



Influence of Job Training and Work-Life Balance on Employee Performance with Job Satisfaction as an Intervening Variable (Case Study at the Civil Service and Human Resource Development Agency of Tangerang Regency)

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Abstract

The aim of this research is to examine the impact of job training on employees' performance as well as the significance of work-life balance in improving performance. In addition, it examines the association between job training plus in job satisfaction, along with how work-life balance influences satisfaction levels. The study research aims to evaluate the effect of staff contentment on work outcomes and its mediating role in integrating skills development and work-life balance with employee performance. The study employed a quantitative, descriptive methodology. This approach allows for a systematic measurement of variables and identification of patterns within the employee population. Data collection methods included observation, interviews, reviewing literature, and distributing questionnaires. The study population consisted of all employees at the BKPSDM Office in Tangerang Regency, based on data collected from 71 individuals selected using saturated sampling. Instrument validation and assessments of reliability were carried out on 30 employees outside the sample using IBM SPSS Statistics with Spearman rank correlation. Structural Equation Modelling (SEM) in SmartPLS 4.0 was utilized for data analysis. The analysis reveals that both job training and work-life balance contribute positively and meaningfully to employee performance. They additionally have a beneficial effect on job satisfaction, which subsequently enhances performance and mediates the influence of training. Along with professional-personal equilibrium affecting employee results.

Keywords: Job Training, Work, Job Satisfaction, Employee Performance

Introduction

In the modern era, organizations still face various issues related to employee productivity and performance, such as failure to achieve targets and the inability to complete

tasks on time (Halim, 2020) Employee productivity is a key factor in ensuring that an organization meets its targets (Usman, 2019) which is formed from the abilities, efforts, and skills of all employees in improving productivity (Dahkoul, 2018) Therefore, fostering the proficiency of employees has grown to be a primary requirement to remain competitive in the modern era (Rosmaini & Tanjung, 2019).

A significant element in boosting the quality of employees is the provision of job training. According to (Ardianto & Putra, 2022), job training aims to enhance employees' abilities, knowledge, and skills so they can work effectively and efficiently. (Mangkunegara & Prabu, 2017) explain that indicators of job training include objectives, materials, types, methods, timing, as well as the qualifications of trainers and employees. However, low employee awareness in participating in training programs may lead to suboptimal implementation, which in turn negatively affects the overall quality of organizational performance.

Apart from job training, work-life balance (WLB) serves as an important determinant of performance, which refers to employees' ability to handle both career obligations and private roles in a well-proportioned way (Foanto et al., 2020). The inability to maintain such balance may reduce employees' focus, engagement, and work effectiveness (Mendis & Weerakkody, 2017).

Furthermore, employee fulfillment performs the role of an intervening factor with respect to the correlation professional development, staff work-life harmony, and staff effectiveness. (Setiawan et al., 2021) state that effective job training can increase job satisfaction, which in turn encourages optimal performance. Similarly, (Asari 2022) emphasizes that employees with good WLB tend to be more satisfied, thereby becoming more motivated to perform at their best. Consequently, this study focuses on evaluating the contribution of skills development and occupational-life harmony influencing, workforce effectiveness, taking into account bridging function about workplace happiness.

Literature Review

Job Training

Organizations provide job training as a means to help employees develop the knowledge, abilities, and behaviors necessary for their roles (Parashakti & Noviyanti, 2021). Training serves as a means to develop human resources in facing the globalization era, which is full of challenges, by acquiring and improving skills outside the formal education system within a relatively short period of time, using methods that emphasize practice over theory, thereby enhancing current work performance (Supardi et al., 2021). Job training is essential to be implemented for the purpose of improving workforce competence, which in turn benefits organization. Rivai, as cited in (Sugiarti et al., 2016), explains several indicators of job training, namely:

1. Training Materials, the training materials must be relevant to job requirements and support the improvement of employees' skills and knowledge.

