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The Influence of Quality Management System and Training on Employee Performance at PT X

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Abstract: The study entitled The Effect of Quality Management Systems and Training on Employee Performance at PT X highlights the importance of improving the quality of human resources through the implementation of effective quality management systems and training programs to support employee performance. The purpose of this study is to examine the effect of quality management systems and training, both partially and simultaneously, on employee performance at PT X. The research method used is a quantitative approach with a survey technique involving 98 respondents. The data collection instrument is a Likert scale questionnaire, which is then analysed using simple and multiple linear regression. The results of the study indicate that the quality management system has a positive and significant effect on employee performance. Similarly, training has a positive and significant effect on employee performance. Furthermore, these two variables together have a positive and significant effect on employee performance. These findings confirm that the implementation of a good quality management system and effective training programs are important factors in improving employee performance at PT X.

Keywords: Quality Management System, Training, Employee Performance.

INTRODUCTION

The increasingly competitive industrial world demands that every organisation improve the quality and effectiveness of its operations. (Psomas, Jaca, 2016). One of the determining factors for an organisation's success in facing global competition is the ability to manage human resources professionally and with a quality focus (Ahmed et al., 2021). According to Lasmini et al., quality human resources not only possess technical skills but also a deep understanding of work standards and a commitment to achieving organisational goals, aspects that play a crucial role in work effectiveness and organisational sustainability. According to Elshaer & Augustyn (2016), employee productivity increases when quality standards are consistently applied. To ensure operational consistency and achieve optimal performance, companies need to implement structured management mechanisms, which serve to provide the essential support for executing quality management.

One approach that is considered effective in improving organisational quality is the implementation of a quality management system (Nugraha, 2018). This system is a set of

procedures and policies designed to ensure that all organisational processes run regularly, efficiently, and in accordance with established quality standards (Irfan et al., 2025). According to Omar, et al. (2020), the implementation of a quality management system plays an important role in creating a disciplined work culture, strengthening coordination between departments, and increasing individual responsibility for work results. With a good quality management system, organisations can control every stage of the process, reduce errors, and increase customer satisfaction. Research by Amaruddin et al. (2022) also shows that a quality management system has a positive effect on employee work effectiveness and overall organisational performance.

However, a good management system will not produce optimal results without the support of human resource capabilities and competencies (Fitria et al., 2023). In this regard, training is a crucial aspect contributing to improving employee skills and work attitudes. Ahmed et al. (2021) explain that training is a systematic process aimed at improving an individual's knowledge and abilities so they can work more effectively. Training relevant to organisational needs not only impacts technical skills but also builds individual motivation and self-confidence (Jehanzeb & Bashir, 2013). Similarly, García et al. (2019) state that continuous training can improve work quality and strengthen the relationship between employees and the organisation. Thus, training serves as a strategic tool for creating an adaptive, productive, and quality-oriented workforce (Aziz Musafah & Nurfuadi, 2025).

The relationship between quality management systems and training has become a major focus in modern management research. According to Psomas & Jaca (2016), quality management systems and training have a mutually supportive relationship in improving organisational effectiveness. According to Nugraha (2018), a quality management system provides a clear work structure and guidelines, while training ensures that employees have the ability to apply these procedures consistently. Research by Obeidat et al. (2016) shows that organisations that integrate training into the implementation of a quality management system experience increased efficiency and consistency of work results. Conversely, Elshaer & Augustyn (2016) found that a quality management system that is not supported by adequate training tends to only result in administrative compliance without any real improvement in employee performance. Rajogo & Sohal (2006) assert that "the synergy between a quality management system and human resource development, particularly through employee training, significantly improves work efficiency and organisational competitiveness."

Previous research has shown discrepancies in findings regarding the influence of these two variables. Irfan et al. (2025) found that a quality management system has a positive effect on organisational productivity and performance, while research by Tang (2017) showed that this effect is not significant without the support of good training. Abukhader & Onbaşıoğlu (2021) also stated that training that does not meet organisational needs does not provide optimal results in improving performance. This inconsistency in results indicates a research gap that is interesting to examine further. According to Khan et al. (2020), the difference in research results can be caused by differences in organisational characteristics, the level of maturity of the quality system, and the effectiveness of the implemented training policies. Therefore, additional studies are required to examine the combined role of quality management systems and training in improving organisational effectiveness.

