

# **Effectiveness of Training on Teacher Performance through Soft Competencies and Teacher Capabilities**

**Bakri, Mustari, Hasmin Tamsah, Jamiluddin Usman, Andi Agusniati and Abdul Haris**

Sekolah Tinggi Ilmu Ekonomi AMKOP, Makassar, Indonesia

bakri@gmail.com, mustari@gmail.com, hasmintamsah40@gmail.com,

jamiluddin.usman@iainmadura.ac.id, agusniati@gmail.com, abdulharis@gmail.com

**Syaripa Aeni**

Sekolah Tinggi Ilmu Administrasi Puangrimaggalatung, Makassar, Indonesia

syarifaaeni12@gmail.com

## **Abstract**

This study aims to determine and analyze the effect of Training Effectiveness on Teacher Performance Through Soft Competencies and Teacher Capabilities at the UPT SMKN Branch of Regional Office V Bulukumba-Bantaeng. Research methods are designed in the form of quantitative research. The population of this study is a teacher in 4 UPT SMKN Branch Dinas Region V Bulukumba-Bantaeng (SMKN 1, 4, 5, and 8) as many as 121 teachers. Sample determination is carried out by total sampling techniques to involve the entire population as a research sample. The data analysis technique used is path analysis. There are seven hypotheses proposed in this study, the whole hypothesis is accepted. Research shows that training effectiveness contributes greatly to teacher performance compared to soft competence and teacher capability. Indirectly, soft competence and teacher capability variables become partial mediation, meaning that the direct influence is still effective in influencing teacher performance. As a result of research, training effectivity can directly affect teacher performance and indirectly through soft competence and teacher capabilities. UPT SMKN Branch of Regional Office V Bulukumba-Bantaeng through the effectiveness of training, schools can conduct training based on school needs, targets, programs, principles, and implementation of learning. Effective training has enabled teachers to shape themselves by improving soft competence better in their leadership in class, communication, and thinking. Also, the teacher's capabilