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# ANALYSIS OF TRAINING AND DEVELOPMENT ON TEACHER PERFORMANCE AT NAMIRA ISLAMIC SCHOOL WITH JOB SATISFACTION AS MEDIATION

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**Abstract**

This study aims to analyze the effect of training and development on teacher performance with job satisfaction as a mediating variable among teachers at Namira Islamic School Medan. The urgency of this research lies in the strategic role of teachers in improving education quality and the importance of continuous professional training to support optimal performance. This study employs an associative method with a quantitative approach. The population consists of 114 teachers, with 89 respondents selected as samples using proportionate stratified random sampling and Slovin's formula. The results indicate that training and development have a positive and significant impact on teacher performance. Furthermore, training and development positively influences teacher job satisfaction. Job satisfaction also shows a positive effect on improving teacher performance. Moreover, job satisfaction is proven to mediate the relationship between training and development and teacher performance. These findings highlight the importance of implementing well-structured and relevant training programs, as well as fostering a supportive work environment, to comprehensively enhance teacher performance.

Keywords: ***training and development, job satisfaction, teacher performance, education, Namira Islamic School.***

## INTRODUCTION

Education is an important thing in human development or resources in the present, especially in the future. This is because the impact of education is very real and its benefits can be felt directly both for individuals in society and for government needs (Memah et al., 2022). Because with adequate human resources, all development programs that will be implemented by the government can be implemented easily. Education plays a key role in the success of a region, because it is the main element in forming quality human resources (Indy et al., 2019). In this context, the role of teachers is very crucial. Teachers are substitutes for students' parents while at school, therefore it is important for every teacher to have the competence to be able to communicate and socialize with different languages, cultures and contexts. Education is indeed an important component in national development (Ismaya et al, 2022). The survey of student skills conducted by the International Student Assessment Program (PISA) on December 5, 2023 for reading literacy stated that Indonesia was ranked 68 out of 77 countries (www.kemdikbud.go.id, 2023). Traditional teaching methods are often unable to meet the diverse learning needs of students. A one-way approach, where teachers only transfer knowledge without active interaction, makes students less motivated and involved in the learning process. As a result, student learning outcomes are not optimal. Realizing this reality, teachers should have new methods that are more innovative and creative and always use various resources and technologies to make learning easier and more enjoyable (Abidin, 2019; Ahdar, 2019).

Teacher performance often faces various problems that can hinder the effectiveness and quality of teaching in schools. One of the main problems is the lack of access to adequate training and professional development. Many teachers do not have the opportunity to take part in training that is relevant to their teaching needs, so their skills and knowledge are not always updated according to the latest developments in the world of education. According to research conducted by Johnson et al. (2021), continuous training and professional development are essential to improve teacher skills and ensure optimal teaching quality. Training plays an important role in improving education to meet institutional needs in terms of skills and knowledge. Lin et al. (2022) also found that the relationship between training and development and teacher performance in Taiwan was significantly positive,

suggesting that education policies should provide more support for in-service training to align with teacher needs. Training and development tailored to teachers' needs play a crucial role in improving their performance. Yuniarti and Lingga (2019) found that training programs were able to improve teachers' work discipline at SMK Negeri 1 Muntok, which directly contributed to improving their teaching quality. Similarly, Khan and Abdullah's (2019) study revealed that skills development through training had a positive impact on teacher productivity in Kurdistan, highlighting the importance of ongoing support for professional development in improving teaching skills. However, to fully understand how training affects performance, it is important to consider factors such as teacher job satisfaction.

**Table 1.1 Teacher Performance at Namira Islamic School**

| Performance Aspects | 2021 | 2022 | 2023 | 2021-2022 | 2022-2023 | Average |
|---|---|---|---|---|---|---|
| Professional Competence | 78% | 82% | 76% | +4% (Up) | -6% (Down) | 78.67% |
| Teaching Methods | 80% | 76% | 81% | -4% (Down) | +5% (Up) | 79% |
| Class Management | 75% | 80% | 77% | +5% (Up) | -3% (Down) | 77.33% |
| Contribution to Curriculum Development | 74% | 70% | 75% | -4% (Down) | +5% (Up) | 73% |

Source: Processed data (2024)

Teacher performance data at Namira Islamic School for the period 2021 to 2023 shows that teacher performance at Namira Islamic School is still not optimal, because it has not been able to achieve the set performance standards. In the Professional Competence aspect, although there was an increase from 78% in 2021 to 82% in 2022, there was a significant decrease to 76% in 2023. This decrease indicates that efforts to improve professional competence have not been consistent and still require further attention. The Teaching Method aspect also shows instability, where after a decrease from 80% in 2021 to 76% in 2022, there was a slight increase to 81% in 2023. However, this fluctuation may indicate a lack of consistency in the implementation of effective teaching methods. Classroom Management experienced a slight increase from 75% in 2021 to 80% in 2022, but decreased again to 77% in 2023, indicating continued difficulties in maintaining optimal classroom management standards. Lastly, Contribution to Curriculum Development decreased from 74% in 2021 to 70% in 2022, before finally improving slightly to 75% in 2023. This decrease indicates that teacher involvement in curriculum development is still not optimal and requires significant improvement. Overall, this data shows instability and decline in several aspects of performance that need to be addressed immediately to ensure an increase in the quality of education in schools.

