

# Improving Service Performance Through Training, Education and Competency Development

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**Abstract:** This research sought to measure the impact of training, education, and competency development on service performance. The study employed a quantitative method with a random sampling technique, involving 220 administrative staff members from the Resort Police (Polres) and Sector Police (Polsek) in the Boyolali Regency area. To collect data, the researcher distributed questionnaires to the respondents. The collected data was then processed using SPSS version 26. Based on the analysis, this research concluded that: Training has a positive and significant influence on the administrative service performance at the Polres and Polsek in Boyolali Regency. Education also shows a positive and significant influence on administrative service performance within the same institutions. Similarly, competency development is proven to have a positive and significant influence on administrative service performance at the Polres and Polsek in Boyolali Regency.

**Keywords:** Education; Competency Development; Service Performance

## 1. Introduction

Human resources are a determining factor for the success of an organization, including police institutions [1]. The optimal performance of administrative employees in the Police and Police is very important because it has a major impact on operational effectiveness and the image of the police in the eyes of the public [2]. The quality of administrative services is very crucial because it is the basis for the running of all police operations [3]. The smooth administration process, such as the issuance of police record certificates (SKCK), the handling of loss reports, and the management of case files, clearly reflects the responsiveness and professionalism of the National Police. Realizing the importance of excellent service, police management focuses on efforts to improve the quality of human resources (HR) [4]. Training, education, and competency development are the three core elements that form competent, professional, and integrity personnel [5], [6], [7], [8], [9], [10].

Training is a crucial instrument in HR management designed to equip employees with specific skills and knowledge relevant to their current job [11]. A systematic training program is designed to equip employees with the technical competencies, procedural understanding, and expertise in using the tools required in administrative tasks. Thus, successful training will create more capable and productive employees, which directly boosts overall performance [12].

Education focuses more on improving conceptual understanding, analytical thinking skills, and developing employee insights for the long term, making it broader in scope than training [13]. Through relevant formal and informal education, employees are expected to have more in-depth knowledge, complex problem-solving skills, and adaptability to changes in the work environment [14]. Quality education can form employees who are not only skilled in routine tasks, but also able to think strategically, take initiatives, and innovate in the organization, thereby indirectly improving the quality of performance.

As a holistic and continuous process, competency development focuses on compre-

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hensively improving individual capabilities. This includes knowledge, skills, and attitudes (KSA) that are crucial to meet the demands of current and future jobs [15]. Competency development programs can include a variety of activities, such as mentoring, coaching, position rotations, special assignments, and participation in seminars and workshops. According to Sutianingsih & Widodo [16], successful competency development will enrich employees' technical abilities and knowledge, while strengthening essential soft skills such as communication, leadership, team collaboration, and adaptability. As a result, the effectiveness and quality of their performance in various administrative services will increase significantly.

The Boyolali Regency Area, as part of the Indonesian National Police, is responsible for ensuring that the quality of administrative services in the Police and Police Stations reaches high standards. Various training, education, and competency development programs have been implemented to improve employee performance. However, an in-depth empirical evaluation is needed to ensure the effectiveness and impact of these programs on employee performance at the Boyolali Police and Police Station. To address this information vacuum, this study examines how the Boyolali District Police and Police's administrative services division personnel fare after receiving training, education, and competency development. In an attempt to enhance the quality of administrative services and human resources in the police environment, this study is anticipated to yield useful insights for decision-making and better policy formation.

## 2. Literature Review

### 2.1. Training

In simple terms, Pramudyo [17] explains that training is defined as a planned learning process that is oriented towards changing or improving individual performance in their work. This process involves four main components: the training flow, participants, performance standards, and scope of work. The key to training is the transformation of the participants, where the previously unsatisfactory performance can be improved. This ensures that after training, workers are prepared and able to carry out all assigned tasks effectively. As stated by Sutrisno & Zuhri [18], Training aims to complement job skills and ensure proper use of equipment. Rachmawati & Wahyuati [19] explained that Training is a learning environment that equips employees with specific attitudes, knowledge, and skills so that they are more skilled and able to carry out responsibilities according to the required standards. This training process is sometimes given after employees are placed in their respective fields of duty.

