

The Effect of Training and Competency on Teacher's Performance

Herlina¹, Yasir Arafat², Andi Rahman²

¹TK Bangka Tengah, Kepulauan Bangka Belitung, Indonesia, ²Universitas PGRI Palembang

Corresponding author e-mail: herlinahertian22@gmail.com

Article History: Received on 22 September 2023, Revised on 3 December 2023,
Published on 2 January 2024

Abstract: This study aims to ascertain how training and proficiency affect kindergarten/PAUD teachers' performance in Central Bangka Regency. In Central Bangka Regency, 80 instructors were included in the sample size. Purposive sampling was used for the sampling process, and some instructors from Central Bangka Regency served as the respondents. 90 statement items were measured by distributing questionnaires using a 5-point Likert scale to collect the data. Multiple linear regression analysis is the method utilized for analysis. The study's findings demonstrate that teachers' performance is significantly impacted by both competency and training at the same time. Second, the impact of the training on teachers' performance is both partial and considerable. Third, the performance of teachers is partially and significantly impacted by competency.

Keywords: Competency, Teacher's Performance, Training

A. Introduction

Resources with ideas, sentiments, will, skill, knowledge, encouragement, power, and work are called human resources. A company's human resources are its most important asset since they are essential to its ability to compete and thrive without them. In an organization, the presence of human resources plays a crucial role. People who provide their energy, ideas, skills, creativity, and efforts to their workplace are referred to as human resources. Goals set by the company or institution can be achieved thanks to highly effective human energy sources. In addition to having up-to-date machinery, complete facilities, and a solid infrastructure, an organization's ability to achieve its goals rests on its workforce.

Performance as a teacher or employee is one approach to gauge and account for a person's abilities in performing their duties and responsibilities. According to Bastian (Bastian & Indra, 2001), a person's behavior must be governed by norms that apply to everyone, specifically standards set forth by the government, professional associations, and other similar organizations. The positive and negative features of organizational activities are reflected in the output (results), which is in line with

organizational objectives. This is why performance efficiency is referred to as a reference dimension. In essence, the restrictions or what will be used, people evaluation is always defined as a systematic process in which managers review and take into account the abilities, work ethics, and performance of employees throughout a period used in the evaluation of decisions regarding actions in the field of human resources (Tsauri, 2013).

Mangkuprawira claims that an employee's performance is the result of the quality and amount of work he or she completes while carrying out the obligations assigned to him. (Mangkuprawira, 2014) Employee performance is influenced by a variety of factors, including pay, work ethic, excitement, learning capacity, ethical standards, motivation, work environment, technology, facilities for creative work, employment opportunities, and opportunities for success. Employees who are consistently enthusiastic about their work will contribute to positive work outcomes for the company.

According to the level of abilities and skills, continual or gradual learning and training are required to achieve these hopes and ambitions. Learning and training are actions carried out to promptly and precisely identify problems encountered, which improves the performance of each employee as well as the performance of the business or institution as a whole. Training is one of several factors that may have an impact on performance. According to Bangun, training is the process of preserving or enhancing a person's ability to perform their job effectively. Each employee possesses a unique set of skills, and many of these skills are always being improved (Bangun, 2012).

When it comes to addressing employee deficiencies or shortcomings in maintaining the work they do every day, education and training are crucial. The government provides a range of educational and training opportunities to enhance worker productivity. Employees in a bureaucratic setting must be knowledgeable to enhance services to citizens. To transfer knowledge from one person to another with predefined criteria, education encompasses all processes, methods, and instructional techniques. Training, on the other hand, is a process of teaching and learning that uses particular techniques and procedures to improve technical abilities (Sulistiawati Pita, Bernhard Tewel, 2015).

After that, becoming a teacher is a career choice, and some prerequisites must be met to become a teacher to achieve the standards for teacher competency in Indonesia. A teacher needs prerequisites in the form of competency to carry out the educational process. You will be able to perform your responsibilities and functions as an educator in carrying out your primary activities thanks to the competencies you possess. The capacity to organize, carry out, and assess the outcomes of the learning process is necessary to develop human resources in the form of pupils. The results won't be ideal in line with the direction of national education, which is to produce

quality human resources if the teacher's capacity to control the educational process is not there.

