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## New Paradigm of Employee Productivity

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**Abstract:** The purpose of this study was to assess the extent to which the implementation of current education and training programs affects the job productivity of kindhearted employees. According to the findings from data analysis, there are certain factors pertaining to the execution of education and training programs that should be taken into account and improved upon. These factors include: In order to enhance the efficiency of employees, there are several key elements that must be considered when implementing instructional and training programs. These include the preparation of materials, non-formal instruction, plan preparation, fostering camaraderie among educators, offering diverse training options, implementing effective strategies, and creating comprehensive training manuals. Additionally, it is crucial to maintain formal instruction, ensure teachers possess the necessary skills and capacities, provide adequate training facilities, develop comprehensive training curricula, and conduct regular assessments. The successful implementation of these instructional and training programs directly impacts the productivity of employees. Despite the theoretical nature of training programs, their practical application remains significant in the work of employees. Therefore, an appropriate and well-designed instructional and training program will undoubtedly contribute to increased employee productivity.

**Keyword:** Performance Evaluation, Training, Productivity.

## INTRODUCTION

In order for a performance management system to effectively drive the implementation of an organization's strategic goals and objectives, it is crucial for organizations in the public sector to have the ability to assess and value official performance. This paper presents a model that can be utilized to evaluate executive performance in government organizations. The model allows executives to prioritize what is important to the organization and its stakeholders, and links their evaluation of performance not only to the organization's goals, but also to the significance of each goal. As a result, leaders are provided with a transparent and explicit relationship between the performance attributes of individual and organizational objectives.

In order to assess the achievements of individuals, we classify their performance based on specific attributes or criteria, which are then integrated into broader objectives. Subsequently, we explore the implementation of models to determine the relative performance of managers, discussing the significance of rankings, their utility in evaluating performance, and the limitations associated with employing models for performance assessment (Limakrisna, Noor, & Ali, 2016).

Numerous charitable organizations in the United Kingdom have implemented a system for monitoring their performance. When implementing this system, the main focus is on ensuring that it is suitable and adequately sized, as well as selecting the appropriate performance indicators. A multitude of indicators have been published and an extensive amount of analysis has been conducted to assess their heuristic value. What insights does this performance indicator provide regarding the overall performance?

Performance monitoring frameworks encompass underlying measurements and actions that are essential to the overall system. This includes the establishment and logical values upon which the entire framework is built. Weaknesses in these areas, coupled with a lack of consideration for the diverse values embedded within the performance monitoring system, can result in significant implementation challenges. The design of a performance monitoring system reflects different perspectives on public administration. These range from a focus on technical advancements in public policy analysis, market-oriented representations, and operational efficiency and effectiveness, to an emphasis on community values and public services. Usage issues arise when these perspectives conflict within public service organizations or when organizational stakeholders hold fundamentally different views from the governing body. Introducing a performance monitoring system can pose significant challenges in change management. Performance criteria, by their very nature, are imbued with values. The subject at hand serves as a catalyst for heated debates within the realm of politics. When evaluating the performance of public service entities, it becomes imperative to delve deeper into the discourse surrounding the data utilized to construct performance indicators. The evaluation of performance in public service organizations is a complex matter, encompassing theoretical, methodological, and practical challenges that invariably intertwine with discussions on democracy. This article will explore a selection of these challenges.

The evolving landscape of communication and data necessitates a more strategic role for Human Resources (HR) within organizations. In this context, globalization becomes an inevitable factor in HR implementation. In essence, companies that aim to stay competitive must prepare themselves for the challenges of global trade. An example of such a company operating within the export-quality manufacturing industry is one that targets the Japanese market, known for its high standards of quality. Currently, there is a decline in work productivity among civil workers in Indonesia (Sutanto & Kurniawan, 2016). Given the aforementioned issue, if the development of civil servant knowledge, particularly education and training programs, proves to be ineffective and inefficient, resulting in a mismatch between skills and job requirements, work efficiency will decrease. If this situation persists, companies are bound to incur significant losses. Therefore, it is crucial to evaluate the performance of civil servant education and training programs through interested and performance analysis, and assess their impact on the productivity of civil workers in Indonesia. This research aims to provide an evaluation and feedback for local governments and the central HRM authority, specifically in advancing existing knowledge development systems, particularly education and training programs (Priatna & Roswinna, 2019), (A. F. Anggraeni et al., 2021; A. F. Anggraeni & Winarningsih, 2021).

