



## A Comprehensive Framework for Human Resource Development: Implementing the ADDIE Model in Public Service Management

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### ABSTRACT

#### Keywords:

Training; ADDIE Model; Employee Performance; Human Resource Development

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Management training and development source Power human (HR) has role important in increase performance employee at an organization. This research aims to analyze human resource training and development management based on the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) in increasing employee performance. Research This use approach qualitative with technique data collection through interviews, observations, and documentation. Research results show that implementation of the ADDIE model has implemented in a way systematic through stages analysis needs, program design, development material, implementation training, as well as evaluation. The training program implemented has in accordance with need employees, but improvement performance Not yet completely optimal because influenced by factors implementation, limitations mean infrastructure, as well as burden Work employees. Although thus, training still give contribution to improvement competence, efficiency work and quality service. With Thus, the ADDIE model can become effective framework in management human resource training and development, although still required strengthening at the stage implementation and evaluation for reach more optimal and sustainable results.

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## INTRODUCTION

The development of human resources has become a critical factor in determining the competitiveness and effectiveness of organizations, particularly in the public sector. In Indonesia, the competence of civil servants directly affects the quality of public services, the efficiency of bureaucratic processes, and the overall capacity of government institutions to respond to societal needs. Globalization, rapid technological advancements, and evolving public service

demands require employees not only to possess foundational knowledge but also to continuously enhance their skills and capabilities to address emerging challenges (Damayanti, 2021). Training and development activities serve as strategic interventions to improve employee competence and performance, which, in turn, contribute to increased organizational productivity and effectiveness (Rosmayati et al., 2021). Therefore, ensuring structured and systematic development of human resources is not merely an internal organizational concern but a societal necessity. By strengthening civil servants' abilities, the government can enhance service delivery, reduce inefficiencies, and build public trust, demonstrating that investment in human capital is fundamental to national progress.

Despite the recognized importance of human resource development, public institutions in Indonesia face challenges in effectively implementing systematic training and development programs. The government has mandated competency development for civil servants through Regulation No. 11 of 2017 concerning Management of Civil Servants, stating that "Development competence for each civil servant must complete at least 20 (twenty) hours of lessons within 1 (one) year" (Republic of Indonesia, 2014). This legal framework emphasizes the necessity of training and development as a compulsory element in enhancing the capacity of state apparatus. However, translating this mandate into meaningful improvements in employee performance remains difficult. Many programs focus only on short-term skill acquisition rather than long-term career growth, while organizational constraints such as limited budgets, insufficient training infrastructure, and lack of structured management processes hinder the realization of program goals (Kulsum, 2025; Mukarromah & Manshur, 2025). Consequently, there exists a gap between regulatory intentions and actual performance improvements, highlighting the urgent need for more comprehensive and systematic approaches to human resource development in public agencies.

At the Regional Office of the Ministry of Religion of Lampung Province, preliminary observations reveal that although training programs are implemented regularly, improvements in employee performance have not been significant. Employees face multiple challenges, including high workloads that limit their availability to attend training sessions, fragmented focus due to simultaneous responsibilities, and reliance on external training institutions that may not fully align with organizational needs. Even with access to both online and offline training modalities, the effectiveness of these programs is compromised by divided attention, insufficient budget allocation, and the absence of a coordinated internal management system. This phenomenon demonstrates that training and development efforts are not yet optimized in

practice. Employees cannot fully leverage the learning opportunities provided, resulting in a performance gap that persists despite organizational investment in human resource development. Such realities underscore the necessity of research that examines how systematic management of training can directly influence employee performance outcomes.

Previous studies have highlighted the strategic importance of training and development in enhancing employee competence and organizational performance. Training focuses on short-term skill acquisition needed for immediate tasks, whereas development emphasizes long-term growth, career readiness, and adaptability to future roles (Chakraborty, 2023). Various researchers have outlined models for structuring effective human resource development programs, including the widely adopted ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation stages (Jusuf, Asmorowati, & Santoso, 2022). The ADDIE model provides a systematic framework for creating structured, effective, and efficient learning programs, offering guidelines for organizations to ensure quality learning outcomes (Rahayu & Anjarsari, 2023). Despite these conceptual contributions, empirical evidence on the application of ADDIE-based management in public sector agencies in Indonesia remains limited, particularly in connecting each stage of the model with measurable improvements in employee performance.

