

## The Influence Of Teacher Training And Teacher Competency On Teacher Performance At Sehati Vocational School

Erika Noviana Fairus<sup>1</sup>, Suroso<sup>2</sup>, Flora Patricia Angela<sup>3</sup>

<sup>1,2,3</sup>Management Study Program, Faculty of Economics and Business, Universitas Buana Perjuangan, Karawang

<sup>1</sup>Email: MN20.erikafairus@mhs.ubpkarawang.ac.id, <sup>2\*</sup>Email: suroso@ubpkarawang.ac.id,

<sup>3</sup>Email: Floraangela@ubpkarawang.ac.id

### ABSTRACT

**Submitted:** 05-15, 2024 **Purpose of the study** — This study aims to analyze the influence of teacher training and teacher competency on the performance of educators at SMK Sehati Karawang.

**Accepted:** 09-27, 2024 **Research method**—The research involved a population of 50 teachers, employing a saturated sampling technique. Data analysis was conducted using multiple linear regression with the assistance of SPSS software.

**Published:** 01-20, 2025 **Result**— The findings revealed that teacher training does not significantly affect teacher performance. In contrast, teacher competency has a positive and significant impact, as indicated by a t-count of 6.230, which exceeds the critical t-table value of 2.002. Simultaneously, the overall model demonstrated a significant influence on teacher performance, with an F-value of 150.305, surpassing the critical value of 3.20.

**Conclusion**— The study concludes that while teacher training may not enhance performance, teacher competency is critical for improving educator effectiveness. These insights suggest a need for focused initiatives to develop teacher competency in educational environments.

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



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### INTRODUCTION

Human resources (HR) have such a central element that cannot be determined by an organization, a company as a whole or an organization. An organization functions as a resource both in an organization and a business, so its capabilities need to be trained and developed. HR is an invaluable asset in an organizational structure. They not only carry out operational tasks, but also influence organizational culture, innovation, and goal achievement. HR quality includes skills, knowledge, experience, and attitudes. Investment in effective HR management can have

a positive impact on achieving the organization's vision and mission and increasing competitiveness in the market.

Education is very important for the development of society and the country. Teachers are one of the key elements in the education system, and teacher performance has a major effect on the quality of education given to their students. Therefore, improving teacher performance is a major concern in the world of education. Especially for upper levels such as vocational high schools which are final level schools before entering the world of college or work, where teachers have an important position in this regard. The author took the object at SMK Sehati Karawang

SMK Sehati Karawang is a private vocational education institution located at Jl. Raya Kosambi Telagasari Kawali, Karawang Regency. This private vocational school was first established in 2011. At this time, SMK Sehati Karawang implemented the 2013 SMK learning curriculum guide REV. In carrying out educational tasks, this school often faces challenges related to the performance of educators as the main drivers of the success of the educational process. Problems related to teacher performance can be seen from several signs, such as teacher absence rates, teacher awareness in completing learning administration documents, time compliance in collecting exam materials, student academic achievement, and other related signs. Teacher training has an important aspect in improving the quality of education. Relevant training helps teachers understand the latest developments in education, effective learning methods, and how to overcome challenges in teaching. Teachers who take part in quality training tend to be more confident and prepared to face various learning situations. They are also able to adapt learning methods that are in line with student needs. Therefore, this phenomenon shows that good training can contribute positively to teacher performance at SMK Sehati Karawang.

The performance of teaching staff in every educational institution must be the main driver in achieving organizational goals. This recognizes the role of teachers as an integral part of the organizational entity and not just a human asset. Therefore, leaders in the field of HR management in the future must improve their skills in recognizing the need for team members, both from within and outside the organization, and plan appropriate strategic steps to ensure the availability of efficient and qualified teaching staff.

