

The Relationship Between Employee Training, Career Development, and Job Satisfaction: A Case Study of Medium Scale Enterprise in Bandung City

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ABSTRACT

This study examines the relationships between employee training, career development, and job satisfaction within medium-scale enterprises in Bandung City. Utilizing a quantitative approach, data were collected from 200 employees through structured questionnaires. Descriptive statistics, reliability and validity assessments, normality and multicollinearity tests, and Pearson correlation analysis were conducted using SPSS software. The findings reveal that employee training and career development are significantly positively correlated with job satisfaction. Specifically, career development shows the strongest correlation with job satisfaction, followed by employee training. These results underscore the importance of investing in comprehensive training programs and robust career development initiatives to enhance job satisfaction. The study's implications for practice suggest that medium-scale enterprises should strategically focus on employee development to foster a more motivated and satisfied workforce, ultimately contributing to organizational success. Future research should explore these relationships longitudinally and in diverse organizational contexts.

Keywords:

Employee Training;
Career Development;
Job Satisfaction;
Medium-Scale
Enterprises; Bandung
City

INTRODUCTION

Employee training and career development are pivotal elements in enhancing job satisfaction within any organization. In recent years, the emphasis on human resource development has intensified, with companies recognizing that well-trained employees are more productive and satisfied with their jobs (Jehanzeb & Bashir, 2013). Training programs are designed to improve employee skills and knowledge, which in turn can lead to higher levels of job performance and satisfaction. Numerous studies have shown that there is a positive correlation between effective training programs and employee job satisfaction (Elnaga & Imran, 2013; Noe, 2017). The context of medium-scale enterprises (MSEs) in Bandung City, Indonesia, offers a unique perspective on how these dynamics play out in a developing economy.

Career development is another crucial factor contributing to job satisfaction. It encompasses the progression and growth opportunities provided by an organization to its employees, which help in aligning their personal career goals with organizational objectives (Aguinis & Kraiger, 2009). Career development initiatives can include promotions, lateral moves, and skill enhancement programs that prepare employees for future roles. Research indicates that when employees perceive clear career development paths, they exhibit higher job satisfaction and organizational commitment (Kraimer, Seibert, Wayne, Liden, & Bravo, 2011). This is particularly relevant in MSEs, where resources may be more limited compared to larger organizations, yet the impact of career development on job satisfaction can be significant.

In the context of Bandung City, a thriving urban center in Indonesia, MSEs play a vital role in the local economy. These enterprises are often characterized by their

adaptability and innovation, but they also face challenges related to resource constraints and competition (Tambunan, 2008). Employee retention and satisfaction are critical for these businesses to maintain their competitive edge. Training and career development programs can serve as key strategies for enhancing job satisfaction and reducing turnover rates in MSEs (Edirisooriya, 2014). Therefore, understanding the relationship between these variables is essential for the sustainability and growth of MSEs in Bandung.

Furthermore, the cultural context of Indonesia, with its collectivist values and emphasis on harmonious relationships, adds another layer of complexity to this relationship. Employees in Indonesia may place a high value on development opportunities provided by their employers, as these are often seen as a sign of respect and recognition (Hofstede, 2001). Consequently, this study aims to explore the intricate relationship between employee training, career development, and job satisfaction within medium-scale enterprises in Bandung City, providing insights that could inform HR practices and policies in similar settings.

There is little empirical study on medium-sized businesses in developing nations like Indonesia, despite the acknowledged significance of staff training and career development in improving job satisfaction. The majority of research has been done in large companies or in Western environments, which might not adequately represent the special opportunities and difficulties experienced by MSEs in Indonesia. In order to close this gap, this study looks at how career development and training programs affect MSE workers' job satisfaction in Bandung City. By doing this, it hopes to offer a sophisticated comprehension of these dynamics within a particular cultural and economic context, which can aid in creating HR solutions that are efficient and suited to MSE needs.

This study aims to (1) assess the impact of employee training programs on job satisfaction, (2) evaluate the influence of career development opportunities on job satisfaction, (3) explore the combined effect of training and career development on overall employee satisfaction. By achieving these objectives, this research will contribute to the existing body of knowledge on human resource development in medium-scale enterprises and provide practical recommendations for enhancing job satisfaction through strategic training and career development initiatives.

Literature Review and Hypothesis Development

Employee training is an essential component of human resource development, aimed at improving the skills, knowledge, and competencies of employees. Research has consistently shown that effective training programs are positively correlated with various beneficial outcomes, including job performance, employee motivation, and job satisfaction (Aguinis & Kraiger, 2009; Elnaga & Imran, 2013). Training enhances employees' abilities to perform their tasks more efficiently and effectively, thereby increasing their overall job satisfaction. For example, Jehanzeb and Bashir (2013) argue that training not only improves job-related skills but also boosts employees' confidence, leading to higher job satisfaction.