Moreover, prior studies largely focus on general program implementation without addressing systematic management practices tailored to organizational context or evaluating the effectiveness of training in enhancing employee performance. The literature indicates a correlation between training, development, and performance; however, the integration of structured models such as ADDIE is still minimally explored in Indonesian government agencies. Analyses using bibliometric tools, such as VOSviewer, reveal that while keywords like “training,” “development,” “human resources,” and “employee performance” are strongly connected, the ADDIE model does not appear significantly linked, suggesting a gap in research application. This gap demonstrates the necessity for comprehensive studies that explore how systematic management of human resource development, guided by established frameworks, can optimize training effectiveness, improve employee competence, and ultimately enhance organizational productivity.

The novelty of this research lies in its systematic examination of human resource training management based explicitly on the ADDIE model within a public agency context. Unlike prior studies that focus primarily on the execution of training programs, this study investigates the complete management process—from needs analysis to evaluation—within the operational realities of government institutions. By integrating all stages of the ADDIE framework, the

research offers a structured approach that addresses both individual competence improvement and organizational performance enhancement. This perspective is critical in a context where existing training initiatives are regular but lack systematic coordination and measurable impact. The study introduces a practical framework for applying human resource development models to public agencies, bridging theoretical knowledge with real-world management practices, and providing a foundation for improving policy implementation effectiveness and workforce productivity.

Based on the identified gaps and field observations, the research problem focuses on how the management of human resource training and development, guided by the ADDIE model, can enhance employee performance at the Regional Office of the Ministry of Religion of Lampung Province. Preliminary evidence suggests that conventional training programs are insufficient in delivering significant performance improvements due to fragmented management, divided employee attention, and resource limitations. Therefore, this study argues that a structured, systematic approach to training management—covering needs analysis, program design, development, implementation, and evaluation—can produce more focused and effective learning processes. By analyzing the implementation of ADDIE in this context, the research aims to provide actionable insights for optimizing human resource development in public agencies, contributing to improved employee competence, organizational productivity, and the overall quality of public service delivery.

## RESEARCH METHODS

**Study** This use approach qualitative with type study studies case study which is of a nature descriptive research method qualitative used for research condition objects and for obtain data that contains the meaning and process behind observed phenomena (Sugiyono 2020). **Research** This implemented at the Regional Office of the Ministry of Religion of Lampung Province and focused on the management process human resource training and development in increase its performance through ADDIE model stages. **Focus** This used for study in a way comprehensive How management HR training and development is designed and implemented.

**Data sources** in study This consists of from primary and secondary data. Primary data is obtained through semi-structured interviews to selected informants through technique purposive sampling that is with Head of Human Resources Department, civil servant human resource managers, as well as employees who have following a training program. Secondary data obtained through documentation in the form of archives, HR training and development program documents, documents analysis need training, and assessment data

performance employee. Data collection techniques were carried out through method interviews, non-participatory observation, and documentation. Data analysis in this research this, researcher using the Miles and Huberman (1994) data analysis model which includes three stages main that is data reduction, data presentation, and data extraction conclusion / verification (Sugiyono 2020).

Data validity is maintained through triangulation, types triangulation in study This is triangulation techniques and sources. Research These own limitations, including potential subjectivity in approach qualitative as well as coverage research that is only on one agency, so that the result nature contextual and not yet can generalized. Although thus, the findings study This expected can give contribution empirical and become references for research furthermore in field management training and development source Power man.

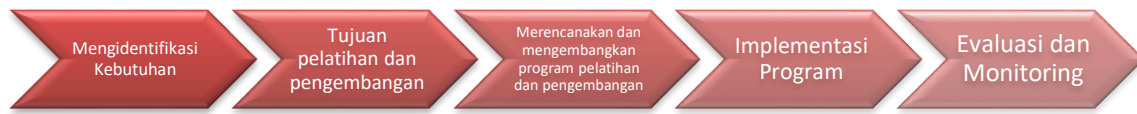
## **RESULTS AND DISCUSSION**

This research was conducted using data collection techniques such as interviews, observations, and documentation carried out at the Regional Office of the Ministry of Religious Affairs of Lampung Province. The data obtained were subsequently analyzed to examine the management process of training and human resource development in an effort to improve employee performance.

### **Human Resource Training and Development Management**

Human resource training and development management is an important part of efforts to improve the quality and performance of employees within an organization (Diksha et al., 2023). The process of managing training and development activities includes planning, implementation, and evaluation of training programs to enhance competencies, knowledge, skills, and work attitudes of human resources in accordance with organizational needs. Human Resource Training and Development is a key component that must exist within management. HR training refers to a series of activities that provide opportunities for every employee to acquire and improve skills related to their work. Meanwhile, HR development programs aim to develop skills for future work (Oztirak, 2022).