## **METHODS**

This investigation is conducted with the intention of providing evidence to support a hypothesis. The nature of this research is descriptive, as it seeks to gather information about

the characteristics of various factors. The objective of this study is to examine whether the implementation of education and training programs has an impact on work productivity. To achieve this, a combination of descriptive survey and observational research methods are employed. The research design used is correlational, which aims to establish a relationship between the independent variable, in this case, the implementation of education and training programs, and the dependent variable, specifically work productivity. The unit of analysis for this study is the individual, focusing on the observation of civil service staff in Indonesia (Agustina et al., 2020; Ahmadi et al., 2020; Febrian et al., 2020; Harnani, Rudi Suprianto Ahmadi, et al., 2020; Sugalang et al., 2020). In terms of the timeline, this research is cross-sectional, meaning that data is collected from a sample of the population at a specific point in time, in order to understand the perspectives of different populations regarding the subject under investigation, as noted by (Limakrisna et al., 2016, 2018; Priatna et al., 2017; Priatna & Roswinna, 2019)

## **RESULT AND DISCUSSION**

### **Results**

The globalization of the world economy and the financial crises faced by national companies involved in international trade pose significant challenges. In order to enter the global market, it is crucial for governments to plan and support policies regarding import and export. Company assets typically consist of tangible assets, intangible assets, and organizational capabilities. However, not all company assets can be considered core capabilities. Assets can be classified as core capabilities if they meet certain criteria, such as value, scarcity, irreproducibility, and the ability to be organized. The role of human resources within a company is particularly important as it greatly influences company performance. However, it is imperative for the progress of the organization itself to acknowledge the capacity and motivation of elementary schools. Therefore, it becomes crucial to implement education and training programs that aim to enhance the skills and motivation of these human resources (Priatna & Roswinna, 2019). This aligns with Bernardin's perspective, particularly regarding the assignment, evaluation, and assessment of human resources, which includes education, training, and development. Thus, based on expert opinions, it can be inferred that education and training programs hold great significance for companies (Bailey, Albassami, & Al-Meshal, 2016). In order to determine individuals' satisfaction or dissatisfaction in specific situations, four hypotheses are commonly employed: satisfaction theory, reward theory, gap theory, and equity theory. It is through individual satisfaction that work productivity can be achieved (Platis et al., 2015).

Evaluation of performance is a crucial tool in management that measures the performance of employees, clarifies decisions regarding their advancement, demotion, or retention, and enhances their skills through feedback and training. It also strengthens the understanding between managers and employees and reinforces the values of the organization (Kurtessis et al., 2015). Moreover, effective performance appraisal is believed to motivate employees to seek improvement by linking evaluations to rewards based on performance (Sukirno & Siengthai, 2011). Despite the widespread agreement on the benefits of using performance appraisal, its theoretical advantages seem to be unfulfilled in some cases. Several studies have found that both employers and employees do not support its use (Zagenczyk, Scott, Gibney, Murrell, & Thatcher, 2010). Particularly in the public sector, anecdotal evidence and survey findings suggest that the external element embedded in performance appraisal can have crowding-out effects on employee motivation, resulting in feelings of stress, demotivation, or even exhaustion (Dyer, Gregersen, & Christensen, 2008). The credibility, validity, and logic behind public performance evaluations are increasingly being called into question (Aarssen, LW, & Crimi, L. (2016). The concept of "working hard -

playing hard" and its impact on legacy and relaxation. *Journal of Psychology* et al., 2018). An example of this can be seen in the research conducted by Kurtessis et al. (2015), who discuss the prevalent negative attitudes towards performance evaluations among government employees. The survey revealed that some employees expressed concerns about the fairness of their evaluations, while others in supervisory roles viewed providing feedback on performance as a burdensome task that detracted from their other responsibilities. Furthermore, the majority of employees surveyed expressed a belief in the necessity of a standardized system for performance evaluations (Tuma, JM, & Pratt, JM (1982). *Clinical child psychology training and practice*).