## LITERATURE REVIEW

### 2.1.Training and Development

According to Noe et al., (2019) defines training and development as a systematic process to improve employee performance, job skills, and organizational capabilities through education, training, and development. Meanwhile, Rogelberg et al., (2020) explains that training and development is an organizational effort to improve employee skills and knowledge to support the achievement of organizational goals and individual growth. Mathis et al., (2021) defines training and development as a systematic process designed to improve employee skills, knowledge, and behavior in the workplace. Furthermore, Cascio et al., (2021) describes training and development as a systematic effort to improve employee knowledge, skills, and attitudes that are relevant to their jobs. Raymond et al., (2022) defines training and development as "an organizational effort to improve employee performance through the development of skills, knowledge, and competencies that are relevant to job demands.

### 2.2. Job Satisfaction

Diener et al., (2019) define job satisfaction as a subjective positive evaluation of work and work experiences that includes aspects such as salary, freedom in working, and interpersonal relationships at work. Han et al., (2019) describe job satisfaction as an individual's positive feelings toward certain aspects of their job, including job content, working conditions, and social relationships at work. Lin et al., (2020) describe job satisfaction as an individual's positive perception of their job, which includes aspects such as salary, promotion, working conditions, and social relationships at work. Becker et al., (2020) define job satisfaction as an individual's overall positive feelings toward their job, which includes aspects such as work-life balance, rewards, and

interpersonal relationships at work. Aguirre-Urreta et al., (2021) describe job satisfaction as an individual's positive feelings toward their job, which is influenced by factors such as salary, organizational policies, and working conditions. Based on the definition of various experts, it can be concluded that job satisfaction is a subjective evaluation of a person's work and work experience at work. It includes individuals' positive feelings towards various aspects of their work, such as job content, working conditions, social relationships at work, and rewards received for their contributions.

### 2.3. Performance

Roux et al., (2019) define teacher performance as the effectiveness of teachers in facilitating student learning, including knowledge, teaching skills, interactions with students, and contributions to students' development as individuals. Stronge et al., (2019) describe teacher performance as the ability of teachers to achieve high student learning outcomes, build good relationships with students, and contribute to students' academic and social well-being. Starnes et al., (2020) explain teacher performance as the ability of teachers to plan and deliver effective instruction, attend to students' individual needs, and measure their progress. Johnson et al., (2021) define teacher performance as the ability of teachers to influence student learning, including their ability to plan, teach, and evaluate learning. Kasak et al., (2022) describe teacher performance as the ability of teachers to organize, manage, and deliver effective learning to students, as well as collaborate with colleagues and involve parents.

### 2.4. Previous Research

According to Randi (2018) previous research has become a reference point for researchers in conducting research, thus enriching the theoretical framework used in studying the selected topic. Although no research was found with the same title as this research, several previous studies have been used as references to enrich the theoretical basis in this research. A number of journals related to this research topic have been identified as relevant reference materials.

### 2.5. Conceptual Framework

According to Sugiyono (2019), the conceptual framework is a framework of how theory relates to various factors that have been identified as important problems. The conceptual framework in this study is training and development (X), as an independent variable, teacher performance (Y), as a dependent variable and job satisfaction (Z), as an intervening variable.

### 2.6. Research Hypothesis

Hypothesis according to Sugiyono (2019), is a temporary answer to the formulation of research problems and is based on empirical facts obtained through data collection. Based on the relationship between variables in the conceptual framework, the following research hypothesis is made:

H1: Training and development has a positive and significant effect on teacher performance at Namira Islamic School.

H2: Teacher job satisfaction has a positive and significant effect on teacher performance at Namira Islamic School.

H3: Training and development have a positive and significant effect on teacher job satisfaction at Namira Islamic School.

H4: Training and development has a positive and significant effect on teacher performance through job satisfaction at Namira Islamic School.

## METHOD

### 3.1. Type of Research

The type of research used in this study is an associative method with a quantitative approach. The definition of the associative method is a formulation of a research problem that aims to ask about the relationship between two or more variables (Sugiyono, 2019). A quantitative approach can be interpreted as a research method used to research a particular population or sample, data collection using research instruments, data analysis is quantitative statistical, with the aim of testing the established hypothesis (Sugiyono, 2019).

### 3.2. Place and Time of Research

The location of this research is at Namira Islamic School Medan, located at l. Ps. 1 No. 76, Tj. Sari, Medan Selayang District, Medan City, North Sumatra 20132. The research period starts from January 17, 2024 to December 15, 2024.

### 3.3. Data Types and Sources

Data sources are anything that can provide information about related research. The data used in this study uses two types of data sources, namely as follows:

1. **Primary Data**
   Primary data is a data source that directly provides data to data collectors. Data is collected by researchers directly from the first source or the place where the research object is carried out (Sugiyono, 2019). Researchers use the results of interviews obtained from informants regarding the research topic as primary data.
2. **Secondary Data**
   Secondary data is a data source that does not directly provide data to data collectors, for example through other people or through documents (Sugiyono, 2018). In this study, the secondary data sources are in accordance with books, journals, articles related to the research topic.

### 3.4. Definition of Operational Variables

In a study, there are variables that are problems in the study. The definition of a research variable is a characteristic or attribute of an individual or organization that can be measured or observed that has certain variations determined by the researcher to be used as a lesson and then conclusions are drawn (Sugiyono, 2020). The variables in this study consist of independent variables and dependent variables. The research conducted contains variables that must be determined before obtaining or starting data collection. Operationalization of variables is needed to determine the types, indicators, and scales of the variables related to the study.