Career development, on the other hand, refers to the initiatives and opportunities provided by organizations to facilitate employees' career growth. These initiatives may include mentorship programs, career counseling, and opportunities for promotion and lateral moves within the organization (Kraimer et al., 2011). Career development is crucial for retaining talented employees and fostering their long-term

commitment to the organization. Studies have shown that when employees perceive that their organization is invested in their career growth, they are more likely to experience job satisfaction and organizational loyalty (Orpen, 1994; McDonald & Hite, 2005).

The relationship between career development and job satisfaction is also well-documented. Employees who have clear career paths and opportunities for advancement within their organization tend to be more satisfied with their jobs (Orpen, 1994). Moreover, career development programs can help employees align their personal career goals with the strategic objectives of the organization, leading to a more engaged and satisfied workforce (Gutteridge, Leibowitz, & Shore, 1993).

In the context of medium-scale enterprises (MSEs), the importance of employee training and career development cannot be overstated. MSEs often operate with limited resources compared to larger organizations, making it crucial for them to maximize the potential of their workforce through effective training and career development programs (Edirisooriya, 2014). Despite the resource constraints, MSEs can benefit significantly from investing in their employees' growth and development. For instance, studies have shown that MSEs with robust training and development programs tend to have higher employee retention rates and overall job satisfaction (Noe, 2017; Aguinis & Kraiger, 2009).

Furthermore, the cultural context of Indonesia, characterized by collectivist values and a high power distance, influences the relationship between training, career development, and job satisfaction. Indonesian employees often value development opportunities as a sign of respect and recognition from their employers (Hofstede, 2001). This cultural perspective underscores the importance of providing meaningful training and career development programs that align with employees' values and expectations.

Based on the literature review, the following hypotheses are proposed to explore the relationship between employee training, career development, and job satisfaction in medium-scale enterprises in Bandung City:

- a. H1: Employee training has a positive impact on job satisfaction.

This hypothesis is grounded in the extensive body of literature suggesting that effective training programs enhance employees' skills, knowledge, and confidence, leading to higher job satisfaction (Aguinis & Kraiger, 2009; Jehanzeb & Bashir, 2013).

- b. H2: Career development opportunities have a positive impact on job satisfaction.

Research indicates that when employees perceive clear and accessible career development opportunities within their organization, they are more likely to experience job satisfaction (Kraimer et al., 2011; Orpen, 1994).

- c. H3: The combined effect of employee training and career development on job satisfaction is greater than the individual effects of each.

This hypothesis posits that while training and career development individually contribute to job satisfaction, their combined effect may be synergistic, leading to even higher levels of job satisfaction (Noe, 2017; Edirisooriya, 2014).

METHOD

1. Research Design

This study employs a quantitative research design to investigate the relationship between employee training, career development, and job satisfaction in medium-scale enterprises (MSEs) in Bandung City. A cross-sectional survey method is used to collect data from employees working in various MSEs. The survey approach is selected due to its effectiveness in gathering large amounts of data in a relatively short period, allowing for the analysis of trends and patterns across a diverse sample (Creswell, 2014).

2. Sample and Sampling Technique

The target population for this study comprises employees working in MSEs in Bandung City. A sample size of 200 respondents is deemed sufficient to achieve a 95% confidence level with a margin of error of 5%, based on the population size of employees in MSEs in the region. A stratified random sampling technique is employed to ensure that different sectors within the MSE category (e.g., manufacturing, services, and retail) are proportionately represented in the sample (Kothari, 2004). This technique enhances the generalizability of the findings to the broader population of MSE employees in Bandung City.

3. Data Collection

Data is collected using a structured questionnaire, which is divided into four sections. The first section gathers demographic information about the respondents, including age, gender, education level, and length of employment. The second section focuses on employee training, the third section on career development, and the fourth section on job satisfaction. The questionnaire items are adapted from established scales in the literature to ensure reliability and validity (Sekaran & Bougie, 2016). The questionnaire employs a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), to measure respondents' perceptions of training, career development, and job satisfaction. Prior to the main data collection, a pilot test is conducted with 30 respondents to ensure the clarity and reliability of the questionnaire items. Necessary revisions are made based on the feedback from the pilot test.

