



Evaluation of the Implementation of *Coaching Training* using the *Goals, Reality, Option, and Will (GROW)* Method at PT Bukaka Teknik Utama Tbk Balikpapan Branch

Muhammad Farhan ^{1*}, Andriyastuti Suratman ²

^{1,2}Department of Management, Faculty of Business and Economics, Indonesian Islamic University, Indonesia

*Corresponding author: 19311021@students.uui.ac.id

Abstract

This research aims to determine the evaluation of the implementation of coaching training using the Goals, Reality, Option, and Will method at PT Bukaka Teknik Utama Tbk Balikpapan Branch. Evaluation of the implementation of coaching training at PT. Bukaka Teknik Utama Tbk Balikpapan branch is limited based on the results of activities during the training process, so the author needs to evaluate the training by looking at the benefits of employee performance to the company. This research method uses a descriptive qualitative approach. Data collection techniques used were observation, interviews and literature study. Based on an evaluation using the Kirkpatrick Evaluation model, the results of this research show that the benefits arising from employee performance in the company have not been seen directly and have not been measured data or statistics. However, in the future coaching activities using the Goals, Reality, Option, and Will method will be included in the Key Performance Indicator (KPI) in each division or department within PT. Bukaka Teknik Utama Tbk Balikpapan branch.

Keywords: Training Evaluation, Training Coaching, Goals-Reality-Option-Will (GROW) Method, Kirkpatrick Evaluation

1. INTRODUCTION

PT Bukaka Teknik Utama Tbk is a company engaged in the manufacture and supply of special equipment and other businesses included in the construction industry. Sales of PT Bukaka products and services have been established since October 25 1978 in Cileungsi, Bogor, West Java. Currently, PT Bukaka has branches spread across various regions in



Indonesia, one of which is the PT Bukaka Teknik Utama Tbk branch office in Balikpapan City, East Kalimantan. The Balikpapan branch focuses on running the *oil and gas business sector gas services*, both *onshore* and *offshore*.

To achieve its goal of becoming a leading Indonesian company in the energy and construction sector, PT Bukaka requires competent and professional human resource management. The development of company human resources can be carried out through training *to adapt employee competencies to company needs*. Training is a learning process that involves the acquisition of skills, concepts, rules, or attitudes to improve employee performance (Simamora H. , 2006). The training implemented by a company must consider the suitability of aspects of employee competency needs with the company's needs (Rivai, Veithzal, & Sagala, 2013).

Goals, Reality, Option, and Will (GROW) coaching training is a training method that helps employees in companies to achieve optimal performance and be able to face problems and opportunities that arise at work (Seger, 2007). The GROW method is a training model currently used by PT Bukaka for its employees, especially work team *leaders* . Based on information from researcher observations, the GROW method is still being used by PT Bukaka so that every training implementation must be followed by an evaluation to measure the impact received by the company and the employees themselves.

Training evaluation is an important step to assess the effectiveness of the training that has been carried out (Mangkunegara, 2008). The results of employee training can be measured using the Kirkpatrick Evaluation Model which consists of four basic categories of measurement, namely 1) reaction evaluation; 2) learning evaluation; 3) behavioral evaluation; and 4) evaluation of final results (Dessler, 2020). However, at PT Bukaka Balikpapan Branch, the implementation of evaluation has not been managed well so far. PT Bukaka's human resource management only carries out evaluations based on the level of satisfaction and final test results of training participants. Based on this, researchers see the urgency of making improvements in evaluating the training.

1.1 Research Questions

The aim of this research is based on the stated research problem formulation, namely:

- 1) What is the process of implementing *coaching training* using the GROW method carried out at PT Bukaka Teknik Utama Tbk Balikpapan Branch?
- 2) What is the evaluation of the implementation of *coaching training* using the GROW method carried out at PT Bukaka Teknik Utama Tbk Balikpapan Branch?



2. LITERATURE REVIEW

2.1 Human Resource Management

Human resources (HR) are assets in a company that are the main support for achieving company goals. Human resources refer to all the people who work in a company. This HR aspect does not only include quantitative aspects, such as the number of employees. But it also includes qualitative aspects, which relate to the expertise, skills, knowledge, experience, creativity and competence of each individual in the company (Sutrisno E. , 2012). Management, development and utilization of human resources aims to achieve company goals more effectively.