### 3.5. Data Collection Techniques

Data collection techniques are the most important part of a study. Using appropriate data collection techniques will result in a standard data analysis process. Inappropriate data collection will cause the data taken not to meet the established standards. Researchers note, examine data sources as study materials in data analysis (Sugiyono, 2020).

### 3.6. Data Analysis Techniques

The data analysis technique used in this study is Structural Equation Modeling with Partial Least Square (SEM-PLS), which is a component based predictive model with a variance based or component based approach. The component based model is also often referred to as soft modeling, where the data to be analyzed does not have to meet ideal criteria, which is not based on the assumption of the measurement scale, data distribution and number of samples. This means that in PLS analysis it is not necessary to meet the assumption of a large number of samples, the data must be distributed normally multivariate, the indicators must be reflective, and must meet the determinacy conditions. PLS analysis can avoid two serious problems, namely inadmissible solutions and factor indeterminacy (Ghozali, 2018).

### 3.7. Hypothesis Testing

The significance test in the SEM model with PLS aims to determine the effect of exogenous variables on endogenous variables. Hypothesis testing with the SEM PLS method is carried out by carrying out the bootstrapping process with the help of the smart PLS 3.0 computer program so that the relationship between the influence of exogenous variables on endogenous variables is obtained. Hypothesis testing is carried out by comparing the t-statistic value with the t-table value. If the t-statistic value is greater than the t-table value (1.96), then there is a significant influence between one variable and another variable and vice versa if the t-statistic value is smaller than the t-table value (1.96), then there is no significant influence (Ghozali, 2018).

## RESULTS AND DISCUSSION

### 4.1. Description of Research Object

On Saturday, September 25, 1993, Drs. H. Ramli Karsono founded an educational foundation which was initially named Yayasan Fajar Indonesia (YFI). In the same year, Ramli Karsono gave full authority to his youngest

son, drg. H. Amir Salim, to manage the foundation. At the beginning of its establishment, YFI only managed the Namira Play Group (PG) and Namira Kindergarten (TK) educational units which were established in 1999. Seeing the high demand from parents and the community, YFI then opened the Namira Elementary School (SD) in 2000. To emphasize the direction and principles of education at the Namira School, in 2006 YFI changed its name to Yayasan Fajar Islam, and established Islamic principles as its educational philosophy. In the same year, YFI also established the Namira Junior High School (SMP). In 2009, YFI expanded its educational reach by establishing Namira Tech Nusantara Vocational School, which offers three majors: Computer and Network Engineering (TKJ), Software Engineering (RPL), and Motorcycle Engineering (TSM). With the establishment of the Vocational School, YFI Namira School now has all levels of education from pre-school to vocational high school. Seeing the public demand for high school level education, YFI established Namira High School in 2016, as a complement to the existing education system. In addition to formal education, YFI also provides non-formal education through TKQ-TPQ-MDTA, which is affiliated with the Ministry of Religion, to deepen Islamic religious studies for students and as a service to the community. Namira School was founded with the spirit of helping to produce a young generation that is religious, intelligent, skilled, creative, innovative, loves the environment, and has noble character. In 2011, YFI changed its name to Yayasan Fajar Diinul Islam (YFDI) and has obtained strong legal status after being registered with the Ministry of Law and Human Rights. Currently, Namira School is known as one of the favorite private schools in Medan, with an Islamic foundation, and has succeeded in achieving achievements in various fields, both academic, arts, sports, and environmental conservation.

### 4.2. Descriptive Statistics of Research Variables

Descriptive statistics basically covers the stages of collecting, organizing, and presenting data from a study. The goal is to summarize and present data in narrative form so that the statistical results are easy to read and understand. In other words, descriptive statistics provide an overview of data, conditions, or phenomena based on data that has been processed or summarized (Sarstedt et al., 2019).

In this study, descriptive analysis was conducted on variables from 55 respondents using the Likert Scale. The data obtained were then analyzed through descriptive statistics, including the mean as a representation of the central value, standard deviation to measure the distribution of data in the sample, and the minimum and maximum values observed. With these values, information regarding the highest and lowest responses from respondents to questions in the questionnaire can be obtained (Hox et al., 2020).

#### 4.2.1. Descriptive Analysis of Variables

**Table 4.1 Respondents' Answers to Training and Development Variables**

| No | Statement Items | STS | | TS | | N | | S | | SS | | Mean | Note |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | f | % | f | % | f | % | F | % | f | % | | |
| 1. | The training I received helped me understand innovative learning strategies in the classroom. | - | - | - | - | 9 | 10.4 | 31 | 34.8 | 49 | 55,1 | 4.449 | Very good |
| 2. | The training I attended improved my ability to create more effective Learning Implementation Plans. | - | - | 3 | 3.4 | 14 | 15.7 | 34 | 38.2 | 38 | 42.7 | 4.202 | Good |
| 3. | The training I received contributed to improving my expertise in the subject areas I teach. | - | - | 3 | 3.4 | 11 | 12.4 | 46 | 51.7 | 29 | 32.6 | 4.135 | Good |
| 4. | The training I underwent made it easier for me to integrate new knowledge into the learning process I do in class. | - | - | - | - | 9 | 10.1 | 39 | 43.8 | 41 | 46.1 | 4.360 | Very good |
| 5. | The training developed my ability to communicate effectively with students to enhance the learning process. | - | - | 3 | 3.4 | 14 | 15.7 | 35 | 39.3 | 37 | 41.6 | 4.191 | Good |
| 6. | The training I attended improved my interpersonal skills in building harmonious relationships with colleagues at school. | - | - | - | - | 13 | 14.6 | 42 | 47.2 | 34 | 38.2 | 4.236 | Good |
| 7. | The training I received increased my | - | - | 3 | 3.4 | 11 | 12.4 | 40 | 44.9 | 35 | 39.3 | 4.202 | Good |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | confidence in making decisions regarding learning. | | | | | | | | | | | | |
| 8. | The training I underwent helped me develop a sense of responsibility in carrying out my duties as a teacher. | - | - | - | - | 11 | 12.4 | 37 | 41.6 | 41 | 46.1 | 4.337 | Very good |
| **Trainingand Development(X)** | | | | | | | | | | | | 4,264 | Good |

