

The Effect of Training Methods on the Performance of Gen Z Employees in Jakarta



Husnul Hasanah¹, Eva Hotnaidah Saragih²

^{1,2} Sekolah Tinggi Manajemen PPM, Jakarta

ABSTRACT: From 2030 to 2040, Indonesia is expected to benefit from demographic bonuses through a labor market where the majority of the population is of productive age (15–64 years). Generation Z, which covers around 27.94% of Indonesia's population or around 74.93 million individuals, dominates the results of the 2020 Population Census. In 2023, Generation Z is expected to be between 11 and 26 years old. Especially in DKI Jakarta which provides 18% of national income in 2019, research on training methods for Generation Z is important to prepare them as competent employees in the future. The research involved 255 samples of Generation Z who had worked in DKI Jakarta, using a quantitative approach and hypothesis testing. The research findings indicate that training using the In-Class, Role Model, and Assignment/Experimental methods has a positive impact on the performance of Generation Z. Generation Z's preference for training methods is Assignment/Experimental Training, followed by Role Model Training, and InClass Training. In conclusion, Generation Z is more likely to prefer training that involves active participation in work rather than a passive approach.

KEYWORDS: HR Management, Training Methods, Employee Performance, Gen Z

I. INTRODUCTION

A. Background

In 2030 to 2040, the Indonesian industry is predicted to benefit from a demographic bonus in the labor market, namely the productive age population aged 15–64 years is greater than the unproductive age population, namely residents <15 years and >64 years (Bappenas, 2017).

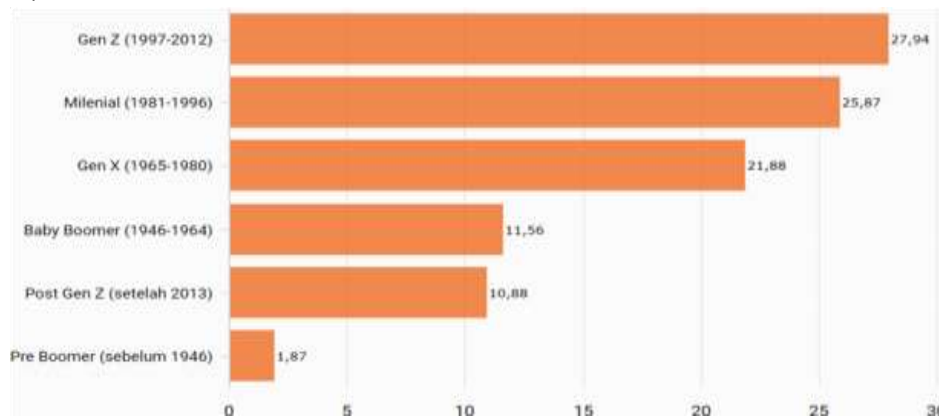


Figure 1.1 Proportion of Generations of Indonesian Population in 2020

Source: Central Bureau of Statistics (2021)

The results of the 2020 Population Census show that Indonesia's population is dominated by Generation Z. There are a total of 74.93 million or 27.94% of Indonesia's total population. Generation Z in 2023 is estimated to be 11 to 26 years old. Not all of Generation Z are of productive age, but in about four years, all of Generation Z will enter productive age. Where the classification of generations is determined based on the year of birth as follows (Pew Research Center in Beresford Research, 2023).

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Table I.1 Classification of Generations Based on Year of Birth, and Age in 2023

Source: Beresford Research (2023)

Generations	Born	Current Ages (2023)
Gen Z	1997–2012	11–26
Gen Y (Millennials)	1981–1996	27–42
Gen X	1965–1980	43–58
Boomers II (a/k/a Generation Jones)*	1955 – 1964	59 – 68

Generations	Born	Current Ages (2023)
Boomers I*	1946–1954	69–77
Post War	1928 – 1945	78–95
WWII	1922 – 1927	96 – 101

Even though DKI Jakarta has a relatively small workforce, namely 5.2 million people, out of a total of 144 million workers in Indonesia (Central Statistics Agency, 2021), DKI Jakarta has the largest regional income, with a figure of IDR 61 trillion or the equivalent of 18% of income total area in Indonesia (Ministry of Finance of the Republic of Indonesia, 2019). Departing from this fact, it is necessary to further investigate the workforce in Jakarta as one of the pillars of the largest economy in Indonesia.