Teacher performance is very significant because the decline in performance both personally and collectively within an institution can have a substantial impact. Therefore, leaders must play a major role where they must continue to strive to increase their own level and work performance and provide encouragement to employees or those in lower positions so that they can increase their level of performance in order to achieve the institution's mission. Teacher performance is generally the result of educational efforts to teach students, inspire, and produce output or graduates who have optimal quality. However, in order to have high-achieving teachers, many elements of factors are needed that can motivate them in carrying out their positions as educators. (Wijaya 2023).

Previous research that has been conducted in the field of training and competence highlights various relevant aspects. A number of studies have revealed that effective training can improve individual and organizational competence. These studies cover training in various sectors, such as employee training in companies, teacher training in the education sector, and health training in the health service sector. The results often reflect that training that focuses on skills development, knowledge enhancement, and mastery of new work tools contributes positively to the level of individual competence. Then the studies also emphasize the importance of measuring the gains from training and continuous evaluation to ensure its effectiveness. Likewise, the use of technology, innovative learning methods, and strong management support have also been the focus of research in efforts to improve the efficiency of training and competence. These studies provide an important foundation in understanding how training and competence relate to and impact in various organizational contexts.

**Table 1. Summary of Teacher Performance Assessment Data**

Type of Assessment	Average value		Average decrease	
	2019	2020	Number	percentage
Realization	51,52	51,68	1,84	3,4
Behavior	33,96	33,88	0,08	0,23
PPK	87,47	84,55	1,93	2,23

Source: SMK Sehati Karawang Data

Based on the table 1, it can be seen that the performance of SMK Sehati Karawang teachers is still low and has decreased from the previous year. Low teacher performance will affect the decline in organizational or school performance, so that improving the quality of education which is the goal of the school cannot be achieved. Organizational or school performance is the result of the overall performance of all elements in the organization or school.

Teacher performance will be good if the teacher has implemented elements consisting of high loyalty and commitment to teaching duties, mastering and developing teaching materials, discipline in teaching and other tasks, creativity in implementing teaching, cooperation with all school residents, leadership that is a role model for students, good personality, honest and objective in guiding students, and responsibility for their duties. Therefore, the principal's task as a manager is to assess teacher performance. This assessment is important to do considering its function as a motivational tool from the leader to the teacher and for the teacher himself (Ardan, 2021).

In general, teachers have quite high potential to be creative in order to improve their performance. However, the potential for creativity possessed by teachers as an effort to improve their performance does not always develop naturally and smoothly due to the influence of various factors, both those that arise within the teacher himself and those outside the teacher's personality. It is undeniable that conditions in the field reflect the condition of teachers that are not in accordance with expectations, such as teachers who work part-time,

both in accordance with their profession and outside their profession. This reality is very concerning and invites various questions about the consistency of teachers towards their profession, on the other hand, teacher performance is also questioned when discussing the issue of improving the quality of education (Rosid, 2022). There are various factors that can cause teacher performance to decline or increase. One of them is training in the learning process which aims to increase the insight, skills, and competencies of people in certain sectors. Training for teachers can help them gain a better understanding of effective teaching methods, the latest technology in education, and efficient classroom management strategies. Training can also provide teachers with the opportunity to develop the interpersonal and leadership skills needed to educate students well. The results of previous studies from Maulida et al., (2023) showed that teacher training had a positive influence on teacher performance. Then, a study by Aisyah et al., (2023) found that teacher training had no effect on teacher performance.

In addition to training, another factor that can affect teacher performance is competence, which reflects the quality of teachers when teaching. Competence includes pedagogical, social, personal, and professional aspects when carrying out their roles as teachers. This means that teachers not only need to be smart, but also able to effectively transfer knowledge to their students. Referring to a previous study by Wahyuningih & Sujadi, (2023) where the results showed that teacher competence had a positive and significant influence on teacher performance. Next, from Yanita, (2020) where the results were that teacher competence had an influence on teacher performance.