Source: SmartPLS 4.0 processed results (2024)

Based on the data listed in the table above, the training received by the participants showed good results, with an overall average score (mean) of 4.264. In the first item, regarding the understanding of innovative learning strategies in the classroom, this training received a very good rating with the majority of participants (55.1%) stating that they strongly agree and 34.8% agree, resulting in a mean of 4.449. For the second item, which is related to improving the ability to prepare a more effective Learning Implementation Plan (RPP), the results were quite good, with 42.7% strongly agreeing and 38.2% agreeing, resulting in a mean of 4.202. The training was also considered to contribute well to improving expertise in the field of study taught (mean = 4.135), with 51.7% of participants strongly agreeing and 32.6% agreeing. Furthermore, in the item measuring the ability to integrate new knowledge into learning, this training was rated very good, with 46.1% of participants strongly agreeing and 43.8% agreeing, resulting in a mean of 4.360. In terms of the ability to communicate effectively with students, the results were also quite good, with 41.6% of participants strongly agreeing and 39.3% agreeing, resulting in a mean of 4.191. The training also improved interpersonal skills in building harmonious relationships with colleagues at school (mean = 4.236), where 47.2% strongly agreed and 38.2% agreed. For the item regarding increasing self-confidence in making decisions related to learning, 44.9% of participants strongly agreed and 39.3% agreed, resulting in a mean of 4.202. Finally, the training was considered very good in helping participants develop a sense of responsibility in carrying out their duties as a teacher, with 46.1% strongly agreeing and 41.6% agreeing, resulting in a mean of 4.337.

### 4.2.2 Descriptive Analysis of Job Satisfaction Variables

**Table 4.2 Respondents' Answers to Job Satisfaction Variables**

| No | Statement Items | STS | | TS | | N | | S | | SS | | Mean | Note |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | f | % | f | % | f | % | F | % | f | % | | |
| 1. | I am satisfied with the variety of tasks I face in my work as a teacher. | - | - | - | - | 22 | 24.7 | 49 | 55.1 | 18 | 20.2 | 3.955 | Good |
| 2. | I feel that I have enough freedom in carrying out my work duties as a teacher. | - | - | 6 | 6.7 | 19 | 21.3 | 38 | 42.7 | 26 | 29.2 | 3.944 | Good |
| 3. | I feel comfortable with the physical conditions of the work environment at school, including the facilities available for teaching. | - | - | 3 | 3.4 | 21 | 23.6 | 38 | 42.7 | 27 | 30.3 | 4,000 | Good |
| 4. | I can handle the workload that I feel as a teacher well | - | - | - | - | 8 | 9.0 | 46 | 51.7 | 35 | 39.3 | 4.303 | Very good |
| 5. | I feel like I have a harmonious relationship with my coworkers at school. | - | - | - | - | 4 | 4.5 | 38 | 42.7 | 47 | 52.8 | 4.483 | Very good |
| 6. | I feel that I get enough social support from my co-workers and the school in carrying out my work duties. | - | - | - | - | 8 | 9.0 | 43 | 48.3 | 38 | 42.7 | 4.337 | Very good |
| 7. | I am satisfied with the salary I receive as a teacher at this school. | - | - | 9 | 10.1 | 31 | 34.8 | 28 | 31.5 | 21 | 23.6 | 3.685 | Good |
| 8. | I feel I have the opportunity to gain recognition for the contributions I make in my work as a teacher. | - | - | | | 16 | 18.0 | 47 | 52.8 | 26 | 29.2 | 4.112 | Good |
| **Job Satisfaction (Z)** | | | | | | | | | | | | 4,102 | Good |

Source: SmartPLS 4.0 processed results (2024)

Based on the data listed in the table above, the survey results on the Job Satisfaction variable show that overall, the participants were satisfied with their working conditions, with an overall mean score of 4.102, which is included in the "Good" category. In the first item, which measures satisfaction with the variety of tasks in the job, the majority of participants were satisfied, with 55.1% agreeing and 20.2% strongly agreeing (mean = 3.955). The second item, related to freedom in carrying out tasks, also showed good satisfaction, with 42.7% feeling very satisfied and 29.2% feeling satisfied (mean = 3.944). Satisfaction with the physical conditions of the work environment at school, including teaching facilities, also received a positive assessment, with 42.7% feeling very satisfied and 30.3% feeling satisfied (mean = 4.000). In addition, the workload felt by the participants can be handled well, with 51.7% feeling very satisfied and 39.3% feeling satisfied (mean = 4.303), indicating a very good level of satisfaction with workload management. Training in building relationships with coworkers at school also contributed to job satisfaction, with 52.8% of participants feeling very satisfied and 42.7% feeling satisfied (mean = 4.483), indicating a harmonious relationship between coworkers. Social support from coworkers and the school was also considered sufficient, with 48.3% feeling very satisfied and 42.7% feeling satisfied (mean = 4.337). Although most participants felt satisfied, items related to satisfaction with salary received received lower ratings, with 34.8% feeling satisfied and 23.6% feeling less satisfied (mean = 3.685). However, on the item of opportunity to receive recognition for contributions, the majority of participants felt satisfied, with 52.8% feeling very satisfied and 29.2% feeling satisfied (mean = 4.112).