Gen Z wants a work environment that supports mentoring, learning, and career development, because they believe that education has not fully provided the ability to overcome real-life problems (Bridges, 2015 in Dangmei & Singh, 2016). The two things above have an impact on companies that will experience a decrease in work productivity, which will have an impact on financial and non-financial losses (Boushey & Glynn, 2012).



Figure 1.2 PPM Management Research in the Center for Human Capital Development (CHCD) on the Characteristics of Gen Z in the World of Work (2022)

Source: PPM Management (2022)

Training is a crucial aspect in the development of employees in the company. This not only benefits the individual, but also benefits the entire organization. Training enables employees to carry out tasks better, both in current and future assignments according to their fields. However, increased demands from companies for employees to achieve targets can reduce their productivity (Sugiharjo & Aldata, 2018). Therefore, motivating employees by paying attention to their basic needs is important in improving performance (Oktasari *et al.*, 2018). Previous research on the factors that influence employee performance has shown mixed

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results. Although several studies have found that training has a positive and significant effect on performance (Luhur, 2014; Potu, 2013). For this reason, this research is focused on digging deeper into the effectiveness of the three training methods namely In-class, role model, and experience on Generation Z Performance.

B. Formulation of the problem

Based on the description that has been written in the background, several research questions can be formulated which include the problems in this study:

- 1) Do in-class research methods affect the performance of Generation Z employees?
- 2) Does the role model research method affect the performance of Generation Z employees?
- 3) Does the assignment/experience research method affect the performance of Generation Z employees?
- 4) Does the Training Method (In-Class, Role Model and Assignment/Experience) have a simultaneous effect on Generation Z Employee Performance?

II. THEORETICAL BASIS

A. Theoretical basis

Training according to Mangkunegara (2020) that training is an effort to improve employee performance in their current job or in other jobs that they will hold soon. Training is a process to improve the quality of human resources or employees. In a narrow sense, by being given training, employees will gain specific knowledge and be able to train skills that can later be used in work (Adnyani & Dewi, 2019). However, not everyone can take part in the training, because they require certain requirements, therefore only employees whose workforce is really needed by the company need to be included in the training. However, Noe (2017) and Werner and DeSimone (2012) explain that there are several training methods that effective including classrom training (in-class), behavior modeling (role model), and on the job training (assignment/experience).

According to Kasmir (2016) performance can be interpreted as the result of work and work behavior that has been achieved in completing the tasks and responsibilities given in a certain period. According to (Mangkunegara, 2020) performance is defined as the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. (Colquitt *et al.* , 2019) revealed that performance is formally defined as the value of a series of employee behaviors that contribute, both positively and negatively, to the achievement of organizational goals. Performance is a result produced by an employee that is interpreted to achieve the expected goals. Employee performance is not just information to be able to carry out promotions or determine salaries for the company. However, how companies can motivate employees and develop plans to improve performance can be avoided. Based on the definitions of the experts above, it can be concluded that performance is the result of work achieved by employees in a company in accordance with the authority and responsibility given by the company in an effort to achieve the company's vision, mission and goals. The purpose of evaluating employee performance, as described by Mangkunegara (2017), includes several important aspects. First, the goal is to increase understanding among employees regarding performance requirements. Second, performance appraisal is used to record and recognize employee performance, encouraging motivation for better performance in the future. Third, these assessments give employees an opportunity to talk about their aspirations and desires, and increase engagement in their career or job. Fourth, performance appraisal helps formulate future goals, encouraging employees to achieve according to their potential. Fifth, performance appraisal also plays a role in checking and approving development and training plans that suit the needs of the organization.

Generation Z was born in the 1990s and raised in the 2000s during the most profound changes of this century that have taken place in the world with the web, internet, smart phones, laptops, freely available networks and digital media (Bascha, 2011; Brue Tulgan & Rain Maker Inc., 2013). According to the Institute for Emerging Issues (2012), Generation Z is the most ethnically diverse and technologically advanced generation. They are the generation that wants to solve their own problems (Do-ItYourself). Generation Z tends to be entrepreneurial, trustworthy, tolerant and less motivated by money than Gen Y. They are more realistic about their job expectations and optimistic about the future.

