

The Influence of Training, Emotional Intelligence, Employee Placement, and Work Discipline on the Work Productivity of Employees at the Department of Education of Karo Regency.

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Abstract :

this study aims to assess the impact of education and training, emotional intelligence, employee location, and work discipline on staff productivity at the Karo Regency Education Office. High work productivity is critical for meeting organizational goals, however data reveal that employee work targets are being met at a lower rate from 2021-2023. This research method employs a quantitative approach, specifically survey techniques. Data was collected from employees using questionnaires, which were then evaluated using statistical tests to determine the effect of each variable on job productivity. All four variables - training, emotional intelligence, employee placement, and work discipline - were found to have a significant impact on employee productivity. Effective training promotes job performance and efficiency. Emotional intelligence promotes improved communication and workplace interaction. Placement of employees based on their skill and experience promotes performance, and good work discipline has a direct impact on staff productivity. In conclusion, increasing employee productivity can be achieved by optimising training, strengthening awareness of emotional intelligence, improving the employee placement system, and implementing stricter work discipline.

Keywords : Training, Emotional Intelligence, Employee Placement, Work Discipline, Work Productivity.

Introduction

Human resources play a crucial role in an organization, because they act as planners, implementers, and drivers in operational activities. In addition, HR is a productive element that contributes directly to the implementation of tasks and achievement of work targets through high levels of productivity. (Junianti et al, 2020). As one of the local government agencies that serves the public in the field of education, the Karo Regency Education Office requires quality human resources to increase excellence in providing educational services that advance educational institutions as a whole, therefore it is important for the Karo Regency Education Office to have human resources with high levels of work productivity.

Referring to research (Busro, 2018), Productivity is the ratio of results

obtained (output) to resources used. Increased productivity reflects better efficiency, both in terms of time, materials, labor, and work systems. In addition, it also shows improvements in production techniques and increased labor skills. High employee work productivity will encourage and facilitate the Karo District Education Office to achieve the work targets set by the agency leadership. Every employee is required to have good work productivity in completing their work (Marwansyah, 2016).

Productive employees can provide more value that meets work targets and also contributes and services to the Karo Regency Education Office. If employees are not productive, it can result in not achieving the targets and goals set by the agency (Joben, 2022), employee work productivity concerns employee work results including improving the quality of employee work, increasing the number of workers from employees, increasing the efficiency of existing resources in the organization and increasing the effectiveness of employee work (Wirtadipura, 2022). Conversely, work productivity decreases if the facilities provided by the agency or office do not meet what workers want.

As for some of the obstacles of Karo District Education Office employees in increasing work productivity, namely ineffective time management skills, employees have difficulty setting priorities and planning schedules properly. If this goes well, employees do not feel burdened by the accumulation of work and can do their work on time. Consistent work productivity for each employee is not easy to do, each employee needs to work hard and work efficiently to increase work productivity and also achieve the targets set by the Karo District Education Office. This can be seen in table 1 below as follows.

Table: 1 Work Target Data and Employee Realization of Karo District Education Office

Work Field	Tahun 2021			Tahun 2022			Tahun 2023		
	Target	Realization	% Achievement	Target	Realization	% Achievement	Target	Realization	% Achievement
Staffing	10	10	100,00	10	8	80,00	10	8	80,00
Finance and Asset	10	9	90,00	10	8	80,00	10	8	80,00
Planning & Evaluation	20	16	80,00	20	14	70,00	20	15	75,00
Junior High School	30	25	83,33	30	25	66,66	30	23	76,66
Elementary school	30	24	80,00	30	24	80,00	30	22	73,33
Kindergarten & Non Formal	20	16	80,00	20	14	70,00	20	15	75,00

Staffing Development	15	12	80,00	15	11	73,33	15	11	73,33
Total	135	112	82,96	135	104	77,03	135	102	75,55

Source: Karo District Education Office, 2024

The number of targets and achievements in the Karo District Education Office can be seen in the section above, which shows a decrease from 2021 to 2023. According to government regulations, the percentage of goals and realizations that can be classified as low is less than 80%. Referring to previous research, it shows that education and training variables are low and have an unfavorable impact on work productivity (Aliya & Tobari, 2019). However, there are some studies that state education and training are not the cause of low work productivity. (Kusuma & Ghanesha, 2021). As for the research (Yusuf, 2015), the effect of training based on the data that has been processed, it is obtained that training has a significant effect on work productivity.