### 4.2.3. Descriptive Analysis of Performance Variables

**Table 4. 3 Respondents' Answers to Performance Variables**

| No | Statement Items | STS | | TS | | N | | S | | SS | | Mean | Note |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | f | % | f | % | f | % | F | % | f | % | | |
| 1. | I plan effective learning activities according to the needs of the learning objectives.. | - | - | - | - | 8 | 9.0 | 34 | 38.2 | 50 | 56.2 | 4.371 | Very good |
| 2. | I choose learning resources that are appropriate to the material being taught. | - | - | - | - | 5 | 5.6 | 34 | 38.2 | 50 | 56.2 | 4,506 | Very good |
| 3. | I have a good command of the subject matter so I can convey it clearly to students. | - | - | - | - | 5 | 5.6 | 37 | 41.6 | 47 | 52.8 | 4.472 | Very good |
| 4. | I end the lesson in an effective way to ensure students understand the material that has been taught. | - | - | - | - | 8 | 9.0 | 39 | 43.8 | 42 | 47.2 | 4.382 | Very good |
| 5. | I strive to achieve maximum learning success for each student through a variety of learning approaches. | - | - | - | - | 5 | 5.6 | 40 | 44.9 | 47 | 52.8 | 4.438 | Very good |
| 6. | I use assessment results to provide constructive feedback to students regarding learning progress. | - | - | - | - | 2 | 2.2 | 40 | 44.9 | 47 | 52.8 | 4,506 | Very good |
| **Teacher Performance(Y)** | | | | | | | | | | | | 4,446 | Very good |

Source: SmartPLS 4.0 processed results (2024)

Based on the data listed in the table above, the survey results on the Teacher Performance variable show a very good assessment, with an overall average score (mean) of 4.446. This reflects that the performance of teachers in carrying out their teaching duties is considered very effective and adequate. In the first item, regarding planning effective learning activities in accordance with learning objectives, the majority of participants (56.2%) strongly agree and 38.2% agree, resulting in a mean of 4.371. For the second item, which measures the selection of learning resources that are appropriate to the material being taught, almost all participants (56.2%) strongly agree and 38.2% agree, with a mean of 4.506. This shows that teachers pay close attention to the suitability of learning resources to teaching materials. In the third item, which measures mastery of subject matter, the majority of participants (52.8%) strongly agree and 41.6% agree that they have mastered the material well, resulting in a mean of 4.472. The fourth item, related to how to end the lesson by ensuring that students understand the material, also received a very good rating, with a mean of 4.382, where 47.2% of participants strongly agreed and 43.8% agreed. The fifth item, which measures efforts to achieve maximum learning success for each student through various

learning approaches, showed very good performance, with 52.8% of participants strongly agreeing and 44.9% agreeing (mean = 4.438). Finally, the sixth item, which measures the use of assessment results to provide constructive feedback to students, also received very good results, with a mean of 4.506, indicating that participants felt that they provided effective feedback on student learning progress.

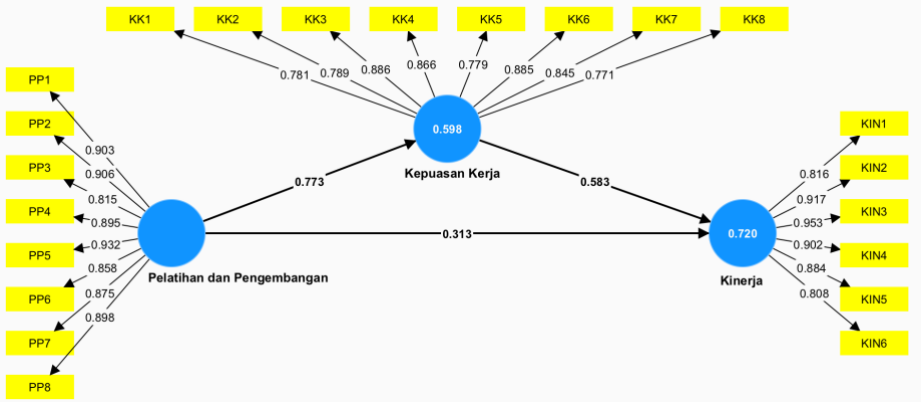
### 4.3. Inferential Analysis

Inferential analysis is an indicator analysis method used to analyze data from samples, with the aim that the results can be generalized to the population. In this study, inferential analysis was carried out using the multivariate indicator method, namely Partial Least Square - Structural Equation Model (PLS-SEM) modeling.

### 4.3.1. Measurement Model (Outer Model)

Evaluation of the measurement model (outer model) is an important stage that aims to ensure that the indicators used in this research model have an adequate level of reliability and validity. Through the evaluation of the outer model, it can be determined whether the indicators are suitable for use in measuring a latent variable or construct. Therefore, this model is also known as a measurement model, which in the context of PLS-SEM is referred to as an outer model.

