ANALYSIS OF COMPETENCE AND COMMUNICATION ON TEACHER PERFORMANCE WITH TRAINING AS AN INTERVENING VARIABLE AT SMP NEGERI 1 BUKIT BENER MERIAH REGENCY

Karmila[1], Mesra B[2], Kiki Farida Ferine[3]

[1]Mahasiswa Magister Manajemen Universitas Pembangunan Panca Budi
[2,3]Magister Manajemen Universitas Pembangunan Panca Budi
Correspondence Author: mesrab@dosen.pancabudi.ac.id

Abstract

This study aims to analyze the influence of competence and communication on teacher performance with training as an intervening variable at SMP Negeri 1 Bukit, Bener Meriah Regency. The background of this study is based on the important role of teachers in improving the quality of education and the need for optimal teacher performance through increased competence, communication skills, and relevant training. This study used a quantitative approach with a population of 71 teachers, consisting of ASN and PPPK, which were designated as saturated samples. Data analysis was conducted using Partial Least Square (PLS) through SmartPLS. The results showed that competence had a positive and significant effect on teacher performance, while the influence of competence on training had a positive but insignificant effect. Communication skills had a significant effect on training, but a positive but insignificant effect on teacher performance directly. Training was proven to have a positive and significant effect on teacher performance. These findings indicate that increased training plays a mediator in strengthening the relationship between communication and teacher performance. This study recommends the need for a structured and sustainable training program to support the development of teacher competence and communication skills to optimally improve performance.

Keywords: *Competence, Communication, Training, Teacher Performance*

INTRODUCTION

Education is a key pillar in developing quality human resources. In this context, teachers play a central role as learning facilitators and agents of change in the school environment. Optimal teacher performance is greatly influenced by various factors, including competence, communication skills, and training. Teacher competency encompasses the knowledge, skills, and attitudes necessary to effectively carry out professional duties. Research by Gutara et al. (2021) shows that professional competency significantly influences teacher performance, contributing 70% to performance improvement. Communication skills are also a crucial aspect of the learning process. Teachers who communicate effectively can deliver material clearly, build positive relationships with students, and create a conducive learning environment. Wibowo and Suharnomo (2022) found that communication skills have a positive and significant impact on teacher performance, particularly in the context of online learning during the COVID-19 pandemic. Training serves as a means to improve teacher competence and communication skills. Through structured and ongoing training, teachers can update their knowledge and skills in line with developments in the curriculum and educational technology. Research by Nasution and Zainarti (2023) shows that training and development contribute significantly to teacher performance management, increase work motivation, and create a collaborative culture that supports professional development. At SMP Negeri 1 Bukit in Bener Meriah Regency, efforts to improve the quality of education are a primary focus. However, challenges remain related to suboptimal teacher performance. Several factors suspected of influencing this performance include varying levels of competency, uneven communication skills, and limited access to relevant training. Based on the description above, this study aims to analyze the influence of competence and communication on teacher performance, with training as an intervening variable, at SMP Negeri 1 Bukit, Bener Meriah Regency. The results of this study are expected to contribute to formulating strategies to

improve teacher performance through competency development, communication skills enhancement, and effective training implementation.

LITERATURE REVIEW
Theoretical Framework
Teacher Performance
Understanding Teacher Performance

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

Teacher performance is the real ability demonstrated in carrying out all of their responsibilities, including learning, guidance, and social roles (Sutrisno, 2020).

Teacher Performance Indicators

Sutrisno (2020) explains thatAccording to Sutrisno, teacher performance indicators can be grouped into the following aspects:

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

Training
Definition of Training

Gustiana et al. (2022) stated that training is an opportunity provided by a particular organization to encourage and improve work skills.

Training Indicators

Gustiana et al. (2022) identified several key indicators for human resource training and development that must be considered to ensure its implementation is effective and meets organizational needs. These indicators include:

1) Main Objective: Training and development must be designed to support the achievement of organizational or institutional goals and implemented appropriately.
2) Targeted Needs: Training participants should be selected based on detailed and measurable planned needs.
3) Skills Improvement Oriented: Training should focus on improving skills relevant to the participants' tasks and responsibilities.
4) Relevant Material: Training materials must be appropriate to the needs of participants and relevant to the latest developments in the field.
5) Effective Training Methods: The methods used in training must be effective, relevant to the material, and appropriate to the abilities of the participants.
6) Selection of Appropriately Qualified Participants: Training participants must be selected based on appropriate qualifications to ensure the effectiveness of the training.

