

The Role of Training and Development with Employee Involvement in Improving Employee Performance at PT Torabika Eka Semesta

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Abstract

Background: In the current era of intensified global competition and digital transformation, the manufacturing sector faces mounting pressure to sustain productivity through effective human resource practices. PT Torabika Eka Semesta, a subsidiary of the Mayora Group operating in Indonesia's food and beverage industry, has recently experienced a decline in production-target achievement, indicating potential weaknesses in employee competency development and engagement. **Objective:** This study analyzes the effect of training and development and employee engagement on employee performance, both partially and simultaneously. **Method:** A quantitative associative research design was applied, using primary data collected through a structured questionnaire measured on a five-point Likert scale. **Sample:** A saturated sampling technique was used, yielding 80 respondents from the production department of PT Torabika Eka Semesta. **Statistical analysis:** Data were processed using SPSS version 27, including validity, reliability, classical assumption tests (normality, linearity, multicollinearity, heteroscedasticity), multiple linear regression, coefficient of determination, t-test, and F-test. **Main findings:** Training and development had a positive and significant effect on employee performance ($t = 2.805$; $p = 0.006$), employee engagement had a positive and significant effect ($t = 4.866$; $p = 0.000$), and both variables simultaneously influenced employee performance ($F = 11.919$; $p = 0.000$), with an adjusted R^2 of 0.236. Employee engagement emerged as the dominant predictor. **Practical implications:** These findings provide practical implications for managers at PT Torabika Eka Semesta and other manufacturing companies by emphasizing that continuous competency development programs combined with strategies to strengthen employee engagement can improve productivity, work quality, and organizational competitiveness. **Originality/value:** The study contributes to human resource management literature by empirically integrating training and development with employee engagement within the underexplored context of Indonesia's food and beverage manufacturing industry.

Keywords:

Training and Development; Employee Engagement; Employee Performance; Human Resources; Work Productivity.

1. INTRODUCTION

In an era of rapid globalization and digital transformation, organizations are increasingly required to develop human resources (HR) that are highly skilled, adaptive, and deeply committed to their work. Human

resources represent a strategic asset that determines organizational success, since no matter how advanced the technology or strategy employed, sustainable performance ultimately depends on human capability. Consequently, effective HR management—particularly in the areas of competence development and employee engagement—has become a primary managerial priority (Saldi et al., 2025).

Employee performance serves as a fundamental benchmark of organizational success, reflecting the extent to which employees achieve established work standards efficiently and sustainably. Strong employee performance not only supports productivity but also fosters a more harmonious and dynamic work climate (Selviyanti et al., 2023). Recent evidence indicates that improvements in employee competence and engagement contribute significantly to optimal performance outcomes (Umamul Muslikhin et al., 2025). Conversely, employee performance tends to stagnate or decline when organizations neglect systematic capability development and continuous work evaluation (Ezzah Nahrishah et al., 2024).

Building on these observations, several studies have shown that low levels of psychological and emotional engagement translate into diminished motivation, loyalty, and work quality. Employees with low engagement exhibit suboptimal work performance and are less likely to meet established targets (Putu et al., 2025). Similarly, Aqil et al. (2024) demonstrate that employee engagement significantly influences performance. However, other research reports that employee engagement alone is not always a sufficient driver of performance unless supported by favorable organizational context such as culture, reward systems, and work environment (Satria Yudha Pratama & Waskito, 2025; Agustin Tri Wahyu Ningsih et al., 2025). These mixed findings suggest that the interplay between competence-building and engagement remains empirically inconclusive.

Training and development are not solely intended to correct skill deficiencies but also to shape productive and innovative work attitudes. Prior research demonstrates that training and development exert both direct and indirect effects on performance by improving work capability and discipline (Subhan Riyanto et al., 2025). Nia Anisah and Tri Wijayati Wardoyo (2025) further show that online training combined with career development jointly enhances employee performance, while Lukman Hakim Sangapan et al. (2025) emphasize that training builds adaptive capability to respond to a rapidly changing work environment.