Training has a positive and significant relationship with service performance. Through structured and relevant training, employees will be equipped with the necessary knowledge, skills, and attitudes to be able to carry out service tasks more effectively and efficiently. The direct impact of this competency improvement can be seen in the quality of customer interaction, speed of response to needs, and effectiveness in problem solving. Trained employees become more confident, motivated, and have a deep understanding of the organization's service expectations. Consequently, this will increase customer satisfaction and loyalty, as well as form a positive image for the organization. Based on research conducted by [5], [6], [20], training has a positive and significant impact on service performance. Based on the description above, the first hypothesis is formulated:

H1: Training has a positive and significant effect on service performance

### 2.2. Education

Education, according to Hasibuan (2011), is associated with enhancing both general knowledge and a thorough comprehension of the workplace. Embedded with religious principles, the goal of human resource development in Indonesia is to cultivate complete quality, which encompasses mental attitude, competence, professionalism, and knowledge of science and technology. Spiritual intelligence (SQ), emotional intelligence (EQ), and intellectual intelligence (IQ) are all facets of this growth. According to Herman (2012), education should be understood as a process of human reciprocity adjustment to the natural environment, fellow humans, and the supreme essence of the universe. Naturally, the educational process is about how a person adapts to his or her environment. Education must receive special attention in development because education is the main driver, both as an object and as a subject of development itself. The level or level of education refers to the stages that are determined based on the level of development of students, learning objectives, and the abilities to be developed.

Education is fundamental in improving service performance in various ways. Individuals with higher education generally have a deeper understanding of tasks, better problem-analysis skills, and more effective communication skills when interacting with colleagues or service recipients [21]. Education instills the values of professionalism, work ethics, and awareness of the importance of service quality. Therefore, investment in employee education is positively correlated directly with the improvement in efficiency, effectiveness, and quality of services provided by an organization or institution. Education significantly and positively affects service performance, according to studies by Ningsih & Wintarsih [7] and Hartini & Dirwan [8]. The second hypothesis is formulated using the information provided above:

H2: Education has a positive and significant effect on service performance

### 2.3. Competence Development

Competency development is a methodical approach to enhancing and expanding one's own or a group's knowledge, skills, abilities, and behaviors in order to accomplish set objectives. Finding areas of weakness, developing strategies to fill them, putting those plans into action, and finally, measuring results are all part of this process. A person's competence may be defined as the set of personal qualities that have a direct impact on how well they do their job, as well as their knowledge, skills, and talents. Employee skill sets in a business setting are very context dependent. One way for businesses to find the perfect positions for their workers is via the usage of competence. When people are competent, they are able to carry out their duties in a certain area as expected of them. Human presence is crucial since a company's performance is directly related to the caliber of its people. Every group starts out with a set of objectives that, when met, will show that they were successful. Competent staff members are a necessary for reaching this objective (Bukhari & Pasaribu, 2019). An individual's work competence may be defined as their skill map that is tailored to the specific requirements of their employment. A person's competence is the sum of their talents, knowledge, experience, and the ease with which they do tasks assigned to them.

Improving employee knowledge, skills, and attitudes through competency development is positively and significantly correlated with improved service performance. Individuals who have the latest and appropriate competencies will be more optimal in completing their tasks and responsibilities. As a result, there will be an improvement in the quality of work, a faster and more appropriate response to problems, and the capacity to adapt to changes and innovations in services. Employees with a high level of competence are more likely to take the initiative, work hard, and contribute significantly to the success of the company. Customer satisfaction and the organization's reputation are both positively affected by investments in competency development because of the direct correlation between the two. Nurimansjah [9] and Yanti and Mursidi [10] found that developing competencies positively and significantly affects service performance. The following third hypothesis is developed from the above description:

H3: Competency development has a positive and significant effect on service performance

### 2.4. Service Performance

According to Muis et al. [22] performance measures the operational effectiveness of organizations, units, and employees, referring to predetermined criteria. Since the core of an organization is human, true performance is how individuals behave in their role to meet set standards, resulting in desired actions and outputs. An organization's performance, according to Edison [23], is the sum of its outcomes over a certain time period, whether those results are profit- or non-profit-oriented. An organization's performance is its overall degree of success in carrying out its plans, programs, and policies to achieve its stated objectives, as well as its vision and purpose. Completeness of job objectives within the allotted time is a hallmark of high-quality performance [24].