The management of training and HR development aims to bridge the gap between the employees' current abilities and the capabilities required by the organization in the future. Therefore, training is more directed toward short-term job skill improvement, whereas development focuses on enhancing employees' capacities and potential in the long term (Rahayu and Anjarsari, 2023). In practice, human resource training and development management encompasses several main scopes as shown in the following figure:



**Figure 2. Stages of Human Resource Training and Development Management**

Based on the figure, the stages of training and HR development management in this study refer to the ADDIE model, which includes five main stages: needs analysis, program design, material development, implementation, and evaluation. Each stage plays a vital role in supporting the effectiveness of training in improving employee performance.

### Training Needs Analysis (Analysis)

The analysis stage is the initial step in implementing human resource training and development management. In the ADDIE model, it consists of two main activities: performance analysis and needs analysis. Performance analysis is conducted to identify and clarify performance issues and determine whether these problems can be addressed through a learning program or require managerial improvements. Meanwhile, Training Needs Analysis (TNA) is a systematic process used to identify and analyze training needs within an organization. The main goal of TNA is to determine which skills and competencies need to be enhanced so that employees can work more effectively and efficiently (Ramadhana, 2025).

Based on the research results, the training needs analysis process at the Regional Office of the Ministry of Religious Affairs of Lampung Province was conducted through identifying employee needs and aligning them with job requirements. This analysis aims to determine the gap between the competencies employees possess and those required by the organization. However, in practice, not all training needs can be optimally accommodated due to constraints such as time, budget, and high employee workloads.

**Table 1. Results of Employee Training Needs Analysis**

Aspect	Field Findings	Training Needs	Gap
Technical Competency	Training has not addressed all functional job needs (JFT).	Specific technical training according to job duties.	No regular training covering all types of JFT evenly.
Technology Proficiency	Facilities (computer specs) are inadequate for digital practice.	Training in work digitization and supporting applications.	Mismatch between new application demands and old hardware.

Service Performance	Public information management is not optimal in each unit.	Public service, public relations, and infographic training.	Limited documentation and information dissemination skills.
Work Management	Busy daily routines often disrupt training focus.	Time management, coaching, and mentoring training.	High administrative workload limits time for development.

(Source: Training Needs Analysis Results, 2026)

Overall, the training needs analysis at the Regional Office of the Ministry of Religious Affairs of Lampung Province indicates that identification has been carried out systematically through an annual TNA mechanism. However, field findings indicate a multi-dimensional competency gap, not only in technical aspects but also in infrastructure readiness and workload management. As outlined in Table 1, the main obstacles in employee competency development lie in the mismatch between digitization demands and available supporting facilities, as well as the high workload that often limits employee focus on training programs.

Within the ADDIE model framework, a deep understanding of these root issues is crucial for the design and development stages. Comprehensive needs analysis should not stop at administrative identification but must translate field realities into targeted programs (Dachner et al., 2019). Accuracy in formulating follow-up strategies based on this gap mapping is key to successfully improving organizational performance sustainably (Ebrahimi and Masoudian, 2025).

Thus, it can be concluded that the analysis stage in HR training and development management at the Regional Office of the Ministry of Religious Affairs of Lampung Province has been well-executed as a foundation for program planning. However, the analysis results still need to be followed up more optimally to minimize competency gaps and maximize employee performance improvement.

### **Training Design (Design)**

The design stage is the second stage in the ADDIE model focusing on designing the learning system (Trisnawati et al., 2024). At this stage, the learning program to be designed is clarified so that the predetermined learning objectives can be optimally achieved (Tiwow, 2023). The main focus of the design stage is to review learning problems and formulate appropriate alternative solutions. The outcome of this stage is the determination of learning experiences participants need to have during the learning process. In addition, the design stage must also address whether the designed learning program can bridge the performance gap of the participants (Rahayu and Anjarsari, 2023).

In the context of research at the Regional Office of the Ministry of Religious Affairs of Lampung Province, the design stage is realized through the formulation of training programs that align unit needs with functional job competencies. Based on the needs analysis results, program design is carried out by determining specific learning objectives, such as enhancing public relations competencies and technical development of learning technology (PTP). This design is no longer generic but tailored to address specific field challenges, particularly regarding limited infrastructure and busy work routines identified during analysis.

At this stage, the HR Team Leader plays a key role in determining relevant training methods, either through in-person or online schemes, to accommodate employee mobility. Learning experiences are designed to facilitate active participant engagement, such as material sharing and practical assignments relevant to daily tasks. Thus, the design aims not only to transfer knowledge but also as a strategic intervention to close performance gaps and help employees adapt to digitalization demands in the office environment. Various program adjustments made by the institution to overcome field challenges are summarized in the following table.

