

Priority Factors that Improve of Management Trainees's Work Performance in Banking Sector

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Abstract:- The success of leader regeneration through the Officer Development Program (ODP) at Bank X is a must. This research is to find out how much influence education and training, competence, and career development have on the performance of ODP training participants at Bank X in Indonesia. ODP is a training program for cadres of leaders. The research was carried out in the period August 2020 to May 2021. The total research population was 430 people with a total sample of 240 respondents; 233 respondents who gave answers. Sampling used purposive sampling technique with the assumption of an error rate of 5%. Data analysis used multiple linear regression with SPSS version 25.0 for Windows. The reliability test meets the requirements with a range of Cronbach's Alpha values between 0.865 to 0.941; while the validity test meets the requirements with a range of values between 0.432 to 0.880. The results of the research show that education and training, competence, and career development have a significant positive influence on the performance of ODP participants at Bank X. Competence has an effect of 134% better than education and training, and 391% better than development career.

Keywords:- Education and Training, Competence, Career Development, Performance, Management Trainee, Banking.

I. INTRODUCTION

Performance is the result of work that has a strong relationship with the organization's strategic goals, customer satisfaction, and contributes to the economy (Armstrong and Baron, 1998:15). Indonesia's economic growth over the last five years has driven growth in all business sectors, including banking. Human resources are one of the important assets for an organization because employees are the drivers of competitive advantage and actors in the organization's business activities. One of the programs to prepare human resources at Bank X is through ODP. ODP is a management trainee program where participants are recruited from selected universities to be prepared to become future leaders at Bank X. It is hoped that through ODP Bank X's performance will be more competitive and provide sustainable benefits.

To improve the performance of ODP participants, the authors are interested in conducting research on factors that are thought to affect the performance of ODP participants, namely education and training, competence, and career development.

II. THEORETICAL REVIEW

A. Education and Training

The Manpower Act number 13 of 2003 states that training is an overall activity to provide, obtain, improve, develop work competence, productivity, discipline, attitude, and work ethic at certain skill/skill levels according to job level and qualifications. Dessler (2013: 246) defines training as providing the skills needed by new employees or current employees to carry out work. Noe (2013:8) defines education and training as a planned effort from the company to improve the competence, knowledge, skills, and behavior of employees related to their work. Dessler (2018: 281) states that the training program has at least five steps, namely (1) training needs analysis, (2) planning training instructions, (3) validating the results of needs analysis and training instructions, (4) implementing training programs, and (5) evaluation of training implementation. According to Noe (2013: 241-242) there are three important elements in education and training:

1. Cognitive learning outcomes, measuring how well the trainees understand the terms, techniques, sequences of activities, and processes being studied; thereby increasing employee knowledge.
2. The results of education and training related to skills, are used to assess the level of technical or motor skills and behavior. Skills-based outcomes include skills learning and use of skills on the job (skills transfer).
3. Outcomes Education and training related to attitudes, including tolerance for diversity, motivation to learn, safety attitudes and customer service orientation.

The measurement of education and training variables used in this study are:

1. Knowledge with indicators (a) understanding the task, (b) curiosity of other knowledge, (c) openness to new things, and (d) happy to share ideas/ideas.
2. Skill with indicators (a) thinking ability, and (b) creativity
3. Attitudes with indicators (a) cooperating with others, (b) having a passion for work, and (c) sharing information with others.

B. Competence

McClelland (1973) defines competence as a person's basic characteristics that can be used to project and influence the achievement of employee performance. Spencer et al. (1990) defines competence as "Any individual characteristic that can be measured or counted reliably and that can be shown to differentiate significantly between effective and ineffective performance". Spencer and Spencer (1993:9) state that every human being has basic competencies, including motives, traits, self-concept, knowledge, and skills. Measurement of competence in this research refers to Spencer and Spencer (1993:9) with the following indicators:

1. Knowledge with indicators (a) knowledge to work well and on time (b) knowledge to solve problems that arise in the work.
2. Skills with indicators (a) having initiative and (b) being able to complete work.
3. Traits with indicators (a) able to adapt and (b) confident.
4. Motives with indicators (a) able to communicate and (b) happy to help others.
5. Self-concept with indicators (a) respecting others, and (b) building positive relationships with others.

C. Career Development

Dessler (2013:327) states that career is a position in work carried out by employees for years; while career development is a series of employee activities throughout their lives that contribute to the planning, development, success, and fulfillment of employee career needs. Meanwhile, Mathis & Jackson (2010: 293) define that career is a series of work-related positions occupied by a person throughout life. People pursue careers to satisfy their individual needs.