Evaluation of the measurement model is done by testing several indicators, including convergent validity, discriminant validity, and reliability. The calculation of the measurement model is done using the PLS algorithm. Based on the results of data calculations with the PLS Algorithm, the following outer model description is obtained.




Source: SmartPLS 4.0 processed results (2024)

**Figure 4.1 Outer Model Results**

**Table 4.4 Outer Loading**

| Construction | *Outer loading* | Information |
|---|---|---|
| KIN1 <- Performance | 0.816 | Valid |
| KIN2 <- Performance | 0.917 | Valid |
| KIN3 <- Performance | 0.953 | Valid |
| KIN4 <- Performance | 0.902 | Valid |
| KIN5 <- Performance | 0.884 | Valid |
| KIN6 <- Performance | 0.808 | Valid |
| KK1 <- Job Satisfaction | 0.781 | Valid |
| KK2 <- Job Satisfaction | 0.789 | Valid |
| KK3 <- Job Satisfaction | 0.886 | Valid |
| KK4 <- Job Satisfaction | 0.866 | Valid |
| KK5 <- Job Satisfaction | 0.779 | Valid |
| KK6 <- Job Satisfaction | 0.885 | Valid |
| KK7 <- Job Satisfaction | 0.845 | Valid |
| KK8 <- Job Satisfaction | 0.771 | Valid |

| | | |
|---|---|---|
| PP1 <- Training and Development | 0.903 | Valid |
| PP2 <- Training and Development | 0.906 | Valid |
| PP3 <- Training and Development | 0.815 | Valid |
| PP4 <- Training and Development | 0.895 | Valid |
| PP5 <- Training and Development | 0.932 | Valid |
| PP6 <- Training and Development | 0.858 | Valid |
| PP7 <- Training and Development | 0.875 | Valid |
| PP8 <- Training and Development | 0.898 | Valid |

Source: SmartPLS 4.0 processed results (2024)

All indicators in each variable in this study, namely Performance, Job Satisfaction, and Training and Development, have valid outer loading values. The outer loading value of each indicator ranges from 0.771 to 0.953, indicating that all indicators have a strong and relevant relationship with the measured variables.

### 4.3.2. Construct Reliability

Outer loading analysis is conducted to evaluate a construct by measuring its indicators simultaneously, known as construct reliability. The results of this analysis can be used to ensure that the construct can be measured consistently and reliably through the predetermined indicators.

**Table 4.5 Construct Reliability Values**

| Variables | *Cronbach's alpha* | *Composite reliability*(rho_a) | *Composite reliability*(rho_c) | Information |
|---|---|---|---|---|
| Job satisfaction | 0.933 | 0.937 | 0.945 | Reliable |
| Performance | 0.942 | 0.946 | 0.954 | Reliable |
| Training and Development | 0.961 | 0.964 | 0.967 | Reliable |

Source: SmartPLS 4.0 processed results (2024)

Based on the data presented, the three variables studied, namely Job Satisfaction, Performance, and Training and Development, showed a very high level of reliability. The Cronbach's alpha value for each variable ranged from 0.933 to 0.961, indicating that the instrument used to measure these variables had very good internal consistency. In addition, the Composite Reliability (rho_a) and Composite Reliability (rho_c) values also showed similar results, with figures ranging from 0.937 to 0.967, which further strengthened the validity and reliability of the research instrument. Thus, the three variables can be considered reliable

### 4.3.3. Construct Validity

In the third stage in the outer loading evaluation process, construct validity is assessed, which in the context of the reflective model is also referred to as convergent validity. At this stage, the threshold used as a reference is the average variance extracted (AVE) from the loading value. A construct or latent variable is considered valid if its AVE value is greater than 0.50 (Hair et al., 2019). An explanation of Construct Validity can be seen in table 4.6 below.

**Table 4.6 Construct Validity Values**

| Variables | *Average variance extracted*(AVE) | Information |
|---|---|---|
| Job satisfaction | 0.684 | Valid |
| Performance | 0.777 | Valid |
| Training and Development | 0.785 | Valid |

Source: SmartPLS 4.0 processed results (2024)

Based on the Construct Validity value table, the Job Satisfaction variable has an Average Variance Extracted (AVE) value of 0.684, the Performance variable is 0.777, and the Training and Development variable is

0.785. All AVE values exceed the threshold of 0.50, indicating that each variable has good convergent validity. This means that the indicators in each variable are able to explain more than 50% of the variance of the measured construct. Thus, the three variables in this study are declared valid in terms of construction and are able to represent the measured concept accurately. This finding supports the strength of the research model in explaining the relationship between Training and Development, Job Satisfaction, and Teacher Performance at Namira Islamic School.

### 4.3.4. Discriminant Validity

Discriminant Validity is one of the important criteria in evaluating a measurement model, which is used to ensure that a construct or latent variable can be distinguished well from other constructs in the model. One method that is often used to measure discriminant validity is through cross loading between indicators, namely by comparing the loading value of the indicator on the measured construct with the loading value on other constructs. If the loading value of the indicator on the construct is greater than the loading value on other constructs, then the discriminant validity can be declared good. Hair et al. (2019) explained that cross loading is used to verify that each indicator has a higher correlation with the measured construct than with other constructs, thus ensuring that there is no overlap between different constructs.