## 3. Proposed Method

Quantitative methods are employed in this study; the results are presented numerically and can be described either orally or in writing. The Boyolali area's police sector is where this

research is situated. A total of 220 individuals call the Boyolali region home, including 30 police administrative personnel and 190 officers stationed at 19 different stations. Similarly, 220 individuals were selected for this study's sample utilizing the whole sampling approach, which involves selecting a representative sample from the entire community. According to Sugiyono [25], this study used a complete sampling approach, which entails surveying every single member of the community. Since the study's premise is based on data processed using SPSS 26, the data collected is quantitative. This study's data is considered primary data as it has been retrieved straight from the source, without any middlemen. I primarily gathered information from questionnaires that asked the Boyolali Regency Police and Police on the impact of education, training, and competency development on the efficiency of administrative services.

## 4. Results and Discussion

### 4.1. Instrument Testing

#### a. Validity Test

The validity test is used to determine whether the questionnaire is valid or valid. To test validity, a statement item is considered valid if the value  $r$  of the calculation is greater than the  $r$  of the table.

**Table 1 Validity Test**

Variable	R Value Calculate
Training	0,795
	0,808
	0,854
	0,824
	0,804
Education	0,745
	0,840
	0,831
	0,796
	0,691
Competency development	0,796
	0,846
	0,796
	0,791
	0,681
Service performance	0,888
	0,813
	0,752
	0,668
	0,896

Source: Questionnaire results processed 2025

All variables contain valid question items, as shown in Table 1. We state that the data is authentic when the calculated  $r$  value is greater than the table  $r$ . The calculated  $r$  value here is bigger than the one in the table. With a  $df$ -value of  $220-2 = 218$  and an  $\alpha$ -value of 0.05,

the r-table produces 1.970. Therefore, you may rely on and benefit from each and every one of the survey's question items.

### b. Reliability Test

One way to find out how consistent a questionnaire is as a measure of variables or constructs is to use reliability tests. Consistent or constant responses from respondents throughout time are indicative of a valid questionnaire [26]. If a variable has a Cronbach's Alpha value greater than 0.60, it is deemed dependable.

**Table 2 Reliability Test**

Variabel	Cronbachs Alpha
Training	0,874
Education	0,840
Competency development	0,841
Service performance	0,864

Source: Questionnaire results processed 2025

All of the variables have Cronbach's Alpha values higher than 0.60, as shown in Table 2, thus we can say that their indicators are dependable.

## 4.2. Classic Assumption Test

### a. Normality Test

The normalcy test is performed by examining the scatterplot chart's normal probability plot. This plot compares the cumulative distribution of the data to a normal distribution. The normal distribution may be defined as a diagonal straight line when plotted against the residual data.

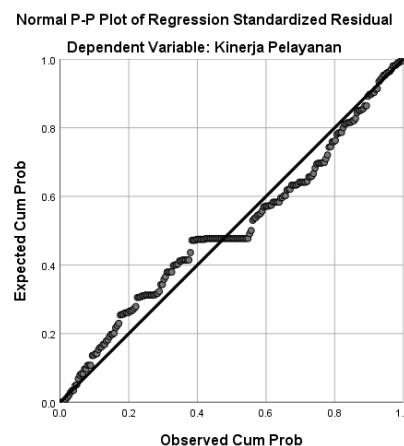


Figure 1. Normality Test Results of P-Plot Graph

The data's residual distribution pattern has followed the normal distribution, as seen in Figure 1 and the P-Plot Graph.

### b. Multicollinearity Test

The purpose of the multicollinearity test was to determine if the multiple linear regression model's independent variables exhibited a significant degree of correlation. Overall, the absence of multicollinearity is shown by a tolerance value greater than 0.1 and a VIF (Variance Inflation Factor) value lower than 10.