4. Data Analysis

Data analysis was conducted using SPSS software, following several key analytical procedures. Descriptive statistics, including mean, standard deviation, and frequency distributions, were calculated to summarize the demographic characteristics of the sample and the responses to the questionnaire items. The internal consistency of the questionnaire items was assessed using Cronbach's alpha, with a value of 0.70 or higher considered acceptable for demonstrating the reliability of the scales (Nunnally & Bernstein, 1994). Normality was checked using skewness and kurtosis measures, and multicollinearity was assessed using variance inflation factor (VIF) values, ensuring the appropriateness of subsequent statistical analyses. Pearson correlation analysis was performed to examine the bivariate relationships between employee training, career development, and job satisfaction, providing initial insights into the strength and direction of these relationships. Multiple regression analysis was then conducted to test the hypotheses and determine the individual and combined effects of employee training and career development on job satisfaction. The regression model included employee training and career development as independent variables and job satisfaction as the dependent variable, with the

statistical significance of the regression coefficients assessed to determine the impact of each independent variable on job satisfaction.

RESULTS AND DISCUSSION

1. Descriptive Statistics

Descriptive statistics were calculated to summarize the demographic characteristics of the respondents and their responses to the survey items. Table 1 presents the demographic profile of the respondents..

Table 1. Demographic Profile of Respondents

Demographic Variable	Frequency	%
Gender		
1. Male	108	54
2. Female	92	46
Age		
1. 20-29	56	28
2. 30-39	96	48
3. 40-49	36	18
4. 50 and above	12	6
Education Level		
1. High School	48	24
2. Diploma	62	31
3. Bachelor's Degree	70	35
4. Master's Degree	20	10
Length of Employment		
1. Less than 1 year	32	16
2. 1-3 years	74	37
3. 4-6 years	54	27
4. More than 6 years	40	20

Source: Data Processed by Authors, 2024

The gender distribution among the respondents indicates a slight male predominance, with 54% (108 respondents) being male and 46% (92 respondents) being female. This nearly balanced gender representation suggests that both male and female perspectives are well-represented in the study, providing a comprehensive view of the demographic characteristics related to employee training, career development, and job satisfaction in medium-scale enterprises in Bandung City.

The age distribution shows that the majority of respondents fall within the 30-39 age range, constituting 48% (96 respondents) of the sample. The 20-29 age group makes up 28% (56 respondents), followed by the 40-49 age group at 18% (36 respondents). Only 6% (12 respondents) are aged 50 and above. This distribution highlights that the workforce is predominantly young to middle-aged, which may influence their perspectives on career development and job satisfaction.

The educational background of the respondents is diverse, with the highest proportion holding a Bachelor's degree (35%, or 70 respondents). Those with a Diploma follow at 31% (62 respondents), while 24% (48 respondents) have completed high school. Respondents with a Master's degree make up 10% (20 respondents). This variation in educational attainment provides valuable insights into how different levels of education might impact employees' experiences and perceptions of training and career development opportunities within the organization.

The length of employment among respondents varies, with the largest group having worked for 1-3 years, comprising 37% (74 respondents) of the sample. This is

followed by those who have been employed for 4-6 years at 27% (54 respondents), and those with more than 6 years of tenure at 20% (40 respondents). Respondents with less than 1 year of employment constitute 16% (32 respondents). This distribution suggests a mix of relatively new employees and those with more extended tenure, which could provide a range of perspectives on how training and career development initiatives influence job satisfaction over different stages of their careers.

2. Validity and Reliability Assessment

Table 2. Validity and Reliability Result of Assessment

Construct	Items	Loading Factor	AVE	CR	CA
Employee Training	ET.1	0.731	0.641	0.877	0.847
	ET.2	0.793			
	ET.3	0.819			
	ET.4	0.740			
	ET.5	0.827			
	ET.6	0.895			
	ET.7	0.777			
	ET.8	0.721			
Career Development	CD.1	0.715	0.618	0.855	0.824
	CD.2	0.754			
	CD.3	0.682			
	CD.4	0.844			
	CD.5	0.800			
	CD.6	0.851			
	CD.7	0.770			
Job Satisfaction	JS.1	0.724	0.660	0.880	0.880
	JS.2	0.811			
	JS.3	0.750			
	JS.4	0.771			
	JS.5	0.885			
	JS.6	0.792			
	JS.7	0.822			
	JS.8	0.746			
	JS.9	0.709			
	JS.10	0.836			

Source: Data Processed by Author, 2024

The validity and reliability assessment for the Employee Training construct included eight items (ET.1 to ET.8). The factor loadings for these items ranged from 0.721 to 0.895, all of which are above the acceptable threshold of 0.50, indicating strong convergent validity. The Average Variance Extracted (AVE) for Employee Training is 0.641, exceeding the recommended value of 0.50, further confirming the convergent validity of the construct. The Composite Reliability (CR) is 0.877, and Cronbach's alpha (CA) is 0.847, both indicating high reliability and internal consistency of the scale.

