

e-ISSN: 2721-3013, p-ISSN: 2721-3005

DOI: <https://doi.org/10.38035/jafm.v4i1>

Received: 2 January 2023, Revised: 16 February 2023, Publish: 26 March 2023

<https://creativecommons.org/licenses/by/4.0/>



Motivation Mediate the Effect of Education, Work Experience, Intellectual Intelligence, and Discipline on Employee Performance

Wayan Gede Endra Bratha^{1*}, Ni Nyoman Sawitri², Dewi Puspaningtyas Faeni³

^{1),2),3)}Program Magister Manajemen, Fakultas Ekonomi dan Bisnis, Universitas Bhayangkara Jakarta Raya, Indonesia, email: endrabratha@gmail.com

*Corresponding Author: Wayan Gede Endra Bratha¹

Abstract: The purpose of this study is to analyze the effect of education, work experience, intellectual intelligence and work discipline on employee performance mediated by motivation at the Directorate of Security for Vital Objects of the National Police. The population is 170 respondents using saturated sample technique. Data analysis technique using SEM-PLS. The results of the analysis show that education has a positive and significant effect on employee performance, experience has a positive and significant effect on employee performance, intellectual intelligence has a positive and significant effect on employee performance, work discipline has a positive and significant effect on employee performance, education has a positive but not significant effect on motivation, work experience has a positive but not significant effect on motivation, intellectual intelligence has a positive and significant effect on motivation, work discipline has a positive but not significant effect on motivation, motivation has a positive and significant effect on employee performance, motivation is unable to mediate the effect of education on employee performance, motivation unable to mediate the effect of experience on employee performance, motivation is able to mediate the effect of intellectual intelligence on employee performance and motivation is able to mediate the effect of discipline k work on employee performance.

Keywords: Education; Work Experience; Intellectual Intelligence; Work Discipline; Work Motivation; Employee Performance.

INTRODUCTION

SENforcing work discipline is essential for a company because, with high work discipline, it is expected that regulations can be obeyed. It is hoped that every job will be carried out effectively and efficiently in the high field. High discipline also reflects an employee's great sense of responsibility for the tasks assigned to him. This encourages work passion, morale, and the realization of corporate, employee, and community goals. Work discipline has a positive effect on employee performance (Lubis, 2019)

Discipline is respecting organizational rules and regulations so members can voluntarily adapt to company rules and regulations. Work discipline is defined as the application to enforce administrative rules. The linkage between work discipline variables and performance variables is solid; that is, good performance must be carried out through high work discipline, and with good performance; emotionally, employees will get comfort in carrying out their work. Work discipline is a force that develops within the employee's body and can cause employees to be able to adjust voluntarily to regulatory decisions and the high value of work and behavior (Hamali, 2018).

Work experience is obtained from employees with more working hours who are expected to have diverse expertise in solving multiple problems. Armed with this experience, it is hoped that each employee will have high-quality human resources to increase work performance (Octovianus & Adolfinia, 2018).

One way that can be done to improve employee performance is through employee development, namely by conducting education/training. Employee development is essential in an organization because the existence of the program can help improve the abilities and skills of employees. Employee development is also designed to obtain employees who are capable of achievement and flexible for an organization in moving into the future. The importance of education is not solely for the employees concerned but also for organizational benefits (Supardi, 2019).

Every organization or organization that wants to develop the education of its employees must receive greater attention so that it can improve the performance of these employees. The purpose of employee development in terms of education and motivation is to improve employee effectiveness in achieving predetermined work results. There is an assumption that encouraging training will lead to waste because it can increase costs to attain organizational goals. This assumption is wrong because precisely with the practice, there will be savings. For example: if the equipment is sophisticated and expensive if it is handled by untrained personnel, it will incur enormous costs in case of damage. The results of promoting this practice are indeed not felt directly because it is a long-term investment (Feriyana, 2019).

Intelligence will answer problems or questions critical to the company, which is a challenge for achieving company goals. This can be interpreted that intelligence will improve individual performance in supporting the achievement of company goals (Rahmawati, 2022). Intellectual intelligence effects performance in carrying out the tasks assigned to it so that employee performance can be seen as improving or vice versa. Employees with good performance conditions are encountered where they work and can provide the best for the agency and maintain its existence. However, good or bad employee performance is seen in perfect workability, the ability to control and manage oneself, and the conditions of a supportive work environment (Mangkunegara, 2018).