B. Conceptual Framework and Research Model

The conceptual framework is a systematic explanation of the relationship between research variables as outlined in the form of a chart or table. This study has one dependent variable, namely employee performance which is thought to be influenced by three independent variables, namely the in-class training method (X1); role model training method (X2); and the assignment/experience training method (X3). The conceptual framework in this study is as follows:

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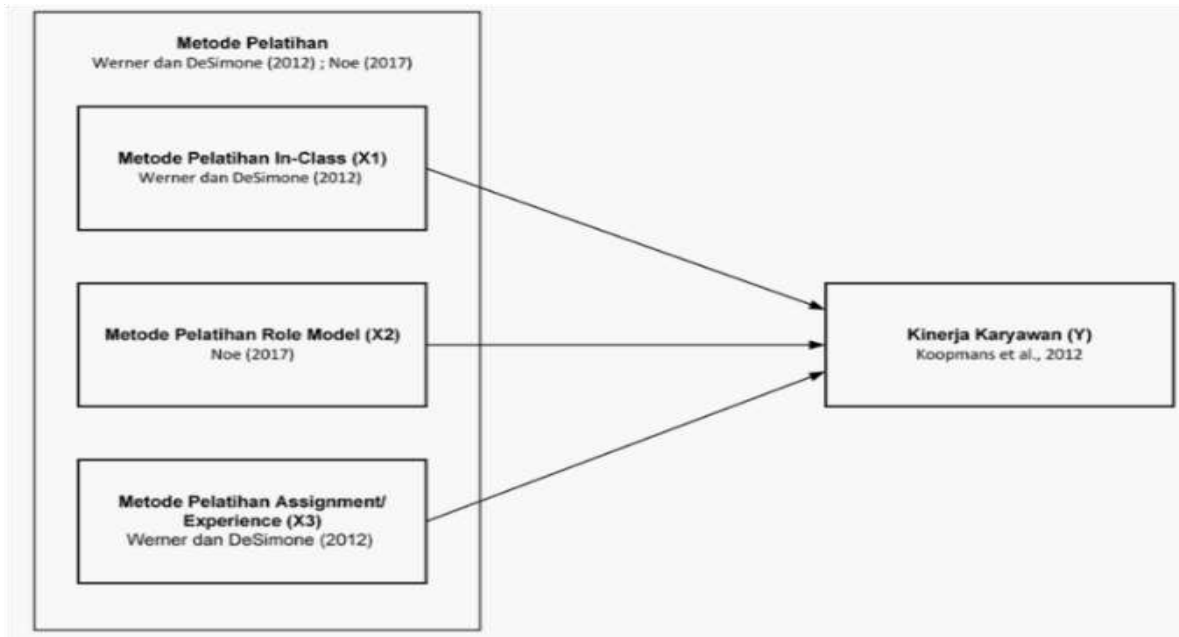


Figure 2.1 Conceptual Model

Source: Data processed by Researchers (2023)

Furthermore, the research model is a systematic explanation of the relationship between research phenomena and research conjectures. In this study there are three direct hypotheses, the following is the model in this study:

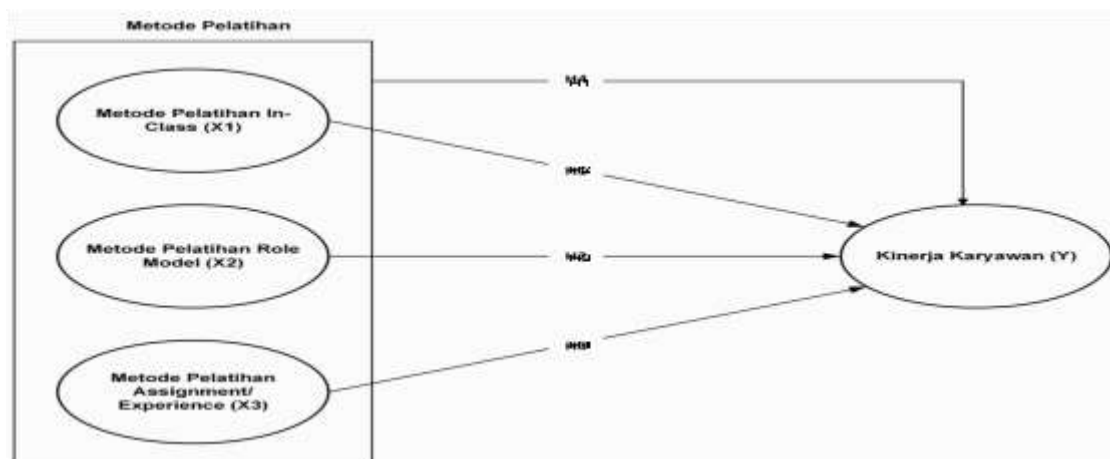


Figure 2.2 Research Model

Source: Data processed by Researchers (2023)

