

Exploring Resource Effectiveness through Training and Organizational Culture among Junior High School Teachers in Bali

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Abstract

The effectiveness of human resources is highly influential on teacher performance. The effectiveness of teacher human resources is influenced by factors such as principal leadership, recruitment, training, organizational culture, and welfare. Preliminary interviews with several principals in middle schools in Bali Province revealed that (1) recruited teachers did not match the required competencies, and (2) the training conducted did not positively impact teacher competency improvement. Good knowledge, expertise, and skills are obtained through educational learning activities and appropriate training programs. The purpose of this study is to analyze the influence of (1) training on human resource effectiveness, (2) organizational culture on human resource effectiveness, and (3) the combined influence of training and organizational culture on human resource effectiveness among public junior high school teachers in Bali Province. Training and organizational culture influence effectiveness; therefore, training must align with teachers' needs and organizational culture must be optimized.

Keywords: Training; Organizational Culture; Effectiveness; Human Resources;

How to cite : Sulindawati, N. L., Agung, A. A., & Werang, B. (2026). Exploring Resource Effectiveness through Training and Organizational Culture among Junior High School Teachers in Bali. *Pedagogi: Jurnal Ilmu Pendidikan*, 26(1).
<https://doi.org/https://doi.org/10.24036/pedagogi.v26i1.2933>



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INTRODUCTION

An organization will be able to realize its vision, mission, and goals if it has effective human resources. Human resources play a crucial role in every organization because achieving maximum organizational performance requires utilizing all available resources, including human resources (Pahira & Rinaldy, 2023). Effective human resource acquisition can be done in various ways. The initial process of acquiring effective resources is to map out the tasks and responsibilities assigned to each employee within the organization. The next step is to recruit workers and provide training to improve their qualifications. The recruitment and placement process sometimes mismatches the position's requirements.

Based on the results of preliminary interviews conducted with several school principals at Public Junior High School Teachers in Bali Province, information was obtained that (1) the workforce or teachers recruited did not match the competencies possessed by the teachers, (2) the training conducted did not have a positive impact on improving teacher competency.

Good knowledge, expertise and skills are obtained through learning activities at educational levels and training programs. (Nazar et al., 2019). The effectiveness of human resources can also be influenced by organizational culture. Organizational culture also influences effective human resources. Organizational culture plays a crucial role in creating norms and values that lead to certain behaviors in the workplace, including in schools. Currently, the cultural and social context of schools is evolving more rapidly, and this crisis in education requires a more realistic understanding. (Kuyurtar & Korumaz, 2023). A culture that supports collaboration, openness, and professional development often leads to improved teacher performance. Improving teacher performance is one manifestation of the effectiveness of human resources.

Research Purpose

This study analyzes the influence of training and organizational culture on the effectiveness of human resource management among public junior high school teachers in Bali Province. The specific objective of this study is to answer the following questions:

1. Does training influence the effectiveness of human resources among public junior high school teachers in Bali Province?
2. Does organizational culture influence the effectiveness of human resources among public junior high school teachers in Bali Province?
3. Do training and organizational culture influence the effectiveness of human resources among public junior high school teachers in Bali Province?

METHODS

Research Design

This research uses a quantitative approach, as the data or information collected is presented in the form of numbers or qualitative data that are scored. This research is designed as an ex-post-facto study.

Respondents of the Study

The population in this study were 9,446 respondents of public junior high school teachers in Bali province spread across eight regencies. The number of public junior high schools in Bali Province is 402 schools spread across eight regencies: Badung, Buleleng, Tabanan, Bangli, Gianyar, Jembrana, Karangasem, and Klungkung. The questionnaire instrument was distributed online via Google Form and by visiting the public junior high schools in Bali province directly. The total sample size was 352.

Research Variables, Definition of Indicator Variables, and Research Variables

The variables in this study consist of endogenous variables and exogenous mediators. The endogenous variable is Human Resource Effectiveness (Y), while the exogenous variables consist of two variables: Training (X1) and Organizational Culture (X2).