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2. Methods used, the methods used must match the characteristics of the material and participants so that the learning process becomes more effective and easier to understand.
3. Instructor competencies, Trainers must possess adequate expertise and experience to deliver the material clearly and encourage participants' understanding.
4. Learning facilities, facilities such as training rooms, tools, and learning media must support the smoothness and comfort of the training process.
5. Training participants Participants must have interest, readiness, and active involvement to optimally absorb and apply the training outcomes.

Work Life Balance

The framework of occupational maintaining equilibrium between career aspirations and personal well-being, including leisure, family, and spiritual development. A well-managed equilibrium among occupation obligations as well as private daily affairs contributes to high career enthusiasm role gratification and strong sense of accountability in both professional and personal domains (Mardiani & Widiyanto, 2021). Work-life balance highlights how professional and personal life can mutually support an individual's sense of fulfillment (Kholifah & Fadli, 2022). Hudson, according to (Arifin & Muharto, 2022), three indicators commonly used to measure work-life balance, namely:

1. Time balance: The practice of efficiently coordinating time between occupational responsibilities and periods of rest or leisure.
2. Involvement balance: Sustaining cognitive and emotional engagement across work and non-work roles to ensure comprehensive participation in personal and social endeavors.
3. Satisfaction balance: Attaining an equilibrium in overall satisfaction both in professional settings and personal life spheres.

Job Satisfaction

The role of job satisfaction is pivotal in achieving organizational goals. According to (Hermawan, 2019), job satisfaction reflects employees' emotional reactions to their work within an organization, indicating whether they experience happiness or dissatisfaction. It is shaped by employees' interactions with their work environment and their assessment of their job, (Saragih & Simarmata, 2018) (Damiri, A., Prahiawan, W., & Imron, 2025), similarly define job satisfaction, resulting from engagement with the surrounding work environment. (Harahap & Tirtayasa, 2020) further explain that job satisfaction is a positive mental state experienced when employees' needs are fulfilled. Widodo, cited in (Harahap & Tirtayasa, 2020), identifies multiple criteria for workplace happiness, which include task inherently, guidance, remuneration, career advancement opportunities, coworkers, and working conditions:

1. Salary: The financial payment awarded to employees as compensation for their labor and duties an individual because of performing work, whether it meets their needs and is perceived as fair.
2. The work itself, the content of the job performed by an individual, whether it contains satisfying elements.
3. Coworkers, colleagues with whom an individual interacts in carrying out their job.

4. Supervisor, a person consistently provides instructions or guidance in performing work.
5. Promotion, the opportunity for career advancement through promotion, whether individuals perceive a significant possibility for upward mobility or not.

Employee Performance

Given the importance of employee performance in driving organizational success and sustainability, scholars have offered several definitions. (Siagian & Khair, 2018) define it as a metric comparing the results of task execution with assigned responsibilities over a certain period, serving as a benchmark for evaluating achievement. Moreover, performance reflects the output of individuals in fulfilling their duties, the effectiveness in completing tasks within a set timeframe, and the collective achievements of groups within the organization (Silaen et al., 2021). For measurement purposes, this study utilized five performance indicators proposed by (Rauf & Dorawati, 2019), which performance evaluation encompasses work excellence, output quantity, punctuality, initiative, and collaboration.

1. Quality, assessed based on employees' perceptions of the work they produce, including the accuracy, thoroughness, and alignment of tasks with staff capabilities along with proficiencies.
2. Amount, measured by production level generated, often expressed in units, completed cycles, or other quantifiable metrics.
3. Timeliness, evaluated by how effectively activities are completed within or ahead of the planned schedule, considering coordination with overall output and efficient use of available time.
4. Effectiveness, reflects the level at which enterprise resources, including human resources, budget, tools, and supplies, utilized optimally achieve desired targets.
5. Independence, the degree to which employees can demonstrate work commitment, reflecting their responsibility toward the organization where they work.