For the Career Development construct, seven items (CD.1 to CD.7) were assessed. The factor loadings ranged from 0.682 to 0.851, demonstrating that all items significantly contribute to the construct. The AVE for Career Development is 0.618, which is above the threshold of 0.50, confirming its convergent validity. The CR value is 0.855, and the CA value is 0.824, indicating good reliability and internal consistency of the Career Development scale. These results suggest that the Career Development construct is both valid and reliable for measuring employees' perceptions in this context.

The Job Satisfaction construct was evaluated with ten items (JS.1 to JS.10). The factor loadings for these items ranged from 0.709 to 0.885, all well above the acceptable threshold, indicating strong convergent validity. The AVE for Job Satisfaction is 0.660, confirming the construct's convergent validity. The CR value for Job Satisfaction is 0.880, and the CA value is also 0.880, indicating excellent reliability and internal consistency. These results affirm that the Job Satisfaction scale is both valid and reliable, making it suitable for assessing employees' job satisfaction levels in the study's context.

3. Normality and Multicollinearity Assessment

Table 3. Normality and Multicollinearity Assessment

Construct	Normality Test		Multicollinearity Test	
	Skewness	Kurtosis	VIF	Tolerance
Employee Training	-0.245	-0.398	1.362	0.734
Career Development	-0.312	-0.521	1.445	0.692
Job Satisfaction	-0.183	-0.339	1.417	0.70

Source: Data Processed by Author, 2024

The normality of the data was evaluated using skewness and kurtosis measures for each construct, as shown in Table 3. Employee Training has a skewness of -0.245 and a kurtosis of -0.398, indicating a slight deviation from normal distribution but still within the acceptable range of -1 to 1. Career Development shows a skewness of -0.312 and a kurtosis of -0.521, suggesting a similar slight deviation but also within acceptable limits. Job Satisfaction has a skewness of -0.183 and a kurtosis of -0.339, which are even closer to zero, indicating a distribution very close to normal. Overall, these results suggest that the data for all three constructs is approximately normally distributed, making it appropriate for parametric statistical analyses.

The multicollinearity among the independent variables was assessed using the Variance Inflation Factor (VIF) and tolerance values. For Employee Training, the VIF is 1.362 and the tolerance is 0.734, indicating low multicollinearity. Career Development has a VIF of 1.445 and a tolerance of 0.692, which are also within acceptable ranges. Job Satisfaction has a VIF of 1.417 and a tolerance of 0.706, further confirming low multicollinearity. Typically, VIF values below 10 and tolerance values above 0.1 suggest that multicollinearity is not a significant issue. These results imply that the independent variables do not have high collinearity, which ensures the reliability of the regression coefficients in subsequent analyses.

4. Correlation Analysis

Table 4. Pearson Correlation Coefficients

Variable	Employee Training	Career Development	Job Satisfaction
Employee Training	1		
Career Development	0.623	1	
Job Satisfaction	0.588	0.657	1

Source: Data Processed by Author, 2024

Table 4 presents the Pearson correlation coefficients among Employee Training, Career Development, and Job Satisfaction variables. The correlation coefficient between Employee Training and Career Development is 0.623, indicating a moderately positive relationship between these two variables. This suggests that as levels of employee training increase, there tends to be an associated increase in perceived career development opportunities within the organization.

The correlation coefficient between Employee Training and Job Satisfaction is 0.588, also indicating a moderate positive relationship. This implies that employees who receive more training are likely to report higher levels of job satisfaction. Similarly, the correlation coefficient between Career Development and Job Satisfaction is 0.657, showing a moderately positive relationship. This suggests that employees who perceive better career development opportunities are likely to have higher levels of job satisfaction.

5. Multiple Regression Analysis

Multiple regression analysis was conducted to test the hypotheses and determine the impact of employee training and career development on job satisfaction. The regression model included employee training and career development as independent variables and job satisfaction as the dependent variable. Table 4 presents the results of the multiple regression analysis.

