

## The influence of training and motivation on teacher performance through competence as an intervening variable at the Islahul Ummah Foundation Probolinggo

Anita Supristiwaningsih, Endang Suswati\*, M. Jamal Abdul Nasir

Universitas Gajayana Malang, Indonesia

e-mail: [unigamalang.ac.id](mailto:unigamalang.ac.id)

\*Corresponding Author.

*Received: January 10, 2025; Revised: January 15, 2025; Accepted: January 30, 2025*

**Abstract:** Achievement of the vision, mission and goals of the organization will be achieved if its human resources show good performance. The purpose of this study is to (1) test and analyze the Effect of Training on Competence (2) test and analyze the Effect of Motivation on Competence (3) test and analyze the Effect of Training on Performance (4) testing and analyzing the Effect of Motivation on Performance (5) testing and analyzing the Effect of Competence on Performance (6) testing and analyzing the Effect of Training on Performance through Competence (7) testing and analyzing the Influence of Motivation on Performance through Competent Teachers in the Ishlahul Ummah Probolinggo Foundation. This research is a quantitative research. The data collection method used is a questionnaire. The sample used by the researchers was teachers at the Ishlahul Ummah Probolinggo Foundation totaling 66 people. In this study, the data were analyzed using path analysis or path analysis. The results showed that training ( $X_1$ ) had a significant influence on teacher competence (Z). Motivation ( $X_2$ ) has a significant effect on teacher competence (Z). Training ( $X_1$ ) has a significant effect on teacher performance (Y). Motivation ( $X_2$ ) has no significant effect on teacher performance (Y). Teacher Competence (Z) has a significant effect on teacher performance (Y). Indirectly Training ( $X_1$ ) through Competence (Z) has no significant effect on Performance (Y). Indirectly Motivation ( $X_2$ ) through Competence (Z) has a significant influence on Performance (Y).

**Keywords:** Training, Motivation, Competence, Performance.

**How to Cite:** Supristiwaningsih, A., Suswati, E., & Nasir, M.J.A. (2025). The influence of training and motivation on teacher performance through competence as an intervening variable at the Islahul Ummah Foundation Probolinggo. *At-Ta'lim: Jurnal Pendidikan*, 11(1), 84-93. <https://doi.org/10.55210/attalim.v11i1.1980>

### Introduction

The importance of human resources in an organization requires every organization to ensure the presence of high-quality and productive human resources in order to achieve the organization's goals. In an increasingly competitive era, human resources have become the main element determining the survival of the organization, maintaining credibility, and building public trust (Dessler G, 2005).

In the context of education, human resources, especially teachers, play a very important role. Based on the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers, a teacher is defined as a professional educator whose main duties are to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education, basic education, and secondary education (Supardi, 2014). Teachers play a significant role in designing, implementing, and evaluating learning. Therefore, the performance of teachers, which includes discipline, innovation, and professionalism, greatly influences the quality of education and the achievement of national educational goals.

Yayasan Islahul Ummah Probolinggo, as one of the educational institutions, strives to improve teacher performance through various training and motivation programs. Research by Irfan Kurniawan

This is an open access article under the [CC-BY](https://creativecommons.org/licenses/by/4.0/) license.



<https://doi.org/10.55210/attalim.v11i1.1980>



(2021) shows that training and motivation have a positive and significant impact on competence and performance. Several training sessions conducted by the Islahul Ummah Foundation include: (1) Curriculum 13 Surgery Training, (2) Training to Become Resilient, Professional, and Responsive Teachers to Change, (3) Integrated Learning and ADLX (Active Deep Learner Experience) Training, (4) IT Training, and (5) Implementation Training for the Merdeka Curriculum Specific to Integrated Islamic Schools (SIT).

