

Job Training and Employee Performance: Evidence from the Incoming Quality Control Department of PT XYZ

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Abstract

This study examined the effect of job training on employee performance in the Incoming Quality Control (IQC) department of PT XYZ, where inspection accuracy is essential for maintaining product quality and operational efficiency. A quantitative approach was used, with data collected from 50 IQC employees through a structured questionnaire. The data were analyzed using validity and reliability tests, as well as simple linear regression in SPSS version 25. The findings indicated that job training had a positive and statistically significant effect on employee performance. Improvements were observed in productivity, work quality, timeliness, and cycle time efficiency. These results emphasize the important role of training in improving employee competencies and supporting effective quality control. This study is limited to a single department with a relatively small sample size, which may affect the generalizability of the findings. This study provides empirical evidence that job training is a strategic investment in human resource development in manufacturing organizations.

Keywords: Employee Performance, Human Resource Development, Incoming Quality Control, Job Training, Manufacturing Sector

1. INTRODUCTION

In the context of economic globalization and increasingly intense industrial competition, organizations are required to continuously strengthen their operational effectiveness to maintain competitiveness and achieve sustainable performance. Rapid technological development, global market integration, and increasing customer expectations have created an environment in which organizations must constantly improve efficiency, quality, and innovation to survive and grow ([Firdaus, Rosita, Diyanto, & Supratikta, 2023](#); [Hasanah & Sunarti, 2022](#)). Within this dynamic environment, organizations are increasingly recognizing that human capital plays a pivotal role in shaping organizational success. Among the various organizational resources, human capital remains one of the most critical determinants of long-term performance, particularly in industries where product quality, operational precision, and process reliability are essential for maintaining market credibility and customer trust ([Edewhor & Eruteya, 2025](#); [Wahyuningsih, 2022](#)). Employee performance, therefore, becomes a central element in organizational effectiveness, as it reflects the ability of employees to carry out their responsibilities in accordance with established standards, operational procedures, and organizational objectives.

In the manufacturing sector, quality control functions play a particularly strategic role because they directly influence product conformity, production efficiency, and customer satisfaction. Quality control activities serve as a critical mechanism for ensuring that products meet predefined specifications and quality standards before reaching the market ([Serenko, Abubakar, & Bontis, 2024](#)). One of the most crucial stages in the quality assurance process is Incoming Quality Control (IQC), which focuses on the inspection and verification of raw materials or components received from suppliers before they enter the production system ([Royan & Assa, 2025](#)). Through this process, organizations seek to ensure that incoming materials comply with quality requirements and technical specifications, thereby preventing defects from propagating throughout subsequent production stages ([Mutua, Kimanthi, & Kinyili, 2024](#)). The effective implementation of Incoming Quality Control (IQC) procedures is therefore essential, as failure to detect defects at this early stage may lead to significant operational consequences, including product rework, production delays, increased operational costs, and potential damage to organizational reputation ([Cvetković, Đorđević, & Simonović, 2025](#); [Daulay, Restu, & Haqqe, 2023](#)).

Despite its strategic importance, the effectiveness of Incoming Quality Control (IQC) operations largely depends on the competencies and performance of the employees responsible for carrying out inspection activities. Employees working in quality control functions are expected to

possess strong technical knowledge, attention to detail, and a clear understanding of quality standards and inspection procedures. When employees lack adequate competencies, the effectiveness of inspection processes may decline, thereby increasing the risk of undetected defects and operational inefficiencies (Wijayanti & Sari, 2023). Observations within the Incoming Quality Control (IQC) department of PT XYZ indicate that disparities in employee competency levels remain a challenge. Some employees have not yet achieved the minimum competency standards required to perform inspection tasks optimally, which may affect the overall effectiveness of quality control processes (Panjaitan, 2024; Qomariyah & Vizandra, 2025). In addition, limited access to structured and comprehensive training programs for certain competency areas has contributed to uneven skill development among employees, further exacerbating the gap between expected and actual performance levels (Halim, Rashid, Zulkifli, & Ibrahim, 2023). Such conditions may increase the likelihood of inspection inaccuracies and create imbalances in workload distribution within the IQC department, ultimately affecting the consistency of quality assurance practices (Tobing, 2025).