Since the designation of teaching as a profession, there has been a growing urgency to pass regulations governing the teaching and lecturer professions as well as different auxiliary measures. The Law of the Republic of Indonesia No. 14 of 2005 Concerning Teachers and Lecturers later affirmed the existence of these teachers. The role of teachers and lecturers as professional staff aims to implement the national education system and realize the goals of national education, namely developing students' potential to become human beings with faith and devotion to God Almighty, who have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The key to developing and enhancing human resources for implementing development in Indonesia is a teacher's competency. A teacher will feel satisfied if an educational institution produces good results, indicating that the plans, procedures, and evaluations were successful. According to (Fadhila & Ulfi, 2021) research, additional factors including a heavy workload prevent training from having an impact on employee performance. In addition, the work system mandates that tasks be finished on the same day to prevent the impact of working hours on productivity. According to Tambunan, motivation, technical training, and education all have an impact on performance enhancement (Tambunan, 2020). The training material variable is the most important, according to I Ketut Dartha's research, which also demonstrates that education and training factors have a large simultaneous and partial impact on the performance of Malang City Regional Secretariat personnel (Dartha, 2019).

Based on the author's observations of kindergarten/PAUD teachers in the Lubuk Besar sub-district, the phenomenon in the field indicates that there is still a dearth of use of media or educational game tools (APE) during learning activities, and teachers in the Lubuk Besar sub-district are less inventive in making media or educational game tools (APE). LKS books are still often used by teachers when conducting lessons. During learning activities, teachers place a greater emphasis on learning and listening. Aside from that, teachers are boring when employing material produced by factories and are less imaginative when creating learning activities. Less media is available to teachers in their immediate environment (loose portions). When it comes to creating educational media or game tools (APE) for learning activities, some teachers are slack.

Many kindergarten teachers are still recent high school grads, and some educators lack the knowledge necessary to create lesson plans. Aspects of early childhood development are not well understood by teachers. Aside from that, there are still some teachers who are unmotivated to create lesson plans for instructional activities,

are incapable of using laptops, are unwilling to participate actively in educational organizations, and are unwilling to grow professionally by attending training sessions. The Influence of Training and Competency on the Performance of Kindergarten/PAUD Teachers in Lubuk Besar District, Central Bangka Regency is the title of the research that the author plans to do as a result.

A performance is an action taken to carry out and accomplish duties and obligations by established expectations and goals. The term "performance" derives from the word "performance," which implies "accomplishment," "performance," and "task execution" (Supardi, 2014). According to (Prawirosentono, 2009), performance refers to the work output that can be produced by an individual or group of individuals within an organization, by their respective authority and responsibilities, to further the objectives of the organization in question without breaking the law and in a morally and ethically upright manner. Performance (or work achievement) is defined as the caliber and volume of outputs produced by an individual while carrying out the tasks assigned to them (Mangkunegara, 2018).

According to (Wahab & Umiarso, 2011), there are several indicators of teacher performance in terms of enhancing students' learning abilities, including 1) the capacity for lesson planning and preparation, 2) mastery of the material to be taught to students, 3) mastery of teaching methods and strategies, ability to assign work to students, 4) class management, and 5) the capacity for conducting assessments and evaluations. Performance refers to a person's demeanor and behavior when completing tasks or assignments. (Fathurrahman, 2015) The term "level of performance" or "level of performance" refers to how well teachers do their work. Performance is an expression of the talent or ability itself, not a personal trait like talent or ability. Ability is displayed through performance, which takes the shape of actual effort. Performance is the result of the effort put in by teachers at school to further educational objectives.

According to the aforementioned viewpoint, performance is the result of a person's or an organization's efforts or professional accomplishments. Additionally, this definition includes at least four components, including the following: 1) Individual or institutional work outputs. 2) When doing duties, persons or institutions are given authority and responsibility, which indicates that they are given the freedom and power to do so to complete their work effectively. 3) Work must be done legally and ethically, which means that in addition to abiding by the laws that have been established, you must follow them when performing individual or institutional obligations. Work must also not contradict morals or ethics.

