



# The Impact of Job Training and Learning Interest on Learning Motivation and Performance in AHTC-Batu Waste Management Training

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## Abstract

*Training is one way to improve the competence of trainees. This is certainly influenced by several factors among the interests and motivations of participants so that they can improve participant performance. This research aims to evaluate the impact of the On-the-Job Training on learning motivation. Sixty participants in the waste management program at the Animal Husbandry Training Centre(AHTC) Batu became the research sample. Primary data and survey methodology were used in this research. Path analysis is the analysis method used. Research results prove that on-the-job training and learning motivation simultaneously influence each other. On-the-job training and learning interest have a limited impact on learning motivation. Path analysis proves that the On-the-Job Training variable has a strong impact of 0.484 on Learning Motivation. Job training, learning interest, and learning motivation are proven to partially impact performance by 0.016, 0.041, and 0.042, respectively. On-the-job training, learning interest, and learning motivation all have a significant partial impact on performance. When combined, training and motivation can improve performance.*

**Keywords:** *On-the-Job Training, Learning Interest, Learning Motivation, Performance*

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## Introduction

The success of a company or organization in reaching objectives is mainly influenced by the effectiveness of its human resources. Human resource is the main driving force to achieve a company's vision and mission. Thus, it requires the company's management to plan, organize, and control (Akter, 2021). Organizations must establish a culture that motivates all staff members to excel in their jobs. Every agency or corporation has a variety of employee performances. Employees who are motivated to work are expected to increase their job satisfaction and productivity. The main focus of this contribution is the motivation for learning situations; the training process should be based on their interest and motivation to maximize the result of their learning process. Interest or urge cannot be separated from the learning process.

The livestock business has prospects to be developed due to the high demand for livestock products. The livestock business also provides a high profit and has become the source of income for rural communities in Indonesia. The national livestock population in 2021 increased in numbers compared to 2020. The livestock waste produced from livestock activity will cause pollution if it's not managed correctly. The correct and precise waste management system and application will not only overcome the resulting pollution but is expected to provide an additional income source from the livestock business itself. One way to enhance farmers' capacity for livestock waste management according to their commodity is to give

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them knowledge from livestock waste management training. Conducting a training program that covers the company's needs is one of the strategies to enhance employees' skills and self-development. The training is expected to improve farmers' knowledge, attitude, and behaviour, thus having a positive impact on developing their businesses (Farradina et al., 2023). An efficient organization is expected to be able to create, make effective, keep, and improve individuals to achieve the desired result. This research aims to evaluate the impact of the On Job Training (OJT) training approach on learning motivation.

The waste management training is conducted in AHTC Batu. To ensure that its participants make the best improvement during their learning, the learning process activity is held during their On-The-Job training. Through On-The-Job training, the specific job training provides knowledge, ability, and behaviour from practical field jobs. In this research, on-the-job training is one of the learning-by-doing activities that senior officers directly observe during a specific period. Therefore, this research emphasizes the participants' interest and motivation as the foundation of joining the training based on their competencies, and the post-training performance of the participants is measured by their achievement of the training evaluation.

Some identified factors related to the training activity program through On-The-Job Training, Learning Interest, and Learning Motivation to employees' performance of the waste management training in improving training competencies in this research is expected to give an advantage to the development of knowledge perception and strengthen the philosophy and research development in general human resource development or a specific training program. As a reference for future researchers, the most important aspect is related to the evaluation training program of a training organization. It enriches the literature reference on the impact of On-The-Job Training on employees' performance. The expected practical advantage is for this research to be an input for The Human Resource Counselling and Development Agency of Agriculture Jakarta as the advisor institution of AHTC Batu and the person responsible for Human Resource Development of livestock officers, The chief officer of Agricultural Training Centre as the technical advisor of AHTC Batu, service users' agencies to increase cooperation and be satisfied with the provided training service. Contribution of thought and input for the Chief of AHTC Batu and trainers of AHTC Batu. The training participants are given material with the theory portion by 30% and practice by 70%, held in AHTC Batu and in the internship location of a livestock company, according to the training schedule conducted in AHTC Batu for seven days. The training program aims to measure the employees' performance progress in each period so the company can score the assignment load given by the company itself. Performance is the result of someone's attempt to do his duty and role given to him. A relevant chief of a company holds his employees' performance evaluations.