In modern human resource management practices, the implementation of these two aspects serves as a key organisational strategy to strengthen performance and achieve competitive advantage. Both aspects contribute to the creation of a work culture oriented towards quality and continuous improvement. Training helps ensure that each individual understands quality standards and is able to implement them, while a quality management system provides a mechanism for measuring and controlling work processes to ensure they remain aligned with organisational goals (García et al., 2019). According to Irfan et al. (2025),

the combination of implementing a quality management system and continuous training can strengthen team effectiveness, improve interdepartmental communication, and enhance work motivation.

From the preceding explanation, it can be inferred that the ability of contemporary organisations to navigate the dynamics of the business environment is closely tied to their capacity to manage quality in an integrated way through the application of quality management systems and training initiatives. A quality management system functions as a framework for process control that guarantees consistency of standards, while training enhances the competence of human resources in applying those standards. Together, these two elements form a complementary synergy that drives organisational effectiveness and productivity. This research was designed to examine the impact of quality management systems and training on organisational effectiveness, both individually and in combination. The findings are expected to contribute theoretically to the advancement of management science and practically to organisational efforts in optimising the application of competency-based quality systems and fostering continuous learning.

A quality management system comprises policies, procedures, and processes established to maintain consistent quality throughout organisational operations. According to Putra & Kurniawan (2021), a quality management system serves as a guideline to ensure that all activities comply with established standards, including processes, work results, and services. Implementing this system helps organisations control quality, reduce errors, and improve efficiency. Similarly, Simanjuntak et al. (2022) explain that an effectively implemented quality management system can foster a disciplined work culture, strengthen coordination between departments, and foster a sense of responsibility for work results. In practice, many organisations refer to ISO 9001 as the international quality management system standard, emphasising a process-based approach, the involvement of all personnel, and continuous improvement to enhance customer satisfaction (Handayani & Prasetyo, 2023). Implementing these principles enables companies to have consistent and well-documented control mechanisms.

A quality management system provides a robust framework to ensure that every process runs efficiently and according to standards, but its successful implementation depends heavily on the competence of the human resources implementing it. This is where training plays a crucial role as a means of improving employee skills and understanding of quality procedures. According to Rahmawati (2018), training is a systematic learning process aimed at improving technical and non-technical skills so that employees can work more effectively. In addition to strengthening skills, training also plays a role in developing positive work attitudes and behaviours. Utami & Lestari (2022) state that ongoing training can increase employee loyalty and motivation, making them better prepared to face changes and job demands. Training serves as a bridge between a structured quality management system and its implementation in the field by employees. Without relevant training, the implementation of a quality management system is merely administrative and does not result in real quality improvements (Setiawan & Cahyaningrum, 2017). Conversely, with adequate training support, employees have the ability to understand, implement, and maintain established quality standards.

Moreover, effective training is anticipated to enhance employee performance as a direct outcome of implementing a well-structured quality management system. Employee performance, in this context, reflects the degree to which individuals can fulfil their assigned tasks with efficiency and effectiveness. According to Rohman & Nurfadila (2022), employee performance reflects individual work results based on standards set by the organisation, which include aspects of quality, quantity, timeliness, and adaptability. Another definition is put forward by Astuti & Wibisono (2023), who state that performance is the accumulation of abilities, motivation, and opportunities provided by the organisation to achieve work goals. The

relationship between the quality management system, training, and employee performance demonstrates a mutually reinforcing relationship. The quality management system provides work structure and guidelines, training strengthens employees' ability to implement these guidelines, while employee performance is an indicator of the success of both implementations (Hanafiah & Sudirman, 2022).

It can therefore be inferred that training and the quality management system work together to improve employee performance. The system itself provides consistent and measurable benchmarks for work execution, training strengthens employees' ability to implement them, and employee performance is a tangible result of the effectiveness of both variables. A harmonious combination of the quality management system and relevant training will form an organisational culture oriented towards quality and continuous improvement (Wijaya, 2022). This study is designed to empirically examine how quality management systems and training affect employee performance at PT X, whether separately or together, while providing both theoretical and practical input for the development of human resource management in industry.