Employee engagement plays a parallel role in fostering a productive workplace. Sojanah et al. (2024) find that emotional and psychological engagement enhances productivity, effectiveness, and output quality, driving employees to work with greater enthusiasm and dedication. Sapta Rini Widyawati (2025) further demonstrates that engagement functions as a bridge between positive employee experience and organizational performance. Nevertheless, engagement's effect may weaken in the absence of supportive organizational conditions, underscoring the value of examining engagement alongside competence-building activities such as training and development.

Research Gap, Novelty, Contribution, and Objective. Despite the growing body of literature on training and development and employee engagement, three notable gaps remain. First, most existing studies examine these constructs in isolation rather than integrating both as simultaneous predictors of performance in a single empirical model. Second, empirical evidence from Indonesia's food and beverage manufacturing sector—an industry characterized by tight production schedules, safety compliance requirements, and continuous process improvement—remains limited. Third, mixed findings on the effect of employee engagement suggest the need for context-specific evidence from operational, production-line environments. The novelty of this study lies in simultaneously testing training and development together with employee engagement in the specific setting of PT Torabika Eka Semesta, a leading player in Indonesia's instant-coffee segment whose recent decline in production-target achievement makes it a theoretically and managerially significant case. The study contributes to human resource management literature by providing empirical evidence that informs both scholarship and managerial practice on how competency development and engagement jointly drive employee performance in a manufacturing context. Accordingly, this study aims to (1) analyze the effect of training and development on employee performance, (2) analyze the effect of employee engagement on employee performance, and (3) examine the simultaneous effect of both variables on employee performance at PT Torabika Eka Semesta.

2. RESEARCH METHOD

This study adopts a quantitative approach with an associative research design, which is appropriate for identifying the direction and magnitude of relationships among two or more variables. The associative design allows the researchers to test the partial and simultaneous effects of training and development (X1) and employee engagement (X2) on employee performance (Y). Data were analyzed using IBM SPSS Statistics version 27.

2.1. Population and Sample

The population consists of all 80 employees of the production department at PT Torabika Eka Semesta. Because the population is relatively small and finite, this study employed a saturated sampling technique (census), in which every member of the population is used as a respondent. This technique was chosen to

obtain a comprehensive representation and to enhance the accuracy of statistical inference, in line with recommendations for small, bounded populations. As a result, the study analyzed responses from 80 employees.

2.2. Location and Period

The research was conducted at PT Torabika Eka Semesta, part of the Mayora Group, located in Tangerang, Banten, Indonesia. Data collection took place through direct on-site distribution of questionnaires to production department employees during the field research period, with respondents completing the instrument under supervised conditions to minimize non-response and missing values.

2.3. Instrument and Measurement

The research instrument was a structured questionnaire consisting of three variable sections: training and development (10 items), employee engagement (10 items), and employee performance (10 items). Each item was scored on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Items were adapted from established indicators used in prior HRM research.

2.4. Validity and Reliability

Construct validity was assessed using the Pearson product-moment correlation, with items considered valid when the *r*-value exceeded the *r*-table value of 0.220 ($n = 80$; $\alpha = 0.05$). Reliability was tested using Cronbach's alpha, with a threshold of 0.60. All items met both criteria.

2.5. Data Analysis Techniques

Data analysis proceeded in four stages: (1) descriptive statistics; (2) classical assumption tests, including the Kolmogorov–Smirnov normality test, linearity test, multicollinearity test (Tolerance and VIF), and heteroscedasticity test (scatterplot); (3) multiple linear regression, the coefficient of determination (Adjusted R^2), and hypothesis testing through *t*-tests and the *F*-test at $\alpha = 0.05$; and (4) interpretation of results in light of the theoretical framework.

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. Validity Test

Based on the table 1, it can be concluded that the items for X1, X2, and Y in the questionnaire are valid, as all instruments have values exceeding 0.220.