Finally, there was a previous study by Mulya et al., (2023) which found that teacher training and competence had an influence on the performance of SMK Sehati Karawang teachers. This indicates that the training given to teachers and their level of competence affect how well they can carry out their role as teachers at the school.

**Table 2. Research Gap**

Teacher Training (X1)	Teacher Performance (Y)	Teacher training has an influence on teacher performance, (Maulida et al., 2023)
		Teacher training has no influence on teacher performance, (Aisyah et al., 2022)
Teacher Training (X2)	Teacher Performance (Y)	Teacher competence has an influence on teacher performance, (Wahyuningsih & Sujadi, 2023)
		Teacher training has no influence on teacher performance, (Yanita, 2020)

**Research Objectives** To find out, analyze and explain the partial influence of teacher training on teacher performance at SMK Sehati Karawang. To find out, analyze and explain the partial influence of teacher competence on teacher performance at SMK Sehati Karawang. To find out, analyze and explain the simultaneous influence of teacher training and teacher competence on teacher performance at SMK Sehati Karawang.

## **LITERATURE REVIEW AND HIPOTESYS DEVELOPMENT**

### **A. LITERATURE REVIEW**

#### ***Teacher Training***

Training according to Andayani & Hirawati in (Khairunnisa & Sungkono, 2023) that Training is a stage of activity aimed at increasing individual insight and skills so that they can carry out their duties more efficiently. This is a form of learning to obtain knowledge, experience, insight and values needed to achieve optimal results. Evidence shows that when an employee has the appropriate skills and is considered good, he tends to be satisfied with his job. This teacher training theory describes four dimensions that include: instructors, training participants, methods, and training objectives.

#### ***Teacher Competence***

Competence according to Busono in (Khairunnisa & Sungkono, 2023) is a combination of insight, skills, and attitudes of a person in carrying out their duties optimally including a deep understanding of a field or discipline, the ability to apply that knowledge in practical situations, as well as professional attitudes and personality that support good performance. Competence also includes the ability to transform, work in groups, and communicate well. There are four dimensions in the theory of teacher competence, namely: intellectual competence, physical competence, personal competence, and social competence).