## Literature Review

### *Job Training*

Training is a procedure that teaches employees the basic skills they need as a guide when performing their jobs (Saputri et al., 2020). According to Bariqi (2018) training aims to improve employees' perceptions and skills so that they can perform better and become empowered. This refers to an attempt to reduce conflict between human resource knowledge and the desired needs of the company. Employee knowledge, abilities, and attitudes are expected to develop as a result of company-sponsored training, enabling the business to realize its goals more effectively. Both individuals and companies value training as an important aspect. This is based on the assumption that participants can learn new information, skills, and behavioural norms through training that will assist them in developing the desired creativity (Hadaitana & Iqbal, 2023).

### *Motivation*

Siswanto (2021) describes motivation as a mental state and human mental attitude that provides energy, motivates activity (moving), and concentrates or gives attitude to satisfy the

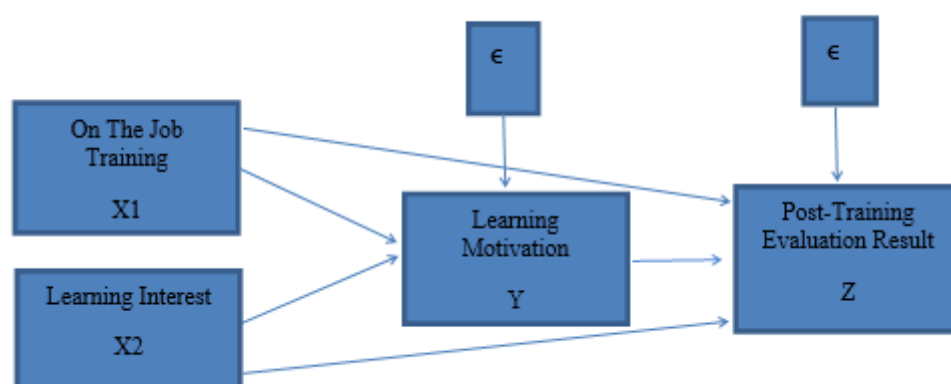
urge or overcome imbalance. In everyday life, motivation is essential, especially when attempting to meet someone's needs. The urge to fulfil the unfulfilled desire will come to life after the primary needs are met. The motivation concept is a readiness to fight or try harder to achieve the organizational purpose as long as it does not neglect the ability to find fulfilment in meeting personal demands. Nawawi (2020) thinks that courage is an urgent state to hold action or a conscious action of encouraging or forcing them to do something. According to Sutanjar and Saryono (2019) motivation is a driving force that raises a person's enthusiasm for work so that a person wants to work together, works effectively and needs to integrate in order to achieve a goal. Three key elements to motivation are effort, organizational goals, and needs.

#### *Employee Performance*

Employee performance is the successful completion of duties and responsibilities within a company by an individual or a team. Achievement is a result that is closely tied to the strategic goals, customer contentment, and financial impact of the organization (Effendi & Yogie, 2019). It is a result of work achieved by a person in carrying out the tasks assigned. Kurnia et al. (2019) stated that employee performance is impacted by a range of factors, such as: 1) Individual factors 2) Organizational factors 3) Psychological factors. Indicators are utilized as instruments for evaluating the level of accomplishments in employee performance. Listed by Sriwahyuni et al. (2021) are various metrics for evaluating employee performance: 1) Quality 2) Quantity 3) Punctuality 4) Effectiveness 5) Independence.

The previous study by Herdajanto (2023) analysed the influence of training, Education, and Work Motivation on employee performance of Brangkal Printing Employees at Mojokerto City. The result show that training, education, work motivation has a significant effect on simultaneously on the performance and a partial effect on the performance of employees of Brangkal Printing employees at Mojokerto. Research by Adha et al. (2019) discusses work motivation, work environment and work culture on employee performance. The results showed that work environment and work culture are positive and significant to employee performance. While work motivation has no effect on employee performance.