Communication
Definition of Communication

Mortensen (2020) Communication is the process of sending and receiving messages between individuals or groups through symbols that are understood by both parties.

Communication Indicators

Mortensen (2020) communication indicators are as follows:
1) Source: The individual or entity that initiates the communication process by composing and sending the message.

2) Message: Information, ideas, or feelings conveyed by a source to a recipient.
3) Channel: The media or path used to convey a message, such as oral, written, or electronic media.
4) Receiver: The individual or entity that receives and interprets the message sent by the source.
5) Feedback: The response or reaction of the recipient to the message received, which allows the source to assess the effectiveness of the communication.
6) Context: The physical, social, and cultural environment in which communication takes place, which influences how messages are sent and received.
7) Noise: Factors that can interfere with or hinder the delivery of a message, such as physical noise, psychological distractions, or semantic barriers.

Competence
Understanding Competence
Spencer & Spencer (2020) Competence is a person's deep characteristics that are related to effective or superior performance in a particular job or situation, which include knowledge, skills, motivation, values, and behavioral patterns.

Competency Indicators
Competency indicators according to Spencer & Spencer (2020) that can be used to measure a person's competence in a work context:
1) Motivation
   - The desire to achieve the best results
   - The drive to continue learning and growing
   - Initiative in taking responsibility
2) Values and Attitudes
   - Have high integrity and work ethics
   - Positive attitude towards work and coworkers
   - Ability to adapt 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 perform the task
   - Ability to use work-related tools and technology
   - Effective communication skills in the work environment
5) Personal Characteristics
   - Ability to manage emotions and stress
   - Ability to work in a team
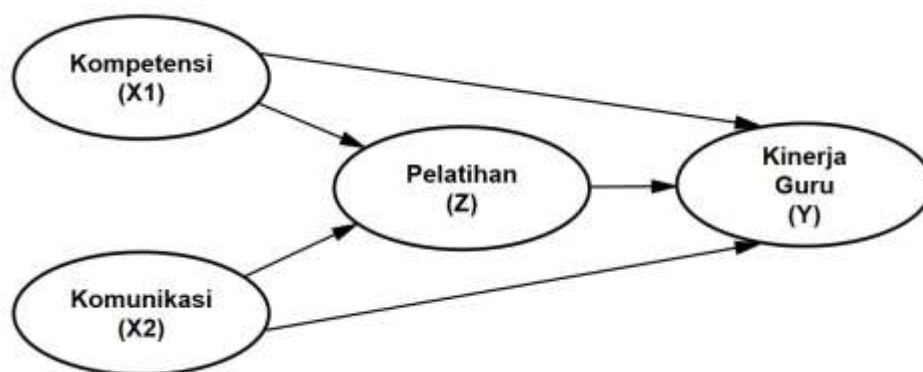   - Leadership and decision-making skills

Conceptual Framework

Figure 1. Conceptual Framework

Research Hypothesis

H1: Competence has a positive and significant influence on teacher performance inPublic Middle School 1 Bukit, Bener Meriah Regency.

H2: Competence has a positive and significant effect on training onPublic Middle School 1 Bukit, Bener Meriah Regency.

H3: Communication has a positive and significant influence on teacher performance at SMP Negeri 1 Bukit, Bener Meriah Regency.

H4: Communication has a positive and significant influence on training at SMP Negeri 1 Bukit, Bener Meriah Regency.

H5: Training has a positive and significant effect on teacher performance at SMP Negeri 1 Bukit, Bener Meriah Regency.

H6: Competence has a positive and significant effect on teacher performance through training at SMP Negeri 1 Bukit, Bener Meriah Regency.

H7: Communication has a positive and significant effect on teacher performance through training at SMP Negeri 1 Bukit, Bener Meriah Regency.

RESEARCH METHOD

Types of research

The type of research used by the researcher was quantitative. This type of quantitative research was conducted to create a study aimed at tailoring research and analyzing competency and communication on teacher performance, with training as an intervening variable at SMP Negeri 1 Bukit, Bener Meriah Regency.

Research Location and Research Time

The research location was SMP Negeri 1 Bukit, located in Blang Sentang, Bukit District, Bener Meriah Regency, Aceh. The research period was three months, from April to June 2025.

Population and Sample

In this study, the population was 71 people, consisting of 57 ASN teachers and 14 PPPK teachers. The sample used in this study was a saturated sample because the entire population was used as a sample.because the number is relatively small and allows for research as a whole.

