

THE EFFECT OF TRAINING ON TEACHER PERFORMANCE WITH *SELF-EFFICACY* AS A MEDIATION VARIABLE

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Abstract: Early Childhood Education (PAUD) is an important foundation in developing quality human resources. Although the participation rate of early childhood in Indonesia continues to increase, the main challenge lies in the quality of learning, especially teacher competency. Most PAUDs are privately managed, making improving the quality of private teachers crucial. This study aims to analyze the effect of training on teacher performance with *self-efficacy* as a mediating variable, focusing on private PAUD teachers in IGTKI, Singosari District. The research approach uses a quantitative method with an *explanatory research type*. The sample consisted of 77 teachers selected through a simple random sampling technique. Data were collected through a Likert-based questionnaire and analyzed using *Partial Least Squares* (PLS-SEM). The results showed that training had a positive and significant effect on teacher performance. In addition, training had a significant effect on *self-efficacy*, and *self-efficacy* was proven to have a positive effect on performance. Another important finding is that *self-efficacy* acts as a partial mediator in the relationship between training and teacher performance. Thus, effective training not only functions to improve technical skills but also builds teachers' self-confidence in managing learning. This research contributes to the development of educational management theory and provides practical recommendations for PAUD organizers in designing training programs that are relevant, contextual, and oriented towards improving the quality of early childhood learning.

Keywords : Coach and ; Teacher Performance , *Self-Efficacy*

1. Introduction

Early Childhood Education (ECE) is an important foundation in building quality human resources. Globally, the participation rate in early childhood education continues to increase, with 83% of children aged 3–5 years in OECD countries enrolled in preschool (*Education at a Glance 2024: OECD Indicators* , 2024) . However, the quality of learning is determined not only by participation but also by teacher competence. In GPE partner countries, 80% of preschool teachers have met the minimum qualifications (Glance, 2024) . Indonesia itself faces complex challenges with a large education system—over 52 million students and three million teachers (Statista, 2024) . Specifically in the ECE sector, 99.35% of kindergartens are privately managed (Wikipedia, 2025) , making improving the quality of private teachers crucial to ensuring the quality of education.

Although the government is recruiting up to 800,000 civil servant teachers, the main challenge lies in quality, not quantity. Around 40% of teachers still have limited access to digital technology for learning (Kemendikbudristek, 2022), especially following the COVID-19 pandemic, which demands higher digital skills (World Bank, 2021) . From the perspective of *Human Capital Theory*, (Becker, 1966) Investing in teacher training can improve performance. (Campbell, 1990) emphasized that ideal teacher performance encompasses task-based, contextual, and adaptive performance. However, the reality on the ground shows that there is still a gap between the training teachers receive and their actual performance, especially at the early childhood education level.

Several studies have found mixed results. (Herlina et al., 2023) and (Pambreni et al., 2023) indicate that training significantly impacts teacher performance. Conversely, (Irnawaty et al., 2024) and

(Prakasa & Hermawati, 2023) state that training is insignificant, as it is primarily administrative in nature and not tailored to teachers' needs. (Prakasa & Hermawati, 2023) add that training would be more effective if moderated by other factors such as technology. Meanwhile, *self-efficacy* has been shown to play a significant role in improving motivation and performance (Albert Bandura, 1997) ; (Wibisono & Yuniawan, 2021) ; (Saeed & Aneesa, 2023) . However, most of these studies focus on elementary and junior high school teachers, not private early childhood education (PAUD) teachers. This indicates a research gap regarding the mediating role of self-efficacy in the relationship between training and PAUD teacher performance.

This research gap is also evident among private IGTKI teachers in Singosari District, who still face challenges in mastering learning technology. Data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2022) reveals that only 54% of early childhood education (PAUD) teachers actively participate in technology-based training, while the remaining 46% are constrained by time, facilities, and the relevance of the material. This situation indicates that even though training has been conducted, its impact on improving teacher performance remains limited. The lack of empirical studies on *self-efficacy* as a mediator in the context of private PAUD in Singosari further emphasizes the urgency of this research.

Given these conditions, this study aims to examine the effect of training on teacher performance with self-efficacy as a mediating variable, specifically for teachers of the private early childhood education (PAUD) IGTKI in Singosari District. The novelty of this study lies in examining the role of *self-efficacy* in clarifying the mechanism of the relationship between training and teacher performance, a previously understudied topic in the PAUD context. The results are expected to provide theoretical contributions to the development of educational management studies, as well as practical recommendations for PAUD providers in designing more relevant, effective, and learning-oriented training.

