Traditional Weaver Productivity: Why Experience Outweighs Skill for Mandar Silk Weavers in West Sulawesi?

Eny Afrilia[1]
[1]Department of Management-Faculty of Economics-Universitas Sulawesi Barat-Sulawesi Barat-Indonesia
Wahdaniah[2], Anis Anshari Mas'ud[3]
[2,3]Department of Management -Faculty of Economics-Universitas Sulawesi Barat- Sulawesi Barat- Indonesia

Correspondence: nur630297@gmail.com[1]

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ABSTRACT

***Purpose*:** This study aims to determine the influence of skills and work experience on the productivity of weavers in Lego Village.

Design/Methodology/Approach: This study employed purposive sampling to select 51 Mandar silk weavers from Lego Village, representing 51% of the total population, based on predefined criteria for skill and experience.

***Findings*:** The results of this study indicate that skills do not significantly affect work productivity, whereas work experience does. However, skills and work experience simultaneously influence work productivity. These findings emphasize the importance of an experiential approach to training and policy for the preservation of traditional weaving, which affects cultural preservation, economic growth, and knowledge transfer.

Keywords: *Mandar Silk; Skills; Work Experience; Work Productivity; West Sulawesi*

INTRODUCTION

Human resources (HR) are an essential aspect in the success of an industry or organization, including traditional craft industries such as Mandar silk weaving. Mandar silk weaving (lipa' saqbe) is a traditional craft originating among the Mandar tribe in West Sulawesi, Indonesia, and was initially made for personal and family use on special occasions such as weddings and funerals. However, over time, lipa' saqbe became a daily occupation for Mandar women. Lipa' saqbe is made by weaving saqbe (warp threads) by the panette (the term for weavers) of the Mandar tribe in general and the women of Lego Village in particular, starting from a young age, 10 years old until old age at 50-60 years old.

Based on observations of Mandar silk weavers in Lego Village, it was found that in recent years, particularly in 2023-2024, Mandar silk production in Lego Village has been declining. This decline is

accompanied by a reduction in the number of weavers, as not all women currently work as weavers; only a few remain. As the number of weavers in Lego Village has decreased, productivity and output have also declined. The following is data on weavers in Lego Village over the past few years:

Table 1. Weavers Productivity in Lego Village

No.	Year	Number of Weavers	Productivity
1	2021	172	5.898
2	2022	154	4.158
3	2023	130	3.380
4	2024	102	2.142

Source: Processed data, 2025

The data indicate that productivity declined as the number of weavers fell from 172 in 2021 (productivity of 5.898) to 102 in 2024 (productivity of 2.142). This decline in productivity warrants special attention, as it could affect weavers' livelihoods and the sustainability of this traditional craft industry. This aligns with research (Sandhi et al., 2023) indicating that high productivity is evidenced by achieving results aligned with company targets. In contrast, a decline in productivity can slow the achievement of production targets, which in turn can affect the company's future sustainability. Sumantika et al. (2021) stated that, to increase work productivity, attention to achievement indicators is essential, including basic, technical, interpersonal, and problem-solving skills. The decline in productivity and number of weavers is not only a technical (skills) or operational (experience) problem, but also a fundamental problem related to human resource motivation (Edward Augustine Benjamin Affainie & Abubarker Qutieshat, 2024).

To understand the socio-economic context that drives weavers in Lego Village, this study uses Maslow's hierarchy of needs theory as a supporting conceptual framework. This theory is crucial for explaining the basic motivators that drive weavers. In the context of a traditional artisan community whose income depends on handicrafts, weaving is the primary means of meeting physiological needs, namely clothing, food, and shelter. Once these basic needs are met, the motivators shift to the need for security, such as income stability and job security (Madiistryanto et al., 2023). Therefore, this study hypothesizes that variables that directly ensure the fulfillment of these basic physiological and security needs, such as work experience, which is assumed to be correlated with stable income, will have a greater impact on productivity. This may differ from skill factors, which are more closely related to higher-level needs such as esteem or self-actualization.