Dessler (2013:327-330) states three things that affect career development:

1. Career management is a series of useful activities for employees in order to improve skills and interests, to be used effectively when working in an organization or as a person.
2. Career planning is an initiative that is carried out until a person realizes the strengths in himself related to knowledge, skills, motivation, interests, personality, news searches, identification of the desired career, and decides on actions to achieve a career.
3. Succession planning; career planning and employee development needs should reflect employee strengths and weaknesses brought about by performance appraisal, while employee interests and career appraisals should be a factor in company succession planning.

Mathis & Jackson (2010:288-296) stated that there are three things that affect employee career development, namely:

1. Career management, which is very important for employees and requires organizational involvement
2. Career planning. employees need to manage their own careers through the following activities:
 - a. Self-assessment, what appeals to them, what they don't like, what they do well, what are their strengths and weaknesses and so on.

- b. Feedback Employees need feedback on how well they are doing, how their boss sees their abilities, and where they fit in the organization's plans for the future.
- c. Setting career goals, employees can decide the desired path, including short-term and long-term careers according to their interests.
3. Succession planning or leader replacement planning; Succession planning involves more than just replacement planning for a particular position. Succession planning should include a well-designed employee development system to reach his or her potential. Succession planning is the process of identifying key employee replacement plans in an orderly manner.

Measurement of career development in this research refers to the opinion of Dessler (2013:327-330), Mathis & Jackson (2010:288-296) above:

1. Career management with indicators of job rotation opportunities.
2. Career planning with indicators (a) the company has a career development plan, (b) promotion opportunities for the best employees, (c) the company pays attention to employee career development, and (d) training for employee development.
3. Succession planning with indicators (a) the existence of a leadership replacement system in the organization, (b) implementation of the system and regeneration of prospective leaders, (c) programs to prepare prospective leaders, and (d) training for prospective leaders.

D. Performance

Robbins (1996) states that performance is an achievement of one's work compared to the previously set targets between employees and the organization. Meanwhile, Hersey and Blanchard (1993) explain that performance is the result of a strong desire and ability to carry out one's duties and responsibilities at work. Koopmans (2014:63) states that individual work performance is the behavior or actions of employees, not the result of these actions; Individual work performance consists of behavior in the control of one's consciousness, not actions that are influenced by the environment. Koopmans (2014:34-36) also states that the dimensions of individual work performance consist of 3 things, namely:

1. Task performance is a skill (competence) with which a person performs his work tasks. Other labels sometimes used for task performance are job-specific task ability, technical proficiency, or performance in a role; includes the amount of work, quality of work, and level of understanding of the work.
2. Contextual performance is a person's actions that are in line with organizational, environmental and psychological values. Labels on this dimension include non-job-specific task ability, extra-role performance, organizational citizenship behavior or interpersonal relationships.
3. Contraproductive work behavior is behavior that is detrimental to the welfare of the organization, including absenteeism, being late for work, engaging in off-duty behavior, theft, and acts of abuse.

Performance measurement in this research refers to the theory of Koopmans (2014: 34-36) and Widayastuti (2018) in her journal entitled "Adaptation of individual work performance questionnaire into Indonesian", with the following explanation:

1. Task performance with indicators (a) being able to plan work, (b) focusing on targets, (c) being able to set priorities, (d) being able to complete work, and (e) being able to manage time.
2. Contextual performance with indicators (a) having the initiative to work, (b) accepting challenging tasks, (c) continuously updating knowledge, (d) continuously updating skills, (e) having creative solutions to solve problems, (f) accepting responsibility extra responsibility,

(g) looking for new challenges in their work, and (h) being actively involved in meetings/consultation.

3. Counterproductive work behavior with indicators (a) complaining about minor problems at work, (b) exaggerating problems at work, (c) focusing on negative things rather than positive aspects, (d) discussing negative aspects of work with colleagues, and (e) discuss negative aspects of work with others outside the organization.