The level of education and work motivation can effect one another. High or low employee performance if they have a qualified group of education and high work motivation will be able to improve their performance. The level of education can affect the level of work motivation because the higher the education employees achieve, the more their work motivation will increase. Organizational efforts to attain its goals depend on the basis and education of its personnel or members. Employees who achieve a high level of education have high expectations for their careers. As a result, they are more motivated to work because they believe one day, they will occupy a more senior position (Yasa & Mayasari, 2022).

An organization must treat its employees well and view them as the organization's driving force. In addition, organizations need to know, realize and try to meet the needs of employees materially or non-materially so that employees can work by organizational expectations. Employees with work experience are believed to be more productive in carrying out their duties; based on work experience, the organization considers employees to

have a better understanding of carrying out technical and more efficient tasks in terms of time. Employees with previous work experience will always feel motivated to do the job properly, quickly, and efficiently so that organizational goals can be adequately achieved (Khair & Astuti, 2021).

Intellect is the ability to act purposefully, reason, and face the environment effectively. It can be concluded that intelligence is a mental intelligence that involves reasoning. Therefore, intelligence cannot be observed directly but must be inferred from various concrete actions that manifest rational thinking. Intellectual intelligence is related to imagination and creativity. The higher the academic intelligence, the more employees can think with better logic and analyze things more rationally to increase their work motivation (Palinggi et al., 2022).

Every company must respect and regulate the existence of its employees to improve good performance. Given the importance of human resources, companies must ensure that their employees are disciplined in carrying out their duties and functions. Increasing employee performance will improve company performance. To that end, employees must be treated as partners, not just as workers. Among the factors influencing performance are discipline and motivation (Mirawati et al., 2022).

Implementing employee work motivation in various sections or divisions also has the expected work motivation, as well as at the level of the employee's position itself. This aims to develop human resources and make employees work harder. The human resource development process directly relates to the company's performance by creating skilled and quality human resources. Work motivation is expected to improve employee performance in the company (Pratami, 2022).

Motivation is one of the factors causing high and low employee performance. Motivation is the urge or will that causes someone to do something. Motivation can act as a driving force that directs employees toward their goals (Faeni, 2022). Low motivation can make high-quality individuals perform poorly; conversely, high motivation can make mediocre individuals perform fantastically. This shows that motivation can mediate the factors that affect employee performance (Reza, 2017).

LITERATURE REVIEW

Education is a process of maturing to find one's identity to form character through learning, coaching, and developing work-related abilities. The level of education is an effort to increase knowledge to get motivation and achievement; through education, a person can make himself superior to others and directly impact employee performance in an organization (Irman et al., 2021). Research conducted by (Hayati et al., 2020) states that education level effects employee performance, and research (Hartati et al., 2022) finds a significant effect between education on employee performance. However, the research results are differently found by (Junita & Mukmin, 2022), who states that there is no effect between the level of education on employee performance.

H₁: There is an effect of education on employee performance.

Research (Lela et al., 2022) found that work experience variables affect employee performance showing a positive and significant effect. In line with research (Ilham, 2022) revealed that the longer employees work in a company, the more experience these employees have. If employees have a lot of work experience, their abilities will be better when carrying out work; employees will be more motivated at work and have high performance. This employee performance refers to work results and work attitudes in completing work. Work experience has a role in improving employee performance with several factors such as competence, knowledge, and skills of employees in carrying out a job.

H₂: There is an effect of work experience on employee performance.

Research according to (Anjarini, 2017) explains that intellectual intelligence effects employee performance. Other research according to (Fristia & Sunuharyo, 2019) states that intellectual intelligence affects employee performance. High emotional intelligence possessed by employees will have an impact on increasing the resulting employee performance. The effect of emotional intelligence on employee performance is evidenced in (Nurliani et al., 2019) whose results have a significant positive effect on employee performance.

H₃: There is an effect of intellectual intelligence on employee performance.