**Table 2. Training Program Design Based on Needs Analysis Results**

<b>Program</b>	<b>Learning Objective</b>	<b>Training Method</b>	<b>Program Adjustment</b>
Digitalization Technical (JFT PTP)	Develop digital products efficiently with available hardware.	Blended Learning (Zoom & Assignments)	Use of cloud-based tools to optimize hardware efficiency.
Public Relations & Infographics	Document unit information extensively.	Case studies & sharing practices	Modular material design to fit workload constraints.

(Source: Research Data on Program Design, 2026)

The above design shows that the training program design at the Regional Office of the Ministry of Religious Affairs of Lampung Province not only emphasizes knowledge transfer but also considers operational constraints as an integral part of the design process. This matrix serves as a strategic basis for the transition to the development stage, where each design point will be developed into concrete training materials, media, and instruments. The next focus is to ensure all training elements designed can be compiled into modules or supporting media suitable for specific employee needs, so the effectiveness of the learning experience can be optimally realized during implementation.

### **Training Program Development (Development)**

The development stage is the third stage in the ADDIE model, which involves turning the blueprint into reality. If the design requires software in the form of multimedia learning, then the multimedia must be developed. This stage is part of the ADDIE model development (Kurniasari, Subandowo, and Karyono, 2023).

In this study, the development stage at the Regional Office of the Ministry of Religious Affairs of Lampung Province focuses on realizing the program design into training materials and media ready for use by employees. Referring to the previous design, development involves preparing training materials on public relations and digitalization technical skills tailored to functional job needs (JFT). Considering hardware specifications limitations, material development focuses on lightweight, cloud-based teaching materials that are easily accessible to employees.

At this stage, the development team, supported by coordination between the HR Team Leader and relevant parties, ensures the materials produced serve as practical guides for employees in daily tasks, especially in developing digital products such as Digital Madrasah Reports or public information management. Training media are packaged modularly to maintain effective knowledge transfer even with limited employee time due to high workloads. Therefore, the development stage not only creates media but ensures the products developed are truly applicable and solution-oriented to the competency gaps identified during the analysis stage.

### **Training Program Implementation (Implementation)**

Implementation is the fourth stage in the ADDIE model, focusing on delivering the learning materials. This stage is often associated with the execution of the learning program itself (Muchsinati, 2024). Implementation includes delivering content from instructors to participants. The success of this stage largely depends on competent facilitators, participant readiness, and adequate support facilities. These aspects must be well-managed to ensure the training objectives are optimally achieved (Ramadhana, 2025).

At the Regional Office of the Ministry of Religious Affairs of Lampung Province, the training implementation has proceeded according to plan. Considering the number of employees exceeding 150, implementation is divided into several waves, usually three, to ensure all employees have access to competency development without completely halting office operations. Content delivery uses a combination of offline and online methods to allow flexibility amidst daily work demands.

In practice, this stage's success is supported by leadership commitment and active employee participation. However, field findings show operational dynamics affecting effectiveness. For example, employee participation in online training can be hindered by overlapping urgent tasks, limiting full attention. Additionally, facilitator roles and inter-unit coordination are key to ensuring both technical (PTP) and public relations training are well absorbed.

Therefore, implementation is understood not merely as knowledge transfer from instructors to employees but as an interactive process requiring adaptation. Support facilities, although challenging in some units, are continuously optimized to ensure training is disciplined and productive according to assigned duties.

### **Program Evaluation (Evaluation)**

Evaluation is the final stage of the ADDIE model. Evaluation is the process of assessing a learning program that has been implemented. Evaluation can essentially be conducted throughout all ADDIE stages. Training program evaluation aims to determine how well the training achieved its objectives (Sucharita, 2024).

According to Kirkpatrick, training evaluation is important for organizations to understand program effectiveness and identify improvements for the future (Kulkarni and Naiknaware, 2018). Evaluation also helps ensure training impacts employee performance and business results, not merely content delivery. The most widely used and recognized evaluation model is Kirkpatrick's Four-Level Model: reaction, learning, behavior, and results. These four levels provide a comprehensive overview of training effectiveness from participant response to organizational performance impact (Ramadhana, 2025).

In the Regional Office context, evaluation is systematically conducted to ensure ongoing competency improvement (Dmitrieva, 2025). Referring to Kirkpatrick's model, assessment is performed not only at the reaction level but also at learning and behavior levels through the Follow-Up Plan (RTL).