To address these challenges, organizations must adopt effective human resource development strategies aimed at improving employee competencies and performance. One of the most widely recognized mechanisms for enhancing employee capability is job training (Nugroho, Said, & Said, 2025). Job training represents a structured organizational effort designed to equip employees with the knowledge, skills, and work-related behaviors necessary to perform their duties effectively and efficiently (Rehka & Rajesh, 2022). Through systematic and well-designed training programs, employees can strengthen their technical competencies, improve their understanding of operational procedures, and adapt to evolving technological and organizational requirements (Halim et al., 2023; Ustadztama & Anwar, 2024). In operational contexts such as quality control, where accuracy and consistency are critical, training programs play a particularly important role in ensuring that employees possess the competencies needed to detect nonconformities and maintain quality standards.

Conversely, inadequate or uneven training provision may hinder employee performance and reduce the effectiveness of operational processes. Employees who do not receive sufficient training may experience difficulties in applying inspection procedures, interpreting quality specifications, or identifying potential defects during inspection activities. This situation may lead to inconsistencies in inspection outcomes and increase the likelihood that non-conforming materials pass through the quality control process undetected, thereby affecting the overall quality of the final product (Wambura, 2025). Within the context of PT XYZ, operational observations suggest that weaknesses in inspection effectiveness remain a concern, as certain non-conforming materials are not consistently identified at the incoming inspection stage (Wijayanti & Sari, 2023). These conditions highlight the importance of strengthening employee competencies through targeted training initiatives aimed at improving inspection accuracy and procedural compliance (Halim et al., 2023).

Therefore, improving the quality, relevance, and accessibility of job training programs is expected to enhance employees' ability to perform their tasks effectively within the Incoming Quality Control (IQC) function (Riskarini, Putriana, Prakoso, & Martiza, 2025). Well-designed training programs can support employees in developing deeper technical knowledge, improving analytical skills in detecting nonconformities, and strengthening adherence to established inspection standards. Ultimately, these improvements are expected to contribute to higher levels of employee performance and greater organizational effectiveness in maintaining product quality and operational reliability (Ustadztama & Anwar, 2024; Wambura, 2025).

Despite the growing body of literature examining the relationship between job training and employee performance, most studies have focused primarily on general organizational contexts and broader industrial settings. These studies consistently demonstrated that training has a positive and significant effect on employee performance, particularly through improvements in skills, knowledge, and work outcomes (Abd Razak & Zahidi, 2024; Herjuna, Marhaeni, Alvira, Putri, & Anastasya, 2024).

However, empirical research that specifically investigates the role of job training within highly specialized operational units, such as Incoming Quality Control (IQC), remains limited, particularly in developing country manufacturing contexts. Existing studies tend to overlook contexts in which

operational precision, inspection accuracy, and strict procedural compliance are critical determinants of organizational performance. In addition, research in the manufacturing sector has largely emphasized general training effectiveness without deeply examining its impact on quality control functions that require high levels of technical competency and consistency ([Naing & Fang, 2025](#)).

Furthermore, prior studies tend to emphasize mediating variables such as self-efficacy and motivation, while limited attention is given to the direct effect of job training in specialized operational contexts ([Abd Razak & Zahidi, 2024](#)). Therefore, further empirical investigation is needed to examine the effect of job training on employee performance within the context of Incoming Quality Control (IQC), where inspection accuracy plays a crucial role in ensuring product quality and operational efficiency.

This study provides a specific contribution by focusing on the Incoming Quality Control (IQC) function, a critical yet underexplored operational unit in manufacturing organizations where inspection accuracy is essential. Contrast to previous studies that examined training in general contexts, this research highlights the role of job training in improving employee performance in a highly specialized quality control environment. Thus, this study contributes to the literature by offering empirical evidence on training effectiveness in a context that requires high levels of technical precision and procedural consistency.

Based on these considerations, this study aims to examine the effect of job training on employee performance within the Incoming Quality Control (IQC) department of PT XYZ and to provide empirical evidence in a specialized manufacturing context. By focusing on a critical operational unit, this study seeks to contribute to the literature on human resource development by highlighting the importance of training in improving performance in environments that require high levels of technical precision and procedural consistency. Furthermore, the findings are expected to offer practical implications for organizations seeking to strengthen quality control processes through effective training strategies.