Table 1. Validity Test Results

No	Statement Item	Pearson Correlation	r-table rValue	Description
1	X1_1	0.761	0.220	Valid
2	X1_2	0.844	0.220	Valid
3	X1_3	0.841	0.220	Valid
4	X1_4	0.759	0.220	Valid
5	X1_5	0.870	0.220	Valid
6	X1_6	0.846	0.220	Valid
7	X1_7	0.798	0.220	Valid
8	X1_8	0.724	0.220	Valid
9	X1_9	0.830	0.220	Valid
10	X1_10	0.796	0.220	Valid
11	X2_1	0.848	0.220	Valid
12	X2_2	0.719	0.220	Valid
13	X2_3	0.865	0.220	Valid
14	X2_4	0.783	0.220	Valid
15	X2_5	0.780	0.220	Valid
16	X2_6	0.770	0.220	Valid
17	X2_7	0.876	0.220	Valid
18	X2_8	0.873	0.220	Valid
19	X2_9	0.765	0.220	Valid
20	X2_10	0.836	0.220	Valid
21	Y1_1	0.868	0.220	Valid
22	Y1_2	0.862	0.220	Valid
23	Y1_3	0.847	0.220	Valid
24	Y1_4	0.861	0.220	Valid

25	Y1_5	0.873	0.220	Valid
26	Y1_6	0.902	0.220	Valid
27	Y1_7	0.929	0.220	Valid
28	Y1_8	0.681	0.220	Valid
29	Y1_9	0.904	0.220	Valid
30	Y1_10	0.869	0.220	Valid

3.1.2. Reliability Test

From the reliability test results for X1, it can be seen that the Cronbach's Alpha value for the 10 items is 0.939, which is greater than 0.6; therefore, it can be concluded that the items are reliable (table 2).

Table 2. Reliability Test Results for X1

Reliability Statistics	
Cronbach's Alpha	N of Items
.939	10

From the reliability test results for X2, it can be seen that the Cronbach's Alpha value for the 10 items is 0.942, which is greater than 0.6; therefore, it can be concluded that the items are reliable (table 3).

Table 3. Reliability Test Results for X2

Reliability Statistics	
Cronbach's Alpha	N of Items
.942	10

From the reliability test results for Y, it can be seen that the Cronbach's Alpha value for the 10 items is 0.958, which is greater than 0.6; therefore, it can be concluded that the items are reliable (table 4).

Table 4. Reliability Test Results for Y

Reliability Statistics	
Cronbach's Alpha	N of Items
.958	10

3.1.3. Normality Test

Based on the table 5, the normality test results using the Kolmogorov-Smirnov (K-S) test indicate that the residual data are normally distributed. Based on the output of SPSS version 27, the K-S value is 0.74 with a significance level of 0.200, and the Asymp. Sig. (2-tailed) value is above $\alpha = 0.05$.

Table 5. Normality Test Results

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual	
N			80	
Normal Parameters ^{a,b}	Mean		.000000	
	Std. Deviation		4.67402193	
Most Extreme Differences	Absolute		.074	
	Positive		.068	
	Negative		-.074	
Test Statistic			.074	
Asymp. Sig. (2-tailed) ^c			.200 ^d	
Monte Carlo Sig. (2-tailed) ^e	Sig.	99% Confidence Interval	Lower Bound	.338
			Upper Bound	.326
	Interval	Confidence	Lower Bound	.350
			Upper Bound	

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 926214481.

3.1.4. Linearity Test

Based on the linearity test results in the table above, the significance value of the Deviation from Linearity is $0.857 > 0.05$. Therefore, it can be concluded that there is a significant linear relationship (table 6).

Table 6. Linearity Test Results of the Training and Development Variable (X1) on Employee Performance (Y)

			Sum of Squares	df	Mean Square	F	Sig.
Employee Performance * Training and Development	Between Groups	(Combined)	3927.050	76	51.672	.586	.827
		Linearity	383.958	1	383.958	4.355	.128
		Deviation from Linearity	3543.092	75	47.241	.536	.857
	Within Groups	264.500	3	88.167			
Total			4191.550	79			

Based on the linearity test results, the significance value of the Deviation from Linearity is $0.910 > 0.05$. Therefore, it can be concluded that there is a significant linear relationship (Table 7).