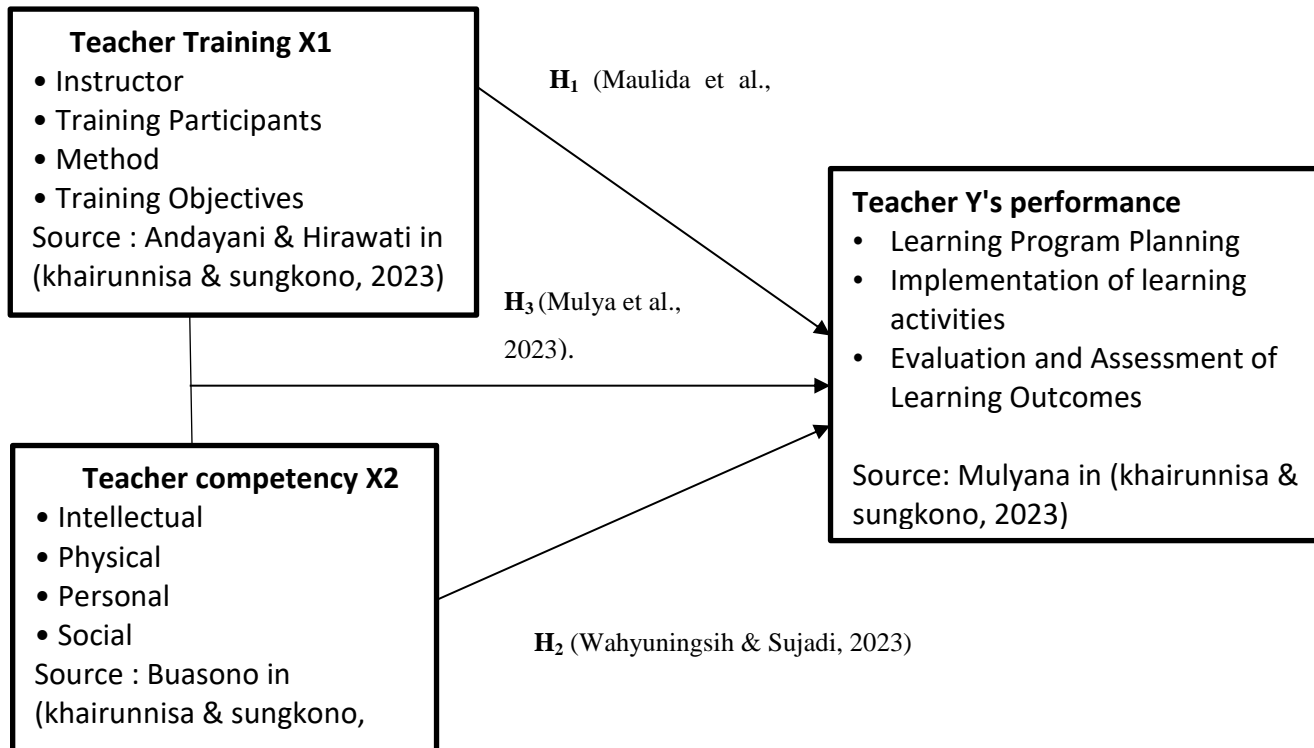
#### ***Teacher Performance***

Teacher performance according to Mulyana in (Khairunnisa & Sungkono, 2023) is the teacher's ability to carry out their function as a teacher optimally, covering various aspects, such as the ability to design and implement quality learning, the ability to manage classes and create a conducive learning environment, and the ability to provide motivation and support to students. Teacher performance also includes the ability to adapt to changes in curriculum and educational technology, as well as the ability to collaborate with colleagues and involve parents of students in the education process. There are four dimensions in this theory of teacher performance including: learning program planning, implementation of learning activities, and evaluation and assessment of learning outcomes.

### **B. HYPOTESIS DEVELOPMENT**

The framework of thought is a sequence of thoughts that serve as a basis for researchers to strengthen the sub-focus that is the basis of this research. In quantitative research, this framework reflects the theory related to the factors that have been studied to become problems. Therefore, a framework of thought is needed to formulate the context and concept of research in more depth. This will help clarify the objectives of the study, the methods used, and the integration of the theories used. From the explanation that has been

described previously, a number of concepts seem to be guidelines for the author to describe this study. This framework is in line with the study that will be carried out, namely "The Effect of Teacher Training and Teacher Competence on Teacher Performance at SMK Sehati Karawang".



**Figure 1. Thinking Framework**  
Source: Processed from various sources (2024)

### HYPOTHESIS

Based on figure 1 above, it can be explained that the influence of teacher training variables (X1) and teacher competence (X2) on the independent variable, namely teacher performance (Y). The hypothesis in this study, namely:

1. H1: There is a partial influence of teacher training on teacher performance at SMK Sehati Karawang.
2. H2: There is a partial influence of teacher competence on teacher performance at SMK Sehati Karawang.
3. H3: There is a simultaneous influence of teacher training and teacher competence on teacher performance at SMK Sehati Karawang.

## METHOD

This study is a quantitative verification type using primary data sources. The study population is 50 teachers of SMK Sehati Karawang. The sample determination uses saturated sampling, namely selecting all subjects in the population as study samples. Sugiyono (2019) explains that taking sample data from all population data is called saturated sampling. Furthermore, the data will be analyzed using the SPSS application with several stages of testing such as validity, reliability, classical assumption tests. Then, multiple linear regression testing, determination coefficient, t and F tests were carried out.

## RESULTS AND DISCUSSION

### A. RESULTS

#### 1. Validity Test

The reliability of data in line with reality is called Validity. The level of data validity reflects how accurate the dissimilarity is between the actual data of the object and the data that can be combined from it. The study evaluated the item score to determine the fairness value of the item, and anything that did not meet the requirements would not be considered again.