2. LITERATURE REVIEW

2.1 Job Training

This study is grounded in human capital theory, which posits that investments in employee development, such as education and training, enhance employees' knowledge, skills, and competencies, thereby increasing their productivity and performance. According to this theory, human capital represents a critical organizational asset that contributes to long-term performance and competitive advantage. Training, as a form of human capital investment, enables employees to acquire job-relevant competencies and improve their ability to perform tasks effectively. Consequently, organizations that invest in structured training programs are more likely to experience improvements in employee performance and overall organizational effectiveness ([Becker, 1993](#); [Nafukho, Hairston, & Brooks, 2004](#)).

Job training constitutes a systematic organizational effort aimed at enhancing employees' knowledge, skills, and abilities in alignment with job requirements and organizational objectives ([Maunsell-terry & Taşkın, 2023](#)). Through training activities, employees are prepared to perform their tasks more effectively by acquiring both technical competencies and work-related behaviors that support operational excellence ([Ayaz & Hardari, 2023](#)). Well-structured training programs enable employees to adapt to organizational changes, improve work efficiency, and meaningfully contribute to achieving organizational goals ([Srivastava, 2025](#); [Tibyana, Agustini, Nabila, & Ismail, 2025](#)).

In contemporary organizations, training is no longer viewed merely as a routine administrative function but as a strategic investment in human capital development ([Abel, Worku, & Wubshet, 2023](#)). Effective training programs support continuous learning by updating employees' knowledge, strengthening job-relevant skills, and facilitating adaptation to technological advancements and evolving work methods ([Jayakani & Banu, 2024](#)). Consequently, training enhances employees' capacity to perform tasks accurately and efficiently, particularly in operational functions that require precision and consistency ([Hilal & Widagdo, 2025](#); [Huber, Knoll, & Guthe, 2025](#)).

Moreover, job training is closely associated with broader human resource development outcomes ([Ardina, Supardi, Yusup, & Sudirman, 2022](#)). When training initiatives are integrated with career development efforts, employees tend to experience higher levels of job satisfaction and motivation, which, in turn, positively influences their productivity ([Lee, Hussain, Rashid, Raffar, & Aripin, 2023](#)). From this perspective, training serves not only as a mechanism for skill enhancement but also as a means of fostering employee engagement and long-term performance improvement within the organization ([Anakampun et al., 2025](#); [Mvuyisi & Mbukanma, 2023](#)). Based on human capital theory, job training can be understood as a strategic mechanism through which organizations enhance employee competencies, which, in turn, leads to improved employee performance. This perspective provides the theoretical basis for examining the direct relationship between job training and employee performance in this study.

2.2 Employee Performance

Employee performance refers to the extent to which employees successfully accomplish their assigned tasks in accordance with organizational standards and responsibilities ([Abel et al., 2023](#)). Performance is commonly reflected in the quality and quantity of work produced, as well as the timeliness and consistency with which tasks are completed. As such, employee performance represents a central indicator of organizational effectiveness and operational success ([Ayaz & Haidari, 2023](#)). From a managerial standpoint, performance evaluation plays an important role in decision-making processes related to promotion, compensation, and employee development ([Serenko et al., 2024](#)). Performance-related information allows organizations to assess whether employees meet expected standards and identify areas requiring improvement. Consequently, performance assessment serves not only as a control mechanism but also as a foundation for strategic human resource planning and development ([Firdaus et al., 2023](#)).

Employee performance is influenced by various individual and organizational factors, including competencies, work experience, motivation, and availability of adequate support systems ([Isa, 2022](#)). In operational environments, particularly those involving quality control functions, employee performance is critical because inaccuracies or inconsistencies in task execution may directly affect product quality and organizational outcomes. Therefore, understanding the determinants of employee performance is essential for organizations seeking to maintain high quality and efficiency standards ([Lewaherilla, Siabat, Siahainenia, & Huwae, 2023](#)). Based on these perspectives, employee performance can be understood as a multidimensional construct that captures employees' ability to achieve work outcomes in line with predefined standards measured through indicators such as productivity, quality, timeliness, and work cycle efficiency ([Serenko et al., 2024](#)). These dimensions provide a comprehensive basis for evaluating individual contributions to organizational objectives ([Mutua et al., 2024](#)).