Table 7. Linearity Test Results of the Employee Engagement Variable (X2) on Employee Performance (Y)

			Sum of Squares	df	Mean Square	F	Sig.
Employee Performance * Employee Engagement	Between Groups	(Combined)	3927.050	7	51.672	.586	.827
		Linearity	976.226	1	976.226	11.07	.04
		Deviation from Linearity	2950.824	7	39.344	.446	.91
	Within Groups	264.500	3	88.167			
Total			4191.550	7			

3.1.5. Multicollinearity Test

The multicollinearity test results (VIF test) indicate that $VIF < 10$ and tolerance > 0.10 , which means that the regression model does not contain multicollinearity and the regression model is appropriate for use.

Table 8. Multicollinearity Test

		Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	24.013	4.332		5.544	.000		
	Training and Development	-.083	.140	-.084	-.593	.555	.492	2.034
	Employee Engagement	.536	.140	.543	3.821	.000	.492	2.034

a. Dependent Variable: Employee Performance

3.1.6. Heteroscedasticity Test

Based on the Scatterplot graph above, the data points are observed to be randomly dispersed both above and below 0 on the Y-axis; therefore, it can be concluded that heteroscedasticity does not occur in the regression model (figure 1).

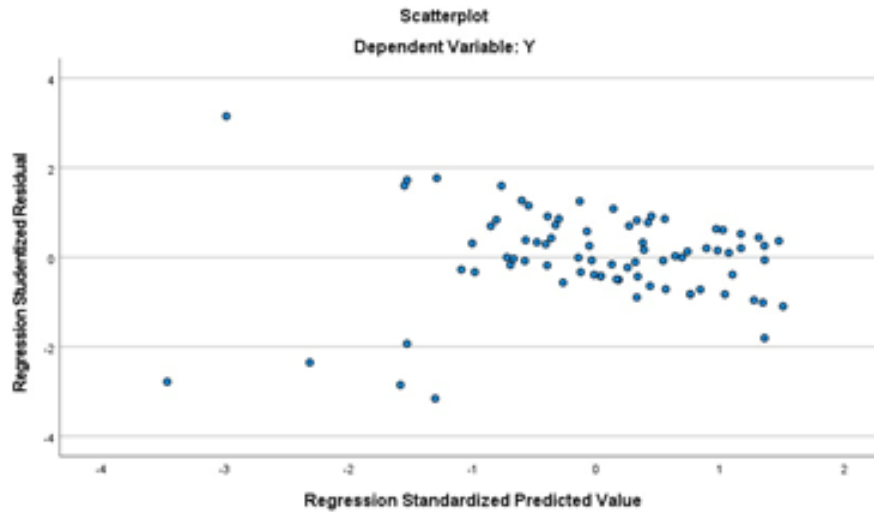


Figure 1. Regression Model

3.1.7. Multiple Linear Regression Analysis

Table 9. Multiple Linear Regression Analysis

Model	Unstandardized Coefficients ^a		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	9.004	3.426		2.628	.010
Training and Development	.084	.103	.079	.808	.422
Employee Engagement	.739	.102	.712	7.260	.000

a. Dependent Variable: Employee Performance

Based on the table above, the following equation is obtained:

$$Y = a + b_1X_1 + b_2X_2 + \epsilon$$

$$Y = 9.004 + 0.084X_1 + 0.739X_2 + \epsilon$$

With reference to the regression equation obtained, the regression model can be interpreted as follows:

- The constant value (a) of 9.004 means that if Training and Development (X₁) and Employee Engagement (X₂) are both equal to 0, the level of Employee Performance (Y) will increase by 9.004.
- The regression coefficient value of the Training and Development (X₁) of 0.084 means that if Training and Development (X₁) increases by one unit, Employee Performance (Y) will increase by 0.084.
- The regression coefficient value of the Employee Engagement (X₂) of 0.739 indicates that if Employee Engagement (X₂) increases by one unit, Employee Performance (Y) will increase by 0.739.
- Standar error (ε) explains the influence of other variables that may affect the dependent variable.

3.1.8. Coefficient of Determination Analysis

Table 10. Coefficient of Determination Test Results

Model	Model Summary			
	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.486 ^a	.236	.217	6.447

a. Predictors: (Constant), Employee Engagement, Training and Development

By examining the table above (Adjusted R Square), the coefficient of determination value can be identified using the formula ($r^2 \times 100\%$), yielding a result of 0.236 or 23.6%, indicating that the Training and Development variable (X₁) and Employee Engagement (X₂) account for 23.6% of the variance in Employee Performance (Y), while the remaining (100% - 23.6%) = 76.4% is attributable to epsilon (indicators of variables not examined in this study).