Evaluation methods include integrated pre-tests and post-tests to measure knowledge improvement. Feedback from unit leaders monitors behavior and performance changes after returning to daily duties. This ensures training is not limited to certification but results in improved service quality, such as optimizing public information management and supporting application development for functional duties.

Evaluation results show positive gradual improvements. The institution recognizes evaluation as a continuous cycle; unresolved gaps feed into the next needs analysis cycle. Therefore, evaluation at the Regional Office functions as both a control mechanism and a strategic improvement tool to maintain program relevance amid dynamic organizational performance demands.

**Table 3. Training Program Evaluation**

<b>Evaluation Level</b>	<b>Method/Instrument</b>	<b>Evaluation Purpose</b>	<b>Field Findings</b>
Reaction	Questionnaire/Survey	Measure participant response	High participation, positive feedback
Learning	Pre-test & Post-test	Measure knowledge/material improvement	Gradual improvement in technical skills
Behavior	Follow-Up Plan (RTL)	Measure application of material in daily work	Employees can produce outputs (reports)
Results	Supervisor assessment	Measure impact on organizational performance	Improved quality of public services & information

(Source: Research Data, 2026)

As shown in Table 3, evaluation at the Regional Office covers a broad range from participant response to organizational impact. This matrix demonstrates that the institution does not conduct training merely as an administrative formality but as a tool for holistic employee competency monitoring.

Well-documented evaluation results serve as valuable feedback for the next training cycle. The ADDIE model applied functions as a dynamic, adaptive system supporting continuous HR quality improvement.

### **Impact of Training on Employee Performance**

According to Evan Berman, performance is related to effectiveness and efficiency in resource utilization to achieve goals. Effectiveness is understood as success in achieving specific outcomes, while efficiency represents the output-to-input ratio (O/I), i.e., how much resources are used to achieve desired results (Muhdar, 2020).

In the Regional Office context, post-training employee performance improvement can be analyzed through these lenses. In terms of effectiveness, technical training (JFT PTP and public relations) has improved employees' success in achieving target outputs, such as enhancing public information content and meeting SKP/E-Kinerja credit targets, where employees previously struggling with digital products can now produce content relevant to organizational needs. Regarding efficiency, training optimizes employee work processes. With new application mastery and workflow understanding, tasks are completed faster, making time resource allocation more productive.

In this context, employee performance also has a spiritual dimension, as work is considered an act of worship and service to Allah SWT. As emphasized in Hadith, the best work is that done honestly and diligently with one's own hands (Mukhlas, Faradisy, and Masulah, 2024).

Integrating these values in training management provides additional motivation; tasks, whether public service or application development, become part of trust and stewardship responsibilities. Recognizing work as worship reframes resource efficiency as moral accountability rather than administrative burden.

Overall, applying the ADDIE model at the Regional Office demonstrates that systematic training management is a strategic solution for closing employee competency gaps. Despite operational challenges like limited facilities and busy work routines, institutional adjustments ensure training remains effective and applicable. Integrating technical competency development with spiritual work values makes training a dynamic instrument to sustainably enhance employee performance.

## CONCLUSION

The study demonstrates that human resource training and development at the Regional Office of the Ministry of Religion of Lampung Province has been systematically implemented following the ADDIE model stages: Analysis, Design, Development, Implementation, and Evaluation. The Training Needs Analysis (TNA) successfully mapped competency gaps, which informed adaptive training program designs aligned with functional positions and operational constraints. The use of blended learning and flexible modular approaches enabled effective program delivery despite infrastructure limitations and employees' heavy workloads. Integrated evaluation using pre-tests, post-tests, and supervisor assessments revealed measurable improvements in technical competence and work efficiency, which positively impacted public service quality and achievement of performance targets. This finding highlights that a structured, systematic approach to human resource development can enhance employee competence and organizational effectiveness in a sustainable and contextually responsive manner. The study also underscores the practical lesson that adaptive strategies and continuous evaluation are essential to ensure training remains relevant and effective in real-world public sector conditions.

From an academic perspective, this research contributes to the understanding of how the ADDIE model functions as a dynamic and effective framework for managing human resource development in public sector organizations. The study provides empirical evidence that structured training management can improve both individual performance and organizational outcomes, offering a reference for scholars and practitioners in HRD. Nevertheless, the research has limitations, including its qualitative approach and focus on a single agency, which restricts the generalizability of the findings. For future studies, it is recommended to adopt multi-agency designs, integrate comprehensive evaluation frameworks such as the full Kirkpatrick model, and conduct periodic, detailed needs analyses to strengthen program relevance and

measure long-term behavioral and organizational impacts. These steps would enhance the theoretical and practical understanding of systematic human resource development in diverse public sector contexts.

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