(Uno & Lamatenggo, 2012) assert that the following five indications can be used to gauge an individual's performance, including that of teachers: (1) Teacher work quality: This indicator relates to teacher work quality. (2) Work initiative: this

indicator relates to teacher initiative. (3) Work ability, a metric that relates to a teacher's aptitude (4) Communication: This indicator pertains to the teacher's communication.

Through teaching, training, or research, a group of people acquire information, skills, and habits that are then passed down to the following generation. Although learning frequently takes place with the assistance of others, autodidacticism is nevertheless a possibility. The Latin roots of the term education are *ducare*, which means "to guide, direct, or lead," and the prefix *e*, which means "out." Education hence refers to "leading outward" activities. Any event that shapes a person's thoughts, emotions, or behavior can be categorized as educational. Preschool, elementary school, middle school, and high school, followed by college, university, or an apprenticeship, are the typical levels of education (Amrindono & Nuraya, 2021).

In contrast, (Hasibuan, 2015) defines education and training as an effort to enhance employees' technical, theoretical, conceptual, and moral abilities by the requirements of the job or position. (Suwanto, 2013) also holds the view that career development, education, and training are all components of an activity to maintain and enhance employee competence to achieve organizational effectiveness. According to (Sedarmayanti, 2017), training is a learning process that stresses practice over theory and is carried out by an individual or group employing training for adults to improve one or more specific types of abilities. From the aforementioned viewpoint, it may be inferred that training is the process by which a person develops a particular ability.

The process of planning teaching and learning to enhance abilities is described in Article 1 Paragraph 1 of PP Number 101 of 2000 regulating education and training. According to (Hasibuan, 2015), education and training are a process to enhance the theoretical, conceptual, and moral skills of labor employees. Employees who acquire education and training tend to work more skillfully than those who do not.

Table 1. Comparison between Education and Training

Description of Training Education	Description of Training Education	Description of Training Education
Development of Specific Comprehensive Abilities	Development of Specific Comprehensive Abilities	Development of Specific Comprehensive Abilities
Area of ability (emphasis)	Area of ability (emphasis)	Area of ability (emphasis)
Cognitive, affective Psychomotor	Cognitive, affective Psychomotor	Cognitive, affective Psychomotor
Implementation period long term short term	Implementation period long term short term	Implementation period long term short term
The material provided is more general and more specific	The material provided is more general and more specific	The material provided is more general and more specific
Emphasis on conventional and unconventional learning methods	Emphasis on conventional and unconventional learning methods	Emphasis on conventional and unconventional learning methods
Award at the end of the certificate degree process	Award at the end of the certificate degree process	Award at the end of the certificate degree process

Source: (Notoatmodjo, 2009)

Mangkunegara, (2018) lists the following training indicators:

1. Instructors, given that trainers are typically focused on improving skills, the trainers chosen to provide training materials must have adequate qualifications in their field, and be personable and competent, in addition to having a really good education to participate in the training.
2. Training participants must, of course, be chosen based on the requirements and qualifications, but they must also have a high level of passion for the training.
3. If the training methods used are adequate for the sort of training content being used and the training participants' makeup, effective human resource training will be ensured.
4. Objectives: Training is a predetermined objective, particularly about creating action plans and establishing goals for the training's anticipated outcomes. In addition, the program's goals must be discussed in advance so that participants can comprehend the training.
5. Specific and quantifiable criteria must be used to set targets and training objectives.

To accomplish learning and educational objectives, teachers must possess a set of knowledge, attitudes, and abilities known as competence. According to (Musfah, 2015), competence is the capacity to carry out a task in line with the instructions provided. A person is said to be competent in their field if their knowledge, abilities, attitudes, and work outcomes meet the standards (measures) imposed and/or acknowledged by their institution/government. Competency is also connected to standards. According to (Majid, 2005), each teacher's competencies will demonstrate their effectiveness as a teacher (Kunandar, 2013) Competency is defined as "a blend of information, skills, beliefs, and attitudes that are manifest in thought and behavior patterns.

The process of creating learning materials or experiences typically entails: (1) mastering at least a few fundamental competencies, (2) practicing fundamental competencies, and (3) further refining or developing competencies or skills. Competencies are categorized from simple or basic levels to more difficult or complex levels, which will in turn relate to how they are organized. As long as there is still room for growth or skill development, these three processes can go on. According to Glasser, who was cited by (Rivai & Sudjana, 2015), there are four skills that teachers need to be proficient in: (1) mastering the subject matter; (2) being able to identify student behavior; (3) being able to carry out the teaching process; and (d) being able to measure student learning outcomes.