**Table 3 Multicollinearity Test**

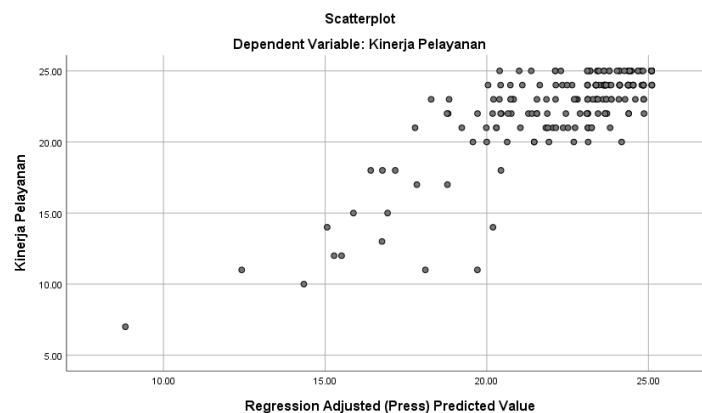
Model	Tolerance	VIF
1 (Constant)		
Training	.365	2.739
Education	.351	2.845
Competency development	.337	2.966

Source: Questionnaire results processed 2025

There was no evidence of multicollinearity in the study's data, as shown in Table 3. The fact that all three of these variables competency development (X3), education (X2), and training (X1) have VIF values below 10 makes this very clear. The three variables' tolerance values were also more than 0.10 (0.365, 0.351, and 0.337, respectively).

### c. Heteroscedasticity Test

In order to determine if the residual variance in the regression model is unequal across data, the heteroscedasticity test is used (Ghozali, 2018). Homoscedasticity describes a situation where the residual variance between observations remains constant, whereas heteroscedasticity describes one where it changes. The pattern of points on the scatterplot was examined for heteroscedasticity in this study.



**Figure 2. Heteroscedasticity Test Results**

In Figure 2, the patterns that appear on the scatterplot do not show a specific shape or an organized pattern, but rather tend to be random and irregular. This indicates that the regression model does not experience heteroscedasticity disorders.

### 4.3. Multiple Linear Regression Analysis Test

This study uses multiple linear regression analysis to test how independent variables (X) directly affect dependent variables (Y) (Ghozali, 2018).

**Table 4. Multiple Linear Regression Analysis Test**

Model		B	Std. Error	Beta
1	(Constant)	.385	1.001	
	Training	.260	.065	.246
	Education	.311	.065	.301
	Competency development	.417	.073	.367

Source: Questionnaire results processed 2025

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e = 0,385 + 0,065 X_1 + 0,065 X_2 + e \quad 0,073 X_2 + e$$

Based on the multiple linear regression equation, it can be interpreted as follows:

A baseline service performance of 0.385 is anticipated in the absence of the training, education, and competency development variables (with a value of zero), according to the regression constant of 0.385. A training regression coefficient of 0.246 indicates that there is a 0.246-fold increase in service performance for every one-unit increase in training. What this means is that training does improve service performance. A regression coefficient of 0.301 for education indicates that there is a 0.301 improvement in service performance for every 1 unit increase in education. That education improves service quality is evident from this. With a regression coefficient of 0.367 for competency development, we can see that adding just one unit of development will lead to a 0.367 improvement in service performance. This proves that improving one's competence helps one's service quality.

#### 4.4. Hypothesis Testing

##### a. Test F

Finding out whether the research model is feasible is what the F test is all about. The model is worthy of further investigation if the F Test yields statistically significant findings. According to Ghozali (2018), the F Test value on the analysis of variance (ANOVA) shows that this model is feasible.

**Table 5. Test F**

Model		F	Sig.
1	Regression	168.931	.000 <sup>b</sup>
	Residual		
	Total		

Source: Questionnaire results processed 2025

Table 5 shows that the first model's F test result was 168.931, which is higher than the table's F value (3.09). Training, education, and competency development all have a substantial impact on service performance at the same time, as shown by a significance level of 0.000 (< 0.05).

### b. Coefficient of Determination Test (R2)

The last step in measuring the impact of each independent variable on the dependent variable is to calculate the determination coefficient.

**Table 6. Coefficient of Determination Test (R2)**

Model	R	R Square	Adjusted R Square
1	.837 <sup>a</sup>	.701	.697

Source: Questionnaire results processed 2025

Based on Table 6, the results of the determination coefficient (R2) test showed a value of 0.697. This means that the regression model is able to explain the influence of training, education, and competency development variables on service performance by 70%. Meanwhile, the remaining 30% was influenced by other variables that were not included in the study.

### c. Hypothesis Test Results (t-Test)

Training, education, and competency development were chosen as independent variables to assess their partial and substantial effect on service performance. The t-test was utilized for this purpose. A partly significant influence of the independent variable on the bound variable is indicated by a computed t value that is more than the table t and a significance value that is less than 0.05.