Sutrisno (2017) formulates that what is meant by discipline is an attitude of respect for company rules and regulations, which is present in the employee, and causes him to adapt voluntarily to company rules and regulations. According to (to Hasibuan, 2014), discipline is the most critical operative function of human resource management because the better the employee discipline, the higher the work performance. The study's results Sopandi (2022) show that work discipline positively and significantly affects employee performance. However, different research results were found by (Hapsari et al., 2022) and (Sari et al., 2022), which stated that work discipline did not affect the performance of employees.

H₄: There is an effect of work discipline on employee performance.

The level of education can affect the level of work motivation because the higher the education employees achieve, the more their work motivation will increase. Organizational efforts to attain its goals depend on the basis and education of its personnel or members. Employees who achieve a high level of education have high expectations for their careers. As a result, they are more motivated to work because they believe they will one day occupy a more senior position (Yasa & Mayasari, 2022).

H₅: There is an effect of education on motivation.

Employees who have work experience are believed to be more productive in carrying out their duties, based on work experience, the organization considers employees to have a better understanding of carrying out tasks that are technical in nature and more efficient in terms of time. Employees who have previous work experience will feel motivated to always do the job properly, quickly, and efficiently so that organizational goals can be achieved properly (Khair & Astuti, 2021).

H₆: There is an effect of work experience on motivation.

Intellect is the ability to act purposefully, think rationally, and face the environment effectively. Broadly speaking, it can be concluded that intellectual is a mental intelligence that involves the process of thinking rationally. Therefore, intelligence cannot be observed directly but must be inferred from various concrete actions which are manifestations of the rational thinking process. Intellectual intelligence is related to imagination and creativity, which means that the higher the intellectual intelligence, the employees will be able to think with better logic, analyze things more rationally so as to increase their work motivation (Palinggi et al., 2022)).

H₇: There is an effect of intellectual intelligence on motivation.

Every company must respect and regulate the existence of its employees to improve good performance. Given the importance of human resources, companies must ensure that their employees are disciplined in carrying out their duties and functions. Increasing employee performance will improve company performance. To that end, employees must be treated as partners, not just as workers. Among the factors influencing performance are discipline and motivation (Mirawati et al., 2022).

H₈: There is an effect of work discipline on motivation.

The process of implementing employee work motivation in various sections or divisions also has the expected work motivation, as well as at the level of the employee's position itself. This aims to develop human resources and make employees work harder. The human resource development process is directly related to company performance through the creation of skilled

and quality human resources. Work motivation is expected to improve employee performance in the company (Pratami, 2022).

H₉: There is an effect of motivation on employee performance.

The better the performance of village treasurers in Jembarana district, it can be seen from the higher level of education possessed by village treasurers. Likewise, to achieve the maximum performance of village treasurers in Jembarana district, the highest level of education is needed, assisted by a certain level of motivation. To achieve optimal performance, higher education is needed and balanced with certain training so that you have sufficient abilities so that motivation is a variable that mediates interactions between levels of education in treasurer performance (Feraiani, 2021).

H₁₀: Motivation mediates the effect of education on employee performance.

Employee behavior can be affected by several factors, including how far their needs can be met by working. If the agency where the employee works is able to meet his needs, then it will lead to satisfaction of having his needs met. Because if their needs are not met, it will have an impact on employee performance that is not optimal and cause the company to be unable to achieve its planned goals, but of course it is impossible for the company to fulfill all the wants and needs of workers. Therefore, companies must pay attention to the needs of workers within the scope of the wishes of the agency concerned, which means that there is a meeting point between the desires and needs of employees and the wishes of the company. The existing conditions show that some employees who have longer work experience are motivated in the process of completing work (Afifah et al., 2022). Based on empirical studies and previous research, the hypotheses that can be stated are:

H₁₁: Motivation mediates the effect of experience on employee performance.

Feniawati & Gringsih (2020) explains that to achieve employee performance, one of the indicators that can effect is the variable employee intellectual intelligence and employee emotional intelligence as support for achievement. Employee academic intelligence includes verbal, figure, understanding, and reasoning abilities. Meanwhile, emotional intelligence can be measured by self-motivation, empathy, and social skills. Intellectual intelligence affects employee performance, which is when employees have high intellectual intelligence, they have higher the employee's performance at work. Based on empirical studies and previous research, the hypotheses that can be stated are:

H₁₂: Motivation mediates intellectual intelligence on employee performance.