## Method



Description:

- X1 : On-The-Job Training
- X2 : Learning Interest
- Y : Learning Motivation
- Z : Post-Training Evaluation Result
- $\epsilon$  : Other impacts

According to the picture, it can be formulated an assumption that is going to be proposed in the path analysis entitled "The Impact of On-The-Job Training (X1) and Learning Interest (X2) to Learning Motivation (Y) and Performance (Z) In the Waste Management Training" Meanwhile, the hypothesis will be tested on one and another, which are:

1. Simultaneous Effect of X1 and X2 to Y
2. Partial Effect of X1 or X2 to Y
3. Dominant Variable Effect of X1 or X2 to Y
4. Simultaneous Effect of X1, X2 also Y to Z
5. Partial Effect of X1, X2 or Y to Z
6. Dominant Variable Effect of X1, X2 or Y to Z
7. Effect on X1 and X2 through Y to Z

This research was conducted in October 2019, located in AHTC Batu, followed by 60 participants of Non-apparatus of Livestock Waste Management Training in 2019 by utilizing primary data and survey method, which is quantitative correlation research. The sampling method used is simple random sampling. The data obtained covers working training (X1), Interest (X2), and Motivation (Y) as the independent variable and Performance (Z) as the dependent variable. All of the 60 participants in waste management training were the respondents of the independent variable. The scoring questionnaire used criteria as follows: 5 (Strongly Agree), 4 (Agree), 3(Less Agree), 2 (Disagree), 1 (Strongly Disagree), and also the performance of participant responses, direct supervisors, and users.

The used data analysis is:

#### a. Validity Test

The validity test is conducted through a questionnaire that evaluates variables and respondents who answer based on the sample criteria. If the value is higher than 0,3, it can be called valid using the moment product items. Instruments that can measure the measured objects can be called valid instruments. This determines the correlation between the value of each question and the whole value of statements to test its validity. The correlation result is considered valid if the significant value is <0.05 and invalid if the value is >0.05. By comparing the item's value and the whole value, it is possible to determine the basic judgment of whether an item is valid or invalid. If the correlation of r is  $r > 0.3$ , it can be assumed that the instrument item is valid; otherwise, it can be assumed to be invalid and thus should be fixed or removed.

The Pearson correlation formula can be used as follows:

$$r = \frac{nXY - \Sigma XY \Sigma}{\sqrt{[(n\Sigma X^2 - \Sigma X^2)(n\Sigma Y^2 - \Sigma Y^2)]}}$$

Description:

- X : Item Score  
 Y : Total score  
 XY : Question score  
 n : number of respondents  
 r : correlation coefficient

#### b. Path Analysis

This research uses path Analysis, an approach that tests the relationship among variables that influence the independent variable and the dependent variable both directly and indirectly. The regression coefficient attained in the form of a Z score from the database is what we call the path coefficient, which is also called the standardized regression coefficient.

Formula (1): X1 and X2 to Y:

$$Y = b_1X_1 + b_2X_2$$

Formula (2): X1, X2 and Y to Z:

$$Z = b_1X_1 + b_2X_2 + b_3Y$$

Description:

X1 : On-The-Job Training  
 X2 : Learning Interest  
 Y : Learning Motivation  
 Z : Post-training evaluation result  
 b1, b2, b3 : Path coefficient

## Results and Discussion

### 1. Validity and Reliability

The Validity and Reliability Test results for performance factors, learning interest, learning motivation, and On-The-Job Training are reported below.

**Table 1. The result of The Validity and Reliability Test of On-The-Job Training Variable**

Item	R calculate	R table	Description	Item	R calculate	R table	Description
X1.1	0.576	0.361	valid	X1.7	0.608	0.361	valid
X1.2	0.568	0.361	valid	X1.8	0.535	0.361	valid
X1.3	0.628	0.361	valid	X1.9	0.409	0.361	valid
X1.4	0.509	0.361	valid	X1.10	0.545	0.361	valid
X1.5	0.533	0.361	valid	X1.11	0.648	0.361	valid
X1.6	0.642	0.361	valid	X1.12	0.636	0.361	valid

Cronbach Alpha = 0.898 (Reliable)

Source: Processed Research Data

The validity value test of the On-The-Job Training questionnaire shows that the counted r value for each item that meets the criteria requirement is higher than 0.361, meaning 12 items are valid and can be maintained. The Cronbach Alpha value of > (0.600) meets the requirement, matches the reliability test result, and thus shows that the variable is reliable.

