

The Effects of Training on Teacher Performance at IMS School through Employee Engagement as a mediating variable

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ABSTRACT: The study aims to analyze the effects of training on teacher performance at IMS School through employee engagement as a mediating variable. The research population is permanent teachers who work at IMS School, the sampling method is non probability sampling by taking all the population into the research sample (saturated sample), so that the number of samples of this study amounted to 46 teachers. The data analysis method uses Structural Equation Model-Partial Least Square (SEM-PLS 4.0). The results showed that training and employee engagement have a positive and significant effect on teacher performance; Training has a positive and significant effect on teacher performance through employee engagement. The results showed that with the training provided to teachers, employee engagement increased and improved teacher performance.

KEYWORDS -Performance, Training, and Employee Engagement.

I. INTRODUCTION

IMS School is a school that focuses on Building Character and Academic Excellence. This school has a unit level from kindergarten to high school, with 46 permanent teachers who are used as the population in this study of junior high school teachers. To improve teacher performance in this school, the management and principal certainly do various ways, one of which is to evaluate teacher performance so that teachers who experience a decline in performance can be immediately guided. There are four categories of performance assessment at IMS School, namely aspects of teacher personality, pedagogic competence, observation of teaching activities and social competence. From the interview results obtained from the operational party (Foundation) and the school owner at IMS School, there are several problems, namely the non-linearity of the teacher's background, experience and knowledge in teaching, interest in the specified field, collection of teacher administrative data and lack of teacher knowledge training to facilitate teacher performance.

Table 1.

Recapitulation of Ims High School Teacher Training 2018-2022

Jenjang Unit	Jenis Pelatihan	Tahun				
		2018	2019	2020	2021	2022
SMP	Seminar Strategi Konselor			√		
	Webinar Bimbingan Konseling				√	
	Pemanfaatan Office 365				√	
	Webinar Promosi Sekolah Lewat Media				√	
	Webinar Inovasi Pembelajaran Online				√	
	Webinar Guru Kreatif di Masa Pandemic				√	
	Poster Digital ber ISBN					√
	Pelatihan Modul Berbasis Carva					√
	Pelatihan Membuat Buku Digital Interaktif					√
	Integrasi Class Point Dalam Modul Ajar Kurikulum Merdeka					√
	Buku Digital Penerapan Keterampilan Abad 21					√
	Workshop Kurikulum Merdeka & Implementasinya					√
	Diklat Profil Pelajar Pancasila				√	
	Program Guru Belajar dan Berbagi Seri Literasi dan Numerasi				√	
	Menyusun Karya Tulis Ilmiah Inovasi Pembelajaran				√	
	Persiapan Implementasi Kurikulum Merdeka					
	Penelitian Tindakan Kelas					

Source: IMS School (data processed, 2022)

Table 1 shows that teacher training at the IMS School did not reach the target because not all teachers received the same or unequal training. A pre-survey of 17 teachers as respondents and two key people concluded that teacher performance at IMS schools is still not optimal.

II. THEORY

Teacher Performance

Performance according to Priansa (2018) is the result that a person achieves according to applicable measures, within a certain period of time, with regard to his work and behavior and actions. The main task of a teacher is to plan learning, implement learning assess learning outcomes, guide and train students. From the above understanding, it can be said that teacher performance is the ability of a teacher to plan learning, implement learning to assess learning outcomes and guide and train students.

Training

Training according to Dessler (2011) is the process of teaching new or existing employees the basic skills they need to do their jobs. Dessler suggests that there are several dimensions of training, namely instructors, participants, methods, materials and training objectives. From the above understanding, it is concluded that training is a process of providing skills for employees to be able to carry out their duties by paying attention to instructors, participants, methods, materials and training objectives to suit the needs of teachers and improve their performance.

Employee Engagement

Employee engagement according to Schaufeli (2013) is a psychological condition if employees want success for the company and the desire to remain a member. From the above understanding, it can be said that employee engagement is how employees are involved in the company which is characterized by a desire to become a member.