2. Literature review

Training (X)

Training is a systematic process that aims to develop individual knowledge, skills, and attitudes to improve their performance in the workplace. The effectiveness of training can be measured through *the Five Levels of Professional Development Evaluation* proposed by (Guskey, 2000) , including: (1) participant reactions, (2) participant learning, (3) organizational support and change, (4) application of new knowledge and skills, and (5) final results on organizational or student performance. This concept emphasizes the importance of *backward planning* , namely designing training by starting from the expected final goal, then adjusting the previous steps so that each level is connected and supports the achievement of the goal.

Teacher Performance (Y)

(Minister of National Education Regulation No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, 2007) stipulates four competencies that teachers must possess as performance indicators, namely: (1) pedagogical competency; (2) personality competency; (3) social competency; and (4) professional competency. These four competencies are the basis for assessing teacher performance in the national education system.

Self-Efficacy (Z)

Bandura (1997) defines *self-efficacy* as the perceived ability to perform a target behavior, which refers to an individual's belief in his or her ability to organize and execute the actions necessary to achieve a certain level of performance.

3. Research methods

This study uses a quantitative approach with an explanatory research type to explain the causal relationship between training variables (independent) on teacher performance (dependent) with *self-efficacy* as a mediating variable. This approach allows for numerical and objective measurement of variables, so that the findings can be generalized to a wider population (Creswell, 2023). This study was conducted at the Indonesian Kindergarten Teachers Association (IGTKI) in Singosari District, located in Singosari District, Malang Regency, East Java. The selection of this location was based on several strategic considerations that support the achievement of the research objectives. The objects of the study were private PAUD/TK teachers who are members of IGTKI in Singosari District, while the research subjects consisted of 77 teachers selected using *Simple Random Sampling* from a total population of 335 people, according to the Slovin formula calculation. Primary data were obtained through an online questionnaire based on a Likert scale, while secondary data came from relevant documentation and publications to support the theoretical basis and analysis of primary data (Sekaran & Bougie, 2017).

The data analysis technique consists of descriptive analysis to describe the characteristics of respondent data, and *Partial Least Square* (PLS) as a Structural Equation Modeling (SEM) method to test the relationship between latent variables simultaneously (Chin W, 1998). PLS was chosen because it is flexible to small sample sizes, able to handle non-normal data, missing values, and multicollinearity, and is suitable for testing causal relationships between variables that have been based on previous theories. Thus, this method allows researchers to evaluate the effect of training on teacher performance through *self-efficacy mediation* comprehensively and validly. The hypotheses between the influence of variables are as follows:

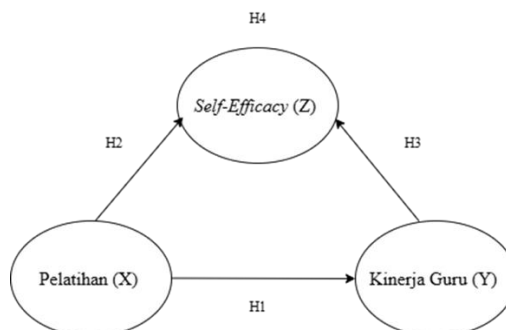


Figure 1 Conceptual Framework Model

Source: Training (Guskey, 2000), Teacher Performance (Minister of National Education Regulation No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, 2007), *Self-Efficacy* (Albert Bandura, 1997)

Information:

Direct impact : _____

Research Hypothesis :

1. that training has a positive and significant effect on the performance of IGTKI private teachers in Singosari District, Malang Regency. Hypothesis 1 (H1).
2. Allegedly Training has a positive and significant effect on *the Digital Self-Efficacy* of IGTKI Private Teachers in Singosari District, Malang Regency. Hypothesis 2 (H2).
3. It is suspected that *Self-Efficacy* has a positive and significant effect on the Performance of IGTKI Private Teachers in Singosari District, Malang Regency. Hypothesis 3 (H3).

4. Suspected *Self-Efficacy* mediates the influence of Digitat Training on the Performance of IGTKI Private Teachers in Singosari District, Malang Regency. Hypothesis 4 (H4).