2.3 Research Framework

Drawing upon the theoretical discussion presented in the previous sections, this study adopts a conceptual framework that positions job training as a key determinant of employee performance. The framework is grounded in the assumption that organizational training initiatives play a crucial role in strengthening employees' competencies and enhancing their ability to perform work-related tasks in accordance with established organizational standards. Job training is expected to enhance employees' competencies by equipping them with the knowledge, technical skills, and work-related behaviors required to effectively carry out their responsibilities. Through structured and systematic training programs, employees can improve their understanding of operational procedures, develop practical problem-solving abilities, and adapt more effectively to evolving work demands and technological developments.

As employees gain stronger competencies through training, their ability to perform tasks effectively and consistently is expected to improve. Enhanced competencies enable employees to execute tasks with greater accuracy, maintain adherence to organizational procedures, and respond more efficiently to operational challenges that arise in the workplace. Consequently, job training not only supports individual capability development but also contributes to improved work quality,

higher productivity, and more consistent employee performance outcomes. The proposed conceptual framework illustrates the direct relationship between job training and employee performance within the organizational context under investigation. By emphasizing the role of job training as a strategic human resource development mechanism, the framework highlights how improvements in employee competencies can ultimately translate into better individual performance and stronger organizational effectiveness.

2.4 Hypothesis Development

Job training functions as a developmental process through which employees acquire enhanced knowledge, skills, and work-related behaviors that align with organizational expectations and operational standards ([Jayakani & Banu, 2024](#)). In contemporary organizations, training programs serve as an essential mechanism for strengthening human capital by equipping employees with the competencies required to perform their tasks effectively in increasingly dynamic and demanding work environments. Through structured training initiatives, employees can improve their technical understanding, develop practical work skills, and internalize organizational procedures that guide their daily activities. By strengthening individual competencies, training enables employees to perform their duties more effectively, adapt to changing work demands, and solve job-related problems more efficiently. In operational contexts such as quality control and production environments, these competencies are particularly important because employees are expected to demonstrate accuracy, consistency, and adherence to established work standards.

From a theoretical standpoint, improved competencies resulting from training are expected to translate into higher levels of employee performance, both in terms of work quality and productivity ([Wambura, 2025](#)). Employees who receive adequate training tend to demonstrate greater confidence in performing their tasks, improved problem-solving abilities, and stronger commitment to achieving organizational objectives. As a result, training not only enhances individual capability but also contributes to broader organizational outcomes by improving efficiency, reducing operational errors, and strengthening overall performance effectiveness. Based on this theoretical reasoning, the following hypothesis is formulated:

H_1 : Job training has a positive and significant effect on employee performance

2.5 Research Variables and Measurement

This study examined two primary variables: job training as the independent variable and employee performance as the dependent variable ([Maunsell-terry & Taşkın, 2023](#)). The selection of these variables is grounded in the premise that training initiatives represent a central mechanism through which organizations enhance employee competencies and ultimately improve work outcomes. In this study, job training was operationalized through several indicators that reflected the effectiveness and quality of the training process, including the quality of instructors, participant involvement, training methods, training materials, and training objectives. These indicators capture important dimensions of training implementation, such as the ability of instructors to deliver relevant knowledge, active engagement of participants during the learning process, suitability of training methods used to facilitate understanding, relevance and clarity of training materials, and alignment of training objectives with organizational needs.

Employee performance is measured using indicators that represent the practical outcomes of employees' work activities, namely productivity, quality, timeliness, and cycle time. Productivity reflects the ability of employees to complete tasks efficiently and achieve expected output levels, whereas quality represents the accuracy and reliability of the work produced. Timeliness refers to the extent to which employees are able to complete their tasks within the specified time frame, whereas cycle time captures the efficiency of task completion within operational processes. These indicators are derived from established theoretical concepts and are employed to capture the multidimensional nature of both job training and employee performance ([Serenko et al., 2024](#)). By incorporating these indicators, this study aims to provide a comprehensive measurement framework that reflects how training initiatives contribute to improvements in employee performance within the organizational context under investigation.

3. METHODOLOGY

This study adopts a quantitative, cross-sectional research approach to examine the effect of job training on employee performance within the Incoming Quality Control (IQC) department of PT XYZ. Data were obtained from both primary and secondary sources. Primary data were collected through a structured questionnaire administered to employees, whereas secondary data were derived from internal company documents, including training materials and performance evaluation records related to IQC activities. The research population comprised all employees working in the Incoming Quality Control (IQC) department of PT XYZ. Given the relatively small population size, a saturated sampling technique was employed, in which all members of the population were included as respondents, resulting in a total of 50 participants. This approach ensures full population representation and strengthens internal validity.

