

The Positive Impact of Education, Training, and Work Experience to Influencing Employee Performance

Susana Santi^{1*}

¹STIE YAPIS Merauke, Merauke, Indonesia

ARTICLE INFO

Article history:

Received 18 May 2020
Received in revised form
5 June 2020
Accepted 18 September
2020
Available online 1
November 2020

Keywords:

Education, Training, Work
Experience, Performance

ABSTRACT

This study aims to partially and simultaneously analyze the influence of education, training, and work experience factors on employee performance at the Merauke Archdiocese. The data analysis method used in this research is descriptive analysis and multiple linear regression analysis, followed by a test of determination and significance. Data collection techniques used interviews, questionnaires, and literature studies. The population of this study was all 57 employees of the Merauke Archdiocese. The sampling technique used was total sampling. The results of this study indicate that education partially has a positive and significant effect on employee performance with a t-count (2.855) higher than the t-table (2.397). Training partially has a positive and significant effect on employee performance with a t-count (3.027) higher than t-table (2.397). Work experience partially affects employee performance with t-count (3.630) higher than t-table (2.397). Simultaneously education, training, and work experience have a positive and significant effect on employee performance with an F-count (33.443) greater than the F table (3.17). Thus, it can be seen that the most dominant variable that has a significant effect on employee performance is the work experience variable.

Copyright © Universitas Pendidikan Ganesha. All rights reserved.

1. Introduction

Nowadays, the quality of human resources has become a very serious concern by various parties, both government agencies and the business world. This is triggered by social demands and global competition that has led every organization to organize it into a professional and modern organization. A professional and modern organization is an organization that is able to adaptively and innovatively respond to various changes that occur. For this reason, the support of quality human resources is the most basic determinant in responding to these changes (Sudiarti & Juliarsa, 2020; Wikaningrum, 2011).

Quality human resources are people who are ready, willing, and capable of contributing to achieving organizational goals. The first requirement is ready, meaning that the human resource is physically ready. However, even though they are physically ready, if there is no will, then human resources will not be able to work together to achieve organizational goals (Riana et al., 2017; Riyardi & Widodo, 2011). Therefore, the second condition is willingness to work together to achieve organizational goals. After there is physical readiness and willingness, the last condition that human resources must have is skill. These skills are acquired through education, training and work experience. It is hoped that if human resources have these three requirements, namely readiness, willingness, and skill, it will produce good performance.

However, efforts to increase human resources are sometimes not carried out optimally, there is no standard standard yet, the capacity of the apparatus attending the education and training is not well established, so it seems that efforts to improve the quality of human resources have been carried out, although they have not shown significant results, but has shown positive results (Jeve et al., 2015; Života et al., 2017). The implementation of the main tasks is very important, among others, based on empirical experience that there are various obstacles and unclear patterns of improving the quality of human

*Corresponding author.

E-mail address: Susansando78@gmail.com

resources, and the absence of a standardized assessment standard, so that it can reduce work motivation. The conditions of education and training as a form of efforts to improve the quality of apparatus resources, are often less related to employee career development, especially in the implementation of their main tasks and job functions (Tupoksi). The fundamental problem that has occurred so far is the lack of consistency between efforts to improve the quality of human resources and increase their performance in the implementation of their main duties and work functions in the Archdiocese of Merauke Regency.

Understanding this, the local government, especially in the Archdiocese of Merauke, has made various improvements, improvements and rethinking of the work mechanism of a human resource organization that involves the existence of employees and their staff to continuously improve the quality of human resources who are reliable, independent and professional in carry out various activities of regional government in the implementation of special autonomy to realize the task of national development. Even though improvements have been made through a series of activities and policies by the church in terms of increasing the ability to control main tasks and functions, there is a tendency that employees within the Merauke Archdiocese have not produced optimal performance.