C. Research Hypothesis Development

Job training is principally an effort to equip someone with knowledge and skills and attitudes so that someone has the ability to carry out daily organizational tasks or activities (Santika et al., 2021). Based on research that has been conducted by (Ameen & Batool, 2021) it shows that training has a positive and significant effect on employee performance. In addition, research conducted by (Kuruppu et al., 2021; Niati et al., 2021; Hanayanti & Ikhawan, 2022) also says that training has a positive and significant effect on employee performance. However, Hamdani (2018) outlines that there are three main methods, namely the in-class training method, the role model training method and the assignment/experience training method. For this reason, based on this description, the hypotheses built in this study are:

- H1. Training Methods (*In-Class* , *Role Model* and *Assignment/Experience*) have a simultaneous effect on Employee Performance
- H2. The *In-Class* Training Method has a positive and significant effect on Employee Performance
- H3. The *Role Model* Training Method has a positive and significant effect on Employee Performance
- H4. Assignment/Experience Training Methods have a positive and significant effect on Employee Performance

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III. RESEARCH METHODOLOGY

A. Research design

This research is aimed at statistically proving the conjecture of the variable. More specifically, this research is classified as descriptive research, where descriptive research is intended to explain the phenomenon, characteristics, or function of a variable. The type of research used is quantitative research by testing the hypothesis. Hypothesis testing is testing a statement from a theory which, if tested, the results will be in accordance with the theory (Sekaran & Bougie, 2017)

B. Data Types and Sources

Data is the raw material for information to provide a specific description of the object of research. This study uses two types of data, namely primary data and secondary data. Primary data in this study is data obtained from survey results to respondents. Then, secondary data is data from previous research, books and other literature, journals, data obtained from the Central Bureau of Statistics, and online news.

C. Sampling Method

The sample is part of the population that is taken to participate in research with the hope that this sample will represent the characteristics of the population. According to data (BPS, 2023), in 2022, there will be 548,694 generation Z residents in DKI Jakarta who are working. However, this figure includes children under 18 years of age, who are prohibited from working according to the Law of the Republic of Indonesia Number 20 of 1999 concerning Ratification of ILO Convention No. 182 Concerning The Prohibition and Immediate Action for The Elimination of The Worst Forms of Child Labor, where the minimum age limit for the category of work is 18 years. Thus, the 20-24 age group is used who are legally allowed to work, with a total of 464,523 Gen Z working people.

In this study the data collection method obtained was by purposive sampling technique. Purposive sampling ensures a group with criteria set by the researcher, who has the required information (Sekaran & Bougie, 2017) and also non-probability sampling. Non-probability sampling is a sampling technique that is not carried out randomly so that it does not provide equal opportunities for each member of the population in selecting respondents based on specified specific criteria (Malholtra, 2016). Where the specified characteristics are as follows:

1. Respondents have ages that fall into the Z generation category.
2. Respondents work as company employees.
3. Respondents received training using in-class methods, role models and assignments/experience from the companies where they work. The number of samples used in this study were 240 respondents.

D. Research Instruments

In this study, researchers used the Likert scale measurement method. The Likert scale is a scale designed to assess how much the respondent agrees with a statement (Sekaran, 2013). In this study, there are five criteria, namely strongly agree, agree, neutral, disagree and strongly disagree.

Table III.1 Likert Scale

No	Answer	Code	Mark
1	Strongly agree	SS	5
2	Agree	S	4
3	Neutral	N	3
4	Don't agree	TS	2
5	Strongly Disagree	STS	1

Source: Sugiyono (2016)

E. Data analysis method

The data in this study will be processed using multiple regression methods with the help of IBM SPSS Version 26 software. Data analysis was carried out using the following methods.