Although the sample size was relatively small (n= 50), it did not reduce the validity of the study, as all members of the population were included. This approach minimizes sampling bias and ensures strong internal validity. Furthermore, this study focused on a specific organizational unit Incoming Quality Control (IQC), where the use of a complete population was more appropriate than a larger but less representative sample. Therefore, the findings remained valid within the context of the studied department, although generalization to broader populations should be made with caution. Data analysis was performed using SPSS 25 version. The analytical approach was associative, aiming to identify and assess the relationship between job training as the independent variable and employee performance as the dependent variable. Several statistical procedures were applied to ensure the robustness of the analysis.

Instrument validity was assessed using Pearson’s product correlation to evaluate the extent to which each questionnaire item accurately measured the intended construct. Items with significance values below the 0.05 threshold were considered valid (Jayakani & Banu, 2024). Instrument reliability was examined using Cronbach’s alpha to evaluate internal consistency, with alpha values exceeding 0.60 indicating acceptable reliability (Serenko et al., 2024). A simple linear regression analysis was employed to test the proposed relationship between variables. This method was selected to assess the extent to which job training influences employee performance (Ustadztama & Anwar, 2024). In addition, a t-test was conducted to evaluate the statistical significance of the regression coefficient and to determine whether job training exerts a significant partial effect on employee performance (Hilal & Widagdo, 2025).

Employee performance was operationalized using indicators of productivity, quality, timeliness, and cycle time, while job training was measured using indicators related to instructors, participants, training methods, training materials, and training objectives (Maunsell-terry & Taşkın, 2023). All indicators were measured using a five point likert scale (Serenko et al., 2024). To provide a clearer understanding of the variables used in this study, the operationalization of the variables is presented in Table 1.

Table 1. Variable operationalization

Variables	Definition	Indicators	Scale
Employee Performance (K)	Employee performance refers to the overall outcomes or degree of success achieved by an individual within a specific period in carrying out assigned tasks based on established standards, targets, and performance criteria (Rivai & Basri, 2005).	1. Productivity (K1) 2. Quality (K2) 3. Timeliness (K3) 4. Cycle Time (K4)	Likert Scale (1–5)
Job Training (P)	Job training is an activity aimed at improving employee performance in current and future job roles by enhancing job-related knowledge, skills, and competencies	1. Instructor (P1) 2. Participants (P2) 3. Methods (P3) 4. Materials (P4) 5. Training Objectives (P5)	Likert Scale (1–5)



Table 1 show the variables in this study were operationalized using established theoretical concepts. Job training was measured through five indicators reflecting the effectiveness of training implementation, while employee performance was assessed using four indicators representing key dimensions of work outcomes. All variables were measured using a five-point Likert scale ranging from strongly disagree to strongly agree.

4. RESULTS AND DISCUSSIONS

Data processing was conducted using IBM SPSS Statistics for Windows, version 25.0, and the results of the statistical analyses are presented and discussed as follows.

4.1 Result

4.1.1 Descriptive Statistics

Descriptive statistics were calculated to provide an overview of respondents’ perceptions of job training and employee performance. The means and standard deviations for each variable are presented in Table 2.

Table 2. Descriptive statistics of research variables

Variables	Mean	Std. Deviation
Job Training	78.77	3.42
Employee Performance	59.63	3.45

The results show that job training has a mean value of 78.77 with a standard deviation of 3.42, while employee performance has a mean value of 59.63 with a standard deviation of 3.45. These findings indicate that respondents generally perceived the implementation of job training and employee performance levels to be favorable. Furthermore, the relatively low standard deviation values suggest that the respondents’ perceptions were consistent, indicating a homogeneous distribution of responses.