III. CONCEPTUAL FRAMEWORK

From the results of the explanation above, there is a framework of thought used in this study in brief, namely:

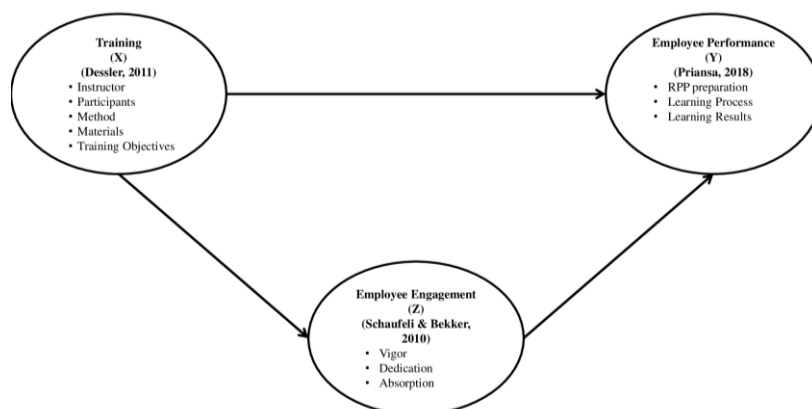


Figure 1. Conceptual Framework

Based on the picture above, there are 4 hypotheses in this study, namely:

- H1: Training has a positive and significant effect on teacher performance;
- H2: Training has a positive and significant effect on employee engagement;
- H3: Employee engagement has a positive and significant effect on teacher performance;
- H4: Training has a positive and significant effect on teacher performance through employee engagement;

IV. RESEARCH METHOD

This study uses a quantitative method which is a scientific method using numerical data that can be processed and analyzed in statistics. The researcher provided a link to the questionnaire via google form. The author used 46 valid respondents to analyze. In analyzing the data, the authors used the Partial Least Square (PLS) - Structural Equation Modeling (SEM) technique with Smart PLS 4.0 to assess the measurement and structural models.

V. RESULTS AND DISCUSSION

Description of Research Results

Research findings based on gender show that 43.5% of male respondents and 56.5% of female respondents. Characteristics based on age <20 years as much as 26.1%, respondents aged 30-40 years as much as 45.7% and respondents aged >40 years as much as 28.3%. Characteristics of respondents based on their latest education, namely high school / equivalent education as much as 2.2%, education with S1 as much as 76.1% and education with S2 as much as 15.2% and no one has a doctoral education. The following are the results of the data analysis that has been carried out.

Measurement Model Test (Outer Model)

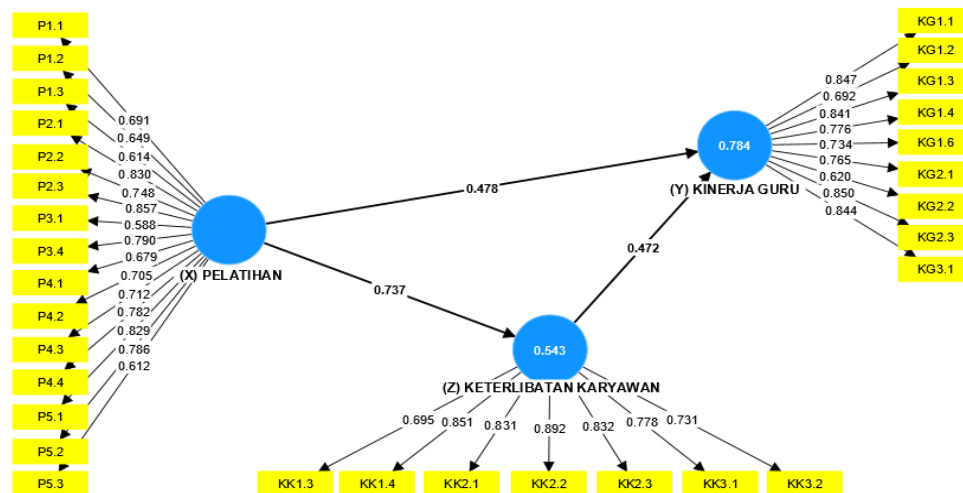


Figure 2. Measurement Model (Outer Model) final stage

Source: SmartPLS 4.0 output (2023)

Based on the results of the final stage Outer Model measurement, it can be seen that all indicators are convergently valid, indicated by the value of each indicator which has outer loading > 0.50 and AVE value > 0.50, Ghozali, (2016) & Hair, et, al., (2021).