E. Conceptual Framework and Hypotheses:

The conceptual framework and hypotheses are made to answer the research objectives, as follows:

1. The conceptual Framework:

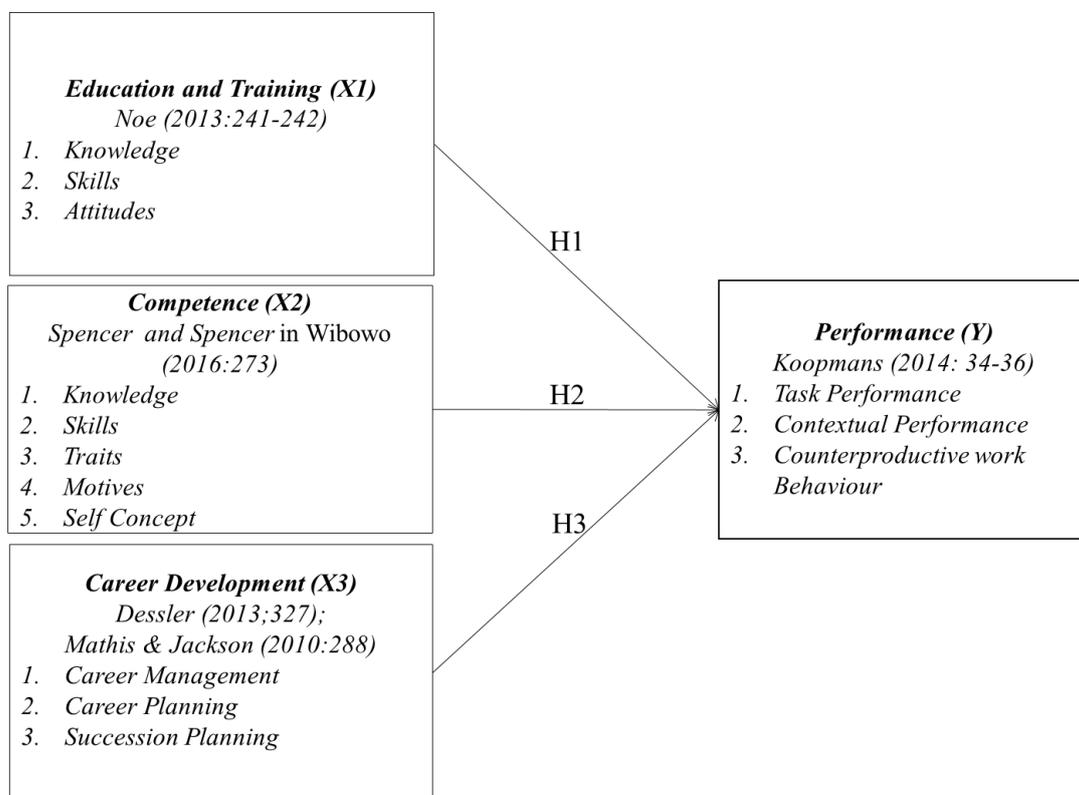


Figure 1. Conceptual framework

2. Hypothesis:

The hypothesis of this research:

- a. Education and training have a significant positive effect on the performance of ODP participants.
- b. Competence has a significant positive effect on the performance of ODP participants.
- c. Career Development has a significant positive effect on the performance of ODP participants.

III. RESEARCH METHOD

This study uses quantitative methods with a population of 430 people and a total sample of 240 respondents; 233 respondents who gave answers. Sampling used purposive sampling technique. Data analysis used multiple linear regression with SPSS version 25.0 for Windows. The

reliability test in this study met the requirements with a range of Cronbach's Alpha values between 0.865 to 0.941; while the validity test meets the requirements with a range of values between 0.432 to 0.880.

IV. RESULT AND DISCUSSION

A. Characteristics of Respondents

Characteristics of respondents in this study, based on gender, 65.7% were male and 34.3% were female; by age 9.9% were under 23 years old, 56.7% were over 23 to 25 years old, 28.3% were over 25 years old to 27 years old and 5.2% were over 27 years old. Based on education level, 89.3% are undergraduates from domestic universities, 1.7% are undergraduates from foreign universities, 6.98% are masters of masters from domestic universities, and 2.1% are

masters of masters from overseas universities. . Based on years of service, 10.3% worked between 12 to 15 months, 17.6% worked more than 15 months to 18 months, 17.2% worked more than 18 months to 21 months, 23.2% worked more than 21 months to 24 months, and 31.8% worked more than 24 months.

B. Data Analysis

1. Test Instrument

The instrument test was carried out through reliability and validity tests. Based on the results of the reliability test, all statements are declared reliable because they have Cronbach's Alpha values > 0.60 (Sujarweni: 2019) with a

range between 0.865 to 0.941; The validity test was carried out using Pearson's Product Moment correlation with the test results that all statements were declared valid with a range between 0.432 to 0.880.