Various factors can be assumed to be a problem node in the assessment process towards improving the quality of apparatus resources, namely job characteristics, location and conditions of work, work experience, budgeting, and so on (Sudiarti & Juliarsa, 2020; Sunusi, 2015). In the case of the implementation of routine tasks, these tasks can be said to be successful if they are carried out based on professional values in managing them. This shows that there is a relationship between improving the quality of resources in their respective organizations. The existence of good quality human resources will help someone to improve performance (Prasetya, 2018; Tavfelin et al., 2019).

Performance defined as the work result in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities assigned to him (Mulyadi, 2015; Yamin et al., 2020). Performance can be seen from various points of view depending on the objectives of each organization, for example for profit, and also depending on the form of the organization itself (eg public, private, social or religious business organizations). The factors that influence performance achievement are that psychologically, the ability of employees consists of potential abilities (IQ) and reality abilities (knowledge and skills), meaning that employees who have an IQ above average (IQ. 110 - 120) with education adequate for his position and skilled in doing his daily work, it will be easier for him to achieve the expected performance (Masri, 2020; Riana et al., 2017). Therefore, employees need to be placed in jobs that match their expertise. This is in line with previous research, that education and job placement have a significant effect on employee performance (Sunaryo, 2016).

Several previous studies that are relevant to this research, such as the first research conducted by (Irawan et al., 2015) who obtained research results that the performance of civil servants at the Directorate General of Higher Education is influenced by individual factors (ability, skills and background), psychological factors (personality, motivation and learning) and organizational factors (leadership, job design, training and development and work environment). Second, research conducted by (Pramesti & Muhyadi, 2018) who get the result that there is a significant effect of school principal supervision, work motivation, work climate, and socioeconomic status simultaneously on the performance of public high school teachers in Pangkalpinang City. Third, research conducted by (Saragih & Simarmata, 2018) who get the result that leadership, work motivation, satisfaction have a positive and significant effect on employee performance.

There is no research that analyzes the factors that influence the performance of employees at the Archdiocese Office. The purpose of this study is to analyze the factors that affect the performance of employees at the Archdiocese Office of Merauke Regency.

2. Methods

This type of research is qualitative research, qualitative research is carried out in this study to analyze the factors that affect the performance of employees at the Merauke Archdiocese Office. The research framework that includes the design of the relationship between variables in this study is presented in Figure 1.

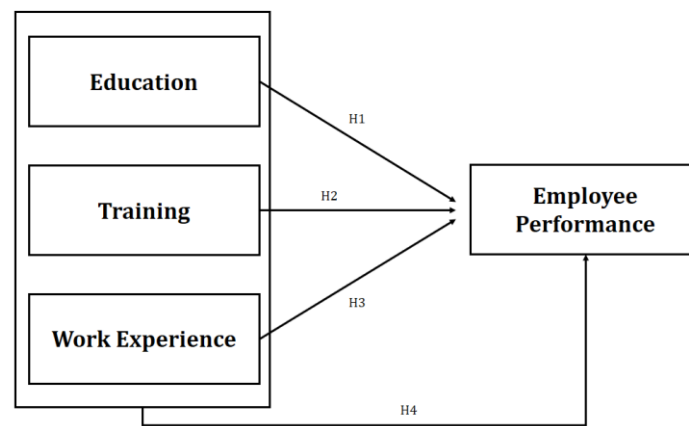


Figure 1. Research Framework

The population in this study were all 57 employees of the Merauke Archdiocese. Population is a generalization consisting of objects or subjects that have a certain number and characteristics that are determined by the researcher to be studied and then draw conclusions. While the sample to be used in this study is 57 people with the technique used is total sampling, for the research sample if the population is less than 100 people, all of them should be taken, while if the number is large enough it can be taken 10% - 15% or 25% - 35 %.

The data collection techniques used in this study were interviews, questionnaires, and literature studies. The data collected is in the form of work experience, education, and training models for employee performance. The data analysis method used in this research was descriptive analysis and multiple linear regression analysis, followed by a test of determination and significance.