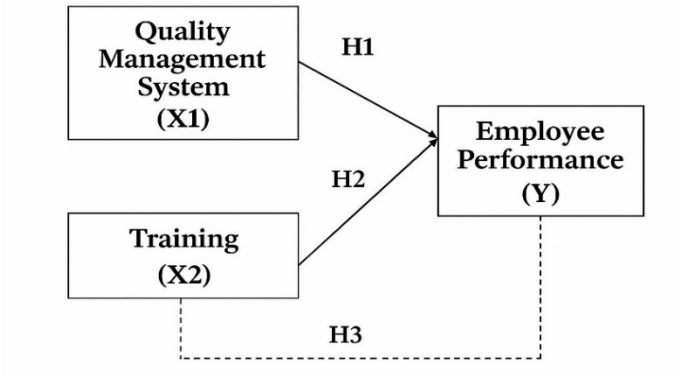

Figure 1. Research Framework

The conceptual framework of this research illustrates the linkage between the independent variables, namely the application of a quality management system (X_1) and job training (X_2), with the dependent variable, employee performance (Y). Drawing upon human resource management theory and prior empirical studies, these two independent variables are presumed to exert both partial and joint effects on enhancing employee performance. Employee performance itself plays a crucial role in determining organisational effectiveness and overall success. Numerous previous investigations have explored the connections among quality management systems, training, and employee performance across different settings, thereby offering a solid theoretical basis for this study.

The first hypothesis (H1) proposes that the application of a quality management system (X_1) positively influences employee performance (Y). Empirical evidence is provided by Ismaini and Gunawan (2019), who demonstrated that adopting ISO 9001 enhances employee performance through standardised processes, clear procedures, and a more organised work culture. This conclusion is further supported by Bradiaswara and Isfahani (2024), whose study revealed that the implementation of ISO 9001:2015 clauses within construction firms significantly boosts productivity and work efficiency. By applying a quality management system, organisations are able to establish a more structured workflow, enabling employees to perform their tasks with greater consistency and effectiveness.

The second hypothesis (H2) asserts that the implementation of training (X_2) has a beneficial and significant impact on employee performance (Y), indicating that enhanced training programs are expected to strengthen employees' ability to carry out their responsibilities effectively. Susanto (2023) explains that training is a crucial element in the

competency clause of ISO 9001:2015 because targeted training can improve technical knowledge, job skills, and employee readiness to face operational demands. Furthermore, research by Maulana et al. (2022) found that training integrated with a quality system also improves employees' ability to share knowledge, solve problems, and achieve company-set performance targets.

The third hypothesis (H3) states that the quality management system (X_1) and training (X_2) simultaneously have a positive effect on employee performance (Y). This aligns with research by Amaruddin et al. (2022), which shows that implementing ISO 9001:2015, coupled with a quality culture and competency development, can improve operational performance and employee productivity. This finding is also supported by research by Semuel and Zulkarnain (2012), which explains that a good quality system needs to be supported by improved human resource competency to optimise its impact on performance. Therefore, implementing a quality management system combined with training has a stronger impact than implementing either system separately.

METHOD

This study uses a quantitative method with a descriptive-associative approach and is of a verification nature, as it aims to describe the implementation of the quality management system and training while also testing the influence of both on employee performance at PT X. The research population was all 130 PT X employees, and from this number, 98 respondents were selected purposively to ensure the data obtained was representative and relevant to the research objectives.

The types of data used consist of primary and secondary data. Primary data were obtained directly from respondents through questionnaires using a Likert scale with five answer alternatives: strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). Secondary data were obtained through company documents, internal reports, and other library sources such as books, journals, and previous research relevant to the research topic.

The research variables consist of the quality management system (X_1), training (X_2), and employee performance (Y). The quality management system is defined as the implementation of company procedures and policies to ensure the quality of work and product results, while training is a learning process that improves employee knowledge, skills, and attitudes so they can work effectively. Employee performance is defined as individual work results measured through work quality, productivity, reliability, and compliance with organisational standards, which indicate the extent to which employees contribute to the achievement of company goals (Narendra & Sulungbudi, 2024; Muhammad, et al., 2023; Dessler in Safitri, 2019). So that each item can be clearly understood by respondents.