According to Gordon (1988) in (Mulyasa, 2013), the concept of competency contains the following six dimensions or domains: (1) Information, specifically cognitive awareness (2) Understanding, particularly individuals' deep cognitive and affective capacities, (3) Ability (skill) is the capacity an individual possesses to complete the responsibilities or labor that is delegated to him. (4) Value is a norm of conduct that is thought to have psychological roots. (5) Attitude, specifically feelings (happiness, unhappiness, liking, or disliking) or a response to a stimulus. (6) Interest refers to a person's propensity to engage in an activity.

The capacity of a teacher to perform duties responsibly and properly is known as teacher competency. Usman (2011) in (Koswara, 2016) These indications can be used to gauge a teacher's proficiency. (1) Learning management refers to the educator's capacity to logically order learning objectives and modify learning media to the subject matter being covered, (2). Scientific mastery refers to the teacher's ability to modify the content of the lesson to address core competencies and fundamental competencies. (3). By portraying himself as a person of integrity, virtue, and leadership who sets a good example for his students and society, a teacher's attitude or personality can be matched to that of the student. (4). Social contact, which includes teacher-student interactions within and outside of the classroom,

B. Methods

This study adopted a quantitative descriptive methodology. All kindergarten/PAUD teachers in Central Bangka Regency made up the study's population. A total of 244 instructors were recruited among the Central Bangka Regency TK/PAUD teachers. 80 Kindergarten/PAUD teachers were found in Central Bangka Regency based on the sampling. Purposive sampling was used as the sampling strategy for this study. Questionnaires, observation, and documentation were the methods utilized by researchers to collect data for this study. Utilizing the Likert Scale methodology, data was gathered. Using SPSS For Windows version 26.00, the data analysis method employs both simple regression analysis and multiple regression.

Multiple regression analysis is used in this study to examine how two independent factors affect the dependent variable. In this study, teacher performance (Y) is the dependent variable, whereas training (X1) and competence (X2) are the independent factors that are being simultaneously examined. When analyzing data or doing hypothesis testing, this research method employs partial and simultaneous regression techniques, where one of the independent variables is controlled (made fixed) to study the influence or link between independent and dependent variables.

C. Results and Discussion

The effect of training on teacher performance

The regression equation $Y = 7.254 + 0.944X_1$ represents the model of the association between training and teacher work performance. The following table shows the results of the regression equation's significance test.

Table 2. Training Coefficient on Performance

	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	7.254	8.028		0.904	0.369
Training	0.944	0.057	0.881	16.444	0.000

Source: SPSS output processed by researchers in 2022

Based on the training variable's impact on the work performance of TK/PAUD teachers in Central Bangka Regency's significance test. Since the significance value of 0.000 is less than 0.05 and the calculated t value is $16,444 > t$ table 1.9900, H_0 is accepted and there is a significant relationship between training and the work performance of Kindergarten/PAUD Teachers in Central Bangka Regency. The following model summary table will show you how much of an impact the independent variable has on the dependent variable.

Table 3. Coefficient of Determination

R	R Square	Adjusted R Square	Std. Error of the Estimate
.881 ^a	0.776	0.773	5.670

Source: SPSS output processed by researchers in 2022

The R-value, a symbol for the correlation coefficient value, is shown in the table above. The correlation is 0.881 for the value mentioned above. This result can be understood to indicate a strong link between the two research variables. This table allows for the calculation of the R Square value, also known as the coefficient of determination (KD), which indicates how accurate the regression model created by the interaction of the independent factors and the dependent variable is. The computed KD value of 0.776 indicates that the independent variable.

Competence's impact on teachers' performance

The regression equation $Y = 14.249 + 0.907X_2$ represents the model of the relationship between competence and teacher work performance. The following table shows the results of the regression equation's significance test.

