

The Role of Training in Mediating the Influence of Competency on Teacher Performance at SMP Negeri 1 Bukit, Bener Meriah Regency

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Abstract —This study aims to analyze the influence of competence on teacher performance with training as an intervening variable at SMP Negeri 1 Bukit, Bener Meriah Regency. The background of this research is based on the importance of the role of teachers in improving the quality of education and the need for optimal teacher performance through competency improvement, and relevant training. This study uses a quantitative approach with a population of 71 teachers, consisting of ASN and PPPK, which is determined as a saturated sample. Data analysis was carried out using Partial Least Square (PLS) through SmartPLS. The results of the study showed that competence had a positive and significant effect on teacher performance, while the influence of competence on training had a positive but not significant effect. Training has been proven to have a positive and significant effect on teacher performance. This study recommends the need for a structured and sustainable training program to support the development of teacher competencies to improve optimal performance.

Keywords: *Competence, Training, Teacher Performance*

I. INTRODUCTION

Education is one of the important pillars in efforts to improve the quality of competitive human resources in the era of globalization. Schools as formal educational institutions play a strategic role in producing a superior generation. In it, teachers have a central position as the main implementer of the learning process. Therefore, teacher performance is a determining factor in realizing the goal of quality education (Rahman, 2021).

To achieve optimal performance, teachers are required to have adequate competence. Competence includes the knowledge, skills, and attitudes that a teacher must possess in order to be able to carry out his duties professionally. According to Sutrisno (2020), teachers who have high competence will be better prepared to plan, implement, and evaluate learning so that learning goals can be achieved properly.

However, the competencies possessed by teachers will not have a maximum impact without development support through continuous training. Training acts as a means to actualize and improve the competencies that teachers already have so that they can be applied in daily tasks. Robbins and Judge (2022) stated that job training is an

important factor that can mediate the influence of competencies on individual performance, because through training, competencies can be renewed, implemented, and adjusted to the demands of the times.

In the context of SMP Negeri 1 Bukit Bener Meriah Regency, based on the results of initial observations, there are still teachers who are not optimal in implementing their professional competencies in the classroom. Some teachers also admit that the training they follow is not fully relevant to the current learning needs. This is in accordance with the results of Fadhilah's (2023) research which shows that even though teachers have good basic competencies, their performance will not be maximized without effective and appropriate training.

In addition, routine and administrative training programs without in-depth evaluation often do not have a significant impact on improving teacher performance (Susanto & Rahmawati, 2021). Thus, special attention is needed in designing training programs that are contextual, applicative, and able to bridge the application of teacher competencies in the field.

Based on the description above, this study is important to analyze the role of training in mediating the influence of competence on teacher performance at SMP Negeri 1 Bukit, Bener Meriah Regency. The results of this research are expected to make a practical contribution to schools and local governments in formulating policies for developing teacher competencies through targeted and continuous training, so as to improve teacher performance and overall quality of education.

II. LITERATURE REVIEW

A. Theoretical Framework

1) Teacher Performance

a) Definition of Teacher Performance

Sutrisno (2020) stated that teacher performance is the level of success of teachers in achieving learning goals, carrying out administrative tasks, and fostering social relationships in the school environment.

Teacher performance is a tangible ability shown in carrying out all their responsibilities, including learning, guidance, and social roles (Sutrisno, 2020).



b) Teacher Performance Indicators

Sutrisno (2020) explained that teacher performance indicators according to Sutrisno can be grouped into the following aspects:

- 1) Working Quantity
Describes the amount of work completed in a given time. Examples for teachers: the number of lesson plans prepared, the number of teaching hours fulfilled.
- 2) Quality of Work
Refers to the quality of the work results and conformity with the specified standards.
- 3) Punctuality
Assess how quickly the work is completed according to the predetermined schedule.
- 4) Kehadiran (Attendance)
Frequency of attendance and discipline in carrying out duties.
- 5) Cooperation Ability
Ability to work closely with peers, principals, and other related parties.

B. Training

1) Definition of Training

Gustiana et al. (2022) training is an opportunity provided by a certain organization in order to encourage and improve work skills.

2) Training Indicators

Gustiana et al. (2022), training and human resource development are identified as having several main indicators that must be considered so that their implementation is effective and in accordance with the needs of the organization. These indicators include:

- 1) Key Objectives: Training and development must be designed to support the achievement of organizational or institutional goals and be implemented appropriately.
- 2) Tailored Goals: Trainees should be selected based on detailed and measurable planned needs.
- 3) Upskilling Oriented: Training should focus on upskilling relevant to the participant's duties and responsibilities.
- 4) Relevant Materials: Training materials must be appropriate to the needs of participants and relevant to the latest developments in their fields.
- 5) Effective Training Methods: The methods used in training must be effective, relevant to the material, and appropriate to the participants' abilities.
- 6) Selection of Suitable Participants Qualifications: Trainees should be selected based on appropriate qualifications to ensure the effectiveness of the training.