An organization must have the view and attitude of discipline to improve employee performance; discipline is the most critical human resource management function and closely relates to managing resources for an organization. Several problems occur, namely the lack of employee awareness of work discipline and the absence of employee motivation for employee performance. It can be concluded that work discipline and motivation effect performance. This is because reason drives a person's desire to take specific actions in terms of achieving work results; with the spirit of work discipline, a person will feel watched and afraid if he violates a rule that will be subject to sanctions. Therefore these two variables positively impact creating good performance (Firmansyah & Mister, 2020). Based on empirical studies and previous research, the hypotheses that can be stated are:

H₁₃: Motivation mediates the effect of work discipline on employee performance.

RESEARCH METHODS

This type of research is quantitative research. The variables used are employee performance, work experience, intellectual intelligence, work discipline and motivation. As explained in the hypothesis, each will be described in the appropriate indicators and then lowered into question items in the research instrument. Determination of this research sample by probability sampling method. The sampling technique used was proportionate random

sampling with heterogeneous and stratified populations at the Directorate of Security of Vital Objects of the National Police with a total of 170 respondents. Data collection techniques in the form of distributing questionnaires followed by validity and reliability tests. The data analysis method used in this study is a structural equation model (Structural Equation Modeling – SEM) based on component or variance, namely PLS (Partial Least Square) using the SmartPLS application.

RESULT AND DISCUSSION

This test is carried out using the t test (t-test) on each path of effect between variables. In PLS (Partial Least Square) statistical testing of each hypothesized relationship is carried out using a simulation. In this case, the bootstrap method was carried out on the sample. Testing with bootstrap is also intended to minimize the problem of abnormal research data. The results of the empirical research model analysis using PLS (Partial Least Square) analysis can be seen in Figure 1. below.

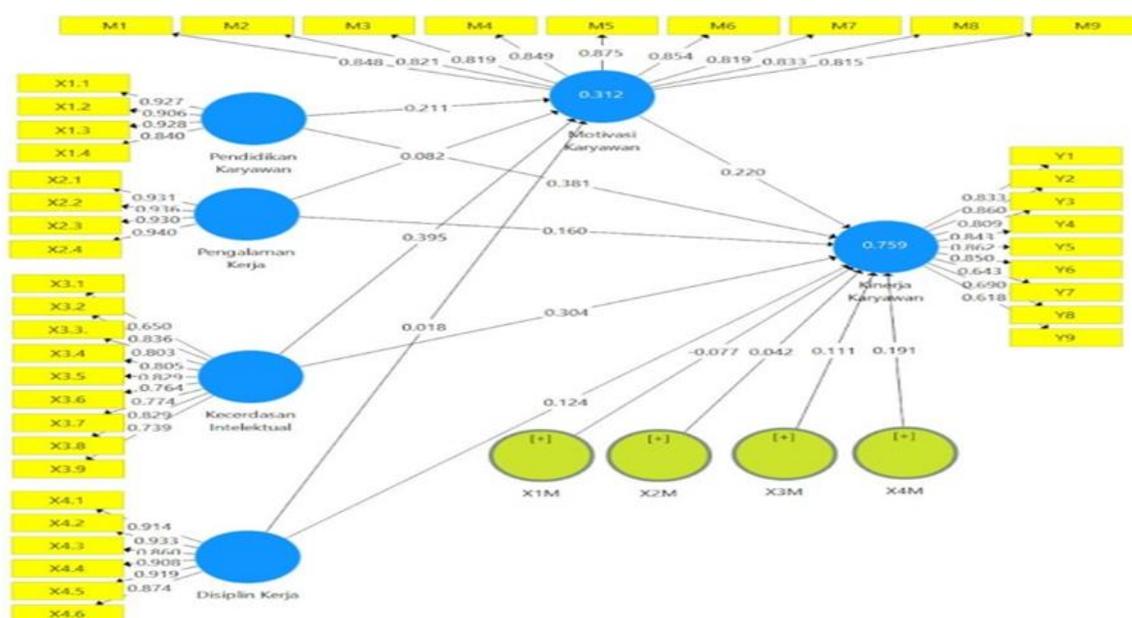


Figure 1. PLS (Partial Least Square) Analysis

The next hypothesis testing is done by testing the two values, namely the p-value is smaller than the alpha value of 5% (<0.05) and the t-statistic value must have a value greater than 1.96. In testing the hypothesis it can be said to be significant when the t-statistic value is greater than 1.96, whereas if the t-statistic value is less than 1.96 then it is considered insignificant (Hair et al., 2017). The results of calculating the significance of each relationship between variables are presented in Table 1.