4.1.2 Instrument Validity and Reliability

This study examined two primary variables: job training as the independent variable and employee performance as the dependent variable (Maunsell-terry & Taşkın, 2023). The selection of these variables is grounded in the premise that training initiatives represent one of the most important mechanisms through which organizations develop human capital and enhance employees’ work capabilities. Within organizational contexts, job training plays a strategic role in equipping employees with the knowledge, technical skills, and work-related behaviors required to perform their duties effectively and in alignment with operational standards. In this study, job training was operationalized through several indicators that reflected the effectiveness and quality of the training process, including the quality of instructors, participant involvement, training methods, training materials, and training objectives. These indicators represent the key dimensions of training implementation.

The quality of instructors reflects the ability of trainers to convey knowledge clearly and effectively, whereas participant involvement captures the extent to which employees actively engage in the training process. Training methods refer to approaches used to facilitate learning and skill development, whereas training materials represent the relevance and clarity of the information provided during training sessions. Finally, training objectives reflect the degree to which training programs align with organizational needs and employee development goals.

Employee performance is measured using indicators that reflect the practical outcomes of employees’ work activities, namely productivity, quality, timeliness, and cycle time. Productivity refers to the ability of employees to complete tasks efficiently and achieve expected output levels within their assigned responsibilities. Quality represents the accuracy, reliability, and consistency of the work produced by employees, particularly in tasks that require careful inspection and adherence to established standards. Timeliness indicates the extent to which employees are able to complete their duties within predetermined time frames, thereby ensuring the smooth flow of operational

processes. Task completion time, on the other hand, reflects the efficiency of task completion within operational activities and highlights how quickly employees can perform their duties while maintaining accuracy and quality. These indicators are derived from established theoretical concepts and are employed to capture the multidimensional nature of both job training and employee performance (Serenko et al., 2024). By incorporating these indicators, this study aims to provide a comprehensive measurement framework that reflects how training initiatives contribute to improvements in employee competencies and performance within the organizational context under investigation.

The results of the validity tests indicate that all questionnaire items for both job training and employee performance variables meet the required validity criteria. All items produced significance values below the established threshold, demonstrating that each indicator can accurately measure the constructs it is intended to represent. This result confirms that the measurement instruments used in this study possess an adequate level of construct validity and are appropriate for further statistical analysis.

Reliability testing further confirms the internal consistency of the research instruments. Cronbach's alpha coefficient for the job training variable was 0.737, while the employee performance variable yielded an alpha value of 0.788. Both values exceed the commonly accepted reliability threshold, indicating that the instruments demonstrate strong internal consistency and stability in measuring the constructs under investigation. These findings suggest that the measurement instruments employed in this study are both valid and reliable, thereby providing a sound methodological foundation for examining the relationship between job training and employee performance.

4.1.3 Simple Linear Regression Analysis

To examine the effect of job training on employee performance, a simple linear regression model was applied, with employee performance as the dependent variable and job training as the independent variable. The results indicate that job training has a statistically significant and positive effect on employee performance within the Incoming Quality Control (IQC) department of PT XYZ. The regression equation obtained from the analysis demonstrated that improvements in job training are associated with a corresponding increase in employee performance. The positive regression coefficient indicates a direct relationship, meaning that higher levels of training effectiveness contribute to improved employee performance. This constant value reflects a baseline level of performance that exists even in the absence of training, which may be attributed to employees' prior experience or fundamental competencies.

The t-test results further support these findings. The calculated t-value exceeds the critical threshold, and the significance value is well below the 0.05 level, indicating that job training has a statistically significant influence on employee performance. Consequently, the research hypothesis that proposes a positive relationship between job training and employee performance is supported. The standardized coefficient value suggests that job training plays a substantial role in explaining variations in employee performance. This finding highlights the importance of structured training programs in enhancing employees' ability to accurately perform tasks, comply with operational procedures, and maintain quality standards, particularly in quality control functions that demand high levels of precision and consistency.

4.1.4 Coefficient of Determination

The coefficient of determination analysis indicates that job training accounts for a meaningful proportion of the variation in employee performance within the Incoming Quality Control (IQC) department. Although training explains a significant share of performance differences, a considerable portion of the remaining variation is influenced by other factors beyond the scope of this study. These factors may include work experience, motivation, workload, leadership, compensation systems, and environment. This result implies that although job training is a critical determinant of employee performance, it should be complemented by other organizational initiatives to achieve optimal performance outcomes. Strengthening training quality while simultaneously addressing other human

resource and organizational factors is therefore essential for improving overall Incoming Quality Control (IQC) performance.