**Table 2. The result of the Validity and Reliability Test of Learning Interest Variable**

Item	R calculate	R table	Description	Item	R calculate	R table	Description
X2.1	0.577	0.361	Valid	X2.11	0.672	0.361	valid
X2.2	0.571	0.361	Valid	X2.12	0.673	0.361	valid
X2.3	0.632	0.361	Valid	X2.13	0.701	0.361	valid
X2.4	0.508	0.361	Valid	X2.14	0.691	0.361	valid
X2.5	0.497	0.361	Valid	X2.15	0.587	0.361	valid
X2.6	0.581	0.361	Valid	X2.16	0.686	0.361	valid
X2.7	0.564	0.361	Valid	X2.17	0.407	0.361	valid
X2.8	0.657	0.361	Valid	X2.18	0.777	0.361	valid
X2.9	0.740	0.361	Valid	X2.19	0.578	0.361	valid
X2.10	0.693	0.361	Valid	X2.20	0.588	0.361	valid

Cronbach Alpha = 0.916 (Reliable)

Source: Processed Research Data

Based on the validity test finding of the learning interest questionnaire, a total of 20 items are valid and debatable due to the r-counted value of each item that meets the criteria requirement reaching higher than 0.361. The Cronbach Alpha value of > (0.600) meets the requirement, matches the reliability test result, and thus shows that the variable is reliable.

**Table 3. The result of the Validity and Reliability Test of Learning Motivation Variable**

Item	R calculate	R table	Description	Item	R calculate	R table	Description
Y.1	0.780	0.361	Valid	Y.7	0.548	0.361	valid
Y.2	0.707	0.361	Valid	Y.8	0.673	0.361	valid
Y.3	0.680	0.361	Valid	Y.9	0.669	0.361	valid
Y.4	0.631	0.361	Valid	Y.10	0.673	0.361	valid
Y.5	0.516	0.361	Valid	Y.11	0.769	0.361	valid
Y.6	0.614	0.361	Valid				

Cronbach Alpha = 0.971 (Reliable)

Source: Processed Research Data

Based on the validity test finding of the learning motivation questionnaire, as the r-counted value of each item that meets the criteria requirement reaches higher than 0.361, 11 items are valid and debatable. The Cronbach Alpha value of > (0.600) meets the requirement, matches the reliability test result, and thus shows that the variable is reliable.

**Table 4. The Result Validity and Reliability Test of Performance Variable**

Item	R calculate	R table	Description	Item	R calculate	R table	Description
Z.1	0.591	0.361	valid	Z.7	0.706	0.361	valid
Z.2	0.516	0.361	valid	Z.8	0.600	0.361	valid
Z.3	0.491	0.361	valid	Z.9	0.522	0.361	valid
Z.4	0.576	0.361	valid	Z.10	0.609	0.361	valid
Z.5	0.642	0.361	valid	Z.11	0.677	0.361	valid
Z.6	0.476	0.361	valid	Z.12	0.508	0.361	valid

Cronbach Alpha = 0.885 (Reliable)

Source: Processed Research Data

The residual normality test result using a P-P Plot Normal Diagram for a path model among On-The-Job Training, Learning Interest, and Learning Motivation proves that the plot point should have coincided with a diagonal line so that the residual lies on the normal line. Thus, the distribution and normality assumption should be fulfilled.

**Table 5. The Result of Kolmogorov – Smirnov Normality Test**

Parameters	Criteria	Unstandardized Residual 1	Unstandardized Residual 2
Normal Parameter <sup>a,b</sup>	Mean	0.000	0.000
	Std Deviation	2.516	1.507
Most Extreme Differences	Absolute	0.101	0.092
	Positive	0.101	0.088
	Negative	-0.071	-0.092
Kolmogorov – Smirnov	Z	0.556	0.504
Asymp. Sig. (2 tailed)		0.917	0.961

Source: Processed Research Data

In the path model among On-The-Job Training, Learning Interest, Learning Motivation, and Performance, the result of the residual normality test using the Kolmogorov- Smirnov test, the value gained is more than 0.05( $p > 0.05$ ) shows that the normality assumption is fulfilled.

### Path Analysis

The path model among On-The-Job Training, Learning Interest, Learning Motivation, and Performance is provided below.

**Table 6. The result of Path Structure 1**

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
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	<b>B</b>	<b>Std Error</b>	<b>Beta</b>		
Constant	-1.376	4.453		0.309	0.760
On-The-Job Training	0.500	0.217	0.484	2.305	0.029
Learning Motivation	0.254	0.114	0.495	2.221	0.35
F count	50.157				
Sig. F	0.000				
R Square	0.788				

Source: Processed Research Data

Below is the finding of Structure 1's payout path between the On-The-Job training factor and Learning Interest to Learning Motivation.

$$Y = P_{yx1}X_1 + P_{yx2}X_2 + e_1$$

$$Y = 0.484 X_1 + 0.495 X_2 + e_1$$

Based on the formula, the coefficient value of On-The-Job training is 0.484, which shows a positive impact on Learning Motivation.