3. Results and Discussions

Result

The coefficient of determination for work experience, education and training models on employee performance based on data analysis, the r-square value shows a number of 0.663. This shows that the three independent variables, namely education (X1), training (X2), and work experience (X3) contribute 66.3 percent to employee performance (Y).

The partial effect of the education, training, work experience model on employee performance can be seen in Table 1.

Table 1. Multiple Regression

Model	Beta	Sig
Education	0,217	0,004
Training	0,439	0,001
Work Experience	0,305	0,000

Based on Table 1, it can be explained partially the effect of the independent variable on the dependent variable. The education variable (X1) has a Beta value (unstandardized coefficients) of 0.217 with a positive sign, with a significance level of 0.004 (less than 0.05). These results explain that education has a positive and significant effect on employee performance. The Training Variable (X2) has a Beta value of 0.439 with a positive sign, with a significance level of 0.001. These results explain that training has a positive and significant effect on employee performance. Work Experience variable (X3) has a Beta value of 0.305 with a positive sign, with a significance level of 0.000. Based on the results of the data processing, the multiple regression equation is arranged as follows.

$$Y = 0,489 + 0,217X1 + 0,439X2 + 0,305 + e$$

Information:

Y = Employee Performance

X1 = Education

X2 = Training
 X3 = Work Experience
 e = Error rate

Simultaneous Influence

To determine the effect of the independent variable simultaneously on the dependent variable, ANOVA analysis or the F test was used. Based on the results of the data with the help of SPSS Version 20.0, it shows that the F statistical test value is 33.443 with a significance level of 0.000 (less than 0.05). These results explain that simultaneously, the education variable (X1), the training variable (X2), the work experience variable (X3) together or simultaneously have an effect on employee performance.

Discussion

Effect of Education on Employee Performance

The educational regression coefficient (X1) with a positive sign indicates that the education variable has a positive effect on employee performance. This means that the better the education level of employees, the more it will have an effect on improving employee performance. The significance level of 0.004 shows that education has a positive and significant effect on employee performance, meaning that the education variable has a significant effect on employee performance. With a regression coefficient of 0.217, it means that statistically every 1 unit increase in performance is partially influenced by the educational level factor of 0.217 units, assuming other variables are considered to have no effect.

The basic concept of education in opinion (Adibatin, 2016; Za'im, 2016) education as an activity means consciously designed efforts to assist a person or group of people in developing knowledge, outlook on life, life attitudes, and life skills both individually and socially. Type of education is education that is grouped according to the nature and specificity of its purpose. The types of education included in the school education stream consist of general education, vocational education, special education, service education, religious education, academic education and professional education (Eliyanto & Wibowo, 2013).

Education has a positive impact on employee performance, appropriate education will have a good impact on an employee because he or she works in accordance with the field of science or education. This can be simplified if an employee's job is in accordance with his education, he will find it easier to develop his abilities and work according to his abilities. In line with research conducted by (Sunaryo, 2016) that education and job placement have a significant effect on employee performance.

Effect of Training on Employee Performance

The training regression coefficient (X2) with a positive sign indicates that the training variable has a positive effect on employee performance. This means that the more training that is followed, the more it will have an effect on improving employee performance. The significance level of 0.001 indicates that training has a positive and significant effect on employee performance, meaning that the training variable has an effect on employee performance. With a regression coefficient of 0.439, it means that statistically every increase in performance is 1 unit, partially influenced by the training factor of 0.439 units, with the assumption that other variables are considered to have no effect.

Training is a process where people achieve certain abilities to help achieve organizational goals (Parida, 2015). Therefore, this process is tied to the various objectives of the organization, training can be viewed in both limited and broad terms. To a limited extent, training provides employees with specific and identifiable knowledge and skills used in their current jobs. Sometimes there are boundaries drawn between training and development, with development that is broader in scope and focuses on the individual to achieve new abilities that are useful for both his current and future work.