**Table 4.7 Cross Loading Values**

| | Job satisfaction | Performance | Training and Development |
|---|---|---|---|
| KIN1 | 0.747 | **0.816** | 0.607 |
| KIN2 | 0.720 | **0.917** | 0.577 |
| KIN3 | 0.786 | **0.953** | 0.762 |
| KIN4 | 0.722 | **0.902** | 0.757 |
| KIN5 | 0.741 | **0.884** | 0.740 |
| KIN6 | 0.636 | **0.808** | 0.566 |
| KK1 | **0.781** | 0.542 | 0.525 |
| KK2 | **0.789** | 0.572 | 0.668 |
| KK3 | **0.886** | 0.673 | 0.657 |
| KK4 | **0.866** | 0.726 | 0.513 |
| KK5 | **0.779** | 0.721 | 0.606 |
| KK6 | **0.885** | 0.774 | 0.772 |
| KK7 | **0.845** | 0.639 | 0.667 |
| KK8 | **0.771** | 0.757 | 0.660 |
| PP1 | 0.700 | 0.745 | **0.903** |
| PP2 | 0.598 | 0.635 | **0.906** |
| PP3 | 0.609 | 0.475 | **0.815** |
| PP4 | 0.751 | 0.720 | **0.895** |
| PP5 | 0.696 | 0.641 | **0.932** |
| PP6 | 0.681 | 0.662 | **0.858** |
| PP7 | 0.681 | 0.688 | **0.875** |
| PP8 | 0.737 | 0.788 | **0.898** |

Source: SmartPLS 4.0 processed results (2024)

Based on the Cross Loading table, each indicator shows the highest loading value on the measured construct compared to other constructs. For example, indicators KIN1 to KIN6 have the highest loading value on the Performance variable, indicators KK1 to KK8 have the highest loading value on the Job Satisfaction variable, and indicators PP1 to PP8 have the highest loading value on the Training and Development variable. This shows that each indicator is able to represent its construct well, thus supporting the discriminant validity in the research model. This discriminant validity indicates that different constructs in the model can be clearly distinguished, thus

supporting the reliability and validity of the model in explaining the relationship between Training and Development, Job Satisfaction, and Teacher Performance at Namira Islamic School.

### 4.4. Hypothesis Testing

**Table 4.8 Hypothesis Test Results (Significance and Coefficient)**

| Hypothesis | | *Sample mean*(M) | *T statistics*(\|O/STDEV\|) | *P values* | Information |
|---|---|---|---|---|---|
| H1 | Training and Development -> Performance | 0.317 | 2,819 | 0.005 | Accepted |
| H2 | Training and Development -> Job Satisfaction | 0.777 | 20,563 | 0,000 | Accepted |
| H3 | Job Satisfaction -> Performance | 0.580 | 5,164 | 0,000 | Accepted |

Source: SmartPLS 4.0 processed results (2024)

The results of the data analysis show that all hypotheses proposed are accepted based on significant statistical values. The first hypothesis (H1), which states that Training and Development has a direct effect on Performance, is accepted with a sample mean (M) value of 0.317, a t value of 2.819, and a p value of 0.005 ($p < 0.05$). The second hypothesis (H2), which states that Training and Development has an effect on Job Satisfaction, is also accepted with an M value of 0.777, a t value of 20.563, and a p value of 0.000 ($p < 0.05$). Furthermore, the third hypothesis (H3), which states that Job Satisfaction has an effect on Performance, is accepted with an M value of 0.580, a t value of 5.164, and a p value of 0.000 ($p < 0.05$). These results indicate that Training and Development has a significant influence both directly on Performance and indirectly through increasing Job Satisfaction, which ultimately also increases Performance.

**Table 4.9 Hypothesis Test Results (Significance and Specific Indirect Effects)**

| Hypothesis | | ***Sample mean (M)*** | ***T Statistics*** | ***P values*** | Information |
|---|---|---|---|---|---|
| H4 | Training and Development->Job satisfaction-> Performance | 0.451 | 4,882 | 0.000 | Accepted |

Source: SmartPLS 4.0 processed results (2024)

Based on the results of data analysis, the fourth hypothesis (H4) which states that Training and Development has an effect on Job Satisfaction which then affects Performance has been accepted. This is indicated by the sample mean (M) value of 0.451, the t statistic value of 4.882, and the p value of 0.000 ($p <0.05$), which indicates that the effect is statistically significant. Thus, it can be concluded that Training and Development has a positive contribution to improving Performance through increasing Job Satisfaction. This finding indicates the importance of the role of training and development in creating a satisfied and productive workforce.

## DISCUSSION

### 1. The Influence of Training and Development on Teacher Performance

Training and development have been proven to have a positive and significant effect on teacher performance at Namira Islamic School. Based on the results of the H1 hypothesis test, the p value of 0.005, which is smaller than 0.05, indicates that this hypothesis is accepted, meaning that training and development do have a positive impact on teacher performance.

This finding is in line with previous studies, such as those expressed by Mulki et al. (2019), who found that training can improve professional skills and teaching effectiveness of teachers. Research by Suharti and Suryani (2020) also emphasized the importance of appropriate training programs in improving teaching skills and improving overall teacher performance. Yuniarti (2021) further confirmed that structured training can update teachers' knowledge and improve the quality of their learning. Thus, training and development play a very important role in improving teacher performance at Namira Islamic School.