3.1.9. T-Test

Table 11. T-Test Results for X1

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	30.753	4.287		7.173	.000
Training and Development	.298	.106	.303	2.805	.006

a. Dependent Variable: Employee Performance

Based on the calculation results, the obtained value of $2.805 > t\text{-table } 1.991$ with a significance level of $0.006 < 0.05$. Consequently, H_0 is rejected and H_a is accepted. It can therefore be stated that there is a positive and significant effect of Training and Development (X1) on Employee Performance (Y) at PT. Torabika Eka Semesta.

Table 12. T-Test Results for X2

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	23.141	4.058		5.703	.000
Employee Engagemen	.477	.098	.483	4.866	.000

a. Dependent Variable: Employee Performance

Based on the calculation results, the obtained value of $4.866 > t\text{-table } 1.991$ with a significance level of $0.000 < 0.05$. Consequently, H_0 is rejected and H_a is accepted. It can therefore be stated that there is a positive and significant effect of Employee Engagement (X2) on Employee Performance (Y) at PT. Torabika Eka Semesta.

3.1.10. F-Test

Table 13. F-Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	990.851	2	495.425	11.919	.000 ^b
Residual	3200.699	77	41.568		
Total	4191.550	79			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Training and Development, Employee Engagement

The calculation results yield an F-calculated value of 11.919 with a significance level of 0.000, which is greater than the F-table value (3.12). The alpha or significance value of 0.000 is also below 0.05; therefore, it can be concluded that H_0 is rejected and H_a is accepted, meaning that there are a significant simultaneous effect of the Training and Development variable (X1) and Employee Engagement (X2) on Employee Performance at PT. Torabika Eka Semesta.

3.2. Discussion

3.2.1. Effect of Training and Development on Employee Performance

The t-test results ($t = 2.805$; $p = 0.006$) confirm that training and development have a positive and significant partial effect on employee performance. This finding aligns with Human Resource Development Theory, which posits that systematic investments in employee competence generate returns in the form of productivity, adaptability, and innovation. Training equips employees with technical mastery of production processes, strengthens problem-solving capacity, and shortens the learning curve for new tasks and technologies. In the context of PT Torabika Eka Semesta, structured training programs help production employees maintain product quality standards and comply with food-safety protocols, both of which are decisive determinants of output performance. The result is consistent with recent studies by Subhan Riyanto et al. (2025), Nia Anisah and Tri Wijayati Wardoyo (2025), and Lukman Hakim Sangapan et al. (2025), which report that training and career development jointly enhance employee performance across sectors. From a Resource-Based View perspective, training-generated skills form a valuable and inimitable resource that contributes to competitive advantage. Practically, management should treat training as an ongoing investment rather than a one-off intervention.

3.2.2. Effect of Employee Engagement on Employee Performance

Employee engagement exerts the strongest partial effect on employee performance ($t = 4.866$; $p = 0.000$), making it the dominant predictor in the model. This dominance is theoretically grounded in Employee Engagement Theory and Social Exchange Theory: when employees perceive the organization as caring for

their growth, well-being, and voice, they reciprocate with vigor, dedication, and absorption in their work. High engagement fosters intrinsic motivation, organizational commitment, and psychological ownership, all of which translate into greater persistence, discretionary effort, and work enthusiasm. The finding echoes results reported by Sojanah et al. (2024), Sapta Rini Widyawati (2025), and Aqil et al. (2024), who show that engagement is a robust antecedent of performance across industry contexts. In a production environment such as PT Torabika Eka Semesta—where repetitive tasks, shift work, and strict quality expectations can erode motivation—engagement acts as a psychological buffer that sustains attention, reduces error rates, and enhances team coordination.