Employee management in the company is regulated by the human resources management department. According to (Hasibuan, 2020). Human resource management is the science and art of managing roles and workforce relationships so that they are effective and efficient in order to help realize the goals of the company, employees and society. Human resource management can also be interpreted as the utilization of human resources in an organization through the functions of HR planning, recruitment and selection, HR development, career planning and development, providing compensation and welfare, occupational safety and health, and industrial relations (Marwansyah, 2014).

2.2 Employee training

Training is an effort to improve employee performance in their current job or in another job they will hold soon (Sudiro & Putri, 2022). As a systematic process, training is an educational process that has a short-term and long-term impact on employees to gain skills according to the company's needs. Rivai, Veitzahl, & Sagala (2013) explains that in general training has an orientation towards current results which helps employees achieve certain abilities to be successful in carrying out their work. Training programs that are well designed and implemented by HR management will support effective results in increasing productivity, supporting employee retention, reducing *labor turnover*, and also increasing job satisfaction for all aspects of the company (Mangkunegara, 2008).

2.3 *Goals, Reality, Option, and Will (GROW) Method Coaching Training*

Coaching is part of the daily activities carried out by work leaders or superiors to help employees or work members achieve optimal performance (Seger, 2007). According to Moen and Allgood, through *coaching*, superiors or *leaders* actualize themselves as leaders of employee members by providing learning and development facilities to optimize the potential of each individual employee (Rahmah & Muhliansyah, 2020).



According to Whitemore (in Son, 2023) *Coaching* can provide benefits for the development of an organization or company, namely:

- 1) Increasing employee productivity and performance;
- 2) Develop employee potential so that HR development costs become more effective and efficient;
- 3) Create a strong emotional connection between superiors and subordinates;
- 4) Increase job satisfaction;
- 5) Improving a culture of continuous improvement (*continuous improvement*);
- 6) Increase employee perceptions regarding company support;
- 7) Increasing employees' *sense of belonging* to the company; And
- 8) Increase employee loyalty.

coaching model using the GROW method is a *coaching approach* introduced by John Whitemore in 1992 by implementing several effective steps to develop employee performance. The GROW method *coaching* stages consist of four main steps which are an extension of the meaning of the word *GROW* itself (Putra, 2023), namely:

- 1) **Goal setting** , namely agreeing on the topic to be discussed, agreeing on the objectives of this session, agreeing on long-term goals;
- 2) **Reality** , namely helping *the coachee* assess the current situation, encouraging self-evaluation, providing possible examples and avoiding assumptions;
- 3) **Options** , namely exploring all alternative solutions, encouraging *coachees* to recognize the need for change, providing opinions carefully, helping coachees to define preferred options; And
- 4) **Will** is creating a commitment to the solution taken, discussing possible obstacles, ensuring the stages are specific and within time limits, and agreeing on support with *the coachee*.

2.4 Evaluation of Kirkpatrick Model Training

According to Werner & Desimon in Kaswan (2011), training evaluation is the systematic collection of descriptive information and assessments needed with the aim of making effective training decisions about the selection, adoption, value and modification of various training activities (Kaswan, 2011). In Kirkpatrick's model, (Dessler, 2020) there are four basic categories for training evaluation, namely:

- 1) **Reaction** , namely evaluating the reaction of participants regarding the training program;

- 2) **Learning** by testing participants to determine whether they are learning the principles, skills and facts they are supposed to learn;
- 3) **Behavior** by looking at changes in work attitudes after training; And
- 4) **Results** , namely evaluation by looking at changes in organizational effectiveness criteria, are divided into two types, namely results that can be measured such as increased productivity, quality and increased production and also results that cannot be measured such as motivation, morale and increased managerial abilities.

3. RESEARCH METHOD

3.1 Research Approach

This research uses a qualitative approach, namely a type of research that focuses on in-depth understanding of a phenomenon in a social context, using natural data collection methods, such as observation, interviews, text analysis, or documentation (Creswell & Creswell, 2018). **Data Collection**

This research data collection method consists of three qualitative steps, namely observation, interviews, and literature study of various relevant documents. Observation is data collection carried out directly by researchers to learn about behavior and meaning related to the subject through observations in the field (Creswell & Creswell, 2018). Researchers conducted direct observations at PT Bukaka Teknik Utama Tbk Balikpapan Branch. Then the interview was conducted structured based on the questions that had been previously created by the author. Interviews were carried out through communication media with the training and recruitment division as policy makers and several employees who took part in coaching training using the GROW method. In addition, researchers conducted literature studies from various relevant documents to support the results of observations and interview results .