The skills required of weavers include the ability to weave lipa' saqbe,

manduru'i (creating patterns), combining basic colors, pa'an (saqbe-saqbe/shiny weft threads), and bunga/sure' (patterns), as well as mambunga (forming patterns, whether in the shape of bunga or sure' on the fabric). Skills in using weaving tools also significantly impact the speed and accuracy of the weaving. (Rushadiyati, 2021) Her research states that skills and labor are important factors in a company's production activities; skilled labor accelerates the production process. However, in the context of weavers in Lego Village, some weavers, especially novice weavers, also lack skill in manduru'i, resulting in unsatisfactory bunga patterns. Additionally, novice weavers lack skill in mappa'an (inserting threads into the tandayang/weave), resulting in uneven weaves and loose (malumbur) threads. Therefore, improving weaving skills is necessary. This aligns with research (Mas'ud & Tenriyola, 2023) stating that skills are a determining factor in the success or failure of weavers. In addition to skills, work experience should be considered when improving an individual's productivity.

Work experience is a factor in improving work productivity, as employees carry out their respective tasks in accordance with their division of labor, their expertise, or the division of labor assigned by their superiors (Sumantika et al., 2021). Among Mandar silk weavers, those with greater experience can acquire broader knowledge of weaving techniques more quickly and effectively, select appropriate raw materials, and resolve issues that arise during production more efficiently. Conversely, weavers with insufficient experience require more time than their more experienced counterparts to complete their weaving. Beginner weavers are usually slower to operate weaving tools because they are not yet accustomed to them. Similarly, their manduru'i usually require more time compared to those who are experienced, and problem-solving when errors occur in weaving, such as sudden thread breaks, incorrect patterns, and the speed in completing the weaving also takes a considerable amount of time. This is a concern because many experienced weavers have ceased weaving. At the same time, newcomers lack experience, and children nowadays rarely learn to weave because they are too busy using digital devices.

This study is also supported by previous research, based on the results of studies (Mariati, 2024; Rushadiyati, 2021; Mulyani et al., 2023), indicating that skills have a significant positive impact on work productivity, unlike the research (Sumantika et al., 2021), which found that skills do not significantly impact the work productivity of employees at the Nuramantika woven fabric company in Bima City. This study is supported by research conducted by (Akbar R, 2020; Hidaya et al., 2020; Wardani et al., 2023; Sumantika et al., 2021), indicating that work experience has a significant positive impact on work productivity, differing from the study by (Lubis & Pohan, 2024), which states that work experience does not have a significant positive

impact on work productivity.

METHODS

This study employs a quantitative approach to assess the influence of skills and work experience on productivity. This study uses two data sources: primary and secondary data. Primary data were obtained indirectly from respondents through observation and questionnaires, whereas secondary data were obtained indirectly from the literature, such as books and journals on work productivity.

The population in this study comprised all Mandar silk weavers in Lego Village, totalling 102. A purposive sampling technique was employed to select the sample. The researchers established specific criteria to ensure the sample was relevant to the research objectives, including: (1) weaver's skill, (2) weaver's experience of more than 5 years, and (3) consistency in weaving (Paramita et al., 2021). Based on these criteria, a final sample of 51 weavers who met all inclusion requirements was obtained for this study. The distribution of research samples by respondent is described in detail in Table 2.

Table 2. Respondent Profile

Age Group	Education Level	Number	Percentage
20-30 Years	Elementary School	6	11.76%
	High School	4	7.84%
	Bachelor's Degree	2	3.92%
Subtotal		12	23.53%
31-40 Years	Elementary School	7	13.73%
	Junior High School	1	1.96%
	High School	1	1.96%
Subtotal		9	17.65%
41-50 Years	No Formal Education	8	15.69%
	Elementary School	12	23.53%
Subtotal			39.22%
51-60 Years	No Formal Education	10	19.61%
Total		**51**	**100%**

Source: Processed Data, 2025

The operational variables in this study include skills and work experience as independent variables and work productivity as the dependent variable. The data collection methods employed in this research included observation, interviews, and questionnaires. The data analysis employed multiple linear regression, including validity and reliability tests, classical assumption tests (normality, multicollinearity, and heteroscedasticity), and partial and simultaneous tests.