Table 1. Direct Effect

	Original Sample (O)	T Statistics (O/STDEV)	P Values
Dicipline -> Performance	0,124	2,025	0,043
Discipline -> Motivation	0,018	0,263	0,793
Intellectual Intelligence -> Performance	0,304	5,542	0,000
Intellectual Intelligence -> Motivation	0,395	5,625	0,000
Motivation -> Kinerja Pegawai	0,220	4,299	0,000
Education -> Kinerja Pegawai	0,381	4,596	0,000
Education -> Motivation	0,211	1,885	0,060
Experience -> Performance	0,160	2,266	0,024

Experience -> Motivation	0,082	0,756	0,450
--------------------------	-------	-------	-------

The analysis of the effect of education on employee performance shows a coefficient value of 0.381 and a p-value of 0.000 which is less than 0.05, which means a positive and significant effect. This means that education has a positive and significant effect on employee performance. Based on these results, hypothesis 1 has a positive and significant effect of education on employee performance is accepted.

The results of the analysis of the effect of work experience on employee performance show a coefficient value of 0.160 and a p-value of 0.024, which is less than 0.05, which means a positive and significant effect. This means that work experience positively and significantly affects employee performance. Based on these results, hypothesis 2 has a positive and significant effect of work experience on employee performance is accepted.

The results of the analysis of the effect of intellectual intelligence on employee performance show a coefficient value of 0.304 and a p-value of 0.000 which is less than 0.05, which means a positive and significant effect. This means that intellectual intelligence positively and significantly affects employee performance. Based on these results, hypothesis 3 has a positive and considerable effect of intellectual intelligence on employee performance is accepted.

The results of the analysis of the effect of work discipline on employee performance show a coefficient value of 0.124 and a p-value of 0.043, which is less than 0.05, which means a positive and significant effect. This means that intellectual intelligence positively and significantly affects employee performance. Based on these results, hypothesis 4 has a positive and significant effect of work discipline on employee performance is accepted.

The analysis of the effect of education on motivation shows a coefficient value of 0.211 and a p-value of 0.060 which is more significant than 0.05. This means that education has a positive but not significant effect on motivation, so hypothesis 5 has a positive and significant effect of education on motivation is rejected.

The analysis of the effect of work experience on motivation shows a coefficient value of 0.082 and a p-value of 0.450 which is more significant than 0.05. This means that work experience has a positive but not significant effect on motivation, so hypothesis 6 has a positive and significant effect of work experience on motivation is rejected.

The analysis of the effect of intellectual intelligence on motivation shows a value of 0.395 and a p-value of 0.000 which is less than 0.05. This means that intellectual intelligence has a positive and significant effect on motivation, so hypothesis 7, there is a positive and significant effect of intellectual intelligence on motivation, is accepted.

The analysis of the effect of work discipline on motivation shows a value of 0.018 and a p-value of 0.793 which is more significant than 0.05. This means that work discipline has a positive but not significant effect on motivation, so hypothesis 8 has a positive and significant effect work discipline has on motivation is rejected.

The analysis of the effect of motivation on employee performance shows a value of 0.220 and a p-value of 0.000 which is less than 0.05. This means that work motivation has a positive and significant effect on employee performance, so hypothesis 9 has a positive and significant effect of motivation on employee performance is accepted.

Table 2. Indirect Effect

	Original Sample (O)	T Statistics ((O/STDEV))	P Values
Education (X ₁) -> Motivation (M) -> Performance (Y)	-0,077	0,951	0,342
Experience (X ₂) -> Motivation (M) -> Performance (Y)	0,042	0,615	0,539

	Original Sample (O)	T Statistics ((O/STDEV))	P Values
Intellectual intelligence (X ₃) -> Motivation (M) -> Performance (Y)	0,110	2,085	0,038
Discipline (X ₄) -> Motivation (M) -> Performance (Y)	0,190	3,175	0,002

Primary Data, 2022

The p-value of the education variable on employee performance through motivation is 0.342 which is significant compared to 0.05. Because the p-value > significant (0.342 > 0.05) and the t-statistics < t-value (0.951 < 1.96) it can be stated that work motivation is unable to mediate the effect of education on employee performance.

