827, higher than its correlation with development at 0.813, while development has a diagonal value of 0.827, also exceeding its correlations with the other variables. These results indicate that all variables exhibit good discriminant validity, meaning that the indicators effectively represent their respective constructs more strongly than they relate to other constructs. Therefore, the measurement model can be considered valid in terms of its ability to distinguish between variables.

Table 4. R-Square Test

Statistics	Value
Variable	Employee Performance
R Square	0.839
Adjusted R-Square	0.833
Category	High

Table 4 presents the R-squared values for the dependent variable employee performance. The R-squared value of 0.839 indicates that 83.9% of the variance in employee performance can be explained collectively by the independent variables,

namely training and development. After adjusting for the number of predictors, the adjusted R-square is 0.833, which remains high and confirms that the model provides a strong explanatory power. Based on conventional criteria, an R-square value above 0.75 is considered high, suggesting that the proposed model effectively accounts for a substantial portion of the variation in employee performance. This demonstrates that training and development are significant contributors to explaining differences in employee performance among the respondents.

Table 5. Path Coefficient and Hypothesis Testing Results

Path	Coefficient	t-statistic	p-value	Significance
Training → Employee Performance	0.462	6.712	0.000	Significant
Development → Employee Performance	0.395	5.198	0.000	Significant

Table 5 presents the results of the path coefficient analysis and hypothesis testing for the relationships between training, development, and employee performance. The findings indicate that both training ($\beta = 0.462$, $t = 6.712$, $p = 0.000$) and development ($\beta = 0.395$, $t = 5.198$, $p = 0.000$) have positive and significant effects on employee performance. These results suggest that the training programs enhance employees' skills, knowledge, and understanding of their responsibilities, while development initiatives such as career support, advanced training, and performance evaluations foster motivation, competence, and organizational commitment. The findings confirm that training and development are key determinants of employee performance, supporting previous studies that emphasize the importance of effective human resource development in improving productivity and work quality.

Table 6. Effect Size

Variable	Value
Training	0.219
Development	0.237

Table 6 presents the effect size values for the independent variables, training and development, on employee performance. The effect size indicates the magnitude of each independent variable's contribution to the dependent variable, with values of 0.219 for training and 0.237 for development. According to conventional thresholds, F^2 values of 0.02, 0.15, and 0.35 represent small, medium, and large effects, respectively. Based on these criteria, both training and development exert a medium effect on employee performance. These findings suggest that, although both variables significantly influence performance, development has a slightly stronger impact than training, highlighting the importance of continuous employee development and career growth alongside skill enhancement initiatives.

5. Discussion

The findings indicate that training has a positive and significant effect on the performance of employees. Therefore, the first hypothesis is accepted. This result suggests that the training programs provided by the company enhance employees' skills, knowledge, and understanding of their job responsibilities, which directly contributes to improved performance. These findings are consistent with previous studies by Tjeng et al. (2013), as well as Fitriani and Wahyudi (2022), which conclude that job training significantly influences employee performance. Relevant and job-oriented training enables employees to work more effectively and efficiently while minimizing errors. In the context of a restaurant, training programs such as customer service training, kitchen work procedures, and restaurant standard

operating procedures help employees better understand their tasks. This is particularly important in the food and beverage sector, where speed, accuracy, and service consistency are essential. Thus, training serves as a key factor in improving restaurant employee performance.

The study shows that employee development has a positive and significant effect on employee performance. Thus, the second hypothesis is accepted. This finding indicates that organizational efforts to provide self-development opportunities, career advancement support, and continuous performance evaluation can enhance employees' ability to perform optimally. These results are consistent with Mondy (2016) and Siagian (2017), who argue that employee development plays a crucial role in improving performance. Development programs not only strengthen technical competencies but also increase motivation, self-confidence, and organizational commitment. In the restaurant context, initiatives such as promotion opportunities, access to advanced training, and regular performance evaluations make employees feel valued and recognized. This positive perception encourages them to improve their work outcomes, including quality, discipline, and teamwork, ultimately contributing to better overall organizational performance (Dachner, 2019; Vo, 2022; Alshraa, 2024)

Furthermore, the results reveal that training and development simultaneously have a positive and significant effect on employee performance; thus, the third hypothesis is accepted. This is supported by a high coefficient of determination (R-Square), indicating that a substantial proportion of the variation in employee performance can be explained by these two variables. These findings align with studies by Mathis and Jackson (2017) and Malika et al. (2025), which emphasize that integrated management of training and development leads to more optimal performance improvement compared to implementing them separately. Training strengthens short-term job skills, while development prepares employees for greater future responsibilities. In a dynamic restaurant environment, the synergy between training and development is essential to maintaining service quality and organizational productivity.

6. Conclusion

The findings of this study indicate that training and employee development have a positive and significant impact on employee performance. Training enhances employees' skills, knowledge, and understanding of their job responsibilities, enabling them to perform tasks more effectively, efficiently, and consistently. Meanwhile, development initiatives, including career advancement opportunities, support for advanced training, and periodic performance evaluations, foster motivation, self-confidence, and organizational commitment. Moreover, the combined effect of training and development further strengthens performance improvement, demonstrating that integrated human resource management contributes to a more competent and productive workforce.

The implications of this study highlight the importance for organizations to design and manage training and development programs in a continuous and integrated manner, ensuring employees are equipped not only to meet current job demands but also to take on greater responsibilities in the future. The study has some limitations, including a relatively small sample size confined to a single restaurant and a focus solely on training and development without considering other factors such as employee motivation or organizational culture. Future research could expand the sample across a more diverse range of restaurants and incorporate moderating or mediating variables to gain a deeper understanding of the mechanisms through which training and development influence employee performance.

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The authors declare that there is no conflict of interest.

Ethical Approval and Originality Statement

Ethical approval was obtained for this study. The manuscript represents original work and has not been previously published, nor is it under consideration by another journal.

Data Disclosure Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.



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