However, despite various types of training being provided, the reality shows that not all teachers have demonstrated an improvement in their competencies or performance. Some of the obstacles still encountered include: (1) inability to develop lesson program planning, including time allocation, learning objectives, materials, and activity steps; (2) lack of understanding in the implementation of learning activities, such as classroom management, use of teaching methods and media, and learning resources; and (3) weaknesses in learning evaluation and assessment. In addition, there are still teachers who are unable to collaborate with colleagues, leave the office without permission, or leave before working hours end. This condition reflects that the competence and performance of the teachers at Yayasan Islahul Ummah Probolinggo still need to be improved.

Several previous studies have discussed the influence of training and motivation on teacher performance. The research conducted by Kurniawan, Irfan (2021), discusses the influence of work motivation and training on the competence and performance of pharmaceutical personnel in Makassar City. The research results show that motivation and training have a positive and significant impact on the competence and performance of pharmaceutical personnel. Research by Khayatun, Muhdi, & Retnaningdyas Tuti (2017) examined the influence of work motivation and training on the pedagogical competence of teachers at elementary schools in Sragi District, Pekalongan Regency. The research results show that work motivation and training have a significant impact on teachers' pedagogical competence. And the research by Yani, A., & Indrawati A. (2016), examined the influence of the work environment and work motivation on the competence of certified teachers at SMK Negeri 1 Pasuruan. The research results show that the work environment and work motivation have a significant impact on teacher competence.

Unlike previous studies, this research examines the influence of training and motivation on teacher performance through competence as an intervening variable at Yayasan Islahul Ummah Probolinggo. This research introduces the concept of competence as a mediating factor for the influence of training and motivation on teacher performance, which has not been extensively explored in the context of Islamic educational institutions such as Yayasan Islahul Ummah. With a focus on this educational institution, this research is expected to provide new insights into optimizing training and motivation programs that are more targeted to improve teacher performance.

Based on that background, this study aims to analyze the influence of training and motivation on teacher performance with competence as an intervening variable at the Islahul Ummah Foundation Probolinggo. This research is expected to contribute to formulating strategies for improving the quality of human resources, particularly teachers, through the optimization of targeted training and motivation.

### **Method**

This research was conducted at the Islahul Ummah Foundation in Probolinggo, located at Perum Jatiasri 2 Block Dd No. 2-10, Kebon Agung Village, Kraksaan District, Probolinggo Regency, East Java. This research uses a qualitative approach quantified with a Likert scale. The purpose of this research is to analyze the influence of training and motivation on teacher performance with competence as an intervening variable.

The population in this study consists of all teachers who teach at institutions under the auspices of the Islahul Ummah Foundation, totaling 70 people. However, in this study, the author took a 100%

sample from the population, which amounted to 66 respondents. The data used in this study are primary data obtained through the distribution of questionnaires to teachers at the Yayasan Islahul Ummah Probolinggo. The type of this research is qualitative research that has been quantified, with data collection instruments in the form of questionnaires that have been tested for validity and reliability.

The data collection methods used in this research include the distribution of questionnaires, interviews with existing samples, observation of ongoing activities, and documentation of conducted activities. The data collected was then analyzed using the following analysis techniques:

1. **Validity Test:** To measure the extent to which the measurement instrument (questionnaire) can measure the intended variable. Validity is tested using correlation analysis between the score of each item and the total score on the questionnaire instrument.
2. **Reliability Test:** To measure the consistency of the instrument in measuring the same variable at different times. The reliability test is conducted using the Cronbach's Alpha technique to measure the internal consistency of items in the questionnaire.
3. **Normality Test:** To ensure that the collected data is normally distributed before further analysis is conducted. The normality test is conducted using statistical tests to examine the data distribution.
4. **Data Analysis:** After the data is collected, analysis is conducted to identify the relationships between the variables being studied. The analysis techniques used are descriptive analysis to describe the characteristics of the data, as well as inferential techniques to test the hypotheses.
5. **Hypothesis Testing:** To test the relationship between independent variables (training and motivation) and the dependent variable (teacher performance), as well as the role of competence as an intervening variable. Hypothesis testing is conducted using regression analysis with the help of SPSS software.