The training objectives can be grouped into five areas, namely: (1) Improving Performance. Employees who are working unsatisfactorily due to a lack of skills are prime candidates for training. (2) Updating employees' skills in line with technology. Through training, trainers ensure that employees can apply new technology effectively. Changes in technology, in turn, mean that jobs are constantly changing and the skills and abilities of employees must be updated through training, so that technological advances can be integrated into the organization successfully. (3) Reducing the learning time for new employees to be competent at work. A new employee often does not master the skills and abilities needed to become a "job competent", namely being able to achieve the expected output and quality standards. (4) Help solve operational problems. Managers must achieve their goals with scarcity and abundance of resources: scarcity of financial resources and human technological resources, and an abundance of financial, human, and technological problems. And (5) Preparing employees for promotion (Winandi & Rizka, 2018). One of the ways to attract, retain, and motivate employees is through a systematic career development program.

The development of employee promotional abilities is consistent with human resources policies for promotion from within, training is a key element in the career development system. This is with research conducted by (Kum, 2020) which states that the training will be able to make an employee further develop his professionalism.

The Effect of Work Experience on Employee Performance

The regression coefficient value of work experience (X3) with a positive sign indicates that the work experience variable has a positive effect on employee performance. This means that the more work experience of employees, the more it will affect the increase in employee performance. The significance level of 0.000 indicates that work experience has a positive and significant effect on employee performance, meaning that the work experience variable has an effect on employee performance. With a regression coefficient of 0.305, it means that statistically every increase in performance is 1 unit, partially influenced by the work experience variable of 0.305 units, with the assumption that other variables are considered influential.

Work experience is a huge potential for doing work effectively, because a person does not have enough educational background or the skills he has also determine the ability of each person to adapt to differences and environmental changes, both internally and externally (Janah & Winarno, 2015; Kodyawati & Dewi, 2019). Work experience usually forms knowledge and skills that take place within a certain time in which a person is involved in an activity. Work experience that shapes work skills really depends on a person's willingness to have the capability (skills) so that a job can be completed on time and with quality.

The benefits of work experience in an organization include: (1) Improved work performance, namely: an assessment based on work experience can obtain feedback and improve the work carried out. (2) Fair employment opportunities, namely: the existence of an assessment based on accurate work experience can guarantee employees to have the opportunity to occupy a job position according to their abilities. (3) Development needs, namely: with an assessment based on work experience, the ability of each employee can be detected, thus enabling a training program to improve the employee's ability. (4) Compensation adjustment, namely: the existence of an assessment based on work experience will be able to assist managers / leaders in making decisions in determining improvements in the provision of compensation, salaries, bonuses, services and others. (5) Promotion and demotion decisions, namely: the results of work experience assessments can be used to make decisions in order to promote high-performing employees. (6) Job design errors, namely: the results of work experience assessments are used to assess work designs. This means that the results of the work experience assessment can help diagnose work design errors. And (7) deviation from the recruitment and selection process, namely: the existence of an assessment based on work experience can be used to assess the recruitment and selection process (Erawan & Sukartha, 2018).

The simultaneous influence between education, training and employee experience

The simultaneous effect test shows that the F test statistical value shows a number of 33.443 which is greater than the F table value. Likewise, the significance level of 0.000 which is smaller than the significant standard limit of 0.05 explains that the simultaneous effect test meets the significance requirements. Based on the results of this processing, it can be stated that the education factor (X1), the training factor (X2), and the work experience factor (X3) have a positive and significant effect simultaneously or simultaneously on employee performance. Thus the hypothesis which states that the factors of education, training and work experience have a positive and significant effect on employee performance is accepted and can be proven.

Based on the discriminant coefficient test which shows the r-square value of 0.663, it means that the three variables contribute 66.3 percent to employee performance. While the remaining 33.7 percent of employee performance is influenced by other factors which are not examined in this thesis. This is supported by research (Darth, 2010) who obtained the results that simultaneously and partially there is a significant effect of Education and Training on the performance of the Malang City Regional Secretariat employees.