Table 2. Average variance extracted (AVE)

	Average variance extracted (AVE)
(X) Training	0.532
(Y) Teacher Performance	0.605
(Z) Employee Engagement	0.647

Source: SmartPLS 4.0 output (Data processed by the author 2023)

Heterotrait Monotrait Ratio (HTMT)

Table 3. Heterotrait Monotrait Ratio (HTMT)

	Training	Teacher Performance	Employee Engagement
(X) Training			
(Y) Teacher Performance	0.871		
(Z) Employee Engagement	0.772	0.888	

Source: SmartPLS 4.0 output (Data processed by the author 2023)

The measurement results can be seen that each measurement variable has an HTMT value below 0.9. Thus, it can be concluded that all variables are discriminantly valid.

Reliability

Table 4. Reliability

	Cronbach's alpha	Composite (rho_c)	reliability	Result
(X) Training	0,936	0,944		Reliable
(Y) Teacher Performance	0,917	0,932		Reliable
(Z) Employee Engagement	0,908	0,927		Reliable

Source: SmartPLS 4.0 output (Data processed by the author 2023)

R-Square (R²)

R-square - Overview			
	Zoom (157%)	Copy to Excel	Copy to R
	R-square	R-square adjusted	
(Y) KINERJA GURU	0.784	0.774	
(Z) KETERLIBATAN KARYAWAN	0.543	0.533	

Figure 3. R-Square (R²)

Source: SmartPLS 4.0 (2023)

Based on the results of R-Square testing with the help of Smart PLS 4.0, it can be seen that the effect of training variables and employee involvement variables on teacher performance variables is 0.784 or 78.4% (joint influence of training variables and employee involvement variables on teacher performance variables), the remaining 21, 6% is influenced by other variables not examined in this study. Based on the results of R - Square testing with the help of Smart PLS 4.0, it can be seen that the effect of the training variable variable on the employee engagement variable is 0.543 or 54.3% (the joint effect of the training variable on the employee engagement variable), the remaining 45.7% is influenced by other variables not examined in this study.

Q - Square (Q2)

Q - Square can be calculated using the formula:

$$(Q^2) = 1 - (1 - R^2_1) (1 - R^2_n)$$

Then:

$$(Q^2) = 1 - (1 - R^2_1) (1 - R^2_n)$$

$$(Q^2) = 1 - (1 - 0.615) (1 - 0.295)$$

$$(Q^2) = 1 - (0.385) (0.705)$$

$$(Q^2) = 1 - 0.271$$

$$(Q^2) = 0.729$$

Based on the results of the Q-Square calculation of $0.729 > 0$, it can be concluded that the value in the study already has good predictive relevance because the Q - Square value > 0 , Narawati, et.al (2019).

Goodness of Fit Index (Gof)

GOF can be calculated using the formula:

$$GOF = \sqrt{AVE \times R^2}$$

Then:

$$GOF = \sqrt{AVE \times R^2}$$

$$GOF = \sqrt{0.595 \times 0.664}$$

$$GOF = \sqrt{0.9456}$$

$$GOF = 0.628$$

According to Ghozali (2014) the Gof value of 0.1 is included in low GOF, 0.25 is included in medium Gof and 0.36 is included in high Gof. Thus, based on the results of the Gof calculation, it is $0.628 > 0.36$ so that GOF is included in high GOF, it can be concluded that the overall model is suitable with a high level of fit.

Structural Model Test Results (Inner Model)