**Table 7. T test**

Model	t	Sig.
1 (Constant)	.384	.701
Training	4.000	.000
Education	4.792	.000
Competency development	5.733	.000

Source: Questionnaire results processed 2025

Based on Table 7. The results of the t-test show that:

1. The training has a t-value of 4,000 with a significance of 0.000. Since t count (4,000) is greater than t table (1.970) and significance (0.000) is smaller than  $\alpha$  (0.05), the null hypothesis (Ho) is rejected. This means that training has a significant effect on service performance.
2. Education has a t-value of 4.792 with a significance of 0.000. With t count (4.792) greater than t table (1.970) and significance (0.000) smaller than  $\alpha$  (0.05), the null hypothesis (Ho) is also rejected. This shows that education has a significant effect on service performance.
3. Competency development memiliki nilai t sebesar 5,733 dengan signifikansi 0,000. Karena t hitung (5,733) lebih besar dari t tabel (1,970) dan signifikansi (0,000) lebih kecil dari  $\alpha$  (0,05), hipotesis nol (Ho) ditolak. Oleh karena itu, competency development berpengaruh signifikan terhadap service performance.



## 5. Discussion

### **The effect of training on service performance**

Based on the results of the study, training has a significant effect on service performance. This is evidenced by a calculated t-value of 4,000 (greater than the t of table 1,970) and a significance level of 0.000 (less than 0.05), which leads to the rejection of the null ( $H_0$ ) hypothesis.

The knowledge, skills, and attitudes necessary to improve service effectiveness and efficiency will be provided to employees through structured and appropriate training. Improving competencies will directly improve the quality of interactions with customers, quick response to their needs, and problem-solving abilities. Trained employees will be more confident, motivated, and understand the organization's service standards. This in turn will increase customer satisfaction and loyalty, as well as a positive image of the organization. Based on research conducted by Dwinanda [5] and Telaumbanua & Absah [6] training has a positive and significant effect on service performance.

### **The Influence of Education on Service Performance**

Based on the findings of the study, education has a significant influence on service performance. This is evidenced by a calculated t-value of 4.792 (greater than the t of the table of 1.970) and a significance level of 0.000 (smaller than 0.05), which indicates the rejection of the null ( $H_0$ ) hypothesis.

Education plays an important role in improving service performance in various ways. Higher levels of education often result in individuals with a more comprehensive understanding of tasks, superior analytical capacity for problem-solving, and better communication skills when interacting. Education also internalizes the values of professionalism, work ethics, and awareness of the essence of service quality. Thus, investment in workforce education is directly related to improving the efficiency, effectiveness, and quality of services provided by an organization. Based on research conducted by Ningsih & Wintarsih [7] and Hartini & Dirwan [8] education has a positive and significant effect on service performance.

### **The effect of competency development on service performance**

Based on the findings of the study, competency development has a significant influence on service performance. This is evidenced by a calculated t-value of 5.733 (greater than the t of table 1.970) and a significance level of 0.000 (smaller than 0.05), which indicates the rejection of the null ( $H_0$ ) hypothesis.

Improving employee knowledge, skills, and attitudes through competency development is positively and significantly correlated with improved service performance. Individuals who have the latest and appropriate competencies will be more optimal in completing their tasks and responsibilities. As a result, there will be an improvement in the quality of work, a faster and more appropriate response to problems, and the capacity to adapt to changes and innovations in services. Employees who have high competence tend to be more proactive, have strong initiative, and make a significant contribution to the achievement of organizational goals. Thus, investment in competency development plays a direct role in improving overall service performance, which ultimately has a positive impact on customer satisfaction and organizational image. Based on research conducted by Nurimansjah [9] and Yanti & Mursidi [10] competency development has a positive and significant impact on service performance.

## 6. Conclusions

Analyses conducted in this study led to the following conclusions: (1) training significantly improves administrative service performance within the Boyolali Regency area's police and police stations. (2) Among the administrative branches of the Boyolali Regency Police and Police, this study reveals that education significantly and favorably affects service performance. (3) The results of this study demonstrate that the administrative sector of the Boyolali Regency Police and Police departments' service performance is positively and significantly impacted by competency development. Employee performance (Y) is significantly impacted by the interplay of training (X1), education (X2), and competency development (X3). Employee performance may be enhanced by enhancing the quality of these three variables.

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