RESULTS AND DISCUSSION
Outer Model Analysis

Outer Model Analysis muse*PLS Algorithm*, produce:

Validity Test

Table 1. ValuesOuter Loadings

	Teacher Performance	Competence	Communication	Training
X1.1		0.799		
X1.2		0.860		
X1.3		0.816		
X1.4		0.794		
X2.1			0.795	
X2.2			0.811	
X2.3			0.848	
X2.4			0.811	
X2.5			0.797	
X2.6			0.847	
X2.7			0.821	
Y.1	0.703			
Y.2	0.772			
Y.3	0.749			
Y.4	0.796			
Y.5	0.714			
Z.1				0.758
Z.2				0.811
Z.3				0.870
Z.4				0.861
Z.5				0.842
Z.6				0.814

Source: Smart PLS Output, 2025

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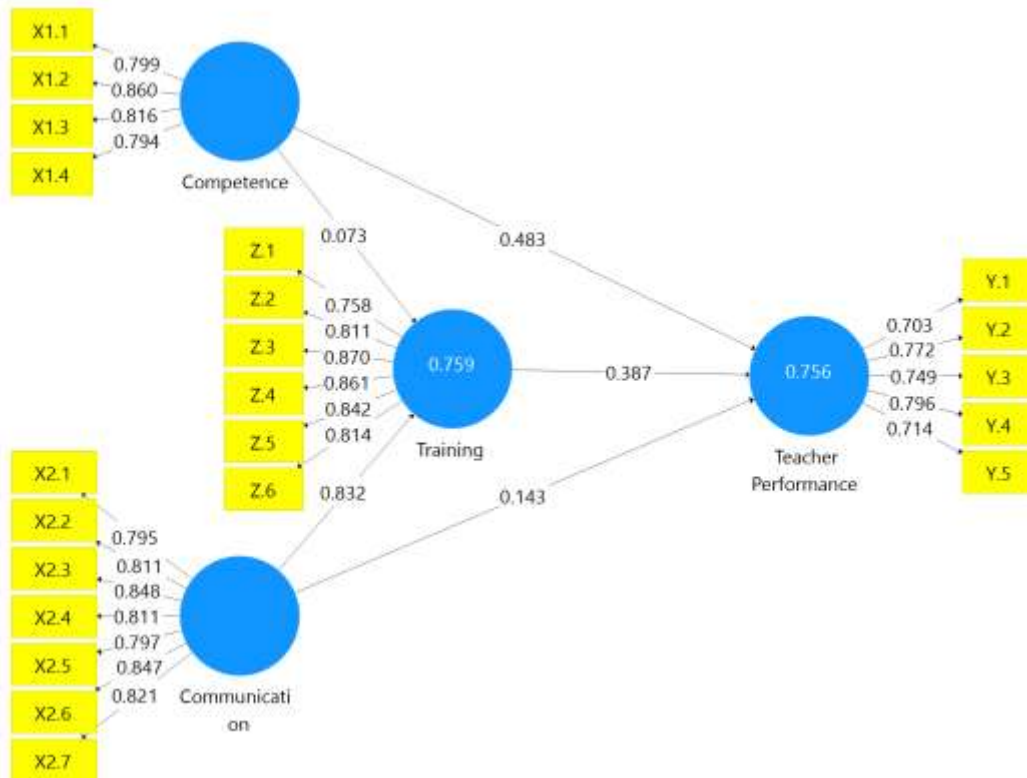
Figure 1. Outer Loading

In this study there is an equation and the equation consists of two substructures for substructure 1:

$Z = \beta1X1 + \beta2X2 + e1$

$Z = 0.073X1 + 0.832Z + e1$

For substructure 2:

$Y = \beta2X1 + \beta3X2 + \beta3Z + e2$

$Y = 0.483 X1 + 0.143X2 + 0.387Z + e2$

Reliability Test

Table 2. Construct Reliability and Validity Test

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Teacher Performance	0.803	0.811	0.863	0.559
Competence	0.834	0.835	0.889	0.668
Communication	0.918	0.918	0.934	0.670
Training	0.907	0.909	0.928	0.684

Source: Smart PLS Output, 2025

Table 2 above shows that the Cronbach's Alpha and Composite Reliability values for all constructs are above 0.70. This indicates that all indicators have high internal consistency and can be relied upon to measure their respective constructs. Therefore, the research instrument is deemed reliable and suitable for use in testing the structural model.