Table 4. Competency Coefficient on Performance

	Unstandardized		Standardized		Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta	t	
(Constant)	14.249	5.619		2.536	0.013
Competence	0.907	0.041	0.930	22.262	0.000

Source: SPSS output processed by researchers in 2022

Based on the competency variables' significance test on the work output of PAUD/kindergarten instructors in Central Bangka Regency. Since the calculated t value is greater than the t table and the significance value of 0.000 is less than 0.05, H_0 is accepted as evidence that competence has a significant impact on the productivity of Kindergarten/PAUD Teachers in Central Bangka Regency. The calculated t value is $22.262 > t$ table 1.9900. The following model summary table will show you how much of an impact the independent variable has on the dependent variable.

Table 5. Coefficient of Determination

R	R Square	Adjusted R Square	Std. Error of the Estimate
.930 ^a	0.864	0.862	4.419

Source: SPSS output processed by researchers in 2022

The R-value, a symbol for the correlation coefficient value, is shown in the table above. The correlation is 0.930 at the value mentioned above. This result can be understood to indicate a strong link between the two research variables. This table also provides the R Square value, also known as the coefficient of determination (KD), which indicates how effective the regression model created by the interaction of the independent and dependent variables is. The resulting KD value of 0.864 indicates the independent variable.

The Influence of Training and Competency on Teacher's Performance

The regression equation $Y = 6.606 + 0.685 + 0.274X$ represents the model of the relationship between training and competency on teacher job performance. The following table shows the results of the regression equation's significance test.

Table 6. Multiple coefficients

	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	6.608	5.979		1.105	0.272
Competence	0.685	0.086	0.702	7.979	0.000
Training	0.274	0.094	0.255	2.904	0.005

Source: SPSS output processed by researchers in 2022

Based on an analysis of the training and competency variables' effects on the productivity of PAUD and kindergarten teachers in Central Bangka Regency. When the calculated f value is greater than the f table and the significance value of 0.000 is less than 0.05, as in the case where the calculated f value is 275,640 > f table 3.11, Ho3 is accepted, indicating that there is a significant relationship between training and competency on the work performance of Kindergarten/PAUD Teachers across the District. Bangka's center. The following model summary table will show you how much of an impact the independent variable has on the dependent variable at the same time.

Table 7. Coefficient of Determination

R	R Square	Adjusted R Square	Std. Error of the Estimate
.937 ^a	0.877	0.874	4.222

Source: SPSS output processed by researchers in 2022

The R-value, a symbol for the correlation coefficient value, is shown in the table above. The correlation is 0.937 at the value mentioned above. This result can be understood to indicate a strong link between the two research variables. This table also provides the R Square value, also known as the coefficient of determination (KD), which indicates how effective the regression model created by the interaction of the independent and dependent variables is. The computed KD value of 0.877 indicates that the independent variable

Efforts to Improve Teacher Performance through Increasing Teacher Training

Following field observations, some instructors expressed a willingness to participate in workshops or other types of training, whether organized by the local education department or others, to advance their knowledge and knowledge of enhancing the caliber of their students' instruction. Then, to improve student quality even more, the training must give content beyond those found in the curriculum alone. In addition, the results obtained (compensation, accolades, ratings, promotions, and

assignments) represent the contribution contributed to the work. This shows that instructors' contributions to pupils outweigh the rewards they receive from the school in the form of pay, accolades, promotions, assessments, or assignments.

This study supports that of (Asnani, 2016). The study's findings indicate that education and training significantly and favorably affect employees' performance at the Soppeng Regency Regional Secretariat (Asnani, 2016). According to (Hasibuan, 2015), education and training are efforts to enhance employees' technical, theoretical, conceptual, and moral capabilities by job/position needs. Because qualified and skilled individuals are required to accomplish the aims of government institutions, employee education and training a crucial issues. This kind of personnel can only be acquired through education and training. Consequently, employee education and training in a government institution is an endeavor to enhance employee abilities and knowledge, which will ultimately raise employee competencies in reaching set goals.

Efforts to Improve Teacher Performance through Increasing Teacher Competency

The demographic information of 52 respondents, or 65%, with a bachelor's degree in education, allows one to see the outcomes of field observations. Even if the students being taught are in kindergarten and grade school, this shows that the majority are attempting to increase their competency by following a Bachelor's degree level of study. To further their education in the area of early childhood education, teachers also participate in a variety of workshops or training sessions offered by the National Education Department.