All stages of data analysis were conducted using Statistical Product and Service Solution (SPSS) version 25.0 to ensure valid and reliable results in testing hypotheses and achieving research objectives. With this methodology, it is expected to obtain valid and reliable results regarding the influence of training and motivation on teacher performance at Yayasan Islahul Ummah Probolinggo, as well as the influence of competence as an intervening variable.

## Results and Discussion

### Validity test

The validity test in this study was conducted using the corrected item-total correlation analysis technique, which involves calculating the correlation coefficient between the item score distribution and the scale score distribution. The criteria for item selection based on the total item in this study use a minimum coefficient threshold of  $\geq 0.5$ , and the following results were obtained:

**Table 1.** Validity Test X1 (Training)

		Correlations						
		X <sub>1.1</sub>	X <sub>1.2</sub>	X <sub>1.3</sub>	X <sub>1.4</sub>	X <sub>1.5</sub>	X <sub>1.6</sub>	Total
X <sub>1.1</sub>	Pearson Correlation	1	.225	.128	.306*	.059	.172	.531**
	Sig. (2-tailed)		.069	.306	.013	.636	.168	.000
	N	66	66	66	66	66	66	66
X <sub>1.2</sub>	Pearson Correlation	.225	1	.323**	.179	.105	.459**	.637**
	Sig. (2-tailed)	.069		.008	.151	.402	.000	.000
	N	66	66	66	66	66	66	66
X <sub>1.3</sub>	Pearson Correlation	.128	.323**	1	.201	.018	.373**	.537**

Correlations								
X <sub>1.4</sub>	Sig. (2-tailed)	.306	.008		.106	.889	.002	.000
	N	66	66	66	66	66	66	66
	Pearson Correlation	.306*	.179	.201	1	.333**	.242	.638**
X <sub>1.5</sub>	Sig. (2-tailed)	.013	.151	.106		.006	.051	.000
	N	66	66	66	66	66	66	66
	Pearson Correlation	.059	.105	.018	.333**	1	.185	.462**
X <sub>1.6</sub>	Sig. (2-tailed)	.636	.402	.889	.006		.137	.000
	N	66	66	66	66	66	66	66
	Pearson Correlation	.172	.459**	.373**	.242	.185	1	.734**
TOTAL	Sig. (2-tailed)	.168	.000	.002	.051	.137		.000
	N	66	66	66	66	66	66	66
	Pearson Correlation	.531**	.637**	.537**	.638**	.462**	.734**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	66	66	66	66	66	66	66

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

**Table 2. X2 Validity Test (Motivation)**

Correlations								
		X <sub>2.1</sub>	X <sub>2.2</sub>	X <sub>2.3</sub>	X <sub>2.4</sub>	X <sub>2.5</sub>	X <sub>2.6</sub>	TOTAL
X <sub>2.1</sub>	Pearson Correlation	1	.713**	.520**	.305*	.168	.691**	.799**
	Sig. (2-tailed)		.000	.000	.013	.179	.000	.000
	N	66	66	66	66	66	66	66
X <sub>2.2</sub>	Pearson Correlation	.713**	1	.544**	.371**	.187	.631**	.810**
	Sig. (2-tailed)	.000		.000	.002	.134	.000	.000
	N	66	66	66	66	66	66	66
X <sub>2.3</sub>	Pearson Correlation	.520**	.544**	1	.422**	.283*	.455**	.759**
	Sig. (2-tailed)	.000	.000		.000	.021	.000	.000
	N	66	66	66	66	66	66	66
X <sub>2.4</sub>	Pearson Correlation	.305*	.371**	.422**	1	.335**	.253*	.624**
	Sig. (2-tailed)	.013	.002	.000		.006	.040	.000
	N	66	66	66	66	66	66	66
X <sub>2.5</sub>	Pearson Correlation	.168	.187	.283*	.335**	1	.121	.517**
	Sig. (2-tailed)	.179	.134	.021	.006		.335	.000
	N	66	66	66	66	66	66	66
X <sub>2.6</sub>	Pearson Correlation	.691**	.631**	.455**	.253*	.121	1	.732**
	Sig. (2-tailed)	.000	.000	.000	.040	.335		.000
	N	66	66	66	66	66	66	66
TOTAL	Pearson Correlation	.799**	.810**	.759**	.624**	.517**	.732**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	66	66	66	66	66	66	66