Table 3. Operational Variables

Variable	Definitions	Indicator
Skill (X1)	The ability to perform tasks that require basic skills easily and carefully.	1. Basic literacy skill 2. Technical skill 3. Interpersonal skills 4. Problem solving
Work Experience (X2)	A measure that indicates how long a person has been familiar with and understood the tasks in a job.	1. Length of service 2. Level of competence and skills possessed 3. Mastery of work and equipment.
Work Productivity (Y)	The ability to produce optimal output and input, and obtain maximum benefits from available facilities and infrastructure.	1. Quantity of work 2. Quality of work 3. Timeliness.

RESULTS

Based on quantitative data analysis conducted on 51 Mandar silk weavers in Lego Village using SPSS, the following key findings were obtained:

Validity Test

Table 4. Validity Test Results

Item	r-count	r-table	Remarks
Skill (X1)			
P1	0.502	0.279	Valid
P3	0.339	0.279	Valid
P4	0.384	0.279	Valid
P5	0.565	0.279	Valid
P6	0.515	0.279	Valid
P7	0.334	0.279	Valid
P8	0.439	0.279	Valid
P9	0.604	0.279	Valid
P10	0.671	0.279	Valid
P11	0.611	0.279	Valid
P12	0.607	0.279	Valid
Work Experience			
P13	0.746	0.279	Valid
P14	0.560	0.279	Valid
P15	0.682	0.279	Valid
P16	0.715	0.279	Valid
P17	0.682	0.279	Valid
P18	0.643	0.279	Valid
P19	0.590	0.279	Valid
Work Productivity			
P20	0.761	0.279	Valid
P21	0.628	0.279	Valid
P22	0.590	0.279	Valid
P23	0.628	0.279	Valid
P25	0.561	0.279	Valid
P26	0.678	0.279	Valid

P27	0.647	0.279	Valid
P28	0.584	0.279	Valid

Source: (Research Team Analysis, 2025)

The validity test results for variables X1, X2, and Y indicate that although some questionnaire items were invalid, the majority were valid. The validity test was conducted on 51 respondents. The results in Table 2 show the correlation of each item with the total score (r-count) compared to the r-table value (0.279). For the Skill variable (X1), 1 out of 12 items (P2) were found to be invalid (r-count < r-table) and were thus removed. For Work Productivity (Y), item P24 was invalid and removed. The analysis was conducted using only the remaining valid items (11 for Skill, 7 for Experience, and 8 for Work Productivity). The statement "Therefore, it can be concluded that the overall validity of the statements is acceptable.

Reliability Test

Table 5. Reliability Test Results

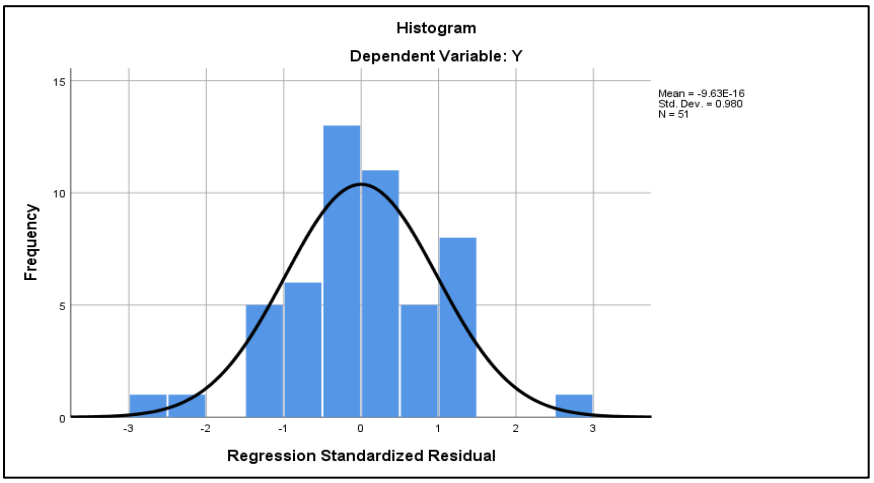
Variable	Cronbach's Alpha	Remarks
Skill	0.654	Reliable
Work Experience	0.773	Reliable
Work Productivity	0.776	Reliable

Source: (Research Team Analysis, 2025)

Based on the reliability test table above, each variable has a value greater than Cronbach's alpha of 0.60. Thus, it can be concluded that all variables are reliable.