Competency is essentially a description of the actions, behaviors, and outcomes that a person should be able to produce when performing a job. Naturally, a person must possess abilities in the form of knowledge, attitudes, and skills suited to their line of work to be able to perform certain tasks in the course of their employment. Competence is the capacity to carry out a task in line with the instructions provided. A person is said to be competent in their field if their knowledge, abilities, attitudes, and work outcomes meet the standards (measures) imposed and/or acknowledged by their institution/government. Competency is also connected to standards. (Kunandar, 2013) & (Musfah, 2015) Competency is defined as "a blend of information, skills, beliefs, and attitudes that are manifest in thought and behavior patterns.

This study is consistent with previous studies. According to (Mustikawati & Qomariah, 2020) research, this is accurate. The results of the data analysis demonstrate that teacher performance is significantly influenced by their level of education, their level of training, and their level of teacher competency. (Hatemu et al., 2020)The research findings indicate that competence has a significant impact on

teacher performance; however, (Ratnasari & Sutjahjo, 2021), (Septaria & Rizal, 2022), as well as subsequent research, indicate that the findings of competency research have no significant impact on teacher performance.

D. Conclusion

Based on the results of data analysis, the influence of teacher training and competency both partially and simultaneously on teacher performance can be explained as follows: `

It can be inferred that the first hypothesis is true because training has a partial and considerable impact on teacher performance. The magnitude of the influence of the role of the school committee on performance is 0.77.6 or 22.4%, which is demonstrated by the estimated t value of 16,444 > t table 1.9900 and the significance level of 0.000 is smaller than the sig 0.05 set. The majority of teachers are open to participating in workshops or other types of training, whether organized by the local education department or others, to expand their knowledge and skills to raise the caliber of their students' instruction.

The second hypothesis is supported by the finding that competence has a positive and significant impact on teachers' performance (t count 22.262 > t table 1.9900). The magnitude of the influence of the role of the school committee on performance is 0.864 or 86.4%, which is demonstrated by the estimated t value of 22.262 > t table 1.9900 and the significance level of 0.000 is smaller than the sig 0.05 set. In addition to employing worksheets for learning activities, teachers also have a variety of other resources available to them, which makes the content available more interesting and engaging for pupils. This shows that the instructor is capable of presenting the information.

The third hypothesis is accepted since training and competency have a simultaneous and considerable impact on teachers' performance. The magnitude of the effect of school instruction and competency on performance is 0.877 or 87.7%, and the computed f value of 275,640 > f table 3.11 and the significance level of 0.000 are evidence of this.

By enhancing the knowledge and skills of kindergarten/PAUD teachers in Central Bangka Regency, teacher performance can be raised. Teachers and the National Education Department have accomplished this through a variety of activities and training, and some of the students are currently finishing their level 2 education. The Central Bangka Regency Government is attempting to support and encourage teachers who desire to advance their education by offering financial aid for those fees.

E. Acknowledgement

We would like to express our acknowledgment to our respondents, and colleagues in Kindergarten/PAUD in Central Bangka Regency who helped us in this article.