The implementation of training at the Karo Regency Education Office is still faced with problems, namely, inadequate materials and instructors and low levels of employee participation, which can hinder the achievement of training objectives. Low training participation is caused by the lack of interest and motivation of participants, the busyness of participants, the time and place of training, and the lack of information about training. This explanation is supported by the results of the pre-survey that researchers conducted and can be presented as follows.

Table: 2 Data on types of training at the Karo District Education Office

Type of Training	year		
	2021	2022	2023
Leadership Training	15	10	18
Teacher Professional development Training	26	20	17
Education Curriculum and Evaluation Training	16	16	15
Career advancement Training	25	20	20
Technical Training	29	25	20
Functional Training	19	16	15
Total	130	107	105

Source: Karo District Education Office, 2024

Based on this table, it can be seen that a number of employees at the Karo District Education Office have been given the opportunity to participate in various types of education and training programs. The types of training attended by employees are Leadership Training (PIM), Teacher Professional Development Training (PPG), Education Curriculum and Evaluation Training, Career Ladder Training, Technical Training, and Functional Training. The total number of employees participating in training in 2021 is 130 participants, in 2022 there are 107 participants and in 2023 there are 105 participants.

However, after participating in training activities, it has not been successful in increasing work productivity at the Karo Regency Education Office. Due to the low participation of employees in participating in training activities, this

happened because the training organizers did not make careful preparations in formulating clear training objectives and also compiling a structured training curriculum. Referring to previous research which shows the cause of low work productivity due to low training (Affandy, 2021).

This research considers the emotional intelligence of employees. Because emotional intelligence is very important in improving the work productivity of employees of the Karo District Education Office. High emotional intelligence can help employees build positive relationships so that they can work together more effectively and help employees to manage stress better, and help employees stay focused and productive at work.

In improving emotional intelligence at the Karo District Education Office. Experiencing difficulties in building relationships with coworkers and superiors, and a lack of awareness about emotional intelligence, this makes it difficult to achieve targets at work. Which causes many employees with low emotional intelligence. This explanation is supported by the results of the pre-survey that researchers conducted and can be presented as follows.

Table: 3 Emotional Intelligence Data of Karo District Education Office

Emotional Intelligent	Average starting score	Average ending score
Emotional Awareness	74	67
Emotional Regulation	80	73
Motivation	78	72
Empathy	82	78
Social Skill	77	75
Total Average	78,2	73

Source: Karo District Education Office, 2024

So it can be seen in the table above that there is a decrease in the value of emotional intelligence in the Karo District Education Office. This is due to a lack of awareness about emotional intelligence and not being able to manage emotions properly. Which causes low work productivity in employees. As for research (Kanali, 2017), the effect of emotional intelligence based on the data that has been processed, it is obtained that emotional intelligence has a positive and insignificant effect on work productivity.

In order for the Karo Regency Education Office to achieve its stated goals and objectives, effective staff training is very important, because proper placement can increase work productivity and efficiency, because it can make employees work in an environment that is in accordance with the abilities possessed by each employee, employee placement also affects the increase in employee work productivity, this can be seen from pre-research at the Karo Regency Education Office that there are employee placements that are not in accordance with their abilities and fields of knowledge, this has resulted in low quality work at the Karo Regency Education Office. The placement of individuals in a position must be adjusted to the expertise, abilities and skills they have optimally. Therefore, a person's character and competence need to be aligned with the demands of the job or task offered. This alignment will encourage a high work ethic and ultimately contribute to increased work productivity (Tohardi, 2016). The effect

of employee placement based on the data that has been processed, it is obtained that Employee Placement has a significant influence on Work productivity. This explanation is supported by the results of the pre-survey that researchers conducted and can be presented as follows.