*Test Results of Teacher Training Variable X1 (Sig. Level 5%)*

**Table 3. Test Results of Teacher Training Variable**

Indicator	R value	R table	Note
X1.1	0,753	0,361	Valid
X1.2	0,717	0,361	Valid
X1.3	0,555	0,361	Valid
X1.4	0,674	0,361	Valid
X1.5	0,651	0,361	Valid
X1.6	0,67	0,361	Valid
X1.7	0.750	0,361	Valid
X1.8	0,734	0,361	Valid
X1.9	0.522	0,361	Valid
X1.10	0,542	0,361	Valid
X2.1	0,621	0,361	Valid
X2.2	0,712	0,361	Valid

	Indicator	R value	R table	Note
X2	X2.3	0,615	0,361	Valid
	X2.4	0,575	0,361	Valid
	X2.5	0,79	0,361	Valid
	X2.6	0,751	0,361	Valid
	X2.7	0.713	0,361	Valid
	X2.8	0,682	0,361	Valid
	X2.9	0.710	0,361	Valid
Y	X2.10	0,713	0,361	Valid
	Y.1	0,714	0,361	Valid
	Y.2	0,565	0,361	Valid
	Y.3	0,631	0,361	Valid

Source: Data Processing Results, SPSS 2024

According to the results of table 5, the instrument used to measure the teacher education variable is verified valid because it has an r table value of 0.361.

## 2. Reliability Test

Measuring the stability of the instrument is the main mission of this test. An instrument can be relied on if it provides the same results or has a high level of confidence. This means that the instrument will produce similar results when tested on other subjects and at different times. An instrument that has an alpha coefficient exceeding 0.6 Cronbach. Then, the alpha score is compared with the reliability value. If the Cronbach alpha exceeds 0.6, the instrument used for the variable is considered reliable or stable.

**Table 4. Reliability Test Results**

Item No	Variable	R Critical	Alpha Value Cronbach's	Note
1.	Teacher Education	0,6	0,856	Reliabel
2.	Teacher Competence	0,6	0,878	Reliabel
3.	Teacher Performance	0,6	0,873	Reliabel

Source: Data Processing Results, SPSS 2024

### 3. Classical Assumption Test

#### Normality Test

A type of test to understand whether or not there is a normal distribution in research data is called a normality test. In the normality test, the technique commonly used is "Kolmo Gorov-Smirnov" by utilizing the help of SPSS Version 25 software.

**Table 5. Normality Test Results**  
**One-Sample Kolmogorov-Smirnov Test**

		Unstandardi zed Residual
N		50
Parameter Normal <sup>b</sup>	Rata-rata	.0000000
	Standa	3.22619531
	Deviasi	
Perbedaan yang	Mutlak	.110
Paling Ekstrem	Positif	.076
	Negatif	-.110
Statistik tes		.110
Signifikansi Asimptotik (2-ekor)		.183 <sup>c</sup>

Source: Data Processing Results, SPSS 2024

Based on the test data, the sig. value is obtained. exceeding 0.05, namely 0.183, meaning that the data is normally distributed and can continue the research again.

#### 4. Multicollinearity Test

Intended to determine whether or not there is a relationship between independent variables in the regression model. When testing the coefficient, if the t-count score does not exceed the t-table value, and the standard error is large, the result can be concluded that the independent variable does not have a significant effect on the independent variable, or there is no linear relationship between the two.

**Table 6. Multicollinearity Test Results**

Model	Coefficients <sup>a</sup>					Collinearity Statistics	
	Unstandardized Coefficient		Standardized Coefficient	t	Sig.		
	B	Std. Error	Beta			Tolerance	VIF
(Constan)	1.237	1.474		.839	.406		
1 Education X1	.214	.126	.202	1.692	.097	.201	4.967
Competence X2	.699	.112	.745	6.230	.000	.201	4.967

a. Variabel Dependen: Performance Y

Referring to table 6, it can be understood that the tolerance score and VIF value exceed 0.10, reflecting that there is no correlation between the free parameters. This means that there is no multicollinearity in such a model.