The Dominant Influential Variable

To find out which variable has the most dominant influence on employee performance, the results of data processing can be used that all variables show significant results, where all the results of output significance are at a level below 0.05. Therefore, the determination of the most dominant variable can be seen in the magnitude of the regression coefficient for each variable.

In Table 1, it shows the amount of efficiency of the education factor variable of 0.217, the coefficient of the training factor variable is 0.439, and the coefficient of the work experience factor variable is 0.305. Thus it can be proven that the training variable is the most dominant factor influencing employee performance. Thus, the hypothesis which states that the training factor is the most dominant factor influencing employee performance, is accepted and can be verified in this study. This is supported by the results of research conducted by (Parida, 2015) that effective training can increase pedagogical competence and increase professional commitment as a teacher.

Training becomes a dominant factor influencing employee performance because with employee training it will further develop their skills in the field they are working on, with training will be able to make an employee develop more professionally (Kum, 2020).

Several previous studies that are relevant to this research, such as the first research conducted by (Irawan et al., 2015) who obtained research results that the performance of civil servants at the Directorate General of Higher Education is influenced by individual factors (ability, skills and background), psychological factors (personality, motivation and learning) and organizational factors (leadership, job design, training and development and work environment). Second, research conducted by (Pramesti & Muhyadi, 2018) who get the result that there is a significant effect of school principal supervision, work motivation, work climate, and socioeconomic status simultaneously on the performance of public high school teachers in Pangkalpinang City. Third, research conducted by (Saragih & Simarmata, 2018; Yamin et al., 2020) who get the result that leadership, work motivation, satisfaction have a positive and significant effect on employee performance.

Based on some of the relevant research, there is no research that analyzes the factors that influence the performance of employees at the Archdiocese Office. The implication of this finding explains that the dominant performance of employees at the Archdiocese of Merauke Regency or 66.3 percent is influenced by factors of education, training and work experience. This means that the variables of employee education level, training that employees participate in, and work experience together have a significant effect on employee performance.

4. Conclusion

Based on the results of data analysis and discussion that has been carried out in this study, it can be concluded that in partially, education, training, and work experience have a significant effect on employee performance. Besides that, education, training and work experience in simultaneously have a significant effect on employee performance.

References

- Adibatin, A. (2016). Pendidikan Karakter Bangsa Berbasis Strategi Pembelajaran Pakem Melalui Permainan Cincin Di Jempol Tangan (Karya Inovasi Pembelajaran Sekolah Dasar). *Scholaria : Jurnal Pendidikan Dan Kebudayaan*, 6(1), 1–18. <https://doi.org/10.24246/j.scholaria.2016.v6.i1.p1-18>
- Dartha, I. K. (2010). Pengaruh Pendidikan dan Pelatihan (Diklat) Terhadap Kinerja Pegawai Negeri Sipil Pada Sekretariat Daerah Kota Malang. *Jurnal Ekonomi Modernisasi*, 6(2), 140–160.
- Eliyanto, E., & Wibowo, U. B. (2013). Pengaruh Jenjang Pendidikan, Pelatihan, Dan Pengalaman Mengajar Terhadap Profesionalisme Guru Sma Muhammadiyah Di Kabupaten Kebumen. *Jurnal Akuntabilitas Manajemen Pendidikan*, 1(1), 34–47. <https://doi.org/10.21831/amp.v1i1.2321>
- Erawan, N. M. A. N. P., & Sukartha, I. M. (2018). Pengaruh Kompetensi, Pengalaman Kerja, Gaya Kepemimpinan dan Lingkungan Kerja Pada Kualitas Audit. *E-Jurnal Akuntansi*, 24(3), 2360–2388. <https://doi.org/10.24843/eja.2018.v24.i03.p27>
- Irawan, A., Maarif, M. S., & Affandi, M. J. (2015). Faktor-Faktor Yang Memengaruhi Kinerja Pegawai Negeri Sipil Di Direktorat Jenderal Pendidikan Tinggi. *Jurnal Aplikasi Bisnis Dan Manajemen*, 1(1), 55–64. <https://doi.org/10.17358/jabm.1.1.55>
- Janah, W. O., & Winarno, A. (2015). Pengalaman Praktik Kerja Industri, Motivasi Berprestasi dan Keyakinan Diri (Self-Efficacy) Pengaruhnya Terhadap Intensi Berwirausaha Siswa SMK. *Jurnal Pendidikan Bisnis Dan Manajemen*, 1(3), 214–221.
- Jeve, Y.B., Oppenheimier, C., Konje, J. (2015). Employee Engagement within the NHS: A Cross-Sectional Study. *International Journal of Health Policy and Management*. 4(2), 85–90. <https://doi.org/10.15171/ijhpm.2015.12>