Normality Test

The normality test is used to examine whether the residuals (disturbance variables) in the regression model are normally distributed. The results of the normality test can be observed in the following histogram:



Source: Processed Data, 2025

Figure 1. Normality Test Results

Based on the results of the normality test, the data are scattered and exhibit a diagonal trend. Additionally, the histogram indicates a normal distribution. Therefore, as shown in the figure above, the data are normally distributed.

Multicollinearity Test

The multicollinearity test assesses whether the regression model exhibits multicollinearity among the independent variables. Below are the multicollinearity test results.

Table 6. Multicollinearity Test

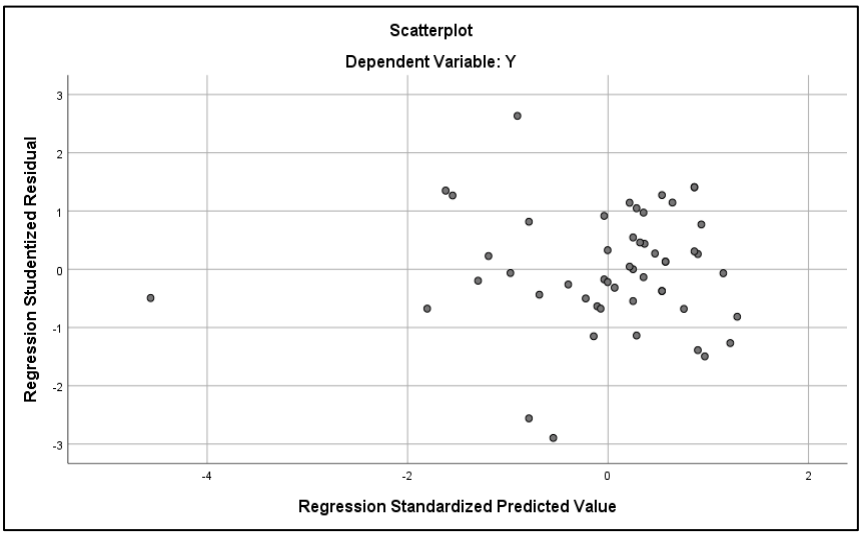
Variable	Tolerance	VIF
Skill	0.495	2.020
Work Experience	0.495	2.020

Source: Processed Data, 2025

Based on the results in the table above, it can be seen that the tolerance value for the skills and work experience variables is 0.495 > 0.1, and the VIF value is 2.020 < 10, indicating that there is no correlation between the independent variables, so it can be concluded that there is no multicollinearity problem.

Heteroscedasticity Test

The heteroscedasticity test assesses whether the regression model exhibits unequal variance in the residuals across observations. The following are the results of the heteroscedasticity test:



Source: Processed data, 2025
Figure 2. Heteroscedasticity Test

Based on the heteroscedasticity test results, the points do not exhibit a discernible pattern; the data are scattered above and below the zero mark on the Y-axis. Therefore, based on the above data, it can be concluded that there is no heteroscedasticity issue.

Partial Test (t-test)

The t-test is a partial regression coefficient test used to assess whether an independent variable individually influences the dependent variable. The following are the results of the partial test (t-test)

Table 7. Partial Test (t-test)

Variable	t	Sig.
Skill	0.672	0.505
Work Experience	5.843	0.000

Source: Processed Data, 2025

Based on the results of the partial data analysis (t-test) of variable X1 (skills), a t-value of 0.672 was obtained with a significance level of 0.505 (> 0.05), so it can be concluded that variable X1 (skills) does not have a partial effect on variable Y (work productivity).

Based on the results of the partial test (t-test) analysis of variable X2 (work experience), a t-value of 5.843 was obtained with a significance level of 0.000 (< 0.05), so it can be concluded that variable X2 (work experience) has a partial effect on variable Y (work productivity).