Data analysis was conducted using SPSS through validity and reliability tests, classical assumption tests, simple linear regression to determine partial effects, and multiple linear regression to test simultaneous effects. The t-test was used to assess the effect of each independent variable on employee performance, while the F-test was used to assess the joint effect of the quality management system and training on performance. The coefficient of determination (R^2) was used to determine how much the two independent variables contributed to employee performance, so that this study can provide an empirical picture of the effect of the quality management system and training on work effectiveness at PT X.

RESULTS AND DISCUSSION

Results

The validity test for the Quality Management System variable (X1) was conducted on 10 statements using the Corrected Item–Total Correlation value. The instrument was declared

valid if the r-value was greater than the t-value (r-value = 0.198, n = 98). Based on the validity test results, the following results were obtained:

Table 1. Results of Quality Management System Validity Testing (X_1)

Item	r	t-Table	Sig.	Information
X1.1	0.713	0.198	0.001	valid
X1.2	0.669	0.198	0.001	valid
X1.3	0.632	0.198	0.001	valid
X1.4	0.638	0.198	0.001	valid
X1.5	0.625	0.198	0.001	valid
X1.6	0.582	0.198	0.001	valid
X1.7	0.629	0.198	0.001	valid
X1.8	0.678	0.198	0.001	valid

Source: SPSS data processing, 2025

Based on the data processing results, all X_1 items have r-value greater than the table t-table and a significance value below 0.05. This indicates that each item in the X_1 variable is able to consistently measure aspects of the Quality Management System, so that all items are declared valid and suitable for use in research.

Table 2. Results of Training Validity Testing (X_2)

Item	r	t-Table	Sig.	Information
X2.1	0.632	0.198	0.001	valid
X2.2	0.556	0.198	0.001	valid
X2.3	0.581	0.198	0.001	valid
X2.4	0.372	0.198	0.001	valid
X2.5	0.334	0.198	0.001	valid
X2.6	0.593	0.198	0.001	valid
X2.7	0.436	0.198	0.001	valid
X2.8	0.497	0.198	0.001	valid
X2.9	0.502	0.198	0.001	valid
X2.10	0.500	0.198	0.001	valid

Source: SPSS data processing, 2025

Validity testing of the Training variable (X_2) was conducted on 10 question items. The calculation results in Table 2 show that all r-values for variable X_2 are above the table t-value of 0.198, with a significance value <0.05. Thus, all items in variable X_2 are declared valid, as each question item has a strong correlation with the total score of the variable. This means that each X_2 item accurately and consistently represents the quality of training received by employees.

Table 3. Results of Employee Performance Validity Testing (Y)

Item	r	t-Table	Sig.	Information
Y1	0.700	0.198	0.001	valid
Y2	0.723	0.198	0.001	valid
Y3	0.661	0.198	0.001	valid
Y4	0.658	0.198	0.001	valid
Y5	0.695	0.198	0.001	valid
Y6	0.644	0.198	0.001	valid
Y7	0.737	0.198	0.001	valid

Source: SPSS data processing, 2025

Validity testing of the Training variable (X_2) was conducted on 10 question items. The calculation results in Table 2 show that all r-values for variable X_2 are above the t-table of

0.198, with a significance value <0.05. Thus, all items in variable X_2 are declared valid, as each question item has a strong correlation with the total score of the variable. This means that each X_2 item accurately and consistently represents the quality of training received by employees.

Reliability Test

To test the internal consistency of the research instrument, a reliability test was conducted using the Cronbach's Alpha method. This reliability test aims to determine whether the questions used to measure the research variables can produce consistent results when repeated under the same conditions. Based on the results of data processing using SPSS, the Cronbach's Alpha values for each variable were obtained as follows:

Table 4. Reliability Test Results

Variabel	Cronbach Alpha	Keterangan
X1- Quality Management System	0,835	Reliabel
X2- Training	0,708	Reliabel
Y- Employee Performance	0,872	Reliabel

Source: SPSS data processing, 2025

The results of the study indicate that the three variables, namely the Quality Management System (X_1), Training (X_2), and Employee Performance (Y), have Cronbach's Alpha values above 0.70. Thus, the instrument is declared reliable and can be used in subsequent analyses.