Coefficient of Determination (R2)

Evaluating a model with PLS begins by examining the R-square for each dependent latent variable. The table below shows the results of R-square estimation using SmartPLS.

Table 3. R Square Results

	R Square	R Square Adjusted
Training	0.759	0.754
Teacher Performance	0.756	0.747

Source: Smart PLS, 2025

In table 3 there is an R square value for both dependent variables for the training variable there is an R square value of 0.887 meaning the influence of competence and communication is 0.759 or 75.9% the rest is on other variables outside the model. The R square value of teacher performance is 0.756 meaning competence, communication and training are 0.756 or 75.6% the rest is on other variables outside the model.

Structural Model Testing (Inner Model)
Hypothesis Testing
Direct Influence Between Variables
The direct influence between variables can be seen in the path coefficients. The data processing results show the direct influence values, as shown in the following table.

Table 4. Path Coefficients (Direct Effect)

	Original Sample	T Statistics	P Values	Conclusion
Competence -> Teacher Performance	0.483	7,966	0,000	Accepted
Competence -> Training	0.073	1,265	0.206	Rejected
Communication -> Teacher Performance	0.143	1,298	0.195	Rejected
Communication -> Training	0.832	16,262	0,000	Accepted
Training -> Teacher Performance	0.387	3,552	0,000	Accepted

Source: Smart PLS Output, 2025

In the results of Table 4, there are direct influence values as follows:
1. Competence has a positive and significant influence on teacher performance with a t-statistic value of 7.966 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 line with the results of previous research, namely that competence has a positive and significant effect on teacher performance at Madrasah Tsanawiyah and Aliyah Alwasliyah in Binjai City (Supriadi & Mesra, 2023).
2. Competence has a positive but not significant effect on training with a t-statistic value of 1.265 is below 1.96 and a significance level of 0.206 is above 0.05, indicating that competence has a positive but insignificant effect on training because the significance value is above 0.05. This study is inconsistent with research that states that competence has a positive and significant effect on training (Salman & Saleem, 2020).
3. Communication has a positive but not significant effect on teacher performance with a t-statistic value of 1.298 below 1.96 and a significance of 0.195 above 0.05, meaning that communication has a positive but insignificant effect on teacher performance because the significance value is above 0.05. The results of this study contradict previous research, which found that communication has a positive and significant effect on performance at the Binjai City Communication and Informatics Office (Fadillah & Mesra, 2023).
4. Communication has a positive and significant effect on training with a t-statistic value of 16.262 above 1.96 and a significance level of 0.000 below 0.05, indicating that communication has a positive and significant effect on training because the significance value is below 0.05. The results of this study also align with research conducted by Momennasab et al. (2023), which states that communication has a positive and significant effect on training.
5. Training has a positive and significant effect on teacher performance with a t-statistic value of 3.552 above 1.96 and a significance level of 0.000 below 0.05, indicating 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 consistent with previous

research, indicating that training has a positive and significant effect on employee performance at the BPJS Ketenagakerjaan office (Pranoto & Mesra, 2024).

Indirect Influence Between Variables

The indirect influence between variables can be seen in the specific indirect effects values. The data processing results show the indirect effect values, as shown in Table 5 below.

Table 5. Specific Indirect Effects

	Original Sample	T Statistics	P Values	Conclusion
Competence -> Training -> Teacher Performance	0.028	1,112	0.267	Rejected
Communication -> Training -> Teacher Performance	0.322	3,648	0,000	Accepted

Source: Smart PLS, 2025

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

1. Competence has a positive but not significant effect on teacher performance through training with a t-statistic value of 1.112 below 1.96 and a significance value of 0.267 above 0.05 means that training does not act as an intervening variable between competence and teacher performance.

2. Communication has a positive and significant influence on teacher performance through training with a t-statistic value of 3.648 above 1.96 and a significance value of 0.000 above 0.05 means that training plays a very important role as an intervening variable between communication and teacher performance because the direct influence between the variables the hypothesis is rejected but with the presence of the intervening variable the hypothesis is accepted.

CONCLUSION

1. Competence has a positive and significant influence on teacher performance at SMP Negeri 1 Bukit, Bener Meriah Regency.

2. Competence has a positive but not significant effect on training at SMP Negeri 1 Bukit, Bener Meriah Regency.

3. Communication has a positive but not significant effect on teacher performance at SMP Negeri 1 Bukit, Bener Meriah Regency.