References

- Amrindono, A., & Nuraya, N. (2021). Islamic Education in Early Childhood. *SMART KIDS: Jurnal Pendidikan Islam Anak Usia Dini*, 3(1), 1–18. <https://doi.org/10.30631/smartkids.v3i1.76>
- Asnani, A. (2016). Analysis of the Effect of Education and Training, Compensation, and Work Environment on Employee Performance at the Regional Secretariat of Soppeng Regency. *Jurnal Mirai Management*, 1(2), 226–286.
- Bangun, W. (2012). *Human Resource Management*. Jakarta: Erlangga.
- Bastian, & Indra. (2001). *Public Sector Accounting in Indonesia* (Edisi Pert). Yogyakarta: BPFE.
- Dartha, I. K. (2019). The Influence of Education and Training (Diklat) on the Performance of Civil Servants at the Malang City Regional Secretariat. *Jurnal Ekonomi Modernisasi*, 6(2), 140–160. Diambil dari <https://ejournal.unikama.ac.id/index.php/JEKO/article/view/36/618>
- Fadhila, R., & Ulfi, I. (2021). Analysis of the Effect of Training and Working Hours on Performance PNM Mekaar Syariah employees in Depok City. *Iqtishaduna*, 12(2), 171–185. <https://doi.org/https://doi.org/10.20414/iqtishaduna.v12i2.3640>
- Fathurrahman. (2015). *Innovative Learning Models*. Jakarta: Ar-Ruzz Media.
- Hasibuan. (2015). *Human Resource Management*. Jakarta: Bumi Aksara.
- Hatemu, Bukman, L., & Fitriani. (2020). The Influence of Organizational Culture, Competency and Teacher's Certification toward Teacher's Performance,. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 20(1).
- Koswara, R. (2016). Teacher Competency and Performance Based on Professional Certification. *Jurnal Pendidikan Manajemen Perkantoran*, 1(1), 61–71.
- Kunandar. (2013). *Authentic Assessment (Assessment of Student Learning Outcomes Based on the 2013 Curriculum). A Practical Approach With Examples*. Jakarta: Rajawali Press.
- Majid, A. (2005). *Learning Planning: Developing Teacher Competency Standards*. Bandung: Remaja Rosdakarya.
- Mangkunegara, A. P. (2018). *Company Human Resources Management*. Bandung: remaja rosdakarya.
- Mangkuprawira, S. (2014). *Resource Management Strategic Man*. Bogor: Ghalia Indonesia.
- Mulyasa. (2013). *Principal Management and Leadership*. Bandung: Bumi askara.
- Musfah, J. (2015). *Increasing Teacher Competency: Through Training and Learning Resources in Theory and Practice* (Edisi 1). Jakarta.: Prenada Media Grup.
- Mustikawati, E., & Qomariah, N. (2020). The Effect of Education, Training and

- Competency on Teacher Performance. *International Journal of Business and Management Invention (IJBMI)*, 9(10), 14–20. <https://doi.org/10.35629/8028-0910031420>
- Notoatmodjo, S. (2009). *Human Resource Development*. Jakarta: Rineka Cipta.
- Prawirosentono. (2009). *Human Resources Management Employee Performance Policy*. Yogyakarta: BPFE Yogyakarta.
- Ratnasari, S. L., & Sutjahjo, G. (2021). The Influence of Competence, Motivation and Creativity on Teacher Performance Through Job Satisfaction. *Manajemen Pendidikan*, 16(1), 1–11. <https://doi.org/10.23917/jmp.v16i1.11149>
- Rivai, A., & Sudjana, N. (2015). *Basics of the Teaching and Learning Process*. Bandung: Sinar Baru Algesindo.
- Sedarmayanti. (2017). *Human Resources Management Bureaucratic Reform and Civil Servant Management (Revised)*. Bandung: PT Rafika Aditama.
- Septaria, V., & Rizal, R. (2022). The Influence of Brand Image and Brand Experience on Behavioral Intention through Customer Experience as Moderation (Case Study of the Thousand Rumah Gadang Tourist Destination in Muara Labuh, Sungai Pagu District, South Solok Regency, West Sumatra Provin. *Jurnal Manajemen*, 10(2), 223–236.
- Sulistiawati Pita, Bernhard Tewal, G. M. S. (2015). The Influence of Brand Image and Brand Experience on Behavioral Intention through Customer Experience as Moderation (Case Study of the Thousand Rumah Gadang Tourist Destination in Muara Labuh, Sungai Pagu District, South Solok Regency, West Sumatra Provin. *Jurnal EMBA*, 3(3), 683–694.
- Supardi. (2014). *Teacher Performance*. Jakarta: Rajawali Pers.
- Suwanto. (2013). *Human Resource Management in public organizations and. Business*. Bandung: CV. Alfabeta.
- Tambunan, james ronal. (2020). Analysis of the Influence of Education and Technical Training and Motivation on the Performance of Alumni of the Regional I Industrial Education and Training Center in Medan. *Jurnal Widya Volume*, 1(April), 8–29. <https://doi.org/https://doi.org/10.54593/awl.v1i1.2>.
- Tsauri, S. (2013). *Human Resource Management*. Jember: STAIN Jember Press.
- Uno, H. B., & Lamatenggo, N. (2012). *Performance theory and its measurement*. Jakarta: Bumi askara.
- Wahab, A., & Umiarso. (2011). *Spiritual Education and Intelligence*. Yogyakarta: Ar-Ruzz Media.