C. Competence

1) Definition of Competence

Spencer & Spencer (2020) Competency is a profound characteristic of a person that relates to effective or superior performance in a particular job or situation, which includes knowledge, skills, motivation, values, and behavior patterns.

D. Competency Indicators

Competency indicators according to Spencer & Spencer (2020) that can be used to measure a person's competence in the context of work:

- 1) Motivation
 - The desire to achieve the best results
 - Encouragement to keep learning and growing
 - Initiative in taking responsibility
- 2) Values and Attitudes
 - Have integrity and high work ethic
 - Positive attitude towards work and co-workers
 - Adaptability to change
- 3) Knowledge
 - In-depth understanding of the field of work
 - Ability to apply relevant theory and information
 - Awareness of work standards and procedures
- 4) Skills
 - Adequate technical skills to carry out tasks
 - Ability to use work-related tools and technology
 - Effective communication skills in a work environment
- 5) Personal Characteristics
 - Ability to manage emotions and stress
 - Ability to work together in a team
 - Leadership and decision-making ability

E. Conceptual Framework

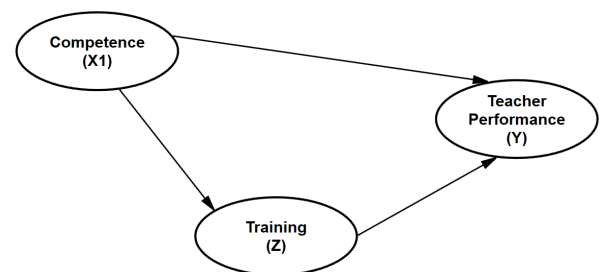


Fig. 1. Conceptual Framework

F. Research Hypothesis

- H1: Competence has a positive and significant effect on teacher performance at SMP Negeri 1 Bukit, Bener Meriah Regency.
- H2: Competency has a positive and significant effect on training at SMP Negeri 1 Bukit, Bener Meriah Regency.
- H3: Training has a positive and significant effect on teacher performance at SMP Negeri 1 Bukit, Bener Meriah Regency.
- H4: Competency has a positive and significant effect on teacher performance through training at SMP Negeri 1 Bukit, Bener Meriah Regency.

III. RESEARCH METHODS

A. Types of Research

The type of research that the researcher uses is quantitative research. This type of quantitative research is carried out to make a study that aims to adjust a research and to analyze the competence of teacher performance with training as an intervening variable at SMP Negeri 1 Bukit, Bener Meriah Regency.

B. Research Location and Research Time

The location of the research was conducted at SMP Negeri 1 Bukit, which is located in Blang Sentang, Bukit District, Bener Meriah Regency, Aceh. The research period was carried out for 3 months, from April to June 2025.

C. Population and Sample

In this study, the population is 71 people, consisting of 57 ASN teachers and 14 PPPK teachers. The sample used in this study is a saturated sample because all populations are used as samples because the number is relatively small and it is possible to study it as a whole.

IV. RESULTS AND DISCUSSION

A. Outer Model Review

Outer Model *analysis* using the *PLS Algorithm*, yielding:

1) Validity Test

TABLE I. VALUE OF OUTER LOADINGS

	Competence	Teacher Performance	Training
X1.1	0,799		
X1.2	0,860		
X1.3	0,816		
X1.4	0,794		
Y.1		0,704	
Y.2		0,772	
Y.3		0,749	
Y.4		0,795	
Y.5		0,714	
Z.1			0,760
Z.2			0,810
Z.3			0,868
Z.4			0,858
Z.5			0,841
Z.6			0,819

Source: PLS Smart Output, 2025

Based on the values in Table 1 above, showing the results of the outer model test through the loading factor / outer loadings value, all indicators in each variable have a loading value ≥ 0.70 . This shows that each indicator is able to represent a measured construct validly and robustly. Therefore, it can be concluded that all items in the questionnaire have met the criteria of convergent validity and can be used in subsequent analysis. For more details on the above value, you can also see the following figure.

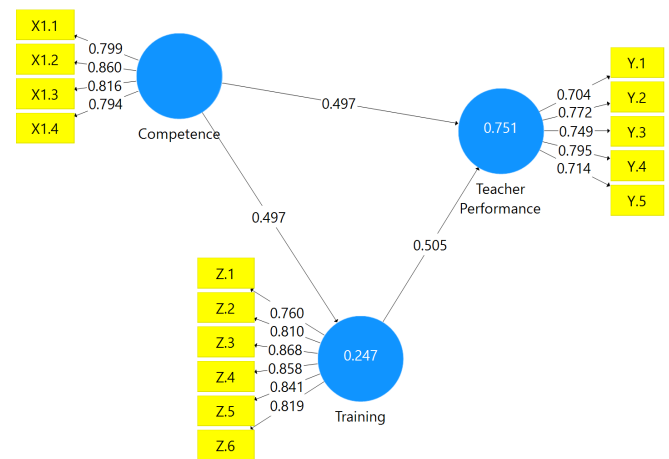


Fig. 2. Outer Loading

2) Reliability Test

TABLE II. JJI CONSTRUCT RELIABILITY AND VALIDITY

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Fig. 3. Competence	Fig. 4. 0,834	Fig. 5. 0,835	Fig. 6. 0,889	Fig. 7. 0,668
Fig. 8. Teacher Performance	Fig. 9. 0,805	Fig. 10. 0,811	Fig. 11. 0,863	Fig. 12. 0,559
Fig. 13. Training	Fig. 14. 0,907	Fig. 15. 0,908	Fig. 16. 0,928	Fig. 17. 0,684