2. Classical Assumption Test

Classical assumption test includes normality test, multicollinearity test and heteroscedasticity test as explained below:

- a. The normality test in Table 1 was performed using the Kolmogorov-Smirnov; the data is declared normal if the test results have a significant value of 0.05 or greater than 0.05

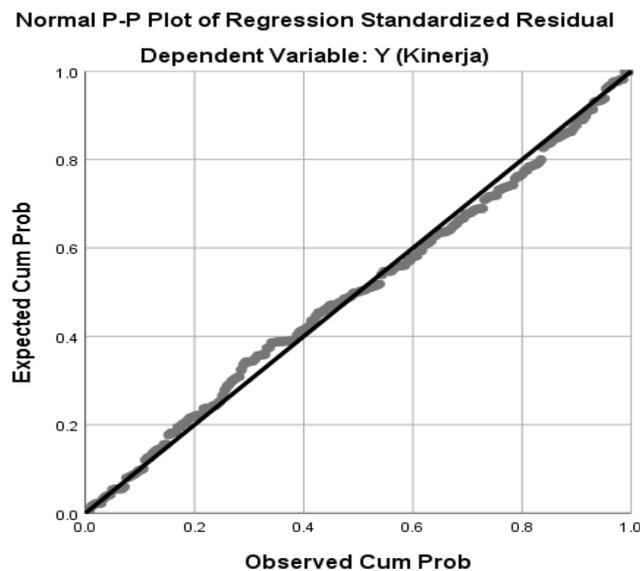
One-Sample Kolmogorov-Smirnov Test		
		<i>Unstandardized Residual</i>
N		233
<i>Normal Parameters^{a,b}</i>	<i>Mean</i>	0.0000000
	<i>Std. Deviation</i>	0.34091404
<i>Most Extreme Differences</i>	<i>Absolute</i>	0.049
	<i>Positive</i>	0.041
	<i>Negative</i>	-0.049
<i>Test Statistic</i>		0.049
<i>Asymp. Sig. (2-tailed)</i>		0.200 ^{c,d}
<i>a. Test distribution is Normal.</i>		
<i>b. Calculated from data.</i>		
<i>c. Lilliefors Significance Correction.</i>		
<i>d. This is a lower bound of the true significance.</i>		

Source: SPSS 25.0 ver (2021)

Table 1. Result of the normality test

Based on Table 1 the results of the normality test above, it is concluded that the normality test is fulfilled because the significant value is 0.200 greater than 0.05; Likewise, based

on the scatter plot in Figure 2 below, it is also concluded that the data is normally distributed which is indicated by the position of the dots around the diagonal line.



Source: SPSS 25.0 ver (2021)

Figure 2. Result of the normality test - Scatter Plot

- b. Multicollinearity test, the regression model is declared to have no multicollinearity if it has a tolerance value of 0.10 or the same as VIF value 10. Based on Table 2, the results

of the multicollinearity test below conclude that between the variables of education and training, competence and career development are not correlated or there is no

multicollinearity because the tolerance value is > 0.10 and

the VIF value is <10 (Sujarweni 2019:172).

<i>Coefficients^a</i>			
<i>Model</i>		<i>Collinearity Statistics</i>	
		<i>Tolerance</i>	<i>VIF</i>
1	X1 (Education and training)	0.628	1.593
	X2 (Competence)	0.652	1.534
	X3 (Career development)	0.785	1.274

a. Dependent Variable: Y (Performance)

Source; SPSS 25.0 ver (2021)

Table 2. Result of the Multicollinearity test

c. The results of the heteroscedasticity test in Table 3 below provide data that the sig value of the three research variables is greater than 0.05; education and training sig

0.322, competence 0.178 and career development 0.571 means that the three variables do not occur heteroscedasticity.

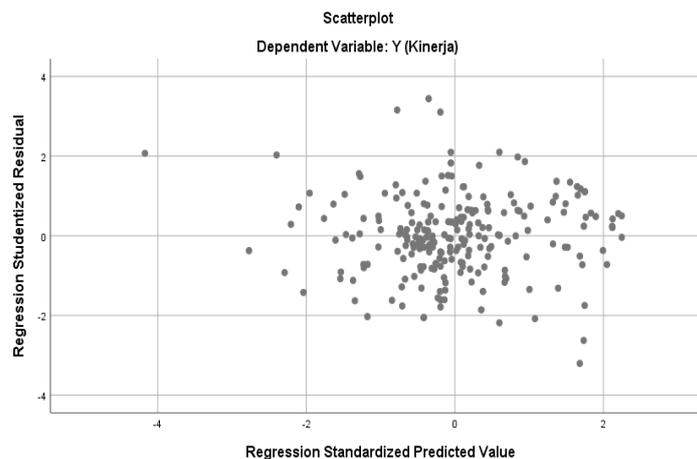
<i>Correlations</i>			
			<i>Unstandardized Residual</i>
<i>Spearman's rho</i>	X1 (Education and training)	<i>Correlation Coefficient</i>	0.065
		<i>Sig. (2-tailed)</i>	0.322
		<i>N</i>	233
	X2 (Competence)	<i>Correlation Coefficient</i>	0.088
		<i>Sig. (2-tailed)</i>	0.178
		<i>N</i>	233
	X3 (Career development)	<i>Correlation Coefficient</i>	0.037
		<i>Sig. (2-tailed)</i>	0.571
		<i>N</i>	233