4.2 Discussion

The findings of this study underscore the strategic role of job training in enhancing employee performance in quality control functions. Effective training programs enable employees to develop both technical and non-technical competencies required for accurate inspection, detection of nonconformities, and adherence to standard operating procedures. In the context of incoming quality control, these competencies are particularly important because employee performance directly affects product quality and operational efficiency.

The results suggest that organizations should view job training as a continuous investment rather than a one-time activity ([Firdaus et al., 2023](#)). Regular evaluation of the training content, instructor quality, and training methods is necessary to ensure alignment with the operational needs. By optimizing training programs, organizations can strengthen employee performance and support the achievement of quality objectives more effectively ([Mutua et al., 2024](#)).

The significant effect of job training on employee performance in this study can be explained by the operational characteristics of the Incoming Quality Control (IQC) function. Contrast to general administrative roles, Incoming Quality Control (IQC) activities require a high level of inspection accuracy, technical understanding, and strict adherence to standard operating procedures. In such environments, even minor errors can lead to significant operational consequences, including product defects and production inefficiencies. Therefore, training plays a more critical role in enhancing performance than in other organizational contexts where tasks may be less precision-dependent.

Compared to other manufacturing environments, the impact of training in Incoming Quality Control (IQC) is likely to be more pronounced because employees are directly involved in quality assurance processes that determine whether materials meet required specifications. This differs from production or administrative functions, where performance outcomes may be influenced by a broader range of factors beyond technical accuracy. Consequently, training in Incoming Quality Control (IQC) improves individual competencies and directly contributes to organizational quality control effectiveness. These findings are consistent with human capital theory, which emphasizes that investments in training enhance employee competencies and ultimately lead to improved performance outcomes ([Becker, 1993](#); [Nafukho et al., 2004](#)).

5. CONCLUSIONS

5.1 Conclusion

The findings of this study confirm the significant role of job training as a fundamental mechanism for enhancing employee performance. Job training equips employees, both new and experienced, with essential skills and competencies that enable them to perform their tasks more effectively and consistently. By providing structured learning opportunities, organizations can reduce skill gaps, improve confidence, and ensure that employees are prepared to meet the demands of their roles. This ongoing development fosters a culture of continuous improvement, where employees are encouraged to update their knowledge and adapt to evolving operational requirements.

In the context of incoming quality control, effective training strengthens employees' ability to conduct inspection tasks accurately, thereby supporting the achievement of quality standards and organizational objectives. Well-trained employees are more capable of identifying defects, adhering to standard operating procedures, and making informed decisions that prevent errors and reduce rework. Consequently, job training not only enhances individual performance but also contributes to overall organizational efficiency, product quality, and customer satisfaction, highlighting its critical role in maintaining competitive advantage.

5.2 Research Limitations

This study has several limitations that should be considered. The research primarily focused on the role of job training in improving employee performance and did not include other potential

influencing factors, such as employee motivation, leadership style, organizational culture, work environment, or digital literacy. These factors may act as mediating or moderating variables that influence the relationship between job training and employee performance. In addition, the scope of respondents was limited to a specific organizational function, which may restrict the generalizability of the findings to other departments or organizations. Therefore, the results of this study should be interpreted in the context of the Incoming Quality Control (IQC) unit. These limitations indicate the need for a broader investigation into various determinants that may influence employee performance.

5.3 Suggestions and Directions for Future Research

The results of this study led to several recommendations for both organizational practice and future research. From a managerial perspective, organizations should prioritize improving the quality of training programs by aligning training materials with the technical requirements of the incoming quality control role, including measurement techniques, nonconformity analysis, mastery of quality standards, and the effective use of inspection tools. Training effectiveness should also be regularly evaluated through systematic assessments, such as pretests, posttests, workplace observations, and structured feedback from participants, to ensure that training remains relevant to operational needs.

For future research, scholars are encouraged to incorporate additional variables that may act as mediating or moderating factors, such as work motivation, leadership style, organizational culture, work environment, and digital literacy, to obtain more comprehensive insights into the determinants of employee performance. Expanding the scope of respondents to include different departments or comparable organizations may also enhance the generalizability of research findings. Furthermore, future studies may classify training programs into specific categories, such as technical training, non-technical training, safety training, and on-the-job training, to identify which type of training has the most significant influence on employee performance in quality control functions.

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