Table: 4 Results of Employee Placement Survey

No	Statement	Answer				Total	
		Yes	%	No	%	Total	%
1	Placement of employees based on expertise and skills	12	40,00	18	60,00	30	100,00
2	Placement of employees based on work experience	14	46,00	16	53,33	30	100,00
3	Placement of employees based on educational level	12	40,00	18	60,00	30	100,00
4	Placement of employees based on agency needs	13	43,33	17	56,66	30	100,00
5	Placement of employees based on interest and preferences	10	33,00	20	66,66	30	100,00

Source: Data Processed, 2024

The table above shows the results of the employee placement survey at the Karo Regency Education Office. The statements that disagree are: Placement of employees based on expertise and skills, 60.00%. work experience, 53.33%. Education level, 60.00%. Agency needs, 56.66%. Interests and preferences, 66.66%. Based on the results of the employee placement survey above, it must be done by considering the right employee selection. To increase work productivity, the importance of employee placement (Agusri, 2018).

The Karo District Education Office uses two methods to analyze employee discipline: performance appraisal and work performance assessment, also known as Employee Work Targets (SKP). Based on Government Regulation of the Republic of Indonesia No. 46/2011 on Work Targets for Civil Servants, SKP has been in effect since 2014. Along the way, all employees are required to submit their annual work reports, which are used as a basis for assessing employee performance and a source of inspiration for new ideas. The results of this plan are then used as the basis for analysis by the Ministry of Education. On the other hand, according to Government Regulation No. 53/2010, which regulates the discipline of civil servants, superiors have an important role in ensuring discipline. Workplace discipline is a set of rules or practices that establish clear and unwritten standards governing an organization (Dermawan, 2013).

Table: 5 Attendance Data of Karo District Education Office

Year	Number of employee working days	Average attendance (%)	Decrease (%)
2021	260	85	-
2022	260	80	5
2023	260	75	5

Source: Karo District Education Office, 2024

Year	Number of employee working days	Average attendance (%)	Decrease (%)
2021	260	85	-
2022	260	80	5
2023	260	75	5

Source: Karo District Education Office, 2024

The table above contains columns for sample employees, Attendance in 2021, Attendance in 2022, and Attendance in 2023. Employee attendance levels are measured based on the number of days present in one year, assuming there are 260 working days in a year. Based on the results of pre-research and interviews with the Head of the Karo District Education Office, it is known that the level of employee discipline is still relatively low. This can be seen from the lack of compliance with attendance, punctuality when coming to work, weak adherence to work regulations, work standards, and lack of application of work ethics within the Karo District Education Office. Because discipline fosters confidence in work, works professionally and is responsible for his work, as in research (Yusuf, 2015), based on data analysis, it can be concluded that work discipline has a significant influence on work productivity.

Research Method

This research uses a quantitative approach with a survey method. The research site was located at the Karo District Education Office, North Sumatra. As the main instrument for collecting information, data were collected through questionnaires and interviews. This research was conducted at the Education Office of Karo Regency, North Sumatra, which is located at Jalan Veteran No. 54 Kabanjahe, Karo Regency, North Sumatra Province (22111). This research was conducted during June to completion.

The population in this study were all employees at the Karo Regency Education Office, which had a total of 111 employees. Data sources are part of the data that can be analyzed. If the researcher uses a questionnaire or interview in collecting the data, the data source is referred to as the characteristics of the respondent. The data source used in this research is primary data (Jam'an, 2017). Population is a broad category of objects or individuals with certain numbers and characteristics chosen by the researcher to obtain the results of his research. (Siyoto, 2015). Primary data refers to information obtained or collected by researchers in a non-intrusive way from primary sources. In this study, researchers collected and analyzed primary data using questionnaires given directly.