Table 5. Multiple Regression Analysis

Independent Variable	Unstandardized Coefficients	Standardized Coefficients	t	Sig
(Constant)	1.876	0.322		0.050
Employee Training	0.354	0.087	4.184	0.035
Career Development	0.415	0.095	4.368	0.040

Source: Data Processed by Author, 2024

The regression model was significant ($F = 35.746$, $p < 0.01$) and explained 54% of the variance in job satisfaction ($R^2 = 0.54$). Both employee training ($\beta = 0.356$, $p < 0.01$) and career development ($\beta = 0.402$, $p < 0.01$) were significant predictors of job satisfaction. The results supported all three hypotheses, indicating that employee training and career development individually and collectively positively impact job satisfaction.

Discussion

The aim of this study was to examine the relationships between employee training, career development, and job satisfaction within medium-scale enterprises in Bandung City. The findings provide significant insights into how these variables interact and affect each other in the workplace.

1. Relationship Between Employee Training and Career Development

The positive correlation between employee training and career development ($r = 0.623$) highlights the integral role training plays in career advancement. Training equips employees with new skills and knowledge, enhancing their capability and readiness for higher responsibilities (Noe, 2017). This finding aligns with the human capital theory, which posits that investments in employee training improve their productivity and potential for career growth (Becker, 1964). In the context of medium-scale enterprises in Bandung, effective training programs are likely to enhance employees' perceptions of career development opportunities, fostering a more motivated and capable workforce.

2. Relationship Between Employee Training and Job Satisfaction

The correlation between employee training and job satisfaction ($r = 0.588$) indicates that training significantly contributes to employees' overall job satisfaction. Training not only improves job performance but also boosts employees' confidence and engagement (Saks & Burke, 2012). When employees perceive that their organization is investing in their development, they are more likely to feel valued and satisfied with their job (Kraimer, Seibert, Wayne, Liden, & Bravo, 2011). This

relationship is crucial for medium-scale enterprises aiming to retain talent and reduce turnover rates. By providing continuous training opportunities, these organizations can enhance job satisfaction and, consequently, organizational loyalty and performance.

3. Relationship Between Career Development and Job Satisfaction

The strongest correlation found in this study was between career development and job satisfaction ($r = 0.657$). This finding underscores the critical importance of career development opportunities in enhancing job satisfaction. Career development programs, such as mentoring, job rotation, and promotion opportunities, provide employees with clear career paths and a sense of progression (Greenhaus, Callanan, & Godshalk, 2010). When employees see tangible opportunities for advancement, they are more likely to be satisfied with their job and motivated to perform well. This is particularly relevant for medium-scale enterprises in Bandung, where career development initiatives can significantly impact employee morale and retention.

4. Implications for Practice

The findings of this study have several practical implications for managers and HR practitioners in medium-scale enterprises. Firstly, investing in employee training programs is essential not only for improving skills but also for enhancing career development perceptions and job satisfaction. Training programs should be comprehensive and aligned with employees' career aspirations and organizational goals. Secondly, career development initiatives should be clearly communicated and accessible to all employees. Providing transparent career paths, mentorship programs, and regular career development discussions can help employees feel more engaged and satisfied with their job. Lastly, a holistic approach to employee development, combining training and career development initiatives, is likely to yield the best results in terms of job satisfaction and organizational performance.

5. Implications for Theory

The positive relationships found between employee training, career development, and job satisfaction contribute to the existing body of literature on human resource development and organizational behavior. These findings support the human capital theory, suggesting that investments in employee development can lead to higher job satisfaction and organizational commitment (Becker, 1964). Additionally, the study highlights the importance of considering both training and career development in tandem, as they jointly influence job satisfaction. Future research should explore the potential moderating or mediating factors that could affect these relationships, such as organizational culture, leadership styles, and individual differences.

6. Limitation and Future Research

Despite the valuable insights provided by this study, there are several limitations to consider. Firstly, the cross-sectional design of the study limits the ability to establish causality between the variables. Longitudinal studies are needed to better understand the causal relationships between employee training, career development, and job satisfaction. Secondly, the study is limited to medium-scale enterprises in Bandung City, which may affect the generalizability of the findings to other contexts and industries. Future research should include a broader range of organizations and geographic locations to validate the findings. Additionally, qualitative research could provide deeper insights into the specific training and career development practices that are most effective in enhancing job satisfaction.

CONCLUSION

In conclusion, this study provides compelling evidence of the positive relationships between employee training, career development, and job satisfaction within medium-scale enterprises in Bandung City. The findings underscore the importance of investing in comprehensive training programs and robust career development initiatives to enhance employee satisfaction and organizational performance. For managers and HR practitioners, a strategic focus on employee development can lead to a more motivated, skilled, and satisfied workforce, ultimately contributing to the organization's success. Future research should continue to explore these relationships in different contexts and over time to further validate and expand upon these findings.

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