### 5. Heteroscedasticity Test

According to (Ghozali, 2018) this type of test is shown to understand whether or not there are different residual variants between one study and another. The results are in table 7

**Table 7. Heteroscedasticity Test Results**

Table 1. Water Education, Test Results						
Coefficients <sup>a</sup>						
		Unstandardized Coefficient		Standardized Coefficient		
Model		B	Std. Error	Beta	T	Sig.
1	(Konstan)	2.413	.951		2.538	.015
	Education X1	.063	.080	.249	.783	.438
	Competence X2	-.061	.072	-.268	-.841	.404

a. Variabel Dependen: RES2

Source: Data Processing Results, SPSS 2024

The sig value is reflected in table 7, where the score is more than 0.05, meaning the data is free from heteroscedasticity.

## 6. Multiple Linear Regression Test Results

Table 8. Multiple Linear Regression Test Results

Coefficients <sup>a</sup>								
		Unstandardized Coefficient		Standardized Coefficient	T	Sig.	Collinearity Statistics	
Model		B	Std. Error	Beta			Tolerance	VIF
1	(Konstan)	1.237	1.474		.839	.406		
	Education X1	.214	.126	.202	1.692	.097	.201	4.967
	Competence X2	.699	.112	.745	6.230	.000	.201	4.967

a. Dependent Variable: Performance Y

Source: Data Processing Results, SPSS 2024

The calculation of the regression coefficient obtained a constant reaching 1.237 then the coefficient b1 reached 0.214 and b2 0.699 resulting in the equation:

$$Y = a + b_1X_1 + b_2X_2 + e$$

$$Y = 1.237 + 0.214 + 0.699 + e$$

## 7. Hypothesis Testing

### Persial Test (t-Test)

Table 9. t-Test Results

Coefficients <sup>a</sup>								
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
Model		B	Std. Error	Beta			Tolerance	VIF
	(Constant)	1.237	1.474		.839	.406		
1	Education X1	.214	.126	.202	1.692	.097	.201	4.967
	Competence X2	.699	.112	.745	6.230	.000	.201	4.967

a. Dependent Variable: Performance Y

Source: Data Processing Results, SPSS 2024

Based on the data above presented in Table 13, the results can be explained that:

1. The teacher training variable (X1) in influencing the teacher performance variable (Y) has a significance score of 0.097 < 0.05. Then referring to the t-test conducted (1.692 < 2.011 or tcount < ttable), the result is that H1 is not rejected. This means that the variable does not influence the teacher training variable (X1) on teacher performance partially.

2. The teacher competency variable (X2) is proven to significantly influence the teacher performance variable (Y) with a significance score of  $0.000 < 0.05$ . In addition, based on the t-test conducted ( $6.230 > 2.002$  or  $t_{count} > t_{table}$ ), the result is that the H1 hypothesis is accepted. This indicates that the teacher competency variable is partially influenced by the teacher competency variable (X2).

### 8. Simultaneous Test (F Test)

Used to view whether or not teacher training skills and teacher competencies simultaneously describe teacher performance. Ghozali (2018) explained that this test can be carried out by comparing the calculated F score with the F table at the significance level, namely  $< 0.05$ .