The significance of organizational access to performance measurement efforts, both by supervisors and subordinates, has been emphasized in various studies (A Study, *Ldots of Clinical Child & Youthful Brain research*, 137 (Eminent 2012) et al., 1997). It has been argued that such access is crucial for overall success in performance management and effectiveness, as attitudes of individuals can greatly impact their behavior (Sagita, Susilo, & Cahyo, 2018). This is because, as noted by Halbesleben & Wheeler (2008), attitudes towards uniformity and acceptance of a ranking system are a result not only of the system itself, but also of organizational and individual characteristics. In particular, they suggested that behaviors such as seeking employee input and adopting participatory management styles contribute to increased acceptance of performance evaluations among employees. According to Aarssen, LW, & Crimi (2016), the employee's need for input and the inclusion of representatives in the decision-making process are crucial factors in determining the level of recognition of performance evaluations among employees. In other words, even if we develop a robust and accurate performance evaluation system, its overall quality and success may be compromised without the acknowledgment and acceptance of employees. The study conducted by *The Open Brain research Journal* et al. (2018) also supports this notion, emphasizing the importance of addressing and minimizing the reasons behind supervisors or employees dismissing performance evaluations to maximize their effectiveness. Additionally, Mathew, RV, & Panchanatham (2016) suggest that exploring and understanding the factors contributing to the development of women entrepreneurship can further enhance the efficacy of performance evaluations.

In their research on *Marketing and Business, The Indian Case. Diary of Inquiry* (et al., 2003) also put forth a strong argument that the evaluation of an appraisal system's effectiveness often neglects an important criterion: the employees' response to performance measurement. This criterion holds significant value in assessing the overall success of the appraisal system.

In light of this, according to the proposal made by Kurtessis et al. in 2015, the recognition of performance evaluation within an organization is a product of a specific process. This process refers to the degree to which employees perceive that performance appraisals accurately reflect their actual performance or contributions to the organization. It also encompasses the extent to which employees perceive that their superiors make decisions based on information obtained from performance evaluations. In simpler terms, it revolves around whether employees believe that the appraisal process is valid or fair.

The results of performance evaluation, as seen through the eyes of employees, consist of two main factors: recognition or appreciation for their exemplary performance by their employer, and the motivation to enhance their performance. These factors serve as catalysts for improvement and growth within the organization (Morgan, Richey Jr., & Autry, 2016). It is unnecessary to question the existence of a system in place that rewards employees for their efforts.

The question of who typically recognizes and acknowledges exceptional performance by employees, whether it is the supervisors or the managers, is a matter of debate. In simpler

terms, the perception of fairness and impartiality plays a significant role in how employees view performance evaluations as legitimate and essential for their professional development and improvement (Siahaan, Gultom, & Lumbanraja, 2016). (Tuma, JM, & Pratt, JM (1982). Training in clinical child psychology and practice).

In a study conducted by Clinical Child & Youthful Psychology in August 2012, it was suggested that the acceptance of performance evaluation by employees is influenced by how they perceive the fairness and connection to rewards in their assessments. This perception is based on the principles of procedural and distributive equity. Procedural equity refers to the fairness and authenticity of the evaluation process, while distributive equity refers to the fairness of the rewards for good performance (Kurtessis et al., 2015). As pointed out by Koubova & Buchko in 2013, the key factor in the reception of employee performance evaluation is whether the system used is perceived as procedurally fair and meaningful to the employees who benefit from it.

According to the definition suggested by Masakure (2016), this article focuses on the concept of performance appraisal acceptance. This concept refers to the procedural perception and fairness of employee delivery in relation to the process of performance evaluation. The following section introduces important organizational factors that facilitate employee acceptance of performance appraisal systems, drawing on various theoretical advantages (Anggraeni et al., 2021, 2022; Sukmayana, 2019).