Result and Discussion

Convergent Validity Testing

Convergent validity testing determines the extent to which each instrument is suitable or accurate in assessing the study concept variable. Instruments with high validity values are considered appropriate for measuring related construct variables. The initial stage of testing convergent validity is to evaluate the loading factor value of each instrument on the construct variable. A loading factor value greater than 0.7 indicates that the instrument accurately measures the construct

variable. The following figure shows the loading factor value for each instrument on the construct variable.

Table: 6 Results of Convergent Validity Testing Approach Loading Factor & Average Variance Extracted

Variable	Instrument Code	Loading Factor	AVE (Average Variance Extracted)
Training	PX1.1	0.938	
	PX1.2	0.946	
	PX1.3	0.946	
	PX1.4	0.857	
	PX1.5	0.761	0.823
	PX1.6	0.729	
	PX1.7	0.963	
	PX1.8	0.941	
	PX1.9	0.952	
	PX1.10	0.963	
Emotional Intelligence	PX2.1	0.943	
	PX2.2	0.960	
	PX2.3	0.921	
	PX2.4	0.959	
	PX2.5	0.977	0.896
	PX2.6	0.957	
	PX2.7	0.956	
	PX2.8	0.956	
	PX2.9	0.955	
	PX2.10	0.943	
Staffing Placement	PX3.1	0.937	
	PX3.2	0.977	
	PX3.3	0.957	
	PX3.4	0.974	0.928
	PX3.5	0.964	
	PX3.6	0.973	
	PX3.7	0.952	
	PX3.8	0.969	
Work discipline	PX4.1	0.974	
	PX4.2	0.963	
	PX4.3	0.965	0.922
	PX4.4	0.960	
	PX4.5	0.945	
	PX4.6	0.954	
Work productivity	PY1	0.952	
	PY2	0.948	
	PY3	0.961	
	PY4	0.970	
	PY5	0.951	
	PY6	0.941	0.651
	PY7	0.965	
	PY8	0.954	
	PY9	0.231	
	PY10	0.405	
	PY11	0.400	
	PY12	0.367	

Source: Data Processed, 2024

The table above shows that the Average Variance Extracted (AVE) value for each variable built in this study exceeds 0.5. Thus, all construct variable instruments used meet the criteria for convergent validity. None of the instruments were deleted in the construct variables of this study.

Discriminant Validity Testing

The findings of the discriminant validity testing in this study are shown in the following table:

Tabel : 7 Hasil Pengujian Discriminant Validity Fornell-Larcker

	Training	Emotional Intelligence	Staffing Placement	Work Discipline	Work productivity
Training	0.907				
Emotional Intelligence	0.973	0.947			
Staffing Placement	0.942	0.972	0.963		
Work Discipline	0.948	0.961	0.966	0.960	
Work productivity	0.938	0.957	0.967	0.964	0.807

Source: Data Processed, 2024

All validity checks are shown in the table above, and the correlation coefficient between the construct variable and itself is greater than the correlation between the construct variable and other variables. For example, the matrix correlation value for the Work Productivity variable is 0.807, which has a stronger correlation with other construct variables. The same is true for variables X1, X2, X3, and X4, which have correlation values of 0.907, 0.947, 0.963, and 0.964, respectively. All matrix correlation values for these construct variables are greater than the correlations for other construct variables. The findings of discriminant validity testing using the cross loading approach are shown in the following table.