The main indicators in determining the effectiveness of human resources are: (1) high performance, (2) relevant competencies, (3) engagement and motivation, (4) efficiency and effectiveness, and (5) contribution to organizational goals (Rakhmalina, 2021). Training indicators include (1) participant satisfaction, (2) relevance of material, (3) impression of instructor, (4) quality of facilities and logistics, (5) increase in knowledge, (6) mastery of skills, (7) change in attitude, (8) application of knowledge and skills in the workplace, (9) Changes In Working Methods, (10) increase in individual productivity, dan (11) initiative and creativity

Organizational culture indicators consist of : (1) Core Values, (2) Consistency between values, (3), Organizational Traditions and Rituals, (4) Level of compliance with rules, (5) Patterns of interaction and communication between organizational members, (6) Organizational traditions

and rituals, (7) Sanctions and (8) Level of collaboration and teamwork between departments or units (Campbell, 2019; Kurnia et al., 2023).

Data Collection Methods and Research Instrumentation

The data collection technique used in this study is a questionnaire technique. The instruments in this study are: (1) Human Resource Effectiveness (Y), Training (X2), and Organizational Culture (X3) questionnaires. The questionnaires were compiled based on a critical review of the theories described in the literature review. The preparation of the instrument was carried out by first creating an instrument grid. The questionnaire was compiled using multiple answer alternatives, and the answer choices consisted of five choices. Scoring of the questionnaire results used a Likert scale.

Instrument Validity and Reliability Test

The validity of the instrument in this study was examined from two perspectives: content validity and item validity. The instrument's content validity was based on a pre-designed grid and then validated by experts in their respective fields. The validation results by these two experts were then analyzed using a formula developed by Robert Gregory. (Gregory, 2014).

After expert testing and revisions based on expert feedback, item validity was tested. This study used a used-test system, where questionnaires were distributed directly to selected teachers at junior high schools in Bali Province. The completed questionnaires, which were returned to the researchers, were tested for item validity using the Product Moment correlation.

Data Analysis Method

Descriptive statistical analysis is used to analyze data by providing an overview or description of the research variables derived from collected respondent responses as they are, without the intention of drawing general conclusions or generalizations. To test the effect of exogenous variables on endogenous variables, the following technique is used: "Structural Equation Model-Partial Least Square (SEM PLS).

FINDING AND DISCUSSIONS

Respondents' Profile

Data according to gender, age, education, and work period can be seen in table 1 below. Based on Table 1 showed that there were 122 male respondents (35%) and 230 female respondents (65%)., there were 30% more female respondents than male respondents. The respondents aged 20 to 30 years were 60 or 17%, 31 to 40 years were 140 or 40%, 41 to 50 years were 78 or 22%, and 51 to 60 years were 74 individuals or 21%. This data indicated that respondents whose ages were mostly 31 to 40 years were mature and established. According to Table 1, 303 respondents (86%) held a bachelor's degree, while 49 respondents (14%) held a master's degree. The data indicates that the number of respondents with bachelor's degrees was 72 times greater than those with master's degrees. There are 113 respondents with a work period of <5 years, or 32%, 83 individuals or 24% with a work period of 5 to 10 years, and 156 people, or 44% with a work period of >10 years. This data showed that respondents with the most years of service had more than 10 years of service and it was said that teachers have had quite a long time of service.

Table 1. Distribution of Respondents According to Gender, Age, Education, and *Work Period*

Profile		n	%
Gender	Male	122	35
	Female	230	65
Age	20-30 year	60	17
	31 -40 year	140	40
	41-50 year	78	22
	51-60 year	74	21
Education	S1	303	86
	S2	49	14
<i>Work Period</i>	< 5 year	113	32
	5 - 10 year	83	24
	>10 year	156	44

Identification of Research Variables

Various sources have found that the factors influencing human resource effectiveness are training and organizational culture. Therefore, the variables focused on in this study are summarized in Table 2 below.