### 2. The Influence of Training and Development on Job Satisfaction

The effect of training and development on job satisfaction is proven significant in this study, with a p value of 0.000, indicating that the H2 hypothesis is accepted. This shows that the training given to teachers at Namira Islamic School has a positive effect on their job satisfaction.

This finding is in line with research by Sari et al. (2022) which revealed that training provided to employees, including teachers, can increase their job satisfaction, especially related to the improvement of skills and knowledge gained through training. In addition, Putra and Widyastuti (2023) also emphasized that well-designed training programs can increase teacher motivation and job satisfaction, because they feel appreciated and empowered in their profession. Research by Alamsyah and Dewi (2022) also supports this finding, stating that training that provides new knowledge and relevant skills can create a more satisfying work environment for teachers.

**3. The Influence of Job Satisfaction on Teacher Performance**

The results of this study indicate that job satisfaction has a significant effect on teacher performance, as evidenced by the H3 hypothesis test, with a p-value of 0.000, which is less than 0.05, which means that this hypothesis is accepted. This finding is in line with research by Putra and Widiastuti (2022) which revealed that a high level of job satisfaction can increase teacher motivation and performance in teaching. In addition, Mulyani et al. (2023) also stated that job satisfaction influenced by factors such as good social relationships in the workplace and managerial support plays a major role in improving teacher performance. Research by Wibowo and Anjani (2022) also found that teachers who feel appreciated and satisfied with their jobs tend to show better performance in the learning process. Therefore, it can be concluded that job satisfaction plays an important role in improving teacher performance.

Based on the data obtained from this study, teachers at Namira Islamic School showed a fairly high level of job satisfaction in various aspects. One that stands out is satisfaction related to harmonious relationships with coworkers, which shows that a conducive work environment greatly supports teacher performance. Satisfaction related to the variety of tasks faced by teachers also showed a high level of satisfaction, reflecting that the diversity of tasks faced by teachers does not burden them, but instead increases their enthusiasm in carrying out their work.

**4. The Influence of Training and Development on Teacher Performance Through Job Satisfaction**

The results of the H4 hypothesis test in this study indicate that training and development have an effect on teacher performance through job satisfaction, with a p value of 0.000, which is smaller than 0.05, so this hypothesis is accepted. This finding indicates that effective training and development not only has a direct effect on teacher performance but also has a positive impact through increased job satisfaction. This finding is in line with research by Irawan and Ningsih (2023) which states that effective training can increase teacher job satisfaction, which in turn has a positive effect on their performance. Research by Suryani et al. (2022) also found that increased job satisfaction due to training can increase teacher motivation to work better, which has an impact on improving their performance in the classroom. A study by Wibowo and Sari (2023) shows that training programs that improve professional skills also contribute to job satisfaction, which then encourages teachers to be more productive and perform optimally.

## CONCLUSION

1. Training and development have a significant positive impact on teacher performance at Namira Islamic School. Relevant and effective training programs improve teachers' skills and competencies, which contribute to improving their performance in carrying out teaching duties.
2. Training and development also have a positive effect on teacher job satisfaction at Namira Islamic School. Teachers who take part in training feel more confident and have better competence, which causes them to feel more satisfied with their work and the existing work environment.
3. Job satisfaction has a positive effect on teacher performance at Namira Islamic School. High satisfaction makes teachers more motivated, more dedicated, and more productive in carrying out their duties. Therefore, supportive working conditions and teacher satisfaction can improve their performance in the classroom.
4. Training and development affect teacher performance through job satisfaction as a mediator. Job satisfaction obtained from effective training strengthens the positive impact of training on teacher performance, resulting in more optimal performance improvements.

## SUGGESTION

1. **Developing Continuous and Relevant Training Programs**
   One way to improve teacher performance is to design ongoing training programs that not only develop technical skills in teaching, but also strengthen teachers' interpersonal and managerial abilities. To do this, schools need to identify training needs by conducting surveys or interviews with teachers to find out the challenges they face in the classroom and the skills they want to improve.
2. **Enhancing a Supportive Work Environment**
   Teacher job satisfaction is greatly influenced by a conducive work environment. Therefore, school management needs to take steps to create harmonious relationships between teachers and between teachers and school staff. One way that can be done is by holding team-building activities regularly. These activities can be in the form of outbound, informal social gatherings, or group discussions that aim to strengthen interpersonal relationships between teachers.
3. **Providing Adequate Social and Managerial Support**
   This study shows that social support from colleagues and the school has a significant influence on teacher job satisfaction and performance. Therefore, school management needs to ensure that teachers receive sufficient support, both in terms of resources and moral support. One step that can be taken is to assign mentors to assist in teacher professional development.
4. **Reviewing Salary and Compensation Policies**
   Satisfaction with salary is one of the factors that can affect teacher job satisfaction. Therefore, school management must review salary policies and ensure that the salaries received by teachers are in accordance with their contributions and responsibilities. This can be started by conducting an internal survey aimed at determining the level of teacher satisfaction with the salaries received.

5. **Evaluation of Training Programs and Job Satisfaction**
   To ensure that the training programs and managerial policies implemented are effective, school management needs to conduct regular evaluations of the training provided and teacher job satisfaction. This evaluation can be done using surveys or questionnaires to obtain direct feedback from teachers on the quality of the training received, whether the training helped them in their teaching duties, and whether they felt more satisfied with their jobs after attending the training.

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