3.2.3. Simultaneous Effect and Conceptual Interaction Between Variables

The F-test confirms that training and development and employee engagement jointly exert a significant effect on employee performance ($F = 11.919$; $p = 0.000$), explaining 23.6% of the variance in the outcome (Adjusted $R^2 = 0.236$). Although this study does not test mediation, the conceptual linkage between the two predictors is theoretically meaningful. Training strengthens employee competence; enhanced competence builds self-efficacy and confidence; higher self-efficacy in turn deepens engagement with work; and heightened engagement translates into stronger performance. This chain suggests that the two interventions are complementary: training without engagement risks producing skilled but disaffected employees, while engagement without training risks producing motivated but under-equipped employees. Future research is encouraged to formally test employee engagement as a mediator of the training–performance relationship using structural equation modeling.

3.2.4. Managerial (Practical) Implications

The findings offer several actionable implications for managers at PT Torabika Eka Semesta and similar food and beverage manufacturers. First, HR functions should institutionalize continuous training programs supported by competency mapping to identify individual skill gaps. Second, adoption of digital learning platforms (e-learning, microlearning modules) can accelerate skill acquisition across shifts. Third, structured career development pathways—linking performance to promotion opportunities—should be implemented to signal that skill acquisition is rewarded. Fourth, employee recognition schemes, periodic engagement surveys, and performance coaching can strengthen the psychological contract. Fifth, investments in leadership development, transparent internal communication, and employee wellbeing programs create the enabling climate in which engagement thrives. In the highly competitive food and beverage industry, where product quality and speed-to-market are critical, these interventions can help sustain productivity, reduce turnover intentions, and enhance organizational competitiveness.

3.2.5. Theoretical Implications

This study contributes to four theoretical streams. First, it extends Human Resource Development Theory by empirically verifying the performance impact of structured training in an Indonesian manufacturing setting. Second, it enriches Social Exchange Theory by showing that engagement acts as the reciprocal response to organizational investment in employees. Third, it advances Employee Engagement Theory by identifying engagement as the dominant predictor of performance relative to training and development, reinforcing its centrality in HRM research. Fourth, it aligns with the Resource-Based View by demonstrating that human capital, developed through training and sustained by engagement, constitutes an intangible resource conducive to competitive advantage.

3.2.6. Limitations and Future Research Directions

Several limitations should be noted. First, the study uses a single-organization sample ($n = 80$), which limits generalizability. Second, the cross-sectional design cannot capture the dynamic evolution of engagement and performance over time. Third, the Adjusted R^2 of 23.6% implies that 76.4% of the variance in performance is explained by variables outside the model. Future studies should expand the sample across multiple manufacturing firms, adopt longitudinal or mixed-methods designs, and incorporate additional predictors such as organizational culture, leadership style, compensation systems, and job satisfaction. Formal mediation and moderation analyses especially engagement as a mediator between training and performance represent a particularly promising direction.

4. CONCLUSION

This study examined the partial and simultaneous effects of training and development and employee engagement on employee performance at PT Torabika Eka Semesta. The results confirm that training and development ($t = 2.805$; $p = 0.006$) and employee engagement ($t = 4.866$; $p = 0.000$) each have a positive and significant partial effect on employee performance, and that both variables simultaneously affect performance ($F = 11.919$; $p = 0.000$; Adjusted $R^2 = 0.236$). Employee engagement emerges as the dominant predictor, indicating that psychological connection with work is a particularly powerful lever for performance

improvement in the manufacturing context studied. From a managerial standpoint, PT Torabika Eka Semesta and similar food and beverage manufacturers should institutionalize continuous training, competency mapping, digital learning, structured career development, and engagement-building interventions such as recognition programs, engagement surveys, performance coaching, and leadership development. From a theoretical standpoint, the study contributes to Human Resource Development Theory, Social Exchange Theory, Employee Engagement Theory, and the Resource-Based View by empirically demonstrating that competency-building and engagement are complementary drivers of performance. At the policy level, HR strategy in Indonesian manufacturing should treat training and engagement as integrated pillars of workforce planning rather than isolated programs. Future studies are encouraged to include organizational culture, leadership style, compensation systems, and job satisfaction as additional predictors to explain the remaining variance in employee performance and to test engagement's mediating role using longitudinal or structural equation modeling approaches.

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