Table 2 Identification of Research Variables

No	Study Variables	Variable Type	Number of Indicators	Number of Samples
1	Training (X1)	Exogenous	11	352
2	Organizational Culture (X2)	Exogenous	8	
5	Human Resource Effectiveness Y	endogenous	5	
	Total		24	352

Based on Table 2, the study involved 3 variables divided into 3 blocks, namely; (1) Endogenous Block Human resource effectiveness (Y), and (2) Exogenous Block consisting of Training (X1) Organizational culture and (X2). Data collection was carried out for 3 months, namely July - September 2025 by distributing questionnaires online, namely Google Forms and meeting respondents directly offline at several public junior high schools in Bali province. Before collecting data from all respondents, the researcher first conducted expert tests and empirical tests on the instruments to be used.

Results of Descriptive Statistical Analysis

Descriptive statistical analysis was carried out using Smart PLS 3 application to describe the distribution of data by presenting mean, median, mode, standard deviation, variance, range, minimum and maximum values, and total scores (analysis results were presented in the appendix). Based on a questionnaire distributed to public junior high schools in Bali province, it was found that in the Human Resource Effectiveness variable, the highest indicator of efficiency and effectiveness was an average of 4.631, and the lowest was in the engagement and motivation indicator. Furthermore, the highest Consistency between values indicator was the Organizational culture Variable.

Table 4 Summary of Mean and Median Study Variables

No	Variable	Indikator	Mean	Median
1	Human Resource Effectiveness	Y1 high performance	4.270	4.000
		Y2 relevant competencies	4.372	4.000
		Y3 engagement and motivation	4.224	4.000
		Y4 efficiency and effectiveness	4.631	5.000
		Y5 contribution to organizational goals	4.227	4.000
2	Training	X1.1 participant satisfaction,	4.384	4.000
		X1.2 relevance of material,	4.503	5.000
		X1.3, impression of instructor	4.321	4.000
		X1.4, quality of facilities and logistics	4.503	5.000
		X1.5, increase in knowledge	4.466	5.000
		X1.6 mastery of skills	4.503	5.000
		X1.7 change in attitude	4.452	5.000
		X1.8 application of knowledge and skills in the workplace	4.332	4.000
		X1.10 increase in individual productivity	4.457	5.000
		X1.11 initiative and creativity	4.469	4.000
		3	Organizational culture	X2.11) Core Values
X2.2 Consistency between values	4.761			5.000
X2.4 Level of compliance with rules	4.599			5.000
X2.5 Patterns of interaction and communication between organizational members	4.628			5.000
X2.6 Organizational traditions and rituals	4.690			5.000
X2.8 Level of collaboration and teamwork between departments or units	4.625			5.000

The relationship between indicators and their respective constructs, as well as the association between constructs or models, were examined through data analysis using the Smart PLS application. The analysis steps with Smart PLS were described as follows.

Evaluation Results of the Measurement Model (Outer Model)

The validity of the indicators used to create the construct or latent variable was assessed using the following analysis.

Convergent Validity

The results from the Smart PLS analysis indicated that all indicators within the constructs of human resource effectiveness are training and organizational culture were statistically significant, with computed t-values greater than 0.148 and p-values less than 0.05 and 0.01. Furthermore, the loading values were all above 0.50, suggesting that the construct created met the convergent validity requirements, and were positive and significant.

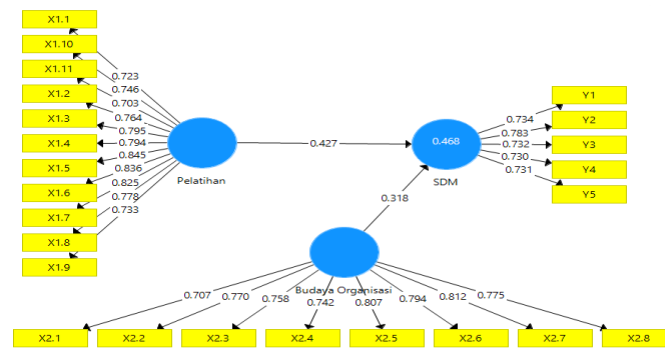


Figure 3. SEM Model Structure (Source: Smart PLS Analysis Results)