1. Quality Test of Research Instruments

a) Validity test

The validity test according to Siregar (2017, p.46) is to show the extent to which a measuring instrument is able to measure what it wants to measure (a valid measure if it successfully measures the phenomenon). In making the decision to test the validity of the indicators are:

- 1) If $r_{count} > r_{table}$ then it is said to be valid.

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2) If $r_{\text{count}} < r_{\text{table}}$ then it is said to be invalid.

b) Reliability Test

The Reliability Test is a tool to find out how far the measurement results remain consistent, if the measurement is carried out twice or more for the same symptoms using the same measurement tool (Siregar, 2017, p. 55). The method used to test the reliability of the questionnaire in this study was to measure reliability with the Cronbach Alpha statistical test through the SPSS computer program. In this study, the method used to test the reliability of the instrument is as follows.

- 1) If the value of Cronbach's Alpha > 0.6 then the questionnaire is declared reliable.
- 2) If the value of Cronbach's Alpha < 0.6 then the questionnaire is declared unreliable.

2. *Classic assumption test*

a) Normality test

The normality test is carried out to test whether the residuals from the regression model made have a normal or close to normal distribution of residuals. In principle, normality detection is done by looking at the normal probability plot graph. The basis for decision making according to Ghozali (2013) is as follows:

- 1) If the data spreads around the diagonal line and follows the direction of the diagonal line or the histogram shows a normal distribution pattern, then the regression model meets the assumption of normality.
- 2) If the data spreads away from the diagonal line and or does not follow the direction of the diagonal line or the histogram graph does not show a normal distribution pattern, then the regression model does not meet the assumption of normality.

Normality detection can also be seen by the Kolmogorov Smirnov test, the application of the Kolmogorov Smirnov test can be seen if the significance is below 0.05, it means that the data to be tested has a significant difference from standard normal data and it can be said that the data is not normal.

b) Multiple Collinearity Test (Multicollinearity)

Multicollinearity test was conducted to test whether there is a correlation between the independent variables. Statistical identification to determine the presence or absence of multicollinear symptoms can be done by calculating the VIF (Variance Inflation Factor) value, if the VIF value is above 10 it indicates the existence of this problem in the regression.

c) Heteroscedasticity Test

The heteroscedasticity test examines the consistency of the scores of research instruments in the same individual at different times. This is defined by calculating the Spearman Rank correlation between the residuals and all independent variables, if the significant level of the Spearman Rank correlation is > 0.05 then there is no heteroscedasticity, to identify whether or not heteroscedasticity is statistically known by looking at the Spearman Rank correlation.

3. *Multiple Linear Regression Analysis*

The analysis technique that will be used in this study is the multiple linear regression analysis technique. This analysis is assisted by using SPSS software.

4. *Hypothesis testing*

a) Significance Test (F-Test)

This F-test is used to measure the joint impact of the independent variables on the dependent variable. The results are listed in the ANOVA table in the SPSS output. This is also called concurrent test/model test/ANOVA, to evaluate the collective effect of the independent variables on the dependent variable.

b) Hypothesis Test (t-test)

Hypothesis testing is done by t-test to determine the effect between the independent variables and the dependent variable. Then the researcher can use the provisions of the significance probability number as follows:

- 1) If the significance probability number is > 0.05 , then H_0 is accepted and H_1 is rejected, meaning that it is not significant.
- 2) If the significance probability number is ≤ 0.05 , then H_0 is rejected and H_1 is accepted, meaning it is significant.

c) Determination Coefficient Test (R^2)

The coefficient of determination (R^2) measures the extent to which variations in the independent variables affect the dependent variable. If the value of R^2 is close to 1, it indicates that the independent variable strongly predicts the dependent variable.

F. *Research variable*

1. *Independent Variable (Independent Variable)*

According to Sugiyono (2018), independent variables are often referred to as stimulus, predictor, and antecedent variables. An independent variable is a variable that influences or causes a change or the emergence of the dependent (bound) variable. The

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independent variables in this study consisted of the in-class training method (X1); role model training method (X2); and the assignment/experience training method (X3).

2. *Dependent Variable (Dependent Variable)*

The dependent variable is the variable that is the main concern of the research, in other words the dependent variable is the main variable that is appropriate in the investigation (Sekaran & Bougie, 2016). The dependent variable in this study is employee performance.