- Kodyawati, P., & Dewi, L. G. K. (2019). Pengaruh Independensi Keahlian Profesi Motivasi Kerja Pengalaman Kerja Dan Tingkat Pendidikan Terhadap Kinerja Pengawas Koperasi. *E-Jurnal Akuntansi*, 27(2), 1597–1627. <https://doi.org/10.24843/eja.2019.v27.i02.p29>
- Kum, T. A. (2020). Pelaksanaan Pelatihan Dasar Calon Pegawai Negeri Sipil Golongan I/II Provinsi Gorontalo Tahun 2018. *Publik (Jurnal Ilmu Administrasi)*, 8(2), 101–109. <https://doi.org/10.31314/pjia.8.2.101-109.2019>
- Masri, M. (2020). Implementation of Leadership Strategies and Work Commitments in Maintaining Employee Performance in CV. Silvana Print & Advertising Kendari City Southeast Sulawesi. *Indonesian Journal of Social and Environmental Issues*, 1(2), 91–96. <https://doi.org/10.47540/ijsei.v1i2.59>
- Mulyadi, E. (2015). Penerapan Model Project Based Learning untuk Meningkatkan Kinerja dan Prestasi Belajar Fisika Siswa SMK. *Jurnal Pendidikan Teknologi Dan Kejuruan*, 22(4), 385–395. <https://doi.org/10.21831/jptk.v22i4.7836>
- Parida. (2015). Pengaruh Pendidikan Dan Pelatihan, Supervisi, Dan Kompetensi Pedagogik Terhadap Komitmen Profesi Pada Guru SMP Negeri Di Kabupaten Sarolangun Provinsi Jambi. *Edukasi Islam Jurnal Pendidikan*, 04, 896–905. <http://dx.doi.org/10.30868/ei.v4i07.69>
- Pramesti, D., & Muhyadi. (2018). Faktor-Faktor Yang Mempengaruhi Kinerja Guru SMA. *Harmoni Sosial: Jurnal Pendidikan IPS*, 5(1), 43–56. <https://doi.org/10.21831/hsjpi.v5i1.11854>
- Prasetya, A. (2018). Analysis Of Factors That Influence Employee Performance (Study on Permanent Employees in Operational Section of PT WIMCycle Indonesia - Surabaya). *Profit: Jurnal Administrasi Bisnis*, 12(1), 1–12. <https://doi.org/10.21776/ub.profit.2018.012.01.1>
- Riana, A., Hendriani, S., & Efni, Y. (2017). Pengaruh Pendidikan Dan Pelatihan, Remunerasi Dan Budaya Organisasi Terhadap Kepuasan Kerja Dalam Meningkatkan Kinerja Pada Dit Reskrimsus Polda Riau. *Jurnal Psikologi*, 13(2), 98–114. <https://doi.org/10.24014/jp.v13i2.4242>
- Riyardi, A., & Widodo. (2011). Analisis Efisiensi, Efektivitas dan Responsibilitas Kapasitas Sumber Daya Manusia Pemerintah Daerah Sragen. *Jejak*, 4(2), 91–101. <https://doi.org/10.15294/jejak.v4i2.4644>
- Saragih, R. S., & Simarmata, H. M. P. (2018). Kepemimpinan, Kepuasan Kerja dan Motivasi terhadap Kinerja Pegawai. *Jurnal Ilmiah Manajemen Dan Bisnis*, 19(2), 124–133. <https://doi.org/10.30596/jimb.v19i2.2146>