Source: SPSS 25.0 ver (2021)

Table 3. Result of the heteroscedasticity test

Similarly, based on the scatter plot in Figure 3 below, it can be seen that the points spread around the zero point of the

y-axis, do not build a particular model, so it can be concluded that in the regression there is no heteroscedasticity.



Source: SPSS 25.0 ver (2021)

Figure 3. Result of the heteroscedasticity test- Scatter Plot

3. Model Feasibility Test (F-Test)

The feasibility test of the model was carried out with the F-test with the results as shown in Table 4 below

ANOVA^a						
<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	<i>Regression</i>	39.756	3	13.252	112.549	0.000 ^b
	<i>Residual</i>	26.964	229	0.118		
	<i>Total</i>	66.720	232			
a. Dependent Variable: Y (performance)						
b. Predictors: (Constant), X3 (Career development), X2 (Competence), X1 (Education and training)						

Source: SPSS 25.0 ver (2021)

Table 4. Result of Model Feasibility test (F-Test)

According to Table 4 above, the data obtained for the F test value is 112.549 and the significant value is below 0.000; means that multiple linear regression can be used to

determine the effect of education and training, competence and career development on ODP performance together.

4. Multiple Linear Regression Analysis

The results of the multiple linear regression test as shown in Table 5 below:

Coefficients^a						
<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	(Constant)	0,718	0,151		4,747	0,000
	X1 (Education and training)	0,279	0,040	0,368	6,936	0,000
	X2 (Competence)	0,376	0,047	0,419	8,047	0,000
	X3 (Career development)	0,096	0,032	0,141	2,980	0,003
a. Dependent Variable: Y (Performance)						

Source: SPSS 25.0 ver (2021)

Table 5. Result Multiple Linear Regression Analysis

Based on the test results above, the multiple linear regression equation for this study is

$$Y = 0.718 + 0.279X1 + 0.376X2 + 0.096X3$$

it means:

- a. The constant value of the performance variable is 0.718, meaning that if the value of the three independent variables is zero, then the performance value is 0.718.
- b. The addition of one unit of education and training variables, it causes an increase in performance of 0.279; the addition of one unit of competency variable, it causes

- an increase in performance of 0.376; the addition of one unit of career development variable, it causes an increase in performance by 0.096
- c. Competence has a 134% better effect than education and training, and 391% better than career development to improve performance.

5. Multiple Correlation Analysis

Multiple correlation analysis was conducted to see the relationship between the independent variables studied on the dependent variable as shown in Table 6 below:

Model Summary^b				
<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	0,772 ^a	0,596	0,591	0,34314
a. Predictors: (Constant), X3 (Career development), X2 (Competence), X1 (Education and training)				
b. Dependent Variable: Y (Performance)				

Source: SPSS 25.0 ver (2021)

Table 6. Result of The Multiple Correlation Analysis

Based on the table above, the correlation coefficient (R) is 0.772; means that there is a strong relationship between education and training, competence and career development on performance.

6. Coefficient of Determination (R-Square)

The results of the coefficient of determination (R-Square) test are in accordance with Table 7 below:

<i>Model Summary^b</i>				
<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	0.772 ^a	0.596	0.591	0.34314
a. Predictors: (Constant), X3 Career development, X2 Competence, X1 Education and training				
b. Dependent Variable: Y (Performance)				

Source: SPSS 25.0 ver (2021)

Table 7. Result of Coefficient of Determination (R-Square)

Based on the results of the coefficient of determination test above, the adjusted R Square value is 0.591; it means that the contribution of up and down ODP performance is influenced by the variables of education and training, competence, and career development by 59.1%; while the remaining 40.9% is influenced by other variables not examined.