\*\*. Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

**Table 3. Validity Test Y1 (Competence)**

Correlations								
		Y <sub>1.1</sub>	Y <sub>1.2</sub>	Y <sub>1.3</sub>	Y <sub>1.4</sub>	Y <sub>1.5</sub>	Y <sub>1.6</sub>	TOTAL
Y <sub>1.1</sub>	Pearson Correlation	1	.423**	.541**	.400**	.457**	.348**	.472**
	Sig. (2-tailed)		.000	.000	.001	.000	.004	.000
	N	66	66	66	66	66	66	66
Y <sub>1.2</sub>	Pearson Correlation	.423**	1	.356**	.402**	.358**	.330**	.404**

Y <sub>1.3</sub>	Sig. (2-tailed)	.000		.003	.001	.003	.007	.001
	N	66	66	66	66	66	66	66
	Pearson Correlation	.541**	.356**	1	.446**	.376**	.196	.334**
Y <sub>1.4</sub>	Sig. (2-tailed)	.000	.003		.000	.002	.116	.006
	N	66	66	66	66	66	66	66
	Pearson Correlation	.400**	.402**	.446**	1	.203	-.054	.085
Y <sub>1.5</sub>	Sig. (2-tailed)	.001	.001	.000		.102	.666	.497
	N	66	66	66	66	66	66	66
	Pearson Correlation	.457**	.358**	.376**	.203	1	.447**	.845**
Y <sub>1.6</sub>	Sig. (2-tailed)	.000	.003	.002	.102		.000	.000
	N	66	66	66	66	66	66	66
	Pearson Correlation	.348**	.330**	.196	-.054	.447**	1	.856**
TOTAL	Sig. (2-tailed)	.004	.007	.116	.666	.000		.000
	N	66	66	66	66	66	66	66
	Pearson Correlation	.472**	.404**	.334**	.085	.845**	.856**	1
	Sig. (2-tailed)	.000	.001	.006	.497	.000	.000	
	N	66	66	66	66	66	66	66

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Table 4. Y2 Validity Test (Performance)**

		Correlations						
		Y <sub>2.1</sub>	Y <sub>2.2</sub>	Y <sub>2.3</sub>	Y <sub>2.4</sub>	Y <sub>2.5</sub>	Y <sub>2.6</sub>	TOTAL
Y <sub>2.1</sub>	Pearson Correlation	1	.159	.411**	.418**	.130	.191	.554**
	Sig. (2-tailed)		.201	.001	.000	.300	.124	.000
	N	66	66	66	66	66	66	66
Y <sub>2.2</sub>	Pearson Correlation	.159	1	.498**	.406**	.374**	.202	.707**
	Sig. (2-tailed)	.201		.000	.001	.002	.104	.000
	N	66	66	66	66	66	66	66
Y <sub>2.3</sub>	Pearson Correlation	.411**	.498**	1	.364**	.228	.382**	.751**
	Sig. (2-tailed)	.001	.000		.003	.065	.002	.000
	N	66	66	66	66	66	66	66
Y <sub>2.4</sub>	Pearson Correlation	.418**	.406**	.364**	1	.420**	.385**	.746**
	Sig. (2-tailed)	.000	.001	.003		.000	.001	.000
	N	66	66	66	66	66	66	66
Y <sub>2.5</sub>	Pearson Correlation	.130	.374**	.228	.420**	1	.291*	.599**
	Sig. (2-tailed)	.300	.002	.065	.000		.018	.000
	N	66	66	66	66	66	66	66
Y <sub>2.6</sub>	Pearson Correlation	.191	.202	.382**	.385**	.291*	1	.598**
	Sig. (2-tailed)	.124	.104	.002	.001	.018		.000
	N	66	66	66	66	66	66	66
TOTAL	Pearson Correlation	.554**	.707**	.751**	.746**	.599**	.598**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	66	66	66	66	66	66	66