Research Method

The investigation utilizes a numerical research design adopting a descriptive approach. Information was collected via observations, interviews, document reviews, and questionnaires distributed to 71 employees of the Tangerang Regency HR and Personnel Agency, the HR Development Office of Tangerang Regency, the Regional Personnel and HR Development Agency, Tangerang Regency Personnel Office. Saturated sampling was employed to select the respondents. This approach ensures that every member of the population is included, providing a comprehensive view of employee behaviors and perceptions. Furthermore, combining

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multiple data collection methods allows for triangulation, enhancing the accuracy and credibility of the findings. The research instruments were initially tested on 30 non-sampled employees to assess validity and reliability using IBM SPSS Statistics and Spearman rank correlation. Data analysis was conducted using Structural Equation Modeling (SEM) via SmartPLS 4.0. The research model includes Job Training (X1) and Work-Life Balance (X2) as predictor variables, Job Satisfaction (Z) functioning as an intervening factor, and target is Employee Performance (Y). Prior full distribution, instruments were validated and tested for reliability on 30 respondents in order to verify that all measurement items satisfied standards of construct together with trustworthiness.

Population and Sample

This study's population includes the 71 employees working within the Human Resource Development Department of the Tangerang regional government located at Jl. Pemda Tigaraksa, Bojong, Cikupa District, Tangerang Regency, Banten 15710. A representative group is defined as fraction of the target group exhibiting similar traits (Sujarweni, 2018). Determining the sample size is an important step in conducting research, and it must also be ensured that the selected sample reflects the same characteristics as the population so that it can truly represent it. In other words, the sample must accurately represent the population. According to (Abdullah, 2015), when a population consists of fewer than 100 individuals, it is recommended to use all members of the population as the subset. Consequently, the study utilized full population members. The sampling technique employed was saturated sampling.

Result

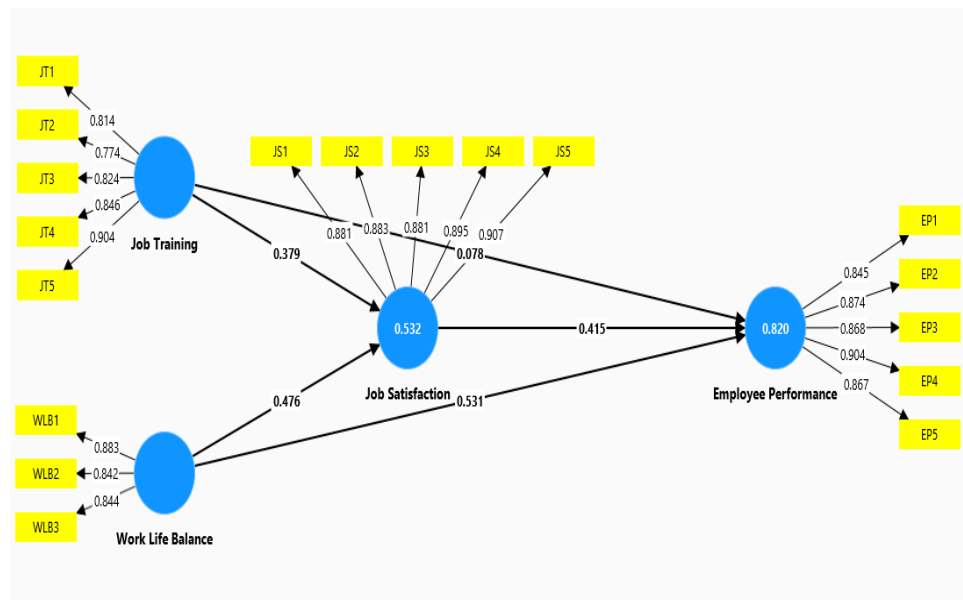


Figure 1. Measurement of Outer Loadings Values

Figure 1 illustrates showing the construct loadings for every measure related to Job Training, Work-Life Balance, Job Satisfaction, and Employee Performance go beyond benchmark score 0.7, suggesting all indicators meet the validity criteria.