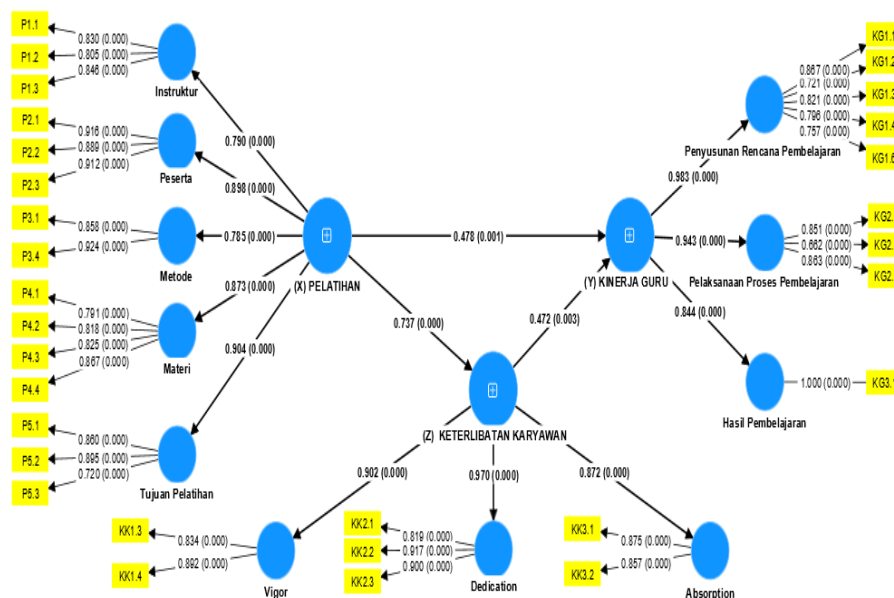


Figure 4. Structural Model Test Results (Inner Model)

Source: SmartPLS 4.0 (2023)

Tabel 3. Hypothesis Testing Results

Hipotesis	Path Coefficient	P-Values	Result
Pengaruh Langsung			
(X) Training -> (Y) Teacher Performance	0.478	0.001	Accepted

(X) Training -> (Z) Employee Engagement	0.737	0.000	Accepted
(Z) Employee Engagement -> (Y) Teacher Performance	0.472	0.003	Accepted
Pengaruh Tidak Langsung			
(X) Training-> (Z) Employee Engagement -> (Y) Teacher Performance	0.348	0.003	Accepted
Pengaruh Total			
(X) Training -> (Y) Teacher Performance	0.826	0.000	Accepted

Source: SmartPLS 4.0 output (Data processed by the author 2023)

Based on the results of hypothesis testing, it can be seen that:

Effect of Training on Teacher Performance

The results of hypothesis testing show that the path coefficient value of the effect of training on teacher performance is positive 0.478 and the Pvalue of the effect of training on teacher performance is $0.001 < 0.05$. Thus it can be concluded that training has a positive and significant effect on teacher performance so that hypothesis 1 (H1) is accepted.

Dessler in Katidjan et al., (2018), training is the learning process necessary for employees to do their jobs. Mangkunegara (2017: 9) explained that performance is the result of quality and quantity work that can be achieved by employees who carry out tasks according to the responsibilities given to them. The results of the study are in line with previous research conducted by Sendawula & Nakyejwe (2018), Rehman, Ansari & Ali (2020), and Atieno, Were & Jonyo (2018), Mattajag, Nurwulandari & Yoshua (2022) which state that training has an influence on Teacher Performance.

To improve, improve and optimize Teacher Performance at IMS Schools, IMS Schools can improve or re-evaluate the objectives of the training provided to teachers in the form of training that can improve teacher abilities, training methods provided to teachers in the form of training methods using audio-visual media and can pay attention to teacher training instructors who have competence in accordance with the field of training provided by teachers.

The Effect of Training on Employee Engagement

The results of hypothesis testing show that the path coefficient value of the effect of training on employee engagement is positive 0.737 and the Pvalue of the effect of training on teacher performance is $0.000 < 0.05$. Thus it can be concluded that training has a positive and significant effect on employee engagement so that hypothesis 2 (H2) is accepted.

According to Dr. Dessler in Katidjan et al. (2018), training is the learning process necessary for employees to do their jobs. Thus it can be concluded that training is a learning process for teachers to find the right method in completing their work so that the process can improve skills to maintain good work results.

The results of the study are in accordance with previous research conducted by Sendawula & Nakyejwe (2018), Putri, Srihandayani & Arianto (2021), and Mattajang, Nurwulandari & Yoshua (2022) which state that training has a positive and significant effect on employee engagement. Thus, it can be concluded that to increase teacher employee engagement, IMS School needs to increase training for teachers, thereby improving teacher performance.

The Effect of Engagement on Teacher Performance

The results of hypothesis testing show that the path coefficient value of the effect of employee engagement on teacher performance is positive 0.472 and the Pvalue of the effect of training on teacher performance is $0.003 < 0.05$. Thus it can be concluded that employee engagement has a positive and significant effect on teacher performance so that hypothesis 3 (H3) is accepted. Schaufeli (2013), employee engagement is a psychological condition, if employees want success for the company and the desire to remain a member. The results of the study are in line with previous research conducted by Sucahyowati (2020), Nugroho & Ratnawati (2020), Ramadhany, Taba & Umar (2021) which state that engagement affects teacher performance. To optimize teacher performance, IMS Schools can pay attention to teacher employee engagement by paying attention to teacher mental resilience so that they are able to work under pressure and have optimal energy when teaching.