4. Results and Discussion

Results

Descriptive Statistical Analysis

Table 1. Respondent Characteristics Based on Gender

Gender	Amount	Percentage (%)
Man	1	1.3 %
Woman	76	98.7 %
Total	77	100%

Source: Processed data (2025)

Table 1 shows that the majority of respondents were private teachers with a nearly balanced gender composition. Of the total respondents, 77 (1.3%) were male and 76 (98.7%) were female. This data confirms that the membership of the Indonesian Kindergarten Teachers Association (IGTKI) in Singosari District is dominated by women, in accordance with the general characteristics of early childhood education which tends to be taught by women because they are considered to have emotional closeness, patience, and skills in educating children. Therefore, the findings of this study more reflect the perceptions of female teachers regarding training, *self-efficacy*, and teacher performance.

Table 2. Respondent Characteristics Based on Age

Age	Amount	Percentage (%)
25-30	4	5.2
31-35	11	14.3
36-40	24	31.2
41-45	19	24.7
46-50	19	27.7
Total	77	100

Source: Processed data (2025)

Respondent characteristics based on age show that out of a total of 77 people, there are 4 respondents (5.2%) aged 25–30 years, 11 respondents (14.3%) aged 31–35 years, 24 respondents (31.2%) are in the range of 36–40 years, 19 respondents (24.7%) aged 41–45 years, and another 19 respondents (27.7%) are in the age range of 46–50 years. This distribution indicates that most respondents are in the age group of 36–40 years, followed by the group of 46–50 years. This finding shows that the majority of private teachers of IGTKI Singosari District are in the productive age category with quite mature work experience, so they tend to have good adaptability to training and a level of self-confidence (self-efficacy) that supports the application of skills and improved performance at school.

Table 3. Respondent Characteristics Based on Last Education

Education	Amount	Percentage (%)
High School /Vocational School	4	5.2
S 1	62	80.5
S2	11	14.3
Total	77	100

Source: Processed data (2025)

Based on Table 3, of the 77 respondents, 4 (5.2%) had a high school/vocational high school education, 62 (80.5%) had a bachelor's degree, and 11 (14.3%) had completed a master's degree. These findings indicate that the majority of IGTKI private teachers in Singosari District have a bachelor's degree, meeting the minimum qualification requirements for early childhood education (PAUD) educators. A small number of teachers have even pursued a master's degree to enhance their academic competency. This relatively high level of education is an important potential in supporting training effectiveness, strengthening *self-efficacy*, and ultimately driving improved teacher performance in schools.

Table 4 . Respondent Characteristics Based on Length of Service

Length of work	Frequency	Percentage (%)
1-3 years	1	1.3
4-6 years	27	35.1
7-10 years	41	53.2
More than 10 years	8	10.4
Total	77	100

Source: Processed data (2025)

Based on Table 4, the length of service of respondents shows that of the 77 teachers, 1 (1.3%) had 1–3 years of experience, 27 (35.1%) had worked for 4–6 years, 41 (53.2%) had worked for 7–10 years, and 8 (10.4%) had taught for more than 10 years. These findings indicate that the majority of IGTKI private teachers in Singosari District have 7–10 years of work experience, reflecting a deep understanding of the tasks, responsibilities, and dynamics of early childhood education. Sufficiently long experience has the potential to strengthen *self-efficacy* because teachers are accustomed to facing various learning challenges. Therefore, relevant training is expected to optimize these competencies and experiences, thereby positively impacting teacher performance.

Table 5. Respondent Characteristics Based on Having Attended Training in 1 Year

Have attended training	Amount	Percentage (%)
77	77	100
Total	77	100

Source: Processed primary data, 2025

Based on Table 5, all respondents (77 people/100%) were recorded as having participated in training within the past year. This reflects that training has become a routine activity for IGTKI private teachers in Singosari District as a means of improving professional and pedagogical competencies. This full participation demonstrates the commitment of educational institutions and professional organizations to supporting teacher quality. This uniformity of training experience also confirms that teachers have equal access to self-development programs. This is important because involvement in training has the potential to strengthen self-efficacy and, in turn, drive improved teacher performance in schools.

Inferential Statistical Analysis

1. Outer Loading Evaluation Results

Convergent validity evaluation examines the *outer loading coefficient* of each indicator on the latent variable. An indicator is considered valid when the *outer loading coefficient* is between 0.60 and 0.70. Meanwhile, the AVE value must be examined to ensure convergent validity. An acceptable AVE value is greater than 0.50.