Table 5. Outer Loading Indikator on Variabel

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
X1.1 <- Training	0.116	0.116	0.009	13.473	0.000
X1.10 <- Training	0.122	0.122	0.009	13.086	0.000
X1.11 <- Training	0.132	0.131	0.010	13.168	0.000
X1.2 <- Training	0.122	0.122	0.007	18.571	0.000
X1.3 <- Training	0.124	0.123	0.008	16.201	0.000
X1.4 <- Training	0.104	0.104	0.009	11.352	0.000
X1.5 <- Training	0.116	0.116	0.007	16.016	0.000
X1.6 <- Training	0.123	0.123	0.007	17.146	0.000
X1.7 <- Training	0.119	0.119	0.008	14.869	0.000
X1.8 <- Training	0.103	0.103	0.008	12.477	0.000
X1.9 <- Training	0.108	0.108	0.009	11.676	0.000
X2.1 <- Organizational cultur	0.138	0.137	0.012	11.576	0.000
X2.2 <- Organizational cultur	0.156	0.156	0.011	13.602	0.000
X2.3 <- Organizational cultur	0.146	0.145	0.014	10.768	0.000
X2.4 <- Organizational cultur	0.169	0.169	0.012	13.892	0.000
X2.5 <- Organizational cultur	0.161	0.162	0.012	13.869	0.000
X2.6 <- Organizational cultur	0.172	0.172	0.011	16.094	0.000
X2.7 <- Organizational cultur	0.175	0.175	0.012	15.005	0.000
X2.8 <- Organizational cultur	0.179	0.180	0.014	12.710	0.000
Y1 <- Human Resource Effectiveness	0.284	0.282	0.024	11.905	0.000
Y2 <- Human Resource Effectiveness	0.260	0.261	0.018	14.460	0.000
Y3 <- Human Resource Effectiveness	0.223	0.225	0.018	12.546	0.000

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
Y4 <- Human Resource Effectiveness	0.323	0.321	0.021	15.100	0.000
Y5 <- Human Resource Effectiveness	0.257	0.257	0.022	11.620	0.000

(Source: Smart PLS Analysis Results)

Table 5 showed that all the indicators that formed this variable were statistically significant as evidenced by the T-Statistic value > 1.96 and P Value < 0.05 . This suggested that the variables created had met the requirements for convergent validity, or all the indicators that formed the construct were said to be valid.

Discriminant Validity

To determine the validity of a construct, it could also be seen from discriminant validity. Discriminant validity of reflective indicators was assessed by examining the cross-loading of each construct or latent construct. Good discriminant validity is demonstrated when an indicator has a higher cross-loading on its own construct than on other constructs. The following table presents the cross-loading results for each variable.

Table 6. Discriminant Validity with Fornell-arc

	Organizational culture	Training	Human Resource Effectiveness
Organizational cultur	0.771		
Training	0.681	0.778	
Human resource effectiveness	0.609	0.643	0.742

Variable Reliability Testing

Variable reliability could be determined from the composite reliability value, testing the reliability value between the indicators of the constructs that formed it. The composite reliability value that was declared reliable must be above 0.7. This indicated that all variables had good reliability values. Apart from the composite reliability value, construct validity and reliability could also be seen from Cronbach's Alpha, rho A, and AVE values which were displayed in Table 11.

Table 7. Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Organizational cultur	0.902	0.905	0.921	0.595
Training	0.934	0.935	0.944	0.605
Human resource effectiveness	0.798	0.801	0.860	0.551

Based on Table 7, the variables were classified in the very good category because all had discriminant validity by looking at Average Variance Extracted (AVE) was > 0.50 . In Cronbach's Alpha, all variables showed results above 0.8 and > 0.70 , and in Composite Reliability by looking at the rho A value above 0.8 or > 0.60 . Furthermore, it was concluded that all variables had met the requirements and were declared valid and reliable.

Structural Evaluation Results (Inner Model)

The evaluation of the inner model focused on two key aspects, namely assessing the model's goodness of fit and analyzing the impact of the independent variable on the dependent variable. An R^2 value of 0.70 or higher indicated that the independent variable served as a moderate predictor of changes in the dependent variable's value within the study model. Meanwhile, an R^2 value of 0.50 suggested a moderate predictive capacity, and values below 0.50 reflected a weak explanatory contribution by the independent variable. The initial evaluation of the inner model was conducted by assessing its goodness of fit, as indicated by the R^2 values presented in Table 8.