Classical Assumption Test

This classical assumption test consists of a normality test, a heteroscedasticity test, and a multicollinearity test. The tool used to process the data was SPSS 29. The normality test was conducted to determine whether the residual data in the regression model was normally distributed. The test used a Normal P–P Plot. Data is considered normally distributed if the points (plots) are spread along a diagonal line and do not form a specific pattern. Based on the Normal P–P Plot, the residual points are spread along the diagonal line and follow the direction of the line. The distribution pattern of the points appears to approach a straight line without showing extreme deviations upward or downward. This condition indicates that the residuals are approximately normally distributed.

Multicollinearity and Heteroscedasticity Tests

The multicollinearity test aims to ensure that there is no strong relationship between the independent variables. A good regression model is one that is free from multicollinearity. The results of the multicollinearity test indicate that variables X1 and X2 have a Tolerance value of 0.926 (> 0.10) and a VIF value of 1.080 (< 10). These values indicate that there is no strong relationship between the independent variables in the model. Thus, it can be concluded that the regression model is free from multicollinearity, making variables X1 and X2 suitable for further regression analysis.

The heteroscedasticity test in this study was conducted using a scatterplot graph between the standardised predicted values (ZPRED) and the standardised residuals (ZRESID). The scatterplot graph shows that the residual points are randomly distributed above and below the X-axis without forming any particular pattern, such as a tapered, wide, wavy, or straight line. This random distribution of points indicates that the residual variance is constant. Based on these observations, it can be concluded that the regression model does not experience heteroscedasticity. Therefore, the heteroscedasticity assumption is met, and the regression model is suitable for further analysis.

Partial Test

The partial test (t-test) is used to examine the effect of each independent variable on the dependent variable partially. In other words, the t-test indicates whether each independent variable has a significant effect on employee performance separately.

Quality Management System Variable (X_1)

The partial t-test was conducted to determine whether the Quality Management System (X_1) has a significant effect on Employee Performance (Y). The test results can be seen in Table 6.

Table 6. Coefficients of Quality Management System Variable (X1)

Model		B	Std Error	Beta	t	Sig
1	(Constant)	30.882	3.331		9.272	<,001
	X1.361		0.96	.360	3.785	<,001

Source: SPSS data processing, 2025

Based on the coefficients table, the Quality Management System (X_1) variable has a t-value of 3.785 with a significance value <0.001. Because the sig. value is less than 0.05, the Quality Management System has a significant effect on Employee Performance. Therefore, the hypothesis that X1 has a significant effect is accepted. The constant value indicates a t-value of 9.272 with a significance. value <0.001. This indicates that the regression model has a contribution basis even though the independent variable is zero.

Training Variable (X2)

A partial t-test was conducted to determine whether Training (X2) has a significant effect on Employee Performance (Y). The test results can be seen in the coefficients table below.

Tabel 7. Coefficients Varibel Training (X_2)

Model		B	Std Error	Beta	t	Sig
1	(Constant)	-33.628	12.384		-2.715	008
	X2	1.739	.279	.536	6.223	<,001

Source: SPSS data processing, 2025

Based on the Coefficients table, the Training variable (X^2) shows two t-values in the model. In the first test, the calculated t-value is -2.715 with a significance value of 0.008 (<0.05). This result indicates that Training (X^2) has a significant effect on Employee Performance. The negative sign does not affect the conclusion, because the t-test decision is determined by the significance value. Furthermore, in the second model, Training (X^2) has a t-value = 6.223 with a significance level of <0.001, which also indicates that Training makes a positive and significant contribution to Employee Performance. Thus, both results strengthen the conclusion that the Training variable (X^2) partially has a significant effect on Employee Performance (Y), so the hypothesis stating that Training has a significant effect can be accepted.

Simultaneous Test (F Test)

It can be explained that regression analysis is conducted to determine the simultaneous effect of independent variables on the dependent variable. The results of the F test are used to determine whether the overall regression model is significant. From the analysis, the F value and significance are obtained, which are displayed in the following table.