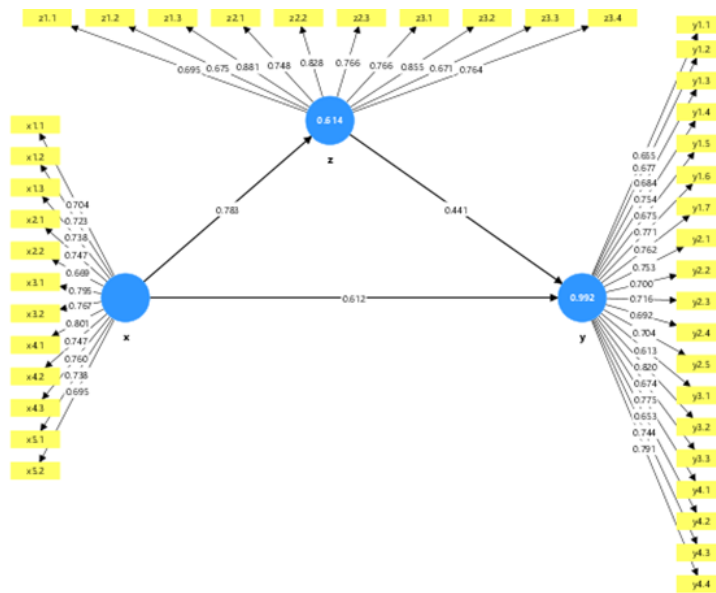


Figure 1. Outer Loading
 Source: Processed primary data, 2025

2. Internal Consistency Reliability

Internal Uniformity The reliability of indicators to measure latent constructs is measured by their reliability . *Cronbach's alpha* and *composite reliability* are instruments used for evaluation:

Table 6. Cronbach's Alpha value

Variables	<i>Cronbach's Alpha</i>	<i>Composite Reliability</i>	AVE
Training	0.9 25	0.9 27	0.550
Teacher Performance	0.947	0.9 49	0.516
<i>Self-Efficacy</i>	0.922	0.9 28	0.590

Source: Data processed with Smart PLS, 2025

Based on the results in Table 6, all *outer loading values* are above 0.50 with t-statistic values exceeding 1.96, indicating that all indicators have met the convergent validity criteria. Meanwhile, Table 6 shows that the *composite reliability* and *Cronbach's Alpha values* for all constructs are above 0.60, thus concluding that all constructs meet the reliability criteria. Furthermore, the AVE value for each latent variable is also greater than 0.50, indicating that the indicators are convergently valid.

3. Coefficient of Determination (R^2)

R-Square is one of the metrics used to assess the fit of the internal model. After processing the data with PLS, the following *R-Square* values were found:

Table 7. Coefficients Determination (R^2)

Variables	<i>R Square</i>
Teacher Performance (Y)	0.992
<i>Self-Efficacy</i> (Z)	0.614

Source: Data primary processed (2025)

The analysis results show that the *R-Square value* describes the model's ability to explain variations in the dependent variable. Teacher performance has an *R-Square value* of 0.992, meaning that 99.2% of the variation in teacher performance can be explained by the independent variables in the model. Meanwhile, *self-efficacy* obtained an *R-Square value* of 0.614, meaning

that 61.4% of its variation is influenced by the predictor variables.

4. Hypothesis Testing

Hypothesis testing is a statistical procedure aimed at validating assumptions about population parameters based on sample data. The stages of hypothesis testing include formulating null and alternative hypotheses, applying statistical tests, and interpreting results based on significance levels. In PLS, statistical testing of each hypothesized relationship is performed using simulations. In this case, the *bootstrap method* is used on the sample. The significance values for each direct variable relationship (path coefficient) are listed in the following table.

Table 8. Direct Effect Hypothesis Test

No	Variable Relationship	Path Coefficient	T Statistics (t-count)	P-Value	Information
1	Training -> Teacher Performance	0. 612	21,965	0.0 00	Accepted
2	Training -> <i>Self-Efficacy</i>	0. 783	18,664	0.0 00	Accepted
3	<i>Self Efficacy</i> -> Teacher Performance	0. 441	1 4 .583	0.000	Accepted
4	Training -> Teacher Performance -> <i>Self Efficacy</i>	0. 345	1 3,722	0.000	Accepted