1. Validity Test

a. Convergent Validity

Based on outer loading test result in figure 1 shows that all indicators have outer loading value $> 0,7$, so structural model does not have a convergent validity problem. After data processing with SmartPLS 4.0. Loading factor results can be seen in the table below:

Table 1. Loading Factor Values

Variable	Indicators	Loading Factor
Job Training	JT1	0,814
	JT2	0,774
	JT3	0,824
	JT4	0,846
	JT5	0,904
Work Life Balance	WLB1	0,883
	WLB2	0,842
	WLB3	0,844
Job Satisfaction	JS1	0,881
	JS2	0,883
	JS3	0,881
	JS4	0,895
	JS5	0,907
Employee Performance	EP1	0,845
	EP2	0,874
	EP3	0,868
	EP4	0,904
	EP5	0,867

Source: SmartPLS 4.0.

As illustrated in Figure 1, all variable indicators exhibit loading values greater than 0.7, which means convergent validity is satisfied during the current investigation.

b. Discriminant Validity

Assessment of differentiating accuracy involves examining the cross-loadings of indicators across different constructs. An indicator demonstrates discriminant validity if its loading is greater in its respective construct compared to all other constructs. Within this study, construct distinctiveness indicates that each variable measures a different concept and is not excessively correlated with other factors. The outcomes of this test are shown below:

Table 2. Measurement of Cross Loading Values

Indicators	Job Training	Work Life Balance	Job Satisfaction	Employee Performance
JT1	0,814	0,307	0,403	0,343
JT2	0,774	0,340	0,448	0,424

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JT3	0,824	0,341	0,483	0,457
JT4	0,846	0,439	0,507	0,517
JT5	0,904	0,415	0,593	0,557
WLB1	0,368	0,883	0,571	0,749
WLB2	0,395	0,842	0,495	0,677
WLB3	0,388	0,844	0,588	0,713
JS1	0,494	0,471	0,881	0,690
JS2	0,601	0,631	0,883	0,720
JS3	0,478	0,556	0,881	0,726
JS4	0,514	0,569	0,895	0,707
JS5	0,539	0,631	0,907	0,730
EP1	0,481	0,712	0,717	0,845
EP2	0,472	0,760	0,748	0,874
EP3	0,434	0,693	0,654	0,868
EP4	0,466	0,768	0,680	0,904
EP5	0,594	0,695	0,700	0,867

Source: SmartPLS 4.0.

As presented in Table 2, loading all indicators exceed within respective constructs than in any other construct, indicating that the discriminant validity requirement has been fulfilled.

2. Reliability Test

Construct measurement reliability may be evaluated via alpha coefficient and composite measure. Cronbach's alpha measures the minimum reliability, while composite reliability indicates the true reliability, with alpha values generally lower than composite reliability. These metrics help ensure indicating the survey elements accurately capture the underlying factor across respondents. Additionally, high reliability values increase the confidence that the results are stable and replicable in similar studies. A measure is stable when Cronbach's coefficient exceeds 0.6, plus a composite score above 0.7.

Table 3. Reliability Test

Variable	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)	Average Variance Extraced (AVE)
Job Training	0,934	0,936	0,950	0,791
Work Life Balance	0,921	0,922	0,941	0,760
Job Satisfaction	0,890	0,904	0,919	0,695
Employee Performance	0,818	0,821	0,892	0,734

Source: SmartPLS 4.0.

As indicated the table, the alpha coefficients across all constructs surpass 0.6, and their composite reliability values go beyond 0.7, showing that the constructs are judged consistent.

Variant Analysis (R²)

Table 4. R-Square Values

Variable	R-Square	R- square adjusted
Job Satisfaction	0,532	0,518
Employee Performance	0,820	0,812

Source: SmartPLS 4.0.