Table 8. Simultaneous Test Results (F Test)

Model	Sum of Sq	Mean Sq	F	Sig
Regression	512,293	256,147	24,156	<,001[b]
Residual	1007,38	10,604		
Total	1519,673			

Source: SPSS data processing, 2025

Based on the ANOVA Table 8, the F value obtained was 24.156 with a significance level of 0.000 (<0.001). Because the significance value is less than 0.05, it can be concluded that the independent variables simultaneously have a significant effect on the dependent variable. This means that the regression model used is acceptable and strong enough to explain the variation in the dependent variable.

Discussion

A. The Effect of the Quality Management System (X1) on Employee Performance (Y)

The research results indicate that the Quality Management System has a significant effect on employee performance, as evidenced by a calculated t-value greater than the t-table value and a significance level below 0.05. Statistically, these results confirm that increasing the implementation of the Quality Management System in a company has a direct impact on improving employee performance. This finding aligns with the research of Silitonga, Brasit, and Munizu (2022), which states that ISO 9001:2015 elements such as leadership, process approach, and continual improvement significantly influence employee performance in industrial companies.

The first indicator that plays a role in improving performance is the quality policy, which provides direction, commitment, and quality goals for the organisation to achieve. According to Susanto (2023), a clearly communicated quality policy creates a collective understanding among employees, allowing them to work more focused in accordance with established quality standards. When the quality policy is well understood, employees have strategic guidance regarding the importance of quality, which encourages them to maintain consistent work results. The next indicator is quality planning, which ensures that every operational activity is designed with risk, quality objectives, and documentation procedures in mind. As emphasised by Bradiaswara and Isfahani (2024), comprehensive quality planning creates a more structured workflow, reduces uncertainty, and improves coordination between departments. With thorough planning, employees can complete work systematically and on target. Another important indicator is document control and quality records, which maintain the clarity, order, and consistency of operational information. A study by Silitonga et al. (2022) revealed that easily accessible and standardised quality documents provide employees with clear work guidelines, significantly reducing the risk of procedural errors. Clear documents also speed up work processes because employees do not need to interpret them themselves. Internal audits, corrective actions, and ongoing evaluations also play a significant role in improving performance. Internal audits create a control mechanism that provides objective feedback to employees regarding the quality of task execution. According to research by Bradiaswara and Isfahani (2024), regular audits improve discipline and adherence to procedures, while corrective actions enable employees to correct errors and continuously improve their competencies. Thus, a Quality Management System significantly impacts employee performance because all its indicators provide structure, guidance, and control that encourage employees to work with greater discipline, consistency, and productivity.

B. The Effect of Training (X2) on Employee Performance (Y)

Statistical test results indicate that training has a significant impact on employee performance, as evidenced by a significance value below 0.05 and a calculated t-value exceeding the t-table. Empirically, these results demonstrate that improving the quality of training in a company will have a direct impact on employee technical skills, procedural understanding, and work effectiveness. This finding is supported by research by Sari and Utama (2021), which states that relevant and structured training significantly improves work competency and individual performance.

The first indicator influencing performance is training materials, which determine the match between job requirements and the materials provided. When training materials are designed based on operational needs, employees can better understand work procedures and improve task accuracy. This aligns with the findings of Wicaksono and Komariah (2020), who stated that competency-based training materials significantly improve employees' technical skills. The next indicator is training methods, such as on-the-job training, demonstrations, simulations, and classroom training. Appropriate methods allow employees to gain hands-on experience in handling work processes. According to research by Latifah (2022), practice-based training methods have been shown to improve skills because employees can learn work techniques directly and minimise operational errors. A significant contribution also comes from the instructor or training facilitator, who plays a role in providing a clear understanding and guidance in resolving technical problems. Competent instructors are able to connect theory with practical work. Sari & Utama (2021) emphasize that instructor competence is a key determinant of training success. Another indicator is the duration and timing of training, which influence employees' ability to absorb the material. Well-scheduled training allows for optimal knowledge transfer without disrupting the production process. As explained by Wicaksono and Komariah (2020), training with an effective duration can significantly improve understanding of operational procedures. Finally, training evaluation indicators are used to measure the success of training and employee proficiency levels after training. These evaluations provide employees with direct feedback on their achievements, thereby boosting motivation and performance. Thus, training has a significant impact on employee performance because each training indicator develops knowledge, skills, and work attitudes that support their ability to perform tasks effectively and with quality.