**Table 10. F Test Results**

ANOVA <sup>a</sup>					
Model		Sum of Squares	Df	Mean Square	F
1	Regression	3261.992	2	1630.996	150.305
	Residual	510.008	47	10.851	
	Total	3772.000	49		

a. Dependent Variable: Performance Y  
b. Predictor: (Constant), Competence X2, Education X1

Source: Data processing results, SPSS 2024

From table 10, it is found that the F count reaches 150.305, the significance score is 0.000 and the F score is 3.20 ( $F_{count} > F_{table}$ , or 150.305), and the significance level of F exceeds (a), or  $0.000 < 0.05$ . As a result,  $H_0$  is rejected and  $H_a$  is accepted, or that it can be understood that teacher training and teacher competence have an influence on teacher performance.

### 9. Determination Coefficient Test (R2)

**Table 11. Determination Coefficient Test Results**

Model Summary					
Model	R	R Square	Adjusted R Square	Standar Error dari Estimasi	
1	.930 <sup>a</sup>	.865	.859	3.294	

a. Predictors: (Constant), Competence X2, Education X1

Source: Data Processing Results, SPSS 2024

The study results from the table 11 above, it is understood that the estimated score or R Square is 0.865 or reaches 86.5%. This means that the teacher training variables (X1) and teacher competence (X2) together have an influence on teacher performance (Y) of up to 86.5% on the other hand 13.5% is influenced by other factors not included in this study.

## **B. DISCUSSION**

Referring to the partial results of the study, it can be understood that teacher training has a positive influence on teacher performance at SMK Sehati Karawang. The test results are a sig score of  $0.000 < 0.05$ . Based on the test results ( $0.097 > 0.002$  or  $t_{count} > t_{table}$ ), this shows that teacher training has an important significance and is an optimal way to increase teacher competence in supporting school progress. In addition, teacher training also plays a role in improving their skills and knowledge, which in turn will improve performance and strengthen job satisfaction. Referring to the partial test results, it was found that the school environment of SMK Sehati Karawang influenced teacher performance. The results were  $0.000 < 0.05$ . Then from the t-test it was found ( $0.214 > 2.002$  or  $t_{count} > t_{table}$ ). Referring to the results of the study together, teacher training that the school environment has an influence on the performance of SMK Sehati Karawang teachers. The test results stated that the F count score reached 150.305 with a significance score of 0.000 from F 0.361 (f count exceeds f table, or 150.305), and the significance of F exceeds (a), or  $0.000 < 0.05$ . This statement is reinforced by research (aisyah & herni widiyah nasrul, 2022), which confirms that teacher training has no effect on teacher performance, while research (rohman, 2020), where teacher competence has a very big influence on teacher performance.

## **CONCLUSION**

Based on the test results, several conclusions can be drawn, namely: Teacher training does not affect teacher performance at SMK Sehati Karawang. Teacher competence has a positive and significant effect on teacher performance at SMK Sehati Karawang. Simultaneously, teacher training and teacher competence affect teacher performance at SMK Sehati Karawang. There are several implications that can be drawn. First, although teacher training does not have a major effect on teacher performance at SMK Sehati Karawang, this does not negate the importance of investing in teacher training. Instead, this finding suggests that further exploration is needed regarding the types and approaches of training that are more appropriate for improving teacher performance at the school. Second, the importance of developing teacher competence as a factor that has a positive and significant effect on their performance highlights the need for an approach that focuses on improving the quality of teacher education, both through formal and informal training. Finally, the results reflect that together, teacher training and competence development have a significant impact on teacher performance. As a result, the management and development of human resources in schools need to be strengthened, by considering both factors comprehensively to achieve improvements in the quality of education at SMK Sehati Karawang.

Suggestions for Teachers: Teachers are advised to actively participate in regular training to improve their skills and expertise, as well as to increase their enthusiasm for work. This has a good effect on teachers' abilities in creating an interesting learning environment, which in turn will motivate students to stay motivated in the learning process. Suggestions for Schools should provide facilities and encourage teacher participation in training to improve their competence. Thus, the learning environment in schools can be formed as expected, creating a comfortable environment during learning. Suggestions for further research: It is hoped that researchers after this can deepen other factors that influence teacher performance, especially the internal aspects of teachers.

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