The data analysis results show that Job Satisfaction has an R-square concerning 0.532, classifying it in the average range, meaning which 53% of its variance is determined by job training and work-life balance. In contrast, Employee Performance The outcome attains an R-square value 0.820, categorized as strong, On the other hand, employee outcomes show an R-square value of 0.820, deemed substantial, demonstrating that 82% of the differences in performance are shaped by job training, work-life balance, and job satisfaction, with the other 18% determined by external variables. These coefficients imply that the model significantly explains.

Hypothesis Testing

The current research performed hypothesis testing through a t-test value of 1.96. Ha is supported when the t-statistic is greater than 1.96 and the probability value is under 0.05, while H0 is refuted if the t-statistic falls below 1.96 and the p-value surpasses 0.05.

Table 5. Direct Effect

	<i>Original Sample</i>	<i>Sample Mean</i>	<i>Standard Deviation</i>	<i>T Statistic</i>	<i>P Value</i>
Job Training -> Employee Performance	0,236	0,239	0,068	3,466	0,001
Work Life Balance -> Employee Performance	0,728	0,725	0,058	12,475	0,000
Job Training -> Job Satisfaction	0,379	0,390	0,100	3,808	0,000
Work Life Balance -> Job Satisfaction	0,476	0,471	0,089	5,343	0,000
Job Satisfaction -> Employee Performance	0,415	0,418	0,075	5,549	0,000

Source: SmartPLS 4.0.

According to the data presented In the preceding table, the outcomes of statistical hypothesis evaluation for each construct can be summarized as follows:

1. The evaluation demonstrates that professional development exerts a meaningful and favorable effect on employee outcomes, with a beta value of 0.236 and a t-statistic of 3.466 (>1.96). A p-value of 0.001 (<0.05) confirms the statistical significance. Consequently, the first research hypothesis (H1) is validated.

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2. Occupational-life harmony substantially enhances work performance, as shown by a coefficient of 0.728 and a t-statistic of 12.475 (>1.96). The p-value of 0.000 (<0.05) validates the significance of this connection. Accordingly, H2 is confirmed.
3. The outcomes suggest that professional development substantially enhances work satisfaction, showing a coefficient of 0.379 and a t-statistic of 3.808, which exceeds 1.96. With a p-value of 0.000 (<0.05), the effect is statistically significant, supporting the third research hypothesis (H3).
4. The balance between work and personal responsibilities positively and significantly impacts workplace satisfaction, showing a coefficient of 0.476 and a t-test score of 5.343 (>1.96). The probability value of 0.000 (<0.05) validates the significance, thus supporting the fourth research hypothesis (H4).
5. Staff contentment strongly and beneficially influences work performance, showing a coefficient of 0.415 and a t-statistic of 5.549 (>1.96). With a p-value of 0.000 (<0.05), the relationship is statistically significant, thus supporting the fifth research hypothesis (H5).

Table 6. Indirect Effect

Job Training – Job Satisfaction – Employee Performance	0,158	0,165	0,058	2,712	0,007
Work Life Balance – Job Satisfaction – Employee Performance	0,197	0,196	0,047	4,236	0,000

Source: SmartPLS 4.0.

As indicated by the preceding table, the findings from the mediation evaluation appear below:

6. The evaluation demonstrates that staff contentment facilitates the connection involving staff training and job performance, having a meaningful and meaningful impact. The beta value is 0.131, with a t-test score of 2.712 (>1.96) and $p < 0.05$, substantiating the mediation. Accordingly, the sixth research hypothesis (H6) is validated.
7. Workplace satisfaction intervenes in the effect of professional-personal equilibrium on employee performance, strongly and positively influencing outcomes. With a coefficient of 0.197, t-value of 4.236 (>1.96), and $p < 0.05$, the mediating effect is statistically significant. Consequently, H7 is supported.