3.2 Unit Analysis

The unit of analysis in this research is representatives of resource persons from *the training and recruitment division* and several employees who took part in training at PT Bukaka Teknik Utama Balikpapan branch. Researchers conducted interviews with three main research sources, namely representatives from the *Training and Recruitment position; HR Generalist, and Project Management Center*. These three sources were chosen *purposively* as data sources to answer research questions.

4. RESULT

4.1 PT Bukaka Employee *Coaching Training* , Balikpapan Branch

PT Bukaka Teknik Utama Tbk Balikpapan Branch in developing employee skills by holding training for employees as an effort to develop skills both in their work and outside of their work. The employee training program by PT Bukaka Balikpapan Branch has various themes as quoted from interviews with the following sources:

" *PT Bukaka carries out several trainings, project management, coaching & training, effective leadership, and primavera advance .*"

PT Bukaka's employee training program, there are several training themes carried out every year and are based on PT Bukaka Teknik Utama's annual training program. Some of them have themes about job safety or security, skills or skills development, and management development. This training program has the main objective of developing higher quality human resources who can adapt to the many changes caused by the times.

4.2 Implementation of GROW Method *Coaching Training* at PT Bukaka Balikpapan Branch

coaching training program observed in this research was the implementation of training carried out by PT Bukaka Balikpapan Branch on September 30 2022 and October 1 2022. The coaching training was carried out using the GROW method training model which was aimed at leaders of all division lines with the aim of the *leaders* having the provision or method to explore potential, improve *skills* and performance of its members who have different *backgrounds* . This training was attended by 25 participants who included leaders from each division or department at PT Bukaka Teknik Utama Balikpapan branch. Leaders as the main target of training are expected to have the ability to provide *coaching training* to their members. This means that *leaders* are people who are responsible for their respective members.

The use of the GROW method is a new approach used by the management of PT Bukaka Balikpapan which was recommended by a third party. This was conveyed by the informant in the interview:

"*The coaching method applied is because we have never previously used any method to treat or improve performance, after receiving training from a third party regarding the GROW method, the company used this method.*"

The management of PT Bukaka Balikpapan is holding *coaching* using the GROW method for all division lines in the company, with the aim of all *leaders* in each division being able to use this method. However, the GROW method is not applied to all types of training,

the GROW method is more aimed at improving employee performance as well as exploring potential and training the *skills of leaders* on how to *treat* their members.

4.2.1 Stages of Implementing GROW Method Coaching Training at PT Bukaka Balikpapan Branch

Implementing employee training using the GROW method consists of several stages. The stages in implementing employee training at PT Bukaka Teknik Utama as per the results of the interview are as follows:

- 1) **Pre-test** ; Before starting coaching training using the GROW method, an initial test is carried out in the form of a written exam containing 35 questions related to the training material to evaluate the participants' knowledge before receiving the training material.
- 2) **Ice Breaking** ; This stage is carried out using games before entering the material with the aim of focusing the participants' focus on the training activities so that they are ready to participate in all training activities.
- 3) **Discussion** ; Participants hold discussions with the trainer (*Trainer/Coachee*) and set goals or targets for the training carried out.
- 4) **Presentations** ; *The trainer* makes a presentation regarding coaching material which explains in detail the GROW method to the training participants. Implementing the GROW method is a process that consists of the stages of identifying four main points (Putra, 2023), namely:
 - a) *Goal Setting*; determine what you want to achieve (short, medium, long term goals);
 - b) Seeing *Reality* ; identify existing obstacles or *barriers* to the goals to be achieved, and determine the current position;
 - c) *Options* ; the stage of finding solutions to create ideas, generate options, and provide alternative solutions or steps that could be a solution to existing challenges, in achieving goals;
 - d) *Will* ; the final stage of the GROW method which determines the realization of reality and achievement. How will they act, what concrete steps will be taken, when will they carry out this plan, and so on.
- 5) **Real Play** ; Participants carry out coaching practice simulations using the GROW method in organizations accompanied by trainers.
- 6) **Post-test**; After participants received material and practical simulations related to coaching using the GROW method, a written test was carried out containing

questions related to the training material to evaluate participants' knowledge of the training material.