The p-value of work experience variable on employee performance through motivation is 0.539 which is significant compared to 0.05. Because the p-value > significant (0.342 > 0.05) and the t-statistics < t-value (0.615 < 1.96) it can be stated that motivation is unable to mediate the effect of work experience on employee performance.

The p-value of the intellectual intelligence variable on employee performance through motivation is 0.038 which is significant compared to 0.05. Because the p-value < significant (0.038 < 0.05) and the t-statistics > t-value (2.085 > 1.96) it can be stated that motivation is able to mediate the influence of intellectual intelligence on employee performance.

The p-value of work discipline variable on employee performance through motivation is 0.002 which is significant compared to 0.05. Because the p-value < significant (0.002 < 0.05) and the t-statistics > t-value (3.175 > 1.96) it can be stated that motivation is able to mediate the effect of work discipline on employee performance.

CONCLUSION

The results of this study have shown that education has a positive and significant effect on employee performance, experience has a positive and significant effect on employee performance, intellectual intelligence has a positive and significant effect on employee performance, work discipline has a positive and significant effect on employee performance, education has no effect on motivation, work experience has no effect on motivation, intellectual intelligence has no effect on motivation, motivation has an effect on employee performance, motivation is unable to mediate the effect of education on employee performance, motivation is unable to mediate the effect of experience on employee performance, motivation is able to mediate the influence of intellectual intelligence on employee performance and motivation is able to mediate the effect of work discipline on employee performance.

Based on the research results, practical implications are obtained, namely first, employee performance is in accordance with SOP, producing reliable work such as timely execution and completion of tasks and completing daily reports for each work unit and work carried out by employees in accordance with organizational quality so as to be able to achieve goals, vision and mission.

Second, education and work experience have a way of developing an innovative idea through the process of creating and suggesting an efficient and effective way of carrying out a given task, not only thinking of creative ideas for something but also evaluating and applying these ideas into concrete actions.

Third, intellectual intelligence can improve employee performance. With high intellectual intelligence, employees have better work techniques and understanding. Thus, employees can do work more effectively, relevantly, and efficiently in terms of time and ways of working that improve employee performance better.

Fourth, work discipline can foster employee awareness of work discipline and the existence of employee motivation on employee performance. It can be concluded that work discipline with motivation has an influence on performance. This is because motivation has the nature of driving someone's desire to take certain actions in terms of achieving work results.

Finally, the role of work motivation can inspire and motivate employees to be able to do more work than what is expected and help develop employees in dealing with problems so that they can put extra effort into realizing organizational goals.