Simultaneous Test (F Test)

The F-test is conducted to assess the combined effect of independent variables on the dependent variable. The following are the results of the simultaneous (F test):

Table 8. Simultaneous Test (F Test)

F	Sig.
40.563	.000[b]

Source: Processed Data, 2025

Based on the results of the simultaneous test data analysis (F-test), a value of 40.653 was obtained with a significance level of 0.000 < 0.05. It can be concluded that the independent variables (skills and work experience) have a simultaneous effect on the dependent variable (work productivity).

R^2 Determination Coefficient Test

The coefficient of determination (R2) quantifies the proportion of variance in the dependent variable explained by the independent variable. The following are the results of the R^2 determination coefficient test:

Table 9. R^2 Determination Coefficient Test

R	R Square	Adjusted R-Square
.793[a]	.628	.613

Source: Processed Data, 2025

Based on the coefficient of determination (R2), the value is 0.628, indicating that 62.8% of the variation in work productivity (Y) is explained by X1 (skills) and X2 (work experience), with 37.2% attributable to other factors. Therefore, the R value indicates a strong positive correlation between the independent and dependent variables, indicating that increases in skills and work experience tend to increase productivity.

DISCUSSION

The Influence of Skills on Work Productivity

The findings of this study indicate that skills do not have a significant partial effect on the work productivity of Mandar silk weavers. These results indicate that skills are shaped by three interrelated contextual factors within the Mandar weaving craft ecosystem in Lego Village. This clearly contradicts most prior literature (Mulyani et al., 2023; Rohim & Irayanti, 2022; Sandhi et al., 2023; Setyanti et al., 2022; and Rushadiyati, 2021), which generally posits skills as a crucial factor in increasing productivity.

However, these findings can be explained by the high level of homogeneity in weaving skills among the respondents. The data show that 61.73% of weavers are over 40 years old, and 58.82% have only a primary school education, indicating that these skills are acquired through cultural practices passed down from generation to generation from an early age (around 10 years old) rather than through formal education. As a result, technical skills such as pattern making and manduru'i (pattern making) have become routine and are mastered to a similar extent.

Therefore, this indicates that almost all weavers have exceeded the threshold of basic competence. Skills are no longer a factor that differentiates productivity; they have become a fundamental prerequisite for being considered a weaver. The weaving process is still highly dependent on traditional tools such as pamatte' (a weaving tool used to tighten pa'an with woven thread made of ebony wood shaped like a sword with a lenght of more than 1 meter and a widht of 7 cm, with a pointed tip, one side flat and the other thick), (similar in shape to pamatte' but smaller, about 2-3 cm, with both sides flat, used to join or separate the upper and lower warp threads), passa (a block shapped place for winding the woven warp threads), pappamalingan (ebony wood shaped like a small stick as long a bamboo segment used to wind pa'an), and susuq ale' (a weaving tool shaped like a stick as big an index finger, aver 1 meter long with both ends pointed), which have been used for several generations without any significant technological changes. Even if a weaver has slightly higher individual skills, this improvement cannot be translated into a significant increase in productivity (Faadhilah et al., 2025).

In other words, productivity in this context is limited more by the capacity of manual looms than by the individual weavers' abilities. The results of this study also indicate that weavers' primary motivation is not efficiency or output volume, but rather cultural values and inner satisfaction in preserving tradition. This orientation means that improvements in skills are not necessarily aimed at increasing production quantity, but rather at maintaining the quality and complexity of the motifs. This explains why the skill variable does not show a relationship with productivity, which in this study was measured based on output volume. The practical implication of these findings is the need for a structured skill evaluation system to identify areas for improvement, not only in speed but also in pattern accuracy and weaving quality. Skill development remains important for creating added value, maintaining quality, and ensuring the sustainability of the weaving industry as a cultural heritage.

The Influence of Work Experience on Work Productivity

Work experience has a significant influence on productivity. Weavers with more than 5 years of experience show higher productivity because: 1) there is process efficiency, as senior weavers can complete weaving twice as fast as beginners (field observation). Experience allows them to develop a more consistent work rhythm and reduce time wasters on technical issues; 2) problem solving, senior weavers have broader knowledge in addressing technical issues such as broken threads, incorrect patterns, or color inconsistencies. This ability reduces downtime and improves the smoothnees of the production process; 3) mastery of weaving tools: extensive work experience enables weaver to become more proficient in using traditional weaving tools, such as the pamatte' (a weaving tool used to tighten pa'an with woven thread made of black eboni wood shaped like a sword with a length of more than 1 meter and a width of 7 cm, with sharp tip, one side flat, and the other thick), palapa (similar in shape to pamatte' but smaller, about 2-3 cm in size, woith both sides flat, used to unite or separate the upper and lower warp threads), passa (a block shapped device fow winding woven warp threads), pappamalingan (a petite ebony stick the length of a bamboo segment used to wrap pa'an), and susuq ale' (a loom shaped like a stick about the size of an index finger, over 1 meter long with both ends pointed). They can operate the tools with high precision, thereby reducing errors and increasing output; and 4) experienced weavers have a deep understanding of the characteristics of raw materials (saqbe), including how to select the right yarn and combine colors, which impacts production efficiency and the quality of the woven fabric produced.

This study aligns with research by Akbar R. (2020); Hidaya et al. (2020); Loerensa et al. (2023); Sari et al. (2024); Sumantika et al.

(2021); and Wardani et al. (2023), which indicates that work experience influences productivity. The practical implications of this research are: 1) structured apprenticeship training programs need to be developed to enable senior weavers to transfer their experience to juniors; 2) establishing competency standard based on experience with specific levels, where experienced weavers can focus on creating complex patterns and novice weavers handle simpler tasks; 3) a system for documenting the knowledge of senior weavers through video or visual guidebooks is needed to preserve specialized techniques; and 4) developing modified weaving tools that retain traditional values yet are easier for beginners to master can reduce productivity gaps between experience levels. Thus, the weavers' productivity has not only increased but also ensured the sustainability of the Mandar silk weaving industry as a cultural heritage with economic value.

The Influence of Skills and Work Experience on Work Productivity

The research findings indicate that, collectively, skills and work experience significantly influence the work productivity of Mandar silk weavers in Lego Village. A more in-depth analysis reveals an interesting dynamic between the contributions of each factor. Although partial tests show that skills do not have a significant individual impact, within a simultaneous framework, skills still contribute to productivity when interacting with work experience. This can be explained through the mechanism where extensive work experience enables weavers to optimize the skills they already possess.

In other words, work experience acts as a catalyst that enhances the effectiveness of skill application. These findings align with the research by Rohim & Irayanti (2022) and Putri et al. (2024), which state that work skills and work experience simultaneously influence work productivity, but differ from the research by Sumantika et al. (2021) on Nuramantika Bima weaving, which states that skills and work experience do not influence work productivity. This shows that in Mandar weaving, skills are practical only when supported by extensive experience. The implications of this finding are pretty important, both theoretically and practically. Theoretically, this study underscores the importance of cultural context in productivity studies. These factors, such as experience and work habits, may be more salient than technical skills in traditional industries. In practice, these findings suggest the need for a training approach that emphasizes mentoring by senior weavers and the documentation of weaving techniques to preserve traditional knowledge. Additionally, policies such as providing economic incentives and expanding market access

can increase weavers' motivation and mitigate future declines in the weaver population.

CONCLUSION

This study proves that work experience is a dominant factor in increasing the productivity of Mandar silk weavers in Lego Village. At the same time, skills are insignificant because basic competencies are homogeneous. Meanwhile, skills and work experience simultaneously influence work productivity. These findings underscore the importance of an experiential approach to training and policy for preserving traditional weaving. For further research, it is necessary to explore non-technical factors such as intrinsic motivation and community support. From an economic perspective, the decline in the number of weavers threatens the sustainability of the lipa' saqbe cultural tradition. These findings underscore the urgency of policy interventions, such as the need for economic incentives in the form of raw material subsidies or product marketing support, and the establishment of knowledge institutions through technical documentation of weaving techniques by senior weavers for younger generations.

This study has several limitations: the findings only apply to Mandar silk weavers in Lego Village, making generalization to other communities difficult, the relatively small sample size with homogeneous characteristics limits data variation, there is no measurement of external factors such as market fluctuations or the influence of modern technology that may affect work productivity, and the use of a cross-sectional approach cannot reveal the dynamics of productivity development longitudinally.

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