7) **Feedback**; is an evaluation stage where participants fill out an evaluation sheet regarding their reactions regarding the effectiveness of the training and the presentation of the training by *the trainer*.

4.2.2 Output Training Coaching GROW Method PT Bukaka Balikpapan Branch

The output of the training program using the PT Bukaka Balikpapan GROW method is measured through employee performance indicators or commonly called *Key Performance Indicators* (KPI). The results of the training program using the GROW method are not yet visible directly. Furthermore, training report feedback to measure performance after training will be visible through the KPIs of each department in the future. According to the researchers' observations, *the delayed feedback* from the GROW method training program at PT Bukaka could be caused by management only using it for the first time, so further review is needed for the next program.

4.3 Evaluation of PT Bukaka Balikpapan Branch Coaching Training

Training evaluation is managed by the human resources division of PT Bukaka Teknik Utama Tbk Balikpapan branch. Evaluation of the training so far has only been carried out based on participant satisfaction with the implementation of the training and also the results of the participant's final test. However, this method of evaluating training is deemed inadequate because it does not see how much benefit the training that has been carried out has brought to the company. Based on this, improvements need to be made in evaluating the training. Improvements to the evaluation were carried out using the Kirkpatrick model. Kirkpatrick's model states that four basic categories of training outcomes can be measured, namely:

1) Reaction Evaluation

The reactions shown by participants towards the facilitator or *trainer* showed positive results where there were no complaints from participants because the facilitator was able to explain the material well, involved participant participation in the learning process so that the atmosphere was interactive, and the facilitator was able to respond to participants' questions and problems well. Participants' understanding of the material also showed a positive reaction, as seen from the addition of knowledge or skills after the training.

2) Learning Evaluation

Learning evaluation is the second stage of the evaluation model introduced by Kirkpatrick, which aims to measure or assess the extent to which training participants develop new knowledge, skills or understanding as a result of the training (Dessler, 2020). Evaluation of learning from the GROW method coaching training at PT Bukaka comes from document data resulting from the company's training, so that in this case the *pre-test* and *post-test scores* have been listed which will then be analyzed.

Rekapitulasi Hasil Pre Test & Post Test

No	Nama Peserta	Nilai Pre-Test	Nilai Post-Test
1	ABDY NUGROHO	50	90
2	ANDI HARIFIN YUSRI	30	80
3	EKO HERY S.	40	90
4	ENDAH MUMPUNI	10	80
5	FARIKHIN AZIS	40	80
6	FALUSTINUS DENNY KH	50	80
7	ILHAM SUNYOTO	10	100
8	IWAN JUNIADI	20	100
9	JASMIAH	50	90
10	M. NAJIB YAHYA	30	100
11	M. RAHMAT	50	100
12	MAHATIR MUHAMMAD	50	90
13	MIRNAWATI	50	100
14	MUHAMMAD KASYFURRAHMAN	20	90
15	NOORMANSYAH	50	80
16	RIDWAN RASYID	30	90
17	RIZALDI BASTIAN ARIEF	40	90
18	RIZQA ANDARI P.	40	90
19	RONALD SYARA	20	80
20	RR. HESTI MUGIASTUTI	40	90
21	SLAMET MARSONO	10	90
22	SYAMSUWAR ANDI M.	30	90
23	TOTOK MARDIANTO	30	80
24	TRI BINTANG PAMUNGKAS	60	100
25	YUDHI MAULS.	30	80
RATA-RATA NILAI		35,2	89,2

Figure 1. Comparison of Pre-test and Post-test Scores for GROW Method Training for PT Bukaka Balikpapan Employees

In the table above, it can be seen that the learning evaluation scores from *pre-test* to *post-test* training show an increase from an average of 35.2% to 89.2%. In comparison of the pre-test and post-test given to participants, there was quite a significant increase. This can be interpreted as meaning that the training participants already know a lot and also understand the training material that has been provided in the training.

3) Behavior Evaluation

The results of interviews regarding the evaluation of employee behavior after participating in the training showed positive results, where the leaders each tried to apply what was given during the coaching training to their members even though the implementation was not optimal due to time constraints and quite a lot of work load . To face time constraints and a large workload, fund management leaders need to establish sustainable strategies so that the expected feedback can be maximized (Ekawati, Hendrawijaya, & Purnamawati, 2022).



4) Evaluation of Final Results

Researchers have problems reviewing the final training evaluation from PT Bukaka due to limited access to company data relating to employee performance and behavior. Therefore, in analyzing the evaluation of the final results, the researcher again used a review of the *pre-post test results* and employee behavior only. Based on the pre-test results, it shows that the results of the training participants are below 50%, which shows that the training participants have not mastered and know much about the training material. Then the posttest results showed that the training participants' scores were above 50%, which shows that the training participants have mastered and know a lot of the material that has been given and is supported by the results of observing employee behavior which shows quite good results. It can be concluded that there have been positive final results from the leaders who have taken part in the training, where the leaders try to apply the training material to their members.

Leaders have tried to apply training materials to their employees, but the impact of the training has not been seen in data or statistics *because* it has not been included in the KPIs in each department.

5. DISCUSSION

Coaching training program is a program that is based on employee needs determined by company management. *The coaching training* carried out using the GROW method by PT Bukaka Balikpapan consists of various themes regarding job safety, *skills* or skill development, and management development such as project management, coaching & *training* using the GROW method, *effective leadership*, and *primavera advance*. This training program has the main objective of developing higher quality human resources who can adapt to the many changes caused by the times. Several studies have shown that the role of employees as workers who will achieve company goals means that it is necessary to increase competitive strategies with more sophisticated technology (Wijaya, 2023).

Implementation of *coaching training* using the GROW method which includes *leaders* from each division or department at PT Bukaka Teknik Utama Balikpapan branch. Based on the training program in 2022, management has decided to carry out training aimed at *leaders* in each division so that they can maximize their potential in leading their ranks. This is in accordance with the opinion of Wexley & Yulk in Sutrisno (2017) which states that training for senior personnel will provide good benefits for job needs. *A leader* in a work unit within a company who can have a positive influence on other employees (Alhamidi, 2022).

The GROW coaching method itself was first introduced by John Whitmore in 1992 (Putra, 2023). As it develops, various organizations and companies use this method to





improve employee performance. This is also confirmed through various evidence of effectiveness shown in various studies, one of which is Putra (2023) who explains that the GROW method is very effective in increasing the coaching abilities of company leaders. Implementation of this method includes several stages starting from *pre-test* to evaluation of training *feedback*. Implementation of the GROW method itself consists of four main aspects, namely (Putra, 2023): 1) *Set up Goals*, determining what you want to achieve; 2) *Seeing Reality*, seeing existing obstacles or barriers to the goals you want to achieve; 3) *Option*, finding and providing alternative solutions or steps that could be a solution to existing challenges, in achieving goals; and d) *Will*, namely the stage for determining the realization of reality and achievement.

The training that will be carried out in 2022 using the GROW method for leaders in all division lines will be measured through performance indicators or commonly known as *Key Performance Indicators* (KPI). The use of KPIs can provide benefits for the company, including 1) making the work of the company's HRD unit or team easier when providing employee performance assessments; 2) provide employees with an understanding and overview regarding the company's expectations for their respective performance; 3) become a reference for employees to develop themselves in accordance with company standards and expectations; and 4) become a more objective parameter in assessing employee performance (Dipura & Soediantono, 2022).

Based on the results of the training evaluation, the GROW method used by PT Bukaka Balikpapan cannot be seen directly and its success cannot be measured. According to the researchers' observations, *the delayed feedback* from the GROW method training program at PT Bukaka could be caused by management only using it for the first time, so further review is needed for the next program. Other factors that can cause delays in *feedback* can also be influenced by the quality of the program itself, the ability of employees or leaders to manage *feedback*, and organizational culture factors (Sutrisno E., 2017). *Delayed feedback* can be applied and is suitable for training programs with long-term company goals. Therefore, company management also needs to review the suitability of training objectives with its implementation (Sukma, 2023). PT Bukaka management explained that in the future, the company can measure these results through *feedback* from training reports and through KPIs.

After carrying out the training process, the next important thing to do is evaluate the training from the results obtained in the training to see whether the training was effective or not (Mangkunegara, 2008). Evaluation using the Kirkpatrick Model on training participants shows a positive response from participants towards *the coachee* or *trainer* who provides the material. Reaction evaluation is an evaluation carried out on the responses or



reactions of participants in the training being carried out (Ekawati, Hendrawijaya, & Purnamawati, 2022). Learning evaluation also shows an increase in knowledge and skills for *leaders* as seen from an increase in *pre-test scores* of 35.5% to *post-test* of 89%. This shows the participants' good understanding of the training material.

Meanwhile, there are still obstacles in applying the results of the training to daily behavior. Behavioral evaluation means measuring changes in participant behavior after conducting training (Dessler, 2020). To face time constraints and a large workload, fund management leaders need to establish sustainable strategies so that the expected feedback can be maximized (Rahmah & Muhliansyah, 2020). Apart from that, to see the evaluation of the final results which aims to see the impact of the training program carried out so that it can be taken into consideration for improving the company's performance in the future (Ekawati, Hendrawijaya, & Purnamawati, 2022). Researchers have problems reviewing the final training evaluation from PT Bukaka due to limited access to company data relating to employee performance and behavior. Therefore, in analyzing the evaluation of the final results, the researcher again used a review of the pre-post test results and employee behavior.

6. CONCLUSION

Coaching training using the GROW method at PT Bukaka Teknik Utama Balikpapan branch has been carried out well. This is in accordance with company conditions which require training related to coaching aimed at all leaders in each division so that they have methods to improve the skills and performance of their members who have different backgrounds. However, the training evaluation carried out by PT Bukaka Teknik Utama Balikpapan branch has not been carried out properly. The improved evaluation uses the Kirkpatrick model which states that four basic categories of training outcomes can be measured, namely: 1) reaction evaluation; 2) learning evaluation; 3) behavioral evaluation; and 4) evaluation of final results.

Researchers provide recommendations for the need to carry out regular outreach regarding the main stages in using the GROW method to leaders so that the coaching training process can be sustainable for members of each division or department. And monitoring must be carried out on participants who have taken part in the training, because so far there has not been good monitoring so that the impact of the training on employee performance has not been clearly seen in data or statistics so that the evaluation process of the results obtained in the training must be carried out optimally.



REFERENCES

- Alhamidi, E. M. A. (2022). Peran kepemimpinan transformasional dalam meningkatkan kinerja karyawan. *Jurnal Integrasi Sumber Daya Manusia*, 1(1), 52-62.
- Creswell, J., & Creswell, J. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Fifth Edition*. India: SAGE Publications, Inc.
- Dessler, G. (2020). *Human Resource Management*. New Jersey: Pearson Education.
- Dipura, S., & Soediantono, D. (2022). Benefits of Key Performance Indicators (KPI) and Proposed Applications in the Defense Industry: A Literature Review. *International Journal of Social and Management Studies*, 3(4), 23-33.
- Ekawati, B., Hendrawijaya, AT, & Purnamawati, F. (2022). Application of the Kirkpatrick Model Evaluation to the Results and Impact of the Delivery Course Program at LKP Parcelia Jember. *Learning Community: Journal of Out-of-School Education*, 6(2); 161-166.
- Hasibuan, MS (2020). *Human Resource Management*. Jakarta: Bumi Literacy.
- Kaswan. (2011). *Training and Development to Improve Human Resources Performance*. Bandung: Alfabeta.
- Mangkunegara. (2008). *Human Resource Management*. Bandung: PT Teen Rosdakarya.
- Marwansyah. (2014). *Human Resource Management Second Edition*. Bandung: Alfabeta.
- Putra, M. (2023). The Effectiveness of Grow Coaching Training & Habituation in Increasing the Coaching Skills of Company Junior Leaders. *INNER: Journal of Psychological Research*, 2(4); 1014-1021.
- Rahmah, D., & Muhliansyah, M. (2020). GROW Model Coaching Training to Improve the Performance of Organizational Members. *PLAKAT (Service to the Community)*, 2(1); 52.
- Rivai, V., & Sagala, E. (2013). *Human Resource Management for Companies from Theory to Practice (Second Edition)*. Jakarta: Rajawali Press.
- Fresh. (2007). *Cultivating Coaching in the Workplace*. BPPK Indonesian Ministry of Finance.
- Simamora, H. (2006). *Human Resource Management (Third Edition)*. Yogyakarta: STIE YKPN.
- Sudiro, A., & Putri, O. A. (2023). *Manajemen sumber daya manusia*. Jakarta: Bumi Aksara.
- Sutrisno, E. (2012). *Human Resource Management*. Jakarta: Muara Kencana.
- Sutrisno, E. (2017). *Human Resource Management*. Jakarta: Kencana.
- Wijaya, S. (2023). The Importance of Training and Development in Creating Employee Performance in the Digital Era. *ANALYSIS*, 13(1); 106-118.