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

## Reliability Test

The reliability test in this study uses the Cronbach's Alpha formula with the help of the Statistical Product and Service Solution (SPSS) version 25.0 program. Reliability will be higher if the Cronbach's Alpha coefficient approaches the number 1.00 (Priyatno, 2011). Based on these testing criteria, the analysis of the items in the following questionnaire:

**Table 5.** Training Questionnaire

No.	Indicator	Item Distribution		Number of Items	
		Valid	falls	Valid	falls
1	Instructor	1, 2	-	2	0
2	Participant	3	-	1	0
3	Method	4	-	1	0
4	Material	5	-	1	0
5	Goal	6	-	1	0
	Total	6	0	6	0

**Table 6.** Motivation Questionnaire

No	Indicator	Item Distribution		Number of Items	
		Valid	falls	Valid	falls
1	Physiological Needs	1	-	1	0
2	Security Needs	2	-	1	0
3	Social Needs	3,4	-	2	0
4	Need for Self-Esteem	5	-	1	0
5	Self-Actualization	6	-	1	0
	Total	6	0	6	0

**Table 7.** Teacher Competency Questionnaire

No	Indicator	Item Distribution		Number of Items	
		Valid	falls	Valid	falls
1	Knowledge	1, 2	-	2	0
2	Expertise	3, 4,	-	2	0
3	Attitude	5,6	-	2	0
	Total	6	0	6	0

**Table 8.** Teacher Performance Questionnaire

No	Indicator	Item Distribution		Number of Items	
		Valid	falls	Valid	falls
1.	Quality	1	-	1	0
2.	Quantity	2	-	1	0
3.	Time Determination	3	-	1	0
4.	Effectiveness	4	-	1	0
5.	Independence	5	-	1	0
6.	Work Commitment	6	-	1	0
	Total	6	0	6	0

Based on the data processing results in Tables 3.2.1 – 3.2.4 above, the reliability test results for the training questionnaire (0.631), the motivation questionnaire (0.782), the teacher competency questionnaire (0.751), and the teacher performance questionnaire (0.744). Based on these results, the researcher concludes that the training, motivation, teacher competency, and teacher performance questionnaires are reliable and can be used as measurement tools in future research.

### Normality Test

The normality test in this study uses the Kolmogorov-Smirnov formula with a significance level of 0.05; if  $p > 0.05$ , then the data is normally distributed, and if  $p < 0.05$ , then the data is not normally distributed (Enterprise, 2018). The results of the data normality test are as follows:

**Table 9.** Results of the Y1 Normality Test Kolmogorov-Smirnov  
 One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		66
Normal Parameters <sup>a,b</sup>	Mean	0E-7
	Std. Deviation	6.25042210
Most Extreme Differences	Absolute	.073
	Positive	.033
	Negative	-.073
Kolmogorov-Smirnov Z		.898
Asymp. Sig. (2-tailed)		.396

- a. Test distribution is Normal.  
 b. Calculated from data.

**Table 10.** Results of the Y2 Normality Test Kolmogorov-Smirnov  
 One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		66
Normal Parameters <sup>a,b</sup>	Mean	0E-7
	Std. Deviation	1.89996974
Most Extreme Differences	Absolute	.109
	Positive	.082
	Negative	-.109
Kolmogorov-Smirnov Z		.109
Asymp. Sig. (2-tailed)		.052

- a. Test distribution is Normal.  
 b. Calculated from data.

## Data Analysis

The data analysis process in this study was conducted with the help of the Statistical Package for Social Science (SPSS) version 25.0 program. Before conducting the correlation analysis, the researcher needs to perform a normality test to determine the data distribution. The first thing the researcher did was a descriptive analysis followed by categorization, so that the categorization of the research scale values can be concluded as follows:

**Table 11.** Categorization of Research Variables

Variable	Categorization		Composition	
	Categorization	Score	Amount	Presentation
Training	Height	$X > 21,96$	65	98,5%
	Currently	$14,04 \leq X \leq 21,96$	1	1,5%
	Low	$X < 14,04$	0	0%
Motivation	Height	$X > 21,96$	63	95,5%
	Currently	$14,04 \leq X \leq 21,96$	3	4,5%
	Low	$X < 14,04$	0	0%
Teacher Competence	Height	$X > 21,96$	62	93,9%
	Currently	$14,04 \leq X \leq 21,96$	4	6,1%
	Low	$X < 14,04$	0	0%
Teacher Performance	Height	$X > 21,96$	63	95,5%
	Currently	$14,04 \leq X \leq 21,96$	3	4,5%
	Low	$X < 14,04$	0	0%

Based on the distribution of the data, it can be concluded that in general, respondents have a high perception of training (98.5%), motivation (95.5%), teacher competence (93.9%), and teacher performance (95.5%).

## Hypothesis Testing

Based on the results of the hypothesis test, it can be concluded from the first path hypothesis test with the First Hypothesis ( $H_1$ ) that there is a significant direct influence between training ( $X_1$ ) and teacher competence ( $Y_1$ ). This is in accordance with Rivai (2011:304) who states that competence is a key determining factor for someone in producing good performance.

Next, in the testing of the Second Hypothesis ( $H_2$ ), it can be concluded that there is a significant direct influence between motivation ( $X_2$ ) and teacher competence ( $Y_1$ ). The results of this study are in line with the findings of Kuswara & Satria (2013) in their research, which indicated that work motivation has a significant influence on competence.

From the second path hypothesis test on the Third Hypothesis ( $H_3$ ), it was concluded that there is a significant direct influence between training ( $X_1$ ) and teacher performance ( $Y_2$ ). This is consistent with the findings of Prayogi and Nasrudin's (2018) research, which stated that training has a positive and significant impact on performance.

In the testing of Hypothesis Four ( $H_4$ ), it can be concluded that there is no significant influence between motivation ( $X_2$ ) and teacher performance ( $Y_2$ ). This is different from Usmara's opinion (2006:014). Work motivation is closely related to a person's performance or output. Basically, a person's work motivation varies. Some people have high work motivation, while others have low work motivation. If the work motivation is high, it will affect the performance, and conversely, if the motivation is low, the person's performance will also be low.

As for the testing of the Fifth Hypothesis ( $H_5$ ), regarding the influence of Competence ( $Y_1$ ) on Performance ( $Y_2$ ), it can be concluded that there is a positive influence between teacher competence and teacher performance, as stated in the research by Liakopoulou, M (2011), which found a significant and positive influence between teacher competence and performance.

Third Path Hypothesis Test for the Sixth Hypothesis ( $H_6$ ) and the Seventh Hypothesis ( $H_7$ ). For the results of testing Hypothesis Six ( $H_6$ ), it shows that indirectly Training ( $X_1$ ) through Competence ( $Y_1$ ) has an insignificant effect on Performance ( $Y_2$ ). This is somewhat contrary to Rivai (2010:213) regarding training, which usually focuses on efforts to improve employee performance through the provision of learning specific skills (competencies) or helping them correct weaknesses in their performance.

The results of the Seventh Hypothesis Test ( $H_7$ ) indicate that indirectly, Motivation ( $X_2$ ) through Competence ( $Y_1$ ) has a significant impact on Performance ( $Y_2$ ). These results are supported by the research of Saryadi and Arini (2019), which shows that competence and motivation have a positive and significant impact on performance.

## Conclusion

Based on the issues and discussions about the Influence of Training and Motivation on Teacher Performance through Competence as an Intervening Variable at the Islahul Ummah Foundation Probolinggo, the following conclusions can be drawn: (1) training has a significant effect on teacher competence, (2) motivation has a significant effect on teacher competence, (3) training has a significant effect on teacher performance, (4) motivation does not have a significant effect on teacher performance, (5) teacher competence has a significant effect on teacher performance, (6) indirectly, training through competence does not have a significant effect on performance, and (7) indirectly, motivation through competence has a significant effect on performance.

## References

- Arikunto, Suharsimi. 2006. *Prosedur Penelitian*. Jakarta: Rineka Cipta  
-----, 2010. *Prosedur Penelitian*. Jakarta: PT Asdi Mahasatya



- , 2013. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta
- Bangun, Wilson. 2012. *Manajemen Sumber Daya Manusia*. Bandung : Erlangga
- Chair, Ma'ruf Ummul. 2020. *Pengaruh Motivasi Kerja Terhadap Kinerja Karyawan Pada Pt. Nirha Jaya Teknik Makassar*. Makassar
- Dessler, Gary. 2005. *Manajemen Sumber Daya Manusia. Edisi 9, indeks, Jakarta*. Jakarta
- Dharma, Surya. 2005. *Manajemen Kinerja*. Jakarta : Pustaka Pelajar
- Gaol, Jimmy L. A to Z *Human Capital Manajemen Sumber Daya Manusia*. Jakarta : Grasindo
- Hamidi. 2010. *Metode Penelitian dan Teori Komunikasi*. Malang : UMM Pers
- Handoko, T. Hanni., 2012. *Manajemen Personalia dan Sumber Daya Manusia*. Edisi Kedua. Yogyakarta : BPFE
- Hasibuan, Malayu S.P. 2007. *Manajemen Sumber Daya Manusia*. Jakarta : Bumi Aksara
- Khayaton, Muhdi, & Retnaningdyastuti (2017). *Pengaruh Motivasi Kerja Dan Diklat Terhadap Kompetensi Pedagogik Guru Sekolah Dasar Di Kecamatan Sragi Kabupaten Pekalongan*. Jurnal Manajemen Pendidikan, Volume 6, no. 1, hal 89-100
- Kriyantono, Rachmat. 2010. *Teknik Praktis Riset Komunikasi*. Jakarta : Kencana
- Kuncoro, Mudrajad. 2003. *Metode Riset untuk Bisnis & Ekonomi*. Jakarta : Erlangga
- Kurniawan, Dody. 2009. *Pengaruh Pelatihan terhadap Prestasi Kerja Karyawan Bagian Pabrikasi Pada PG. Kebon Agung Malang*. Skripsi. Malang: Manajemen, Universitas Muhammadiyah Malang
- Kurniawan, Irfan. 2021. *Pengaruh Motivasi Kerja dan Pelatihan terhadap Kompetensi dan Kinerja Tenaga Kefarmasian di Kota Makassar*. Makassar
- Kurniawan, Noor Riadi (2020). *Pengaruh Motivasi Kerja Dan Lingkungan Kerja Terhadap Kinerja Karyawan Dengan Keouasam Kerja Sebagai Variabel Intervening Pada PT PLN (Persero) Up3 Kuala Kapuas Kalimantan Tengah*. Kuala Kapuas
- Liakopoulou, M. 2011.
- Mangkunegara, Anwar Prabu. 2009. *Evaluasi Kinerja SDM*. Bandung: PT. Refika Aditama
- , 2011. *Manajemen Sumber Daya Manusia Perusahaan*. Bandung : PT Remaja Rosdakarya
- Manullang. 2012 *Dasar-Dasar Manajemen*. Jakarta : Ghalia Indonesia
- Marzuki. 2005. *Metodologi Riset*. Yogyakarta : Ekonisia
- Maulana, Noval. 2009. *Hubungan Pendidikan dan Pelatihan dengan Prestasi Kerja Karyawan di Divisi Learning Center PT. Telekomunikasi Indonesia, Tbk*. Skripsi. Bandung: Bisnis dan Manajemen, Universitas Widyatama
- Maulana, R.B., 2016, Pengaruh Motivasi Kerja, Pendidikan dan Pelatihan (Diklat), dan Disiplin Kerja Terhadap Kompetensi Pegawai dan Kinerja Pegawai, Jurnal Riset Bisnis dan Manajemen, Volume 4, no.3, hal 247-256
- Mokhtar Nabilah dan Rizkia SusiloHeru (2017). *Pengaruh Pelatihan Terhadap Kompetensi (Penelitian Tentang Pelatihan Pada Calon Tenaga Kerja Indonesia Di PT Tritama Bina Karya Malang)*. Malang
- Probosemi, Khoiri. 2011. *Analisis Kebutuhan Pelatihan Karyawan Bidang Pelayanan Pada PT. Taspen (Persero) Kantor Cabang Bogor*. Skripsi
- Robert L. Mathis dan John H. Jackson. 2006. *Human Resource Management, alih bahasa*. Jakarta : Salemba Empat
- Rivai, Veithzal dan Ella Jauvani Sagala. 2010. *Manajemen Sumber Daya Manusia Perusahaan: Dari Teori ke Praktik*. Jakarta : Rajagrafindo Persada
- Salinding, Rony. 2011. *Analisis Pengaruh Pelatihan Terhadap Produktivitas Kerja Karyawan Pada PT. Erajaya Swasembada Cabang Makassar*. Skripsi. Makassar: Manajemen, Universitas Hasanuddin
- Satria, R.O., & Kuswara, A., 2013. *Pengaruh Motivasi dan Pelatihan Terhadap Kompetensi Kerja Serta Implikasinya pada Produktivitas Pegawai Dinas Perhubungan Kota Bandung*. Bandung
- Saykita Ayu, Renanda. 2014. *Analisis Efektivitas Pelatihan dan Pengembangan Karyawan di CV Maju Mapan Ngunut-Tulungagung*. Laporan Akhir. Malang: Administrasi Niaga, Politeknik Negeri Malang.
- Sedarmayanti. 2013. *Manajemen Sumber Daya Manusia*. Bandung : PT Refika Aditama
- Siagian, Sondang. 2007. *Manajemen Sumber Daya Manusia cetakan pertama*. Jakarta: CV Alfabeta

- Simamora, Henry. 2006. *Manajemen Sumber Daya Manusia Edisi Kesatu*. Yogyakarta: STIE YKPN.
- Sugiyono. 2009. *Metode Penelitian Bisnis*. Bandung : Alfabeta
- Sugiyono. 2010. *Metode Penelitian Kuantitatif Kualitatif & RND*. Bandung : Alfabeta
- Sulaksono. (2002). *Pengantar Organisasi dan Manajemen*. Fisipol: Universitas Negeri Surakarta
- Sumarni, Murti dan Wahyuni, Salamah. 2006. *Metodologi Penelitian Bisnis*. Yogyakarta: Rajawali.
- Sunyoto, Danang. 2012. *Manajemen Sumber Daya Manusia*. Jakarta : PT Buku Seru
- Suryabrata, Sumadi. 2000. *Metode dan Macam Penelitian*. Yogyakarta : Kanisius
- Sutrisno, Edi. 2009. *Manajemen Sumber Daya Manusia Edisi Pertama*. Jakarta: Kencana Predana Media Grup
- Syahroni (2020). *Pengaruh Motivasi Kerja Dan Disiplin Kerja Terhadap Kinerja Pegawai Dinas Perdagangan Kabupaten Lampung Utara*. Lampung
- Wisastra Putu Ifo Yuda dan Sagala Ella Jauvani (2016). *Pengaruh Pelatihan Terhadap Kompetensi Karyawan PT. Len Industri (Persero) Bandung (Jurnal Manajemen Strategi Bisnis Dan Kewirausahaan)*. Bandung
- Yani,A., & Indrawati A., 2016, *Pengaruh Lingkungan Kerja dan Motivasi Kerja Terhadap Kompetensi Guru Bersertifikasi di SMK Negeri 1 Pasuruan, Jurnal Pendidikan Bisnis dan Manajemen*, vol 2, no 1, hal 58-74