Discussion

Job Training on Employee Performance

The research demonstrates that professional development strongly and beneficially affects job performance, with a coefficient of 0.236, t-value of 3.466, and p-value of 0.001, confirming statistical significance. This suggests that enhancing the quality and effectiveness of training programs at the Regional Civil Service and Human Resources Development Agency of Tangerang Regency significantly improves employee performance. Training that is well-designed and tailored to employees' needs equips them with the necessary skills and

knowledge, enabling them to perform their tasks more efficiently. By implementing structured and targeted training initiatives, the agency can cultivate a productive work environment and facilitate the attainment of company performance objectives. These results highlight critical part played by continuous learning and development in fostering a competent and motivated workforce. Overall, job training emerges as a key strategy to strengthen employee competence and support organizational success. Consequently, the primary hypothesis (H1), suggesting that Job Training positively impacts Employee Performance, is proven.

Work Life Balance on Employee Performance

The evaluation demonstrates that professional-personal equilibrium substantially enhances job performance, showing an effect size of 0.728, $t = 12.475$, and $p = 0.000$. Employees who effectively manage their personal and professional responsibilities tend to be more motivated and focused, fostering a productive work environment that drives optimal achievement of performance targets. A balanced work-life approach reduces stress and burnout, allowing employees to maintain consistent performance over time. It also enhances job satisfaction, which can indirectly boost overall organizational effectiveness. Organizations that support flexible work arrangements and promote employee well-being are likely to see higher engagement and long-term retention. Thus, the second hypothesis (H2) is confirmed.

Job Training on Job Satisfaction

The investigation confirms that vocational training strongly and meaningfully increases job satisfaction, exhibiting a coefficient of 0.379, $t = 3.808$, and $p = 0.000$. Well-structured, needs-oriented training enables employees to better understand their roles, improve their competencies, and develop confidence, while also providing avenues for career advancement, thereby increasing job satisfaction. Regular training programs also foster a sense of organizational support, making employees feel valued and recognized. Enhanced skills from training reduce work-related stress and increase efficiency, contributing to a more positive work experience. Furthermore, training opportunities encourage continuous learning and professional growth, which can strengthen employees' commitment to the organization. By investing in employee development, organizations can cultivate a motivated workforce that perceives their roles as meaningful and rewarding. Hence, the third hypothesis (H3) is supported.

Work Life Balance on Job Satisfaction

Results show maintaining an effective Work-Life Balance markedly enhances employees' Job Satisfaction, indicating that employees who manage their personal and professional responsibilities well experience greater satisfaction at work, by the balance between professional and personal responsibilities, with a beta value of 0.476, t -statistic of 5.343, and significance level of 0.000. This confirms that employees with better work-life balance experience greater job satisfaction at the Regional Civil Service and Human Resources Development Agency of Tangerang Regency. A good Work-Life Balance creates a harmonious work atmosphere, minimizes conflict, and reduces work-related stress. Employees who allocate their time and effort appropriately between work and personal responsibilities often exhibit greater job engagement, enhanced self-assurance, and improved interactions with both

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colleagues and supervisors. Organizations that actively support work-life balance policies also benefit from higher employee morale and reduced turnover. Additionally, promoting flexibility and personal well-being fosters a culture of trust and mutual respect, which further reinforces job satisfaction. This condition not only increases comfort at work but also strengthens the sense of belonging to the organization. Thus, an adequately sustained Work-Life Balance significantly contributes to improving workplace contentment. Consequently, hypothesis number four (H4) validated, showing employees' Work-Life Balance significantly enhances their Job Satisfaction.