Tabel : 8 Discriminant Validity Cross Loading testing results

	X1	X2	X3	X4	Y
PX1.1	0.938				
PX1.2	0.946				
PX1.3	0.946				
PX1.4	0.857				
PX1.5	0.761				
PX1.6	0.729				
PX1.7	0.963				
PX1.8	0.941				
PX1.9	0.952				
PX1.10	0.963				
PX2.1		0.943			
PX2.2		0.960			
PX2.3		0.921			
PX2.4		0.959			
PX2.5		0.977			

PX2.6	0.957
PX2.7	0.956
PX2.8	0.956
PX2.9	0.955
PX2.10	0.943
PX3.1	0.937
PX3.2	0.977
PX3.3	0.957
PX3.4	0.974
PX3.5	0.964
PX3.6	0.973
PX3.7	0.952
PX3.8	0.969
PX4.1	0.974
PX4.2	0.963
PX4.3	0.965
PX4.4	0.960
PX4.5	0.945
PX4.6	0.954
PY1	0.952
PY2	0.948
PY3	0.961
PY4	0.970
PY5	0.951
PY6	0.941
PY7	0.965
PY8	0.954
PY9	0.231
PY10	0.405
PY11	0.400
PY12	0.367

Source: Data Processed, 2024

Table 10 shows the cross loading value of each instrument on each construct variable and on other variables. Based on the Fornell-Larcker criteria, if the cross loading of an instrument in one variable is greater than the cross loading of other variables, then the construct variable concerned has good discrimination validity. This indicates that the data for each variable is not correlated with the data for other variables. Based on the research findings, each instrument in the construct variable has a higher cross loading value compared to other variables. The results show that the instruments in each variable are not correlated with other variables, implying that the constructed variables have high discriminant validity.

Reliability Test Results

If the Cronbach's alpha value of a variable or construct is greater than 0.70, then the variable or construct can be assessed (Ghozali, 2018).

Tabel : 9 Hasil Uji Reliabilitas

Cronbach's Alpha	Rho_A	Composite Reliability	Average Variance
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				Extracted (AVE)
Training	0.978	0.983	0.981	0.823
Emotional Intelligence	0.985	0.985	0.987	0.896
Staffing Placement	0.989	0.989	0.990	0.928
Work Discipline	0.983	0.983	0.986	0.922
Work productivity	0.937	0.985	0.951	0.651

The table above shows the Cronbach alpha values for the following variables: Work Productivity = 0.937, Work Discipline = 0.983, Training = 0.978, Emotional Intelligence = 0.985, and Employee Placement = 0.989. Based on the reliability test results, the Cronbach alpha value which is greater than 0.70 indicates that all instruments used in this study are reliable. Thus, each question on the questionnaire has met the reliability test.

Model Fit Analysis

Predictive Relevance (Q²)

Predictive Relevance is a measure of how well the data yields findings for the study model. The Predictive Relevance (Q²) value is between zero and one. The closer it is to 0, the lower the quality of the study model. Conversely, the further the value is from 0 and the closer it is to 1, the stronger the research model and its predictive potential. (Maryani et al., 2020).

Tabel : 10 Predictive Relevance testing results (Q²)

	SSO	SSE	Q ² (=1-SSE/SSO)
Training	1100.000	1100.000	
Emotional Intelligence	900.000	900.000	
Staffing Placement	800.000	800.000	
Work Discipline	600.000	600.000	
Work productivity	1200.000	473.979	0.605

Source : Data Processed, 2024

This model is said to have predictive relevance if the Q² value is more than zero and has predictive relevance if the Q² value is less than zero. Based on the table above, the Predictive Relevance (Q²) value for this study is around 0.605, which indicates that this model has high Predictive Relevance.

Model Fit Testing

Before conducting an analysis using Structural Equation Modeling-Partial Least Squares (SEM-PLS), it is very important to determine whether the model used is appropriate or inappropriate. Standardized Root Mean Square Residual (SRMR) can be used to evaluate the fit of the model. A model is considered fit if its SRMR value is less than 0.08 (Henseler et al., 2016). The results of applying this model can be seen in the table below.

Table : 11 Model Fit

	Saturated Model	Estimated Model
SRMR	0.043	0.043
d_ULS	2.021	2.021
d_G	9.518	9.518
Chi-Square	3098.561	3098.561
NFI	0.734	0.734

Source: Data Processed, 2024

A model is considered fit if the SRMR value is less than 1.00 (Hair et al., 2014). Based on the table above, this study indicates that the model used is consistent with the data because the SRMR value is 0.043 which is not quite equal to one. Thus, this model is suitable and can predict the variables in this study.