IV. ANALYSIS AND DISCUSSION

A. *Respondent Profile*

In this study, the majority of respondents were male, totaling 143 respondents, equivalent to 59.58% of the total respondents involved in the study. Also, the distribution of respondents in this study was evenly divided based on the year of birth, where the group of respondents born in 1999 dominated with 66 people, equivalent to 27.50% of the total research respondents. The length of work profile is dominated by respondents with 1-2 years of service. This can be seen from the frequency of respondents who have worked for 1-2 years as many as 150 respondents or 62.50% of all research respondents, so it can be seen that the average generation Z has relatively not too long work experience.

B. *Validity and Reliability Test Results*

1. Validity Test Results

In this study, the validity test was assessed from the Corrected item -Total Correlation for each question item. From the validity test that has been done, it can be seen that all the questions regarding the variables of the in-class training method, the role model training method, the assignment/experience training method, and employee performance variables are valid. It can be seen from the r-count of all the questions that are greater than the r-table of 0.124.

2. Reliability Test Results

From the reliability testing that has been carried out, it can be seen that all of the variable questions on the in-class training method are declared reliable with Cronbach's Alpha values exceeding the standard 0.6, namely 0.731. The role model training method was declared reliable with the Cronbach's Alpha value exceeding the standard 0.6, namely 0.707. The assignment/experience training method is declared reliable with Cronbach's Alpha value exceeds the standard 0.6, namely 0.734. And employee performance variables are declared reliable with Cronbach's Alpha values exceeding the standard 0.6, namely 0.911.

C. *Classical Assumption Test Results*

1. Normality Test Results

Table IV.1 Kolmogoriv Smirnov Test Results

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Unstandardized Residuals	0.039	240	0.200 *	0.995	240	0.569
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on table IV.1 it can be seen that the significance value of the Kolmogorov Smirnov test is 0.200. This value exceeds the 0.05 significance level, so based on the Kolmogorov Smirnov test on research data, there is no significant difference. Therefore it can be concluded that the research data is normally distributed.

2. Multiple Collinearity Test Results (Multicollinearity)

Table 4.2 Multicollinearity Test Results

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	std. Error	Betas			tolerance	VIF
1	(Constant)	-6,632	5,260		-1,261	0.209	

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in_class	0.355	0.118	0.127	2,994	0.003	0.771	1,297
Role_model	1.115	0.127	0.360	8,788	0.000	0.830	1.205
Assignments	1,523	0.131	0.533	11,650	0.000	0.666	1,501
a. Dependent Variable: Employee_Performance							

Based on table IV.2 above, it can be seen that the VIF (Variance Inflation Factor) value of all variables is less than 10. Therefore it can be concluded that there is no multicollinearity problem in the regression equation of this study.

3. Heteroscedasticity Test Results

Table IV.3 Heteroscedasticity Test Results

correlations			in_class	Role_model	Assignments	ABS_RES
Spearman's rho	in_class	Correlation Coefficient	1,000	0.037	0.140 *	-0.092
		Sig. (2-tailed)	.	0.568	0.030	0.155
		N	240	240	240	240
	Role_model	Correlation Coefficient	0.037	1,000	0.238 **	-0.073
		Sig. (2-tailed)	0.568	.	0.000	0.260
		N	240	240	240	240
	Assignment	Correlation Coefficient	0.140 *	0.238 **	1,000	-0.064
		Sig. (2-tailed)	0.030	0.000	.	0.321
		N	240	240	240	240
	ABS_RES	Correlation Coefficient	-0.092	-0.073	-0.064	1,000
		Sig. (2-tailed)	0.155	0.260	0.321	.
		N	240	240	240	240
*. Correlation is significant at the 0.05 level (2-tailed).						
**. Correlation is significant at the 0.01 level (2-tailed).						

Based on table IV.3 it is known that the significance level of *the Spearman Rank correlation* of all variables is more than 0.05. Therefore it can be concluded that there is no heteroscedasticity problem in this study.