Job Satisfaction on Employee Performance

The evaluation demonstrates a substantial and significant link between staff contentment and work performance, presenting an effect size of 0.415, $t = 5.549$, and $p = 0.000$. Satisfied employees at the Regional Civil Service and Human Resources Development Agency of Tangerang Regency tend to exhibit better work quality, timeliness, and autonomy. When employees feel valued and fulfilled, they are more likely to take initiative, solve problems proactively, and contribute innovative ideas. High job satisfaction also reduces absenteeism and turnover, creating a more stable and experienced workforce. Furthermore, satisfied employees are more motivated to collaborate effectively with colleagues, enhancing overall team performance. Organizations that prioritize employee satisfaction often see a direct impact on service quality and operational efficiency. In the end, supporting employee satisfaction generates a virtuous cycle whereby motivated staff enhance their work outcomes, thereby further increasing their contentment. These results highlight the importance of job satisfaction in fostering productivity and accomplishing organizational objectives. Thus, the fifth hypothesis (H5) is confirmed.

Job Satisfaction Mediates the Relationship between Job Training and Employee Performance

The study demonstrates Job Satisfaction significantly mediates the association between Job Training along Employee Performance, demonstrated by statistical score 0.158, $t = 2.712$, and $p = 0.007$. Effective job training at the Regional Civil Service and Human Resources Development Agency of Tangerang Regency enhances employees' skills and knowledge, which not only directly improves training improves work outcomes as well as has an indirect effect via enhanced employee satisfaction. The evidence underscores the vital influence of job satisfaction pathway through which training initiatives can maximize overall employee performance, when designed in a structured manner, aligned with task requirements, and providing new skills, can enhance employees' confidence, competence, and readiness in carrying out their work. When employees feel adequately skilled and supported by relevant knowledge. This satisfaction arises from several aspects, such as recognition and rewards for performance, harmonious working relationships, leadership support, promotion opportunities, and comfort in performing daily tasks. Employees with high levels of job satisfaction are more motivated, loyal, and committed to their organization, which translates into improved performance across quality, efficiency, timeliness, and autonomy. Therefore, the sixth

hypothesis (H6), which states that Job Satisfaction mediates the relationship between Job Training and Employee Performance, is accepted.

Job Satisfaction Mediates the Relationship between Work Life Balance and Employee Performance

Findings reveal that Job Satisfaction significantly mediates the effect of Work-Life Balance on Employee Performance, as evidenced by a sample value of 0.197, a t-statistic of 4.236, and a p-value of 0.000. This suggests that job satisfaction enhances the positive influence of work-life balance on performance. Employees who maintain harmony between professional responsibilities and personal life demonstrate increased focus and motivation, which in turn elevates their satisfaction. A workplace environment that supports work-life balance also helps minimize stress and burnout, further promoting employee commitment and engagement. What's more, firms that prioritize staff contentment usually realize increased workplace efficiency, organizational loyalty. In turn, this satisfaction improves performance at the Regional Civil Service and Human Resources Development Agency of Tangerang Regency, reflected in timely task completion and higher work quality. Therefore, employee satisfaction serves as a mediating factor that strengthens the effect of work-life balance on staff performance. As a result, the seventh hypothesis (H7) is supported.

Conclusion

The results indicate that Job Training and Work-Life Balance positively and significantly influence Employee Performance, both directly and indirectly via Job Satisfaction, at the Tangerang Regency Personnel and HR Development Agency. Effective training enhances employee competence, confidence, and satisfaction, while balanced work-life practices increase comfort and motivation, leading to better performance. Job Satisfaction mediates these effects, highlighting its crucial role. By investing in continuous professional development, the agency can ensure employees remain skilled and adaptable to changing work demands. Supporting flexible work arrangements and wellness initiatives can further reinforce employee engagement and reduce turnover. Regular monitoring and evaluation of training programs and work-life policies will help identify areas for improvement and maintain their effectiveness. Encouraging a culture that values both personal well-being and professional growth can ultimately strengthen organizational commitment and overall productivity. Consequently, the agency should maintain and develop training programs and work-life policies to optimize performance and satisfaction.

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