7. Partial Hypothesis Testing (t-test)

The results of the partial hypothesis test (t test) according to Table 8 below:

<i>Coefficients^a</i>						
<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	(Constant)	0.718	0.151		4.747	0.000
	X1 (Education and training)	0.279	0.040	0.368	6.936	0.000
	X2 (Competence)	0.376	0.047	0.419	8.047	0.000
	X3 (Career development)	0.096	0.032	0.141	2.980	0.003
a. Dependent Variable: Y (Performance)						

Source: SPSS 25.0 ver (2021)

Table 8. Result of t-test

Based on the results of the partial test (t test) in Table 5 above, it is concluded as follows:

- a. Education and training have a significant positive influence on the performance of ODP participants
- b. Competence has a significant positive influence on the performance of ODP participants.
- c. Career development has a significant positive influence on the performance of ODP participants.

C. Discussion

According to the results of hypothesis testing, it is known that the first hypothesis (H1) is accepted; means that education and training have a significant positive effect on the performance of ODP participants. The results of this research are in line with the results of previous research, namely Hastuti and Lo (2020), Tristiyawan and Purba (2018), Kreestianawati, Herminingsih (2016), that education and training have a significant positive effect on employee performance. The results of this research also confirm the previous research conducted by Budiprasetya and Lo (2021), Aima, Adam, and Ali (2017), that the second hypothesis (H2) that competence has a significant positive effect on employee performance is true so H2 is accepted. This research also provides an answer that the third hypothesis (H3) is accepted, namely career development has a significant positive effect on employee performance, supporting the results of previous research written by Novayati, Doddy, and Nasution (2020), Purnama and Iqbal (2020).

Based on the research results, the following managerial implications are beneficial for the parties:

- 1. Competence is the element that has the biggest influence on improving the performance of ODP participants, namely through increasing knowledge, increasing skills, and improving self-concept.
- 2. Education and training is the second element after competence to improve the performance of ODP participants, namely through behavior development, knowledge improvement, and skill improvement.
- 3. Career development has the weakest effect on improving the performance of ODP participants, after elements of competence and education and training.

V. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Taking into account the results of the research and studies above, the conclusions of this research are:

- 1. Education and training have a significant positive effect on the performance of ODP participants.
- 2. Competence has a significant positive effect on the performance of ODP participants.
- 3. Career development has a significant positive effect on the performance of ODP participants. Education and training have a significant positive effect on the performance of ODP participants.

B. Recommendation

Based on the results of the research, the following are suggestions for related parties:

1. For Bank X Management:

To improve the performance of ODP participants, do the following:

- a. Improving the competence of ODP participants as a top priority, through:
 - Increased knowledge, because with knowledge ODP participants can complete work well and on time, and can solve problems at work.
 - Improved skills, because with skills ODP participants have the initiative to complete work and complete assigned tasks.
 - Development of self-concept, because by having a self-concept ODP participants have an attitude of respect for colleagues without discrimination and build positive relationships with colleagues and superiors.
- b. Maximizing education and training programs through:
 - Behavior development, because ODP participants become happy to work with colleagues, have the spirit to give the best for the company, and share information with colleagues.
 - Increase knowledge, because ODP participants become easier to understand work assignments, have curiosity about new things, become more open, and enjoy sharing ideas with colleagues.
 - Improve skills, because by having expertise the thinking ability of ODP participants increases and they become more creative in carrying out their duties.
- c. Maximizing career development programs through information on career planning and succession planning; because ODP participants understand that the company has a career development program, the company provides promotions for the best employees, the company pays attention to careers, and career development training, the company has a leader replacement system, the company has a leader regeneration program, the company has a program to prepare leaders, and the implementation of training programs for a change of leader.

2. For Academics for Further Research.

The research is only carried out at Bank X which is engaged in the banking industry, so the results of the research may be different if it is carried out in other companies or industries. Apart from that, this research was only conducted on three independent variables, namely education and training, competence and career development. These three variables only have an effect on performance of 59.1%, while the remaining 40.9% is influenced by other variables not examined. Therefore, it is recommended for further research:

- a. Conduct research on other companies, both banks and non-banks.
- b. Adding research variables that are thought to affect performance, including workload, work culture and leadership of the head of the work unit.

3. For other parties

For companies that have similar programs, in the early stages of management trainees work to prioritize education and training programs on competency development through increasing knowledge, because by having good knowledge participants can complete work well, on time, and are able to solve problems related to their work. The next priority is the development of behavior, because through behavior management trainees become happy to work with colleagues, eager to give the best for the company, and share information with colleagues.

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