4. Communication has a positive and significant influence on training at SMP Negeri 1 Bukit, Bener Meriah Regency.

5. Training has a positive and significant effect on teacher performance at SMP Negeri 1 Bukit, Bener Meriah Regency.

6. Competence has a positive but not significant effect on teacher performance through training at SMP Negeri 1 Bukit, Bener Meriah Regency.

7. Communication has a positive and significant influence on teacher performance through training at SMP Negeri 1 Bukit, Bener Meriah Regency.

SUGGESTION

1. In the competency variable, the indicator with the lowest score was the statement, "I am able to deliver lesson material in an engaging and clear manner." Schools need to conduct creative and interactive teaching practice training so that teachers can deliver material in a more engaging and clear manner.

2. Communication with statements "I convey information to students in a clear and easy-to-understand manner." Schools need to provide effective communication training so that teachers can convey information more clearly and easily understood by students.

3. Training with the statement "The training I attended had clear and targeted objectives." Schools need to ensure that each training program is designed with clear, measurable objectives and is relevant to teachers' needs.

4. Teacher performance is measured by the statement, "I am able to complete all teaching assignments according to the assigned workload." Schools need to help teachers manage their workload proportionately and provide time management guidance to ensure successful completion of teaching assignments.

REFERENCES

Fadillah, I., & Mesra, B. (2023). The Influence of Transformational Leadership on Employee Performance Mediated By Work Motivation at The Communications and Informatics Department Of Binjai City. *SIBATIK JOURNAL: Jurnal Ilmiah Bidang Sosial, Ekonomi, Budaya, Teknologi, Dan Pendidikan*, 2(9), 2853-2866.

Kristina, D., Sari, M., & Ramadhani, L. (2025). Pengaruh Komitmen Organisasi terhadap Kinerja Guru di Sekolah Menengah Atas. Jurnal Administrasi Pendidikan, 13(1), 12–21.

Kurniawan, R., & Yahya, M. (2021). Pengaruh Gaya Kepemimpinan Kepala Sekolah terhadap Kinerja Guru di MTs Tholabuddin Masin Kabupaten Batang. Jurnal Ilmu Pendidikan dan Pengajaran, 8(2), 45–53.

Momennasab, M., Mohammadi, F., DehghanRad, F., & Jaberi, A. (2023). Evaluation of the effectiveness of a training programme for nurses regarding augmentative and alternative communication with intubated patients using Kirkpatrick's model: A pilot study. *Nursing open*, *10*(5), 2895-2903.

Northouse, P. G. (2021). Leadership: Theory and Practice (9th ed.). Thousand Oaks, CA: Sage Publications.

Nugraha, D., & Sari, E. M. (2020). Disiplin Kerja dan Faktor-faktor yang Mempengaruhinya pada Pegawai Negeri Sipil. Jurnal Manajemen Sumber Daya Manusia, 5(1), 67–75.

Pranoto, W., & Mesra, B. (2024). The Influence of Work Motivation and Leadership Style On Employee Performance Through Job Satisfaction as A Mediating Variable at The Employment BPJS Sumbagut Regional Office. *Lead Journal of Economy and Administration*, *3*(1), 31-49.

Salman, M., Ganie, S. A., & Saleem, I. (2020). The concept of competence: a thematic review and discussion. *European Journal of Training and Development*, *44*(6/7), 717-742.

Sugiyono. (2022). Metode Penelitian Kuantitatif, Kualitatif, dan R&D (Edisi Terbaru). Bandung: Alfabeta.

Supriadi, S., & Mesra, B. (2023). The Influence of Competence on Teacher Performance Moderated By School Principal's Leadership at Madrasah Tsanawiyah and Aliyah Alwasliyah Binjai City. *Berajah Journal*, *3*(3), 561-572.

Susanti, R., Utami, W., & Hidayat, T. (2023). Pengaruh Disiplin Kerja terhadap Kinerja Guru di SMK Negeri 1 Kotabumi Lampung Utara. Jurnal Pendidikan dan Manajemen, 11(3), 102–110.

Sutrisno, E. (2020). Manajemen Sumber Daya Manusia (Edisi Revisi). Jakarta: Kencana.

Wijayanti, E., & Suharnomo, D. (2021). Komitmen Organisasi dan Faktor-faktor yang Mempengaruhinya. Jurnal Psikologi Industri dan Organisasi, 9(1), 33–42.