The coefficient value of Learning Interest is 0.495, showing that Learning Interest positively impacts Learning Motivation. Therefore, both coefficients show a positive relationship between participants' interest and On-The-Job Training. The second coefficient means that the relationship between participants' interest and On-The-Job training is significant and supported by the existence of motivation. Similarly, the relationship between motivation and On-The-Job training is also significant as long as it involves participants' interests.

**Table 7. The Result of Structural Path 2**

<b>Model</b>	<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>	<b>t</b>	<b>Sig.</b>
	<b>B</b>	<b>Std Error</b>	<b>Beta</b>		
(Constant)	7.133	2.722		2.620	0.014
On-The-Job Training	0.372	0.145	0.418	2.573	0.160
Learning Interest	0.163	0.076	0.323	2.153	0.410
Learning Motivation	0.251	0.117	0.281	2.136	0.420
F Counted	81.908				
Sig. F	0.000				
R Square	0.904				

Source: Processed Research Data

The information below provides the Structural Path 2 formulation finding between On-The-Job Training, Learning Interest, and Learning Motivation to Performance.

$$Z = P_{zx1}X_1 + P_{zx2}X_2 + P_{zy} Y + e_2$$

$$Z = 0.418 X_1 + 0.323 X_2 + 0.281 Y + e_2$$

Based on the findings analysis, On-The-Job Training has a profitable impact on performance, as shown by the formula's coefficient of 0.418. Learning Interest positively affects performance, proven by its coefficient of 0.323. Learning motivation also positively impacts performance, as shown by its coefficient value of 0.281.

The result of the first hypothesis, which shows a simultaneous cause between On-The-Job-Training and Learning Interest to Learning Motivation, is taken from the test of On-The-Job Training, Learning Interest, and Learning Motivation to Performance. This can be observed through the F test, where the significant result value is 0.000 or <0.05. It has already been

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proven that the first hypothesis significantly impacts Learning Motivation. It is also strengthened by research done by Rahmawati and Hastuti (2017) which shows the existence of students' strong motivation was supported by their needs and the use of the library as the primary source of learning and supporting On-The-Job Training process. Training also effectively fulfils some primary needs, such as learning necessity, facility availability, appreciation, and a sense of security.

The finding of the path analysis on the second hypothesis proves that On-The-Job-Training and Learning Interest partially affects Learning Motivation. As can be observed, the partial coefficient correlation between On-The-Job Training and Learning Motivation is significantly influenced when  $p$  is  $0.029 < 0.05$ . The Learning Motivation value of  $0.035 < 0.05$  is significantly affected by Learning Interest. Interest has an important impact on learning; Students will only learn well if the learning material is based on their liking. This happens because interesting learning material will be more accessible for students to understand, as Interest also plays an important role in learning activities. Furqan et al. (2016) stated that interest is a positive or negative emotion towards something. Students who are fond of something often involve themselves in things or activities many people prefer.

The path analysis for the third hypothesis proves that the On-The-Job Training variable has a significant impact of 0.484 on Learning Motivation. Meanwhile, the effect of learning Interest on learning motivation is 0.495. Those prove that the third hypothesis is true. According to Cook and Artino (2016) motivation is the force that drives someone to use his ability, energy and time to pursue the goals he has set. This research defines motivation as an internal mechanism that activates, leads, and keeps action in a certain period. In other words, motivation is what makes participants move, keeps them moving, and chooses the activities they are doing. As a result, Interest and motivation relate to one another. Interest is the primary motivator, as motivation appears from needs and Interests, as both match each other. Learning motivation is a psychological and non-intellectual aspect contributing to someone's desire to learn. When this spirit appears, the learning process will run well.

The fourth hypothesis proves that On-The-Job Training, Learning Interest, and Learning Motivation simultaneously affect performance. If the F test value is 0, this can be considered significant. On-the-job training, Learning Interest, and Learning Motivation significantly impact employees' performance. This proves that the fourth hypothesis is true. Partially, the impact of On-The-Job Training, Learning Interest, and Learning Motivation on Performance is considered significant. From the value of  $0.041 < 0.05$ , the relation between learning interest and performance is considered significant. The impact of learning motivation toward performance is substantial, with a value of  $0.042 < 0.05$ . This answers the fifth hypothesis, which previously claimed that there was a partial relation among those three variables, On-The-Job Training, Learning Interest, and Learning Motivation toward Performance, showing that training and motivation increase the ability to hand in hand.