Coefficient of Determination (R²)

The coefficient of determination shows the ability of the model to explain the dependent variables. A larger coefficient of determination (R²) indicates a significant contribution from the independent variable to the dependent variable. Therefore, the model used in this study has a greater ability to explain the impact of the independent variable on the dependent variable (Ghozali, 2018).

Tabel : 12 Koefisien Determinasi (R²)

	R Square	R Square Adjusted
Work productivity	0.950	0.948

Source: Data Processed, 2024

The table above shows the coefficient of determination (R²) of 0.948 (94.8%), which indicates that the independent variables, namely training, emotional intelligence, employee placement, and work discipline have a very high influence on work productivity. Meanwhile, the remaining 5.2% is explained by variables not included in this analysis. Thus, the model used has a high power to explain the relationship between the independent variable and the dependent variable.

Hypothesis Testing (Statistical T-test)

This test is used to determine whether each independent variable has a positive and significant effect on the dependent variable. The t-statistic value is compared with the t-table value at the 5% significance level (α). The t-table value at the 95% confidence level is 1.96. According to the hypothesis based on this figure, the hypothesis is rejected if the t-statistic value is smaller than 1.96 and rejected if it is greater than 1.96 (Perdana et al., 2018).

Results of Hypothesis Test

Table : 13 Hypothesis Testing (Statistical T-test)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Training -> work Productivity	0.063	0.053	0.128	0.491	0.623
Emotional Intelligence -> work productivity	0.084	0.113	0.215	0.390	0.697
Staffing Placement-> work productivity	0.446	0.408	0.188	0.367	0.019
Work Discipline -> work productivity	0.394	0.412	0.130	0.020	0.003

Source: Data Processed, 2024

The table below shows that the t-statistic for variable X1 (Training) is 0.491, and the p-value is 0.623. This indicates that there is no significant effect on work productivity because the t-statistic is $0.491 < 1.96$ and the p-value is $0.623 > 0.05$.

As shown by the t-statistic for variable X2 (emotional intelligence) of 0.390 and p-values of 0.697, it can be concluded that emotional intelligence has no effect on work productivity. p value $0.697 > 0.05$ and $0.390 < 1.96$. With a p-value of 0.019, the significance of the t-statistic for variable X3 (employee placement) is 2.367. This indicates that employee retention has a significant influence on work productivity because the calculated t value (2.367) is greater than the t table value (1.96) and the p-value (0.019) is smaller than the 0.05 significance level.

The t-statistic value for variable X4 (work discipline) is 3.020 and the p-value is 0.003. This indicates that work discipline has an influence on productivity because the calculated t value of $3.020 > 1.96$ and the p-value of $0.003 < 0.05$.

Conclusion

Based on the test results that have been carried out and the discussion stated above, the following conclusions can be conveyed, namely:

1. In this study, training has no effect on employee productivity because it has a t-statistic value of $0.491 < 1.96$ and a p value of $0.623 > 0.05$.
2. Based on the results of this study, emotional stress does not have a significant effect on work productivity. This is supported by a t-statistic value of 0.390 which is lower than the t-table value of 1.96 and a p value of 0.697 which is greater than the 0.05 significance level. The hypothesis stating that there is a relationship between emotional well-being and work productivity cannot be proven.
3. In this study, it is proven to have a significant impact on employee work productivity. This is supported by the calculated t value of 2.367 which is higher than the t table value of 1.96 and a p-value of 0.019 which is lower

than the 0.05 significance level. Thus, it can be concluded that employee fatigue can reduce work productivity.

4. In this study, work discipline has a considerable influence on productivity. This is evidenced by the t-statistic value of 3.020 which is greater than the t-table value of 1.96, and the p-value of 0.003 which is smaller than the significance level of 0.05. Thus, the hypothesis stating that work discipline affects work results can be accepted.

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