C. The Effect of the Quality Management System (X1) and Training (X2) on Employee Performance (Y)

The results of the simultaneous test (F test) indicate that the Quality Management System and training together have a significant effect on employee performance, as evidenced by the calculated F value, which is greater than the F table, and a significance value below 0.05. Statistically, this demonstrates that the two variables complement each other in creating an effective and quality-oriented work environment. This finding is supported by Silitonga et al. (2022), who emphasized that the success of quality system implementation always depends on the readiness of human resource competencies acquired through training.

From the Quality Management System perspective, indicators such as quality policy, planning, document control, internal audits, and continuous improvement provide a clear structure and standards for work execution. This system fosters a disciplined and consistent work culture, providing employees with clear guidelines for completing tasks. Meanwhile, training provides the technical skills and knowledge necessary for employees to correctly implement quality standards. Without adequate training, employees will have difficulty understanding the procedures within the Quality Management System. Conversely, good training without a structured work system will also not produce optimal results. The synergy between these two variables creates a standardized work environment supported by competent

human resources. Bradiaswara and Isfahani (2024) explain that system integration and competency development result in operational efficiency, reduce error rates, and improve individual performance. Thus, the simultaneous influence of X1 and X2 on employee performance indicates that optimal performance improvements can only be achieved if the company has a sound system supported by well-trained employees.

CONCLUSION

The Quality Management System demonstrates that the better the company implements clear work procedures, consistent quality standards, and structured process monitoring, the higher the employee performance in carrying out their duties. This means that the existence of a good quality management system provides work direction, operational convenience, and clear guidelines, which directly impact the effectiveness and productivity of employees at PT X.

Training also demonstrates the company's ability to improve employees' technical and non-technical skills, broaden their understanding of work standards, and increase motivation and confidence in completing work. The higher the quality of the training provided, in terms of material, instructors, and frequency, the higher the employee performance in achieving targets and meeting organizational standards at PT X.

The Quality Management System and Training have a positive impact on employee performance. This indicates that the combination of a structured quality management system and an effective training program creates a strong synergy in improving employee performance. When clear work guidelines and quality standards are balanced with continuous competency improvement through training, employee productivity, discipline, work quality, and consistency of work results increase optimally. This shows that both variables are not only important individually, but also have a greater influence when implemented simultaneously in the work environment of PT X.

Thus, overall, it can be concluded that the Quality Management System and Training have an important role in improving employee performance at PT X, both partially and simultaneously. The company is advised to continue strengthening the implementation of the quality system and improving the quality and sustainability of training programs in order to create more competent, productive human resources who are ready to face the company's operational dynamics. In addition, the company needs to ensure that every quality procedure is socialized evenly to all employees and that regular evaluations are carried out to assess the effectiveness of implementation in the field. The training provided also needs to be adjusted to the latest competency needs, including technical skills, understanding of work standards, and the ability to adapt to changes in the production process. With this combination, the company can maintain product quality stability while continuously improving employee performance.

From a research perspective, future researchers are advised to expand the scope of the study by involving different sectors or companies so that comparative results can provide a more general picture of the influence of quality systems and training on employee performance. Future researchers could also add other variables, such as work motivation, organizational culture, leadership style, or work environment, so that the relationships between variables can be analyzed more comprehensively. Furthermore, qualitative or mixed methods research can be used to gather more in-depth information about employee experiences in implementing quality standards and participating in training programs.

Academically, this research is expected to serve as a reference for students, lecturers, and practitioners studying quality management and human resource management. The research findings can be used as a basis for developing theories regarding the relationship between quality system implementation, training, and employee performance in an industrial context. This research also provides academic contributions in the form of empirical evidence that can

be used in curriculum development, classroom discussions, and further research focused on improving human resource quality and the effectiveness of company operational management.

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