- Sudiarti, N. W., & Juliarsa, G. (2020). Pengaruh Kompetensi Sumber Daya Manusia dan Locus of Control terhadap Kualitas Laporan Keuangan LPD. *E-Jurnal Akuntansi*, 30(7), 1725–1737. <https://doi.org/10.24843/EJA.2020.v30.i07.p09>
- Sunaryo. (2016). Pengaruh Pendidikan dan Penempatan Kerja Terhadap Kinerja Karyawan di PTPN III Medan. *Jurnal Ilmiah Manajemen Dan Bisnis*, 17(01), 88–100. <https://doi.org/10.30596/jimb.v17i1.980>
- Sunusi, S. (2015). Determinan Implementasi Kebijakan Pengembangan Sumber Daya Aparatur Pemerintah Daerah Kabupaten Sidenreng Rappang. *Jurnal Ilmiah Ilmu Administrasi Publik*, 5(2), 144–153. <https://doi.org/10.26858/jiap.v6i1.2073>
- Tafvelin, S., Schwarz, U.V.T., Stenling, A. (2019). Leadership Training to Increase Need Satisfaction at Work: A Quasi-Experimental Mixed Method Study. *Frontiers in Psychology*. 19 (2). <https://doi.org/10.3389/fpsyg.2019.02175>
- Wariati, N., Dahniar, & Sugiati, T. (2015). Pengaruh Disiplin Kerja dan Pengalaman Kerja Terhadap Kinerja Pegawai Dinas Pendapatan Pengelolaan Keuangan dan Aset Kabupaten Barito Timur. *Jurnal Wawasan Manajemen*, 3(3), 217–228. <http://dx.doi.org/10.20527/jwm.v3i3.3>
- Wikaningrum, T. (2011). Praktek dan Kebijakan Manajemen Sumber Daya Manusia pada Perbankan Syariah. *Jurnal Siasat Bisnis*, 15(1), 99–123. <https://doi.org/10.20885/jsb.vol15.iss1.art8>
- Winandi, W., & Rizka, M. A. (2018). Implementasi Pelatihan Lifeskill untuk Meningkatkan Motivasi Berwirausaha Wanita Tuna Susila di Panti Sosial Karya Budi Rini. *Jurnal Kependidikan*, 4(1), 109–118. <https://doi.org/10.33394/jk.v4i1.908>
- Yamin, M.N., Sakawati, H., Putri, N.Q., (2020). Position Promotion and Employee Performance in The Regional Secretariat of Makassar City. *Jurnal Ilmiah Ilmu Administrasi Publik*, 9(2), 327–334.

<https://doi.org/10.26858/jiap.v9i2.12336>

Za'im, M. (2016). Pendidikan Anak dalam Pengembangan Kecerdasan IQ, EQ dan SQ (Studi Kitab Tuhfat Al-Mawdud Bi Ahkam Al-Mawlad Karya Ibnu Al-Qayyim Al-Jauziyah). *MUALLIMUNA: Jurnal Madrasah Ibtidaiyah*, 2(1), 79–94. <https://doi.org/10.31602/muallimuna.v2i1.743>

Života, R., Vesna, C., Milan, D. (2017). Employee organizational commitment. *International Review*, 17(1), 18-26. <https://doi.org/10.5937/intrev1702018R>