Source: Data processed with SmartPLS, 2025

Discussion

The Effect of Training on Teacher Performance

The results of the study indicate that training has a positive and significant effect on teacher performance at IGTKI Singosari District (t-statistic = 21.965; p-value = 0.000). The t-statistic value of 21.965 far exceeds the threshold of 1.96 and the p-value is well below 0.05 indicating that the relationship between training and teacher performance is statistically significant at the 95% confidence level. In other words, teachers' perceptions of the quality of training are an important factor in influencing their performance improvement in carrying out their professional duties as educators. This finding is in line with the theoretical framework of human resource development in education, where professional training plays a crucial role in shaping teacher competence and performance. This research strengthens the results of previous studies as stated by (Audah, 2020) , which shows that training dimensions such as material relevance, delivery methods, and applicability in learning practices have a significant influence on teacher performance. Similarly, (Munawaroh et al., 2022) found that consistent training programs improved the competence and work motivation of teachers in private schools. Thus, it can be concluded that training plays a crucial and indispensable role in influencing the performance of IGTKI teachers. Investing in consistently improving the quality of training will significantly contribute to the ongoing improvement of learning quality and teacher job satisfaction.

The Effect of Training on *Self-Efficacy*

The results of the study showed that training had a positive and significant influence on teacher *self-efficacy* at IGTKI Singosari District (t-statistic = 18.664; p-value = 0.000). The t-statistic value, which was well above 1.96 and the p-value was less than 0.05, proved that training played a significant role in increasing teacher self-confidence at a 95% significance level. This means that the higher the quality of the training received, the higher the teacher's confidence in teaching and managing learning. This finding is in line with *Self-Efficacy Theory*. (Bandura, 1997) , which emphasizes that successful learning and training experiences (*mastery experience*) are key factors

in developing *self-efficacy*. These findings also support research (Lestari & Hidayat, 2021), which demonstrates that structured training programs can enhance teacher self-confidence by strengthening pedagogical knowledge and skills. Thus, training not only improves technical competence but also contributes psychologically by increasing self-confidence in carrying out professional duties. Practically, the implications of this research emphasize the importance of IGTKI management in designing training programs that are not solely oriented toward knowledge transfer but also toward developing teachers' professional beliefs. A well-designed training strategy can serve as a psychological empowerment instrument that supports both teacher well-being and effectiveness in educating early childhood.

The Influence of *Self-Efficacy* on Teacher Performance

The results of the study indicate that *self-efficacy* has a positive and significant effect on the performance of IGTKI teachers in Singosari District (t-statistic = 14.583; p-value = 0.000; path coefficient = 0.441). This value confirms that the higher the teacher's *self-efficacy*, the better their performance in carrying out professional duties. This finding is consistent with (Hermawati et al., 2020) and in line with (Julita et al., 2019) who positioned *self-efficacy* as an important mediator between teacher competence and actual performance. In the context of Early Childhood Education (PAUD), *self-efficacy* is a crucial factor because learning is highly dependent on teacher creativity, patience, and adaptability. Therefore, strengthening this psychological aspect is no less important than cognitive development and technical skills, because it has been proven to support long-term performance effectiveness and improve the quality of learning in IGTKI in Singosari District.

The Effect of Training on Teacher Performance with *Self-Efficacy*

The results of the study indicate that *self-efficacy* plays a significant role as a mediator in the relationship between training and teacher performance at IGTKI Singosari District (t-statistic = 13.722; p-value = 0.000; path coefficient = 0.345), where approximately 34.5% of the effect of training on performance is mediated by *self-efficacy*. This proves that training not only has a direct impact through increasing knowledge and skills, but also indirectly through strengthening teachers' self-confidence in implementing learning, in accordance with *Social Cognitive Theory*. (Albert Bandura, 1997). Practically, these findings confirm that effective training must be designed holistically, not simply transferring content but also building teacher confidence, motivation, and readiness to face the challenges of early childhood learning (Hermawati et al., 2021). Therefore, teacher development strategies that integrate technical competency enhancement with *self-efficacy development* will have a more sustainable impact on the quality of PAUD teacher performance.

5. Conclusion

Based on the problem formulation, research objectives, research hypotheses, data analysis, and discussion presented in the previous chapter, the researcher's conclusions are as follows:

1. Training has a positive effect on Teacher Performance: Quality training can improve teaching skills, technology mastery, classroom management, and teacher learning effectiveness.
2. Training has a positive effect on *Self-Efficacy*: Good training increases teachers' self-confidence in facing tasks, challenges, and problems in the classroom.
3. *Self-Efficacy* has a positive effect on Teacher Performance: Teachers with high *self-efficacy* are more creative, innovative, and consistent in carrying out their duties, so that performance improves.
4. Training has a positive effect on Performance through *Self-Efficacy*: *Self-efficacy* is able to partially mediate the relationship between training and performance; training improves performance directly and indirectly through *self-efficacy*.

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