After analyzing the hypothesis presented above, it can be inferred that the strategy of developing courteous employees, specifically through training and instructional programs, has a direct impact on the overall work efficiency of these employees. Hakim and Hadipapo (2015) conducted a study and found that companies in the manufacturing industry tend to rely on productivity measures based on "standard direct working hours with actual direct work hours." Among the various theories mentioned earlier, Flippo's theory regarding effective methods of cultivating polite workers emphasizes the importance of training and instruction in enhancing the HR work efficiency. In conclusion, this existing framework serves as the foundation for further modeling.

## Discussion

The effectiveness of work performance is significantly impacted by the execution of instruction and training programs. The most profound influence is observed in the actual implementation of these programs, which is more commonly practiced and deemed more appropriate, even though it may still be regarded as a theoretical concept among benevolent employees (Harnani et al., 2020; Pratiwi Putri et al., 2020; Tisna Amijaya & Siti Komariah, 2020). The findings of this study align with Bernardin's research, specifically in terms of the allocation of human resources, evaluation, assessment, as well as instruction and training development. According to experts, it can be concluded that the company should prioritize the implementation of an effective training and development program (Lestari et al., 2021; Pratiwi Putri et al., 2020). To determine whether individuals feel satisfied or dissatisfied in specific situations, four commonly used hypotheses are the satisfaction hypothesis, the compensation hypothesis, the gap hypothesis, and the equity hypothesis. Individual satisfaction plays a crucial role in enhancing work productivity (Sukmayana, 2019). Additionally, it is believed that a well-executed performance appraisal system can motivate employees to seek performance improvement by linking evaluations with performance-based rewards. However, despite the general consensus on the benefits of performance appraisal, its practical advantages seem to be unfulfilled in some cases. Several studies have found that both employers and employees do not support its use (Yulianti & Lasminigrat, 2021).

The findings of this study are further supported by Noor and Limakrisna (2019), who explain the prevalent negative attitude towards performance evaluation among government

employees. During the survey, some employees expressed concerns about the fairness of their evaluations, while some supervisory-level officials viewed providing performance feedback as an unpleasant task compared to other responsibilities. Additionally, most participants in the survey believed that there is a standardized system for ranking performance (Kurniawan et al., 2020; Romansyah et al., 2021; Roswinna et al., 2020; Suwandi et al., 2022; Widanengsih & Yulianti, 2022; Yulianti & Lasminingrat, 2021). This finding is reinforced by Gan and Yu (2015), who explain that attitudes towards communication and acceptance of ranking systems are influenced by both the system itself and the characteristics of organizations and individuals. Specifically, they suggest that seeking employee input and implementing participatory management styles contribute to increased acceptance of performance appraisals. They state that when employees have a strong desire for input and supervisors are willing to involve employees in the decision-making process, acceptance of performance evaluations among government officials will be higher (Ekonomi et al., 2021; Priatna et al., 2017; Priatna & Roswinna, 2019; Roswinna et al., 2020).

## CONCLUSION

The utilization of instruction and training programs has a significant impact on the efficiency of respectful employees. The impact of these programs is particularly strong due to their frequent implementation and relevance to the work of civil employees. Therefore, it is crucial to implement appropriate instruction and training programs in order to enhance the productivity of civil servants. There are several components that need to be considered and improved upon when implementing these programs, including the availability of training materials, the inclusion of non-formal instruction, the development of comprehensive training plans, the expertise and hospitality of trainers, the variety of training methods and strategies, and the provision of a comprehensive training manual. Additionally, there are several elements that need to be maintained when utilizing instruction and training programs, such as formal instruction, the skills and capabilities of trainers, the availability of training facilities, the design of the training curriculum, and the evaluation of the training effectiveness. Based on the aforementioned findings, it is evident that there is a significant correlation between the implementation of instruction and training programs and work efficiency. Therefore, in order to enhance work productivity, it is essential to carefully tailor and plan instruction and training programs according to the specific needs of the work.

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