REFERENCES

- Faeni. (2022). *Manajemen Sumber Daya Manusia Dasar* (P. Sudarmanto, Ed.).
- Feriyana, W. (2019). Pengaruh Pelatihan Terhadap Efisiensi Kerja Karyawan Pada Koperasi Setia Usaha Oku Timur. *Jurnal Neraca*, 3(2), 145–155. <https://jurnal.univpgri-palembang.ac.id/index.php/neraca/article/download/3824/3501>
- Hair, J. F. Jr., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2017). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM) Second Edition* (L. Fargotstein, Y. McDuffee, K. Acheta, K. DeRosa, & G. Dickens, Eds.; 2nd ed.). SAGE Publications, Inc.
- Hamali, A. Y. (2018). *Pemahaman Manajemen Sumber Daya Manusia: Strategi Mengelola Karyawan* (Vol. 1). CAPS (Center for Academic Publishing Service).
- Irman, Kurniati, D., & Oktoriana, S. (2021). Pengaruh Motivasi dan Lingkungan Kerja terhadap Kinerja Karyawan PT. Prakarsa Tani Sejati Kabupaten Ketapang. *Jurnal Pemikiran Masyarakat Ilmiah Berwawasan Agribisnis*, 7(1), 159–168. <https://jurnal.unigal.ac.id/index.php/mimbaragribisnis/article/download/4469/pdf>
- Khair, O. I., & Astuti, W. (2021). Pengaruh Pengalaman Kerja dan Motivasi Kerja Terhadap Produktivitas Kerja pada PT. Tip Top Ciputat. *Business Management Journal*, 17(2), 193. <https://doi.org/10.30813/bmj.v17i2.2512>
- Lubis, D. S. W. (2019). Pengaruh Disiplin terhadap Kinerja Karyawan. *Jurnal Ilman: Jurnal Ilmu Manajemen*, 7(2), 6–10. <http://journals.synthesispublication.org/index.php/ilman>
- Mangkunegara, A. P. (2018). *Manajemen Sumber Daya Manusia Perusahaan*. PT. Remaja Rosdakarya.
- Mirawati, R., Ihsani, N., Gunawan, N. F., Putri, N., & Teresya, R. (2022). Pengaruh Disiplin Kerja dan Kepuasan Kerja Terhadap Motivasi Kerja Pada Karyawan (Literature Review Manajemen Kinerja). *JIM Greenation Publication*, 1(3), 647–659. <https://doi.org/10.38035/jim.v1i3>
- Octovianus, W. R., & Adolfina. (2018). Pengaruh Pengalaman Kerja Dan Pelatihan Kerja Terhadap Kinerja Karyawan PT. Telkom Indonesia Cabang Manado. *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi*, 6(3), 1758–1767. <https://ejournal.unsrat.ac.id/index.php/emba/article/view/20445/20055>
- Palinggi, Y., Pardomuan Sirait, S., & Raharjo, S. (2022). Apakah Kecerdasan Intelektual, Kecerdasan Emosional Dan Kecerdasan Spiritual Berpengaruh Terhadap Motivasi Kerja Karyawan? *Jurnal Ekonomi & Manajemen Indonesia*, 22(1), 70–82. <https://doi.org/10.53640/jemi.v22i1.1009>
- Pratami, N. W. C. A. (2022). Pengaruh Disiplin dan Motivasi Kerja pada Kinerja Karyawan pada Biro Bamakermas, Universitas Warmadewa. *Wacana Ekonomi (Jurnal Ekonomi, Bisnis Dan Akuntansi)*, 21(2), 150–157. <https://doi.org/10.22225/we.21.2.2022.150-157>
- Rahmawati, A. (2022). Pengaruh Kecerdasan Intelektual, Kecerdasan Emosional Dan Kecerdasan Spiritual Terhadap Kinerja Karyawan Dengan Kepuasan Kerja Sebagai Variabel Intervening Di UTD PMI Kota Malang. *Jurnal Ekonomi Manajemen Dan*

- Bisnis* (Jubis), 3(1), 58–72.
<https://jurnal.stie.asia.ac.id/index.php/jubis/article/download/1088/282>
- Reza, W. P. (2017). Pengaruh Tingkat Pendidikan, Pengalaman Kerja Dan Penempatan Terhadap Kinerja Karyawan Pada Pt. Bank Riau Kepri Cabang Teluk Kuantan. *Jurnal Online Mahasiswa Fakultas Ekonomi Universitas Riau*, 4(1), 426–437.
- Rusmiani, N. K. A., & Widanaputra, A. A. G. P. (2017). Pengaruh Kecerdasaan Emosional, Kecerdasaan Intelektual Dan Prilaku Belajar Pada Tingkat Pemahaman Akuntansi. *E-Jurnal Akuntansi Universitas Udayana*, 20(2), 959–985.
<https://doi.org/https://doi.org/10.24843/EJA.2017.v20.i02.p04>
- Supardi, S. (2019). Pengembangan Pegawai Melalui Pendidikan Dan Pelatihan Di Kantor Badan Perencanaan Pembangunan Kota Bandung. *Jurnal Ilmiah Ekonomi Dan Bisnis (Ecobuss)*, 7(2), 70–77.
<https://ejournal.upm.ac.id/index.php/ecobuss/article/view/516/532>
- Yasa, I. N., & Mayasari, N. M. D. A. (2022). Pengaruh Tingkat Pendidikan dan Motivasi Kerja Terhadap Karyawan. *Bisma: Jurnal Manajemen*, 8(2), 421–427.