Table 8. R Square

	R Square	R Square Adjusted
Human resource effectiveness	0.468	0.465

The analysis of the R^2 values derived from the computation results revealed a varied distribution. Table 8 showed an R^2 value of 0.465 for Y, which was categorized as moderate and significant, indicating its effectiveness as a predictor of changes in the independent variables included in the study model. When the overall distribution of R^2 values was observed, it could be stated that most of the dependent variables had very adequate information.

Relevance Prediction

Relevance prediction was a way to find out whether the prediction capability was relevant or not. (Hair et al., 2019) $Q^2 > 0$ (relevant) $Q^2 < 0$ (not relevant).

Table 9. Indicator Crossvalidated Communalities

	SSO	SSE	$Q^2 (=1-SSE/SSO)$
X1.1	352.000	197.024	0.440
X1.10	352.000	189.061	0.463
X1.11	352.000	214.071	0.392
X1.2	352.000	178.226	0.494
X1.3	352.000	159.717	0.546
X1.4	352.000	154.223	0.562
X1.5	352.000	124.401	0.647
X1.6	352.000	128.872	0.634
X1.7	352.000	138.152	0.608
X1.8	352.000	164.299	0.533
X1.9	352.000	193.377	0.451
X2.1	352.000	210.453	0.402
X2.2	352.000	184.815	0.475
X2.3	352.000	188.275	0.465
X2.4	352.000	205.714	0.416
X2.5	352.000	158.874	0.549
X2.6	352.000	173.640	0.507
X2.7	352.000	160.823	0.543
X2.8	352.000	182.610	0.481
Y1	352.000	248.710	0.293
Y2	352.000	207.916	0.409

	SSO	SSE	Q ² (=1-SSE/SSO)
Y3	352.000	228.167	0.352
Y4	352.000	265.358	0.246
Y5	352.000	241.437	0.314

From Table 9, all $Q^2 > 0$, demonstrating that all indicators of the variables leader example, welfare, legal sanctions, justice, and teachers work discipline were relevant.

Table 9. Construct Crossvalidated Commuality

	SSO	SSE	Q ² (=1-SSE/SSO)
Organizational cultur	2816.000	1465.204	0.480
Training	3872.000	1841.424	0.524
Human resource effectiveness	1760.000	1191.587	0.323

From Table 9, it was seen that all $Q^2 > 0$, suggesting that all variables of Human resource effectiveness and Training, Organizational cultur were relevant.

After obtaining the results from direct testing, a direct test recap was then made, including T-statistics and P Values as well as the final results which were used as hypothesis testing results.

Table 10. Recapitulation of Direct Influence, T Statistics, P Values and Hypothesis Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
Organizational cultur ->					
Human resource effectiveness	0.318	0.312	0.066	4.826	0.000
Training -> Human resource effectiveness	0.427	0.434	0.060	7.132	0.000

Hypothesis Testing 1. There is an influence of training (X2) on the effectiveness of human resources for public junior high school teachers in Bali Province

The results of the analysis of the direct influence of the principal's Training on Human resource effectiveness were observed by a coefficient value of 0.0, the t-statistic value was greater than the t-table ($7.132 > 1.96$), and P value was $0.000 < 0.05$ (significant). This indicated that H1 was accepted and H0 was rejected Training had a direct positive and significant effect on Human resource effectiveness. This suggested that Training value also led to high Human resource effectiveness.

Hypothesis Testing 2. There is an influence of organizational culture (X3) on the effectiveness of human resources (Y) on public junior high school teachers in Bali Province.

The results of the analysis of the direct influence of organizational culture (X3) on the effectiveness of human resources were revealed by the coefficient value of 0.318, the t-statistic value was greater than the t-table ($4,862 > 1.96$), and the P value was $0.000 < 0.05$ (significant). This showed that H2 was accepted, while H0 was rejected. Furthermore, it was said that organizational culture had a direct positive and significant effect on effectiveness of human resources. This indicated that a high value of organizational culture caused high effectiveness of human resources.

Discussion

1. Training (X2) has an effect on the effectiveness of human resources among public junior high school teachers in Bali Province.