Source: PLS Smart Output, 2025

From Table 2 above, the reliability test results show that Cronbach's Alpha and Composite Reliability values on all constructs have values above 0.70. This shows that all indicators have high internal consistency and are reliable in measuring their respective constructs. So that the research instrument is declared reliable and feasible to be used in testing structural models.

3) Coefficient of Determination (R²)

In assessing a model with PLS it starts by looking at the R-square for each dependent latent variable. The table below is the result of Rsquare estimation using SmartPLS.

Table 3. R Square Results

	R Square	R Square Adjusted
Training	0,247	0,238
Teacher Performance	0,751	0,746

Source: Smart PLS, 2025

In table 3, there is an R square value in both dependent variables for the training variable, there is an R square value of 0.247, meaning that the influence of competence is 0.247 or 24.7%, the rest is on other variables outside the model. The R square value of teacher performance is 0.751, meaning that

competence and training are 0.751 or 75.1%, the rest is in other variables outside the model.

B. Structural Model Testing (Inner Model)

1) Pengujian Hypothesis

a) Direct Influence Between Variables

The direct influence between variables can be seen in the value of *path coefficients*. The results of the data processing show the value of direct influence can be seen in the following table.

TABLE III. PATH COEFFICIENTS (DIRECT INFLUENCE)

	<i>Original Sample</i>	<i>T Statistics</i>	<i>P Values</i>	<i>Conclusion</i>
Competence -> Teacher Performance	0,497	8,512	0,000	Accepted
Competence -> Training	0,497	6,406	0,000	Accepted
Training -> Teacher Performance	0,505	9,530	0,000	Accepted

Source: PLS Smart Output, 2025

In the results of Table 4, there are the following direct influence values:

1. Competency has a positive and significant effect on teacher performance with a t-statistical value of 8.512 above 1.96 and a significance of 0.000 below 0.05, meaning that competence has a positive and significant effect on teacher performance because the significance value is below 0.05. The results of this study are in accordance with previous research, namely competence has a positive and significant effect on teacher performance (Kartini et al, 2020).
2. Competency has a positive and significant effect on training with a t-statistical value of 6.406 above 1.96 and a significance of 0.000 below 0.05, meaning that competence has a positive and significant effect on training because the significance value is below 0.05. This research is in line with research that states that competence has a positive and significant effect on training (Salman & Saleem, 2020).
3. Training has a positive and significant effect on teacher performance with a t-statistical value of 9.530 above 1.96 and a significance of 0.000 below 0.05, meaning that training has a positive and significant effect on teacher performance because the significance value is below 0.05. The results of this study are in accordance with the results of previous research, namely training has a positive and significant effect on employee performance at the BPJS Employment office (Pranoto & Mesra, 2024).

C. Indirect Influence Between Variables

The indirect influence between variables can be seen in the value of *specific indirect effects*. The results of data processing show the value of indirect influence can be seen in Table 5 below.

TABLE IV. SPECIFIC INDIRECT EFFECTS

	<i>Original Sample</i>	<i>T Statistics</i>	<i>P Values</i>	<i>Conclusion</i>
Competence -> Training -> Teacher Performance	0,251	5,056	0,000	Accepted

Source: Smart PLS, 2025

In table 5, there is an indirect influence between variables which will be explained as follows:

Competency has a positive and significant effect on teacher performance through training with a t-statistical value of 5.056 above 1.96 and a significance value of 0.000 below 0.05, meaning that training plays a role as an intervening variable between competence and teacher performance.

V. CONCLUSION

1. Competence has a positive and significant effect on teacher performance at SMP Negeri 1 Bukit, Bener Meriah Regency.
2. Competency has a positive and significant effect on training at SMP Negeri 1 Bukit, Bener Meriah Regency.
3. Training has a positive and significant effect on teacher performance at SMP Negeri 1 Bukit, Bener Meriah Regency.
4. Competence has a positive and significant effect on teacher performance through training at SMP Negeri 1 Bukit, Bener Meriah Regency.

VI. SUGGESTION

1. In the competency variable, it turns out that the indicator that has the lowest score is the statement "I am able to convey the subject matter in an interesting and clear way". Schools need to hold creative and interactive teaching practice training so that teachers are able to convey material in a more interesting and clear way.
2. Training with the statement "The training I attended had a clear and purposeful purpose". Schools need to ensure each training program is designed with clear, measurable, and relevant goals to the needs of teachers.
3. Teacher performance with the statement "I am able to complete all teaching tasks according to the given workload". Schools need to help teachers manage workloads proportionately and provide time management assistance so that teaching tasks can be completed properly.

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