The Effect of Training on Teacher Performance through Employee Engagement

The results of hypothesis testing show that the path coefficient value of the effect of training on teacher performance through employee engagement is positive 0.348 and the Pvalue of the effect of training on teacher performance is $0.003 < 0.05$. Thus it can be concluded that training has a positive and significant effect on employee engagement so that hypothesis 4 (H4) is accepted.

Dessler in Katidjan et al., (2018), training is the learning process necessary for employees to do their jobs. Mangkunegara (2017: 9) explained that performance is the result of quality and quantity work that can be achieved by employees who carry out tasks according to the responsibilities given to them. Based on the theory above, it can be concluded that with the training or learning process for employees, employee performance will

be better in quality and quantity.

Employee engagement is a psychological condition, where teachers are interested in the success of the school and are motivated to improve performance beyond the required work requirements, Ramadhan and Sembiring (2014). The results of research by Mattajang et.al (2022) training affects employee performance and employee engagement, in research by Shalahud (2018) and Suchahyowati (2020) who say employee engagement affects employee performance.

To improve and optimize teacher performance, IMS Schools can pay attention to the training provided to teachers and teacher employee engagement in terms of:

- ❖ Training, in the form of: training objectives provided to teachers in the form of training that can improve teacher abilities, training methods provided to teachers in the form of training methods using audio visual media and can pay attention to teacher training instructors who have competence in accordance with the field of training provided by teachers.
- ❖ Employee engagement in the form of: mental resilience of teachers so that they are able to work under pressure and have optimal energy when teaching.

Thus, it is expected that teacher performance at IMS School will be better and optimal.

Effect of Total Training on Teacher Performance

The results showed that the effect of total training on teacher performance had a positive effect with a path coefficient of 0.826 and a significant effect with a Pvalue of $0.000 < 0.05$, thus it can be concluded that training has a contribution in terms of teacher performance, if training and employee engagement of IMS School teachers increase. For this reason, it is hoped that the leadership of the IMS School can pay more attention to the training provided to teachers in the form of training objectives provided to teachers, and employee engagement in the form of teacher mental resilience so that they are able to work under pressure and have optimal energy when teaching, thus increasing teacher performance at the IMS School and becoming more optimal.

VI. CONCLUSION & SUGGESTION

Conclusions

Based on the results of research and discussion in the previous chapter regarding the effect of competence and training on teacher performance at MIMI Surabaya with employee involvement as a mediating variable, it can be concluded that:

1. Training has a positive and significant effect on teacher performance, meaning that even if there is training for teachers at IMS Schools, it will improve teacher performance.
2. Training has a positive and significant effect on employee engagement, which means that to increase employee engagement in doing work at IMS Schools, training for teachers needs to be well optimized.
3. Employee engagement has a positive and significant effect on teacher performance, meaning that high employee engagement will improve teacher performance.
4. Training has a positive and significant effect on teacher performance through employee engagement, meaning that employee engagement mediates training in its effect on teacher performance.

Suggestions

For the Organization:

1. To optimize teacher performance, IMS Schools can improve teacher training at IMS Schools by paying attention to the objectives of the training provided to teachers in the form of training that can improve teacher abilities.
2. For IMS Schools to pay more attention to the training methods provided to teachers in the form of training methods using audio-visual media.
3. To the IMS School to be able to pay attention to teacher training instructors who have competence in accordance with the field of training provided to teachers.
4. To optimize teacher performance, IMS School can increase employee engagement by paying attention to the mental resilience of teachers so that they are able to work under pressure and have optimal energy when teaching.

For Further Researchers:

In this study there are still limitations of the research, therefore it is hoped that further research will:

1. Increase the number of research samples so that the research becomes more varied so that it can provide better input in the science of Human Resource Management and related organizations.
2. It is expected for future research with the same topic of problem in this study to develop other exogenous or independent variables that are not included in this study, for example work behavior variables, work motivation variables, environmental variables and organizational culture.

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