Based on the previous analysis test, it can be explained that training has a direct, positive and significant effect on Human Resource Effectiveness. This means that high training can also lead to high Human Resource Effectiveness. Training indicators include (1) participant satisfaction, (2) relevance of material, (3) impressions of instructors, (4) quality of facilities and logistics, (5) increased knowledge, (6) mastery of skills, (7) changes in attitudes, (8) retention of knowledge and skills, (9) application of knowledge and skills in the workplace, (10) increased individual productivity, and (11) initiative and creativity. From the measured indicators, it is known that the indicator of increased knowledge has the highest score, followed by mastery of skills. Therefore, increased knowledge and mastery of skills need to be achieved in every training. This is in line with Wijaya's and Ranto's opinion, which states that training is an effort to increase employee competency in the short term (Gustiana, 2022; Rantho et al., 2025), and adequate training can improve employee performance thereby improving human resources (Wijaya, 2023). The same thing was also obtained from the research results of Ngoc Bich Khuyen Dinh who found that the effectiveness of training has a significant influence on the quality of interaction between human resources. (Dinh et al., 2022)

2. Organizational culture (X3) influences human resource effectiveness (Y) among public junior high school teachers in Bali Province.

The analysis in this study found a direct influence of organizational culture. High organizational culture values lead to high human resource effectiveness. Without adequate organizational culture, human resource effectiveness tends to decline. Valid organizational culture indicators in this study consist of: (1) Core Values, (2) Consistency between values, (3) Recognition and rewards, (4) Level of compliance with rules, (5) Patterns of interaction and communication between organizational members, (6) organizational traditions and rituals, (7) Sanctions, and (8) Level of collaboration and teamwork between departments or units. The indicators of sanctions and patterns of interaction and communication between organizational members have the highest scores in organizational culture. Therefore, these indicators need to receive great attention to achieve organizational culture and improve human resources. This is in accordance with the opinion of Kurnia and Campbell, namely that the unique organizational culture of an organization can create effective resources, one of the determining factors of the effectiveness of human resources, cultural suitability, and the role of technology, contributes to the quality of work that supports the growth and success of the agency. (Campbell, 2019; Kurnia et al., 2023). Similarly, Arden's research suggests that organizational culture can mediate teacher leadership (Arden & Okoko, 2021). An organization needs to cultivate a culture of development, change mindsets, and maintain trust within the organization.

3. Training And Organizational Culture Influence the Effectiveness f Human Resources Among Public Junior High School Teachers in Bali Province

Based on the Adjusted R Square test, it is known that training and organizational culture influence the effectiveness of human resources among public junior high school teachers in Bali Province by 0.465. This can be interpreted as 46.5% of effective human resources influenced by training and organizational culture. Therefore, to improve the effectiveness of human resources, adequate training and organizational culture are needed.

CONCLUSION

The results of this study contribute to a deeper understanding of the influence of recruitment, training, organizational culture, and welfare on the effectiveness of human resources among public junior high school teachers in Bali Province. The findings include:

1. Training influences the effectiveness of human resources among public junior high school teachers in Bali Province. Based on the previous analysis, it can be explained that training has a direct, positive, and significant effect on human resource effectiveness. This means that high levels of training can also lead to high levels of human resource effectiveness. Training is an effort to improve employee competency in the short term, and adequate training can improve employee performance, thereby enhancing human resources.
2. Organizational culture influences the effectiveness of human resources in public junior high school teachers in Bali Province. The results of the analysis in this study found that the direct influence of organizational culture. High organizational culture values lead to high human resource effectiveness. Without adequate organizational culture, human resource effectiveness tends to decline. The unique organizational culture of an organization can realize effective resources. One of the determining factors for the effectiveness of human resources, cultural suitability, and the role of technology, contributes to the quality of work that supports the growth and success of the institution.
3. Based on the Adjusted R Square test, it is known that training and organizational culture influence the effectiveness of human resources among public junior high school teachers in Bali Province. Therefore, to improve the effectiveness of human resources, adequate training and organizational culture are needed.

Training and organizational culture influence the effectiveness of human resources. Suggestion In order for human resources to be effective, it is necessary to carry out training that is appropriate to the needs of teachers and optimize organizational culture.

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