D. Hypothesis Test Results

1. Significance Test Results (F-Test)

Table IV.4 Significance Test Results (F-Test)

ANOVA ^a						
Model		Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	31120,013	3	10373,338	160,494	0.000
	residual	15253,570	236	64,634		
	Total	46373,583	239			

Based on table 4.4 above, it can be seen that the significance of this study is 0.000, this value is smaller than the significance level of 0.05. Therefore it can be concluded that there is a simultaneous influence of the independent variable on the dependent variable, so that the regression model that is made is good/significant.

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2. Hypothesis Test Results (t-test)

Table IV.5 Hypothesis Test Results (t-test)

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	std. Error				Betas	tolerance
1	(Constant)	-6,632	5,260		-1,261	0.209		
	in_class	0.355	0.118	0.127	2,994	0.003	0.771	1,297
	Role_model	1.115	0.127	0.360	8,788	0.000	0.830	1.205
	Assignments	1,523	0.131	0.533	11,650	0.000	0.666	1,501

a. Dependent Variable: Employee_Performance

1) Hypothesis 1: Training Methods (In-Class, Role Model and Assignment/Experience) have a simultaneous effect on Employee Performance

Based on table IV.5, training using the In-class, role model, and assignment/experience methods has a significance value of 0.000, less than the 0.05 significance level. Thus, it can be concluded that training with this method has a simultaneous effect on employee performance. Therefore, the hypothesis about the effect of the Training Method (In-Class, Role Model and Assignment/Experience) has a simultaneous effect on Employee Performance is accepted.

2) Hypothesis 2: The In-Class Training Method has a positive and significant effect on Employee Performance

Based on table IV.5 training using the In-class method, has a significance value of 0.003, smaller than the 0.05 significance level with a beta of 0.355. Thus, the hypothesis which states that the In-Class Training method has a positive and significant effect on Employee Performance is accepted.

3) Hypothesis 3: The Role Model Training Method has a positive and significant effect on Employee Performance

Based on table IV.5 it is known that role model training has a significance value of 0.000, this value is smaller than 0.05 with a beta of 1.115. Therefore the hypothesis which states that the Role Model Training Method has a positive and significant effect on Employee Performance is accepted.

4) Hypothesis 4: Assignment/Experience Training Methods have a positive and significant effect on Employee Performance

Based on table IV.5 it is known that training Assignment/Experience has a significance value of 0.000, this value is smaller than 0.05 with a beta of 1.523. Therefore, hypothesis 3 which states that the Assignment/Experience Training Method has a positive and significant effect on employee performance is accepted.

E. Regression Analysis Results

Based on table IV.5, the researcher gets constant results and regression coefficients for each variable. Based on these data, the equation of the multiple linear regression model in this study is as follows:

$$Y = -6.632 + 0.355X_1 + 1.115X_2 + 11.523X_3 + e$$

Information:

Y = Employee Performance

X₁ = In-Class Training Method

X₂ = Role Model Training Method

X₃ = Assignment/Experience Training Methods

F. Determination Coefficient Test Results

Table IV.6 Test Results for the Coefficient of Determination

Summary models				
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	0.819	0.671	0.667	8.03951

a. Predictors: (Constant), Assignment, In_class, Role_model

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Based on table IV.6 above, the Adjusted R Square value is 0.667. So it can be concluded that employee performance variables are influenced by training in the In-Class model, Role Model and Assignment/Experience as much as 66.7%, while the remaining 33.3% is influenced by other factors not examined in this study.

G. Discussion

1. Theoretical Implications

In this study, found support for the results of previous studies. The first result discusses the effect of training on employee performance, according to Ameen, W., & Batool, N (2021). This study found a positive relationship between training programs and employee performance, increasing company productivity. This research involved 70 employees from Pubba Company, Alessay Company, and Saudi Airlines. The second study, conducted by Kaban, LM, & Amanda, J (2022), is also in line with these findings. They examined the importance of motivation and training in improving employee performance, showing a 0.384 increase in firm performance when training was increased by 1 unit.

2. Managerial Implications

The results of previous studies indicate that training has a positive effect on employee performance. However, in order for training to be more effective in improving performance, company management needs to pay attention to several things. Based on research, the In-Class training method has the lowest coefficient, only 0.335, compared to other methods. This indicates that providing In-Class training on a scale of 1 unit will only provide a performance increase of 0.335 for Generation Z employees. Research also reveals that the low effectiveness of the In-Class method is due to the focus on lectures and the presentation of oral information by material experts to a group of listeners. . Generation Z employees, who tend to like freedom and flexibility, can get bored with this method. This statement is in line with Hamdani's view (2018), which identified the weaknesses of the In-Class method such as the potential for participant boredom, loss of material if it is not understood, and the need for the teacher to provide relevant examples.