The Job Training variable is mainly affected by training. This is proven by the coefficient value of 0.388, which is higher than learning Interest (0.323) and learning motivation (0.481). This aligns with the sixth hypothesis, which states that on-the-job training has a proportional impact on performance.

The investigation of the relation between performance through learning motivation and On-The-Job Training shows a path coefficient of 0.131. This proves that the impact of On-The-Job Training towards Performance is mediated by learning motivation. Learning motivation has a correlation value of 0.126 with learning interest. This discusses the seventh and eighth hypotheses, which claim that training in the workplace affects employees' performance by motivating them. This occurs as motivation has an important role in their life, and it becomes the source of learning inspiration, aspiration, happiness, and success. The sense of learning readiness also affects motivation, as students will only be interested in learning if they are intellectually and physically ready. Furthermore, the amount of motivation determines its power and thus makes it effective.



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Based on the hypothesis, employees' performance is directly influenced by On-The-Job Training. This was also stated by Nainggolan and Sunuharyo (2018) who explained that integrating the On-The-Job Training program-maintained employees' performance, making them more productive. Therefore, industries with proper training programs will positively impact their employees' working performance. Moreover, using a training program to improve employees' performance is the program's main goal. Due to the development of the competencies, the opportunity to develop career advancement grows with training and growth process. This research result aligns with the previous research conducted by Ardian and Mukzam (2018) with the finding that occurred in PT. Insantama Kediri. The finding emphasized that modern technique affects employees' performance.

Desire, needs, and motivation to fulfil or achieve goals are the basic foundation of someone's motivation (Uka & Prendi, 2021). This shows how motivation, attempt, intensity, and willingness to sacrifice matter to achieve someone's goals. The higher the willingness, motivation, and passion, the better the performance. Motivation is the capacity to put significant effort into achieving a self-goal, which depends on the effort skill itself to relieve a specific goal. Desire, needs, and motivation to fulfil or achieve goals are the basic foundation of someone's motivation. This shows how motivation, attempt, intensity, and the willingness to sacrifice matter to achieve someone's goals.

According to Anjaningrum and Ristiana (2022) training can increase employee effectiveness. Training is placed to light up motivation or enhance performance based on standardized performance. Training programs can handle individual and organizational performance problems. Strong-motivated personnel who receive many training programs are expected to perform better to achieve the company's purpose and goals. Pratama and Pasaribu (2020) stated that training and development significantly influence organizational performance. Performance cannot be obtained just by having ability because this will only mean something if, within the employee, there is no desire or motivation to work well.

Workplace training can help people in an organization improve their performance. Training becomes a facility or media for improving motivation or work performance that suits the standard official skill (Sapri, 2019). Training in the workplace can be used to overcome an individual's performance problem. Strong-motivated workers who have been trained extensively are anticipated to increase the company's output so that the company's goal and purpose are fulfilled.

On-The-Job Training, learning on-the-job training learning interested in learning motivation from the previous research done by Purwati & Satria (2017) shows the same consistent result as this research. The research findings showed that both partially and hand in hand, training and motivation affect employees' performance. According to this relationship, Interest, motivation, and work training can affect employees' performance. This was held to develop employees' performance and output, which then be expected to show qualified work results from the training program, which was achieved with proper affection and motivation from the strict training program as well. Employees have a working desire that influences working quality made by one or more employees when their motivation is stimulated, and their working output is increased from employees' training. Employees' performance is estimated to grow alongside their Interest and strong motivation after receiving as many training pieces as possible.

## Conclusion

Based on this research, the observed parameters significantly affect the improvement of employees' performance. Implementing on-the-job training as a training strategy positively impacts employees' performance. As a result, a business that provides a proper training program will improve its employees' performance. Interest and working motivation also have a positive impact on employees' performance. Therefore, a business that motivates its employees can enhance its performance. On-the-job training, learning motivation, and

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learning interest have helped employees to perform better in their organizations. With the On-The-Job training approach, activity motivation has a major and direct profitable impact on employees' performance. This proves that improving employees' working motivation results in the enhancement of employees' abilities. On-the-Job Training, Working Motivation, and Learning Interest has a positive and important impact on employees' ability is proven true. Having a direct, positive, and major impact on employees' ability, On-the-Job Training, Working Motivation, and Learning Interest are all taking part in enhancing employees' performance for the company's benefit.

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