If the in-class training method has poor effectiveness in increasing employee performance, it is different from the role model and assignment/experience training methods which have relatively high effectiveness in improving the performance of Gen-Z employees. This can be seen from the high coefficients of role model training and assignment/experience, namely 1.115 and 1.523 respectively. The role model method is able to have a positive influence on employee performance with an increase of 1 unit in the method which will increase performance by 1.115 units. Likewise with the assignment/experience method which can increase performance by 1.523 units if it is increased by 1 unit. The role model method is effective for Gen-Z employees because it matches their preferences which tend to choose a work environment that supports mentoring, learning, and professional development. This method provides opportunities for Gen-Z employees to be independent, get guidance, and develop themselves according to their characteristics as explained by Noe (2017) which states that role models provide models/demonstrations to trainees that demonstrate key behaviors to be replicated and provide opportunities to trainees to practice key behaviors.

Finally, training using the assignment/experience method has the highest effectiveness in improving the performance of Gen-Z employees, as evidenced by a coefficient of 1.523. This is in line with the preferences of Gen-Z who want independence to prove themselves and gain recognition, as stated by Max Mihelich (2013). This method supports the desires of Gen-Z employees by providing freedom for integration within the company, as well as practicing the knowledge and skills that have been acquired through training.

Therefore, company management is advised to choose appropriate training methods to improve the performance of Gen-Z employees. Based on this research, the optimal choice will fall on the role model and assignment/experience methods, considering that these two methods have a greater impact than the in-class method. Thus, management can implement training on role models and assignment/experience methods for effectiveness in improving the performance of Gen-Z employees.

H. Research Limitations

1. Deographic Classification Limitations

This research focuses on Generation Z (Gen-Z) employees, because they are starting to become the workforce and have an important role in the future of the company. It is important to understand the training preferences that suit Gen-Z in order to improve their performance, without ignoring the differences in training preferences from other generations. This research was conducted in DKI Jakarta only, so the results only apply to Gen-Z employees in that area and cannot yet be representative on a national scale.

2. Limitations of the Researched Training Methods

This research limits trials to three training methods that affect the performance of Gen-Z employees, bearing in mind that there is a need for appropriate methods for the development of Gen-Z employees in the world of work they have just entered.

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The In-class method is an option with the addition of Role Model and Assignment/Experience options, which appeal to Gen-Z thanks to their characteristics of wanting flexibility and freedom.

3. Limited time

Time limitation is a challenge in this research. Without time limitations, research can be more comprehensive. However, due to these limitations, this research is limited to the DKI Jakarta area and cannot be carried out nationally. Furthermore, without time constraints, research can cover other training methods besides In-class, Role Model, and Assignment, to provide deeper insight into the most suitable training methods for Gen-Z employees.

V. CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the results of the research that has been previously described, conclusions can be drawn that answer the formulation of the research problem, including:

1. Training on In-Class, Role Model, Assignment/Experimental methods can have a simultaneous effect on employee performance
2. Gen-Z. This is evident from the results of the F test with a significance of 0.000 and the adjusted R Square which shows an effect of 66.7%.
3. In-Class method training can have a positive influence on the performance of Gen-Z employees in DKI Jakarta. This is indicated by a significance of 0.000 and a beta coefficient of 0.355.
4. Training on the Role Model method can have a positive influence on the performance of Gen-Z DKI Jakarta employees. This is indicated by a significance of 0.000 and a beta coefficient of 1.115.
5. Assignment/Experimental method training can have a positive influence on the performance of Gen-Z DKI Jakarta employees. This is indicated by a significance of 0.000 and a beta coefficient of 1.523.

B. Suggestion

Some suggestions that researchers propose for further research are:

1. This research only examines Gen-Z employees who are already working. In further research it is suggested to add another group of employees across generations, so that it can be more efficient for the company.
2. This research only shows the results of Gen-Z employees in the DKI Jakarta area, for further research it is suggested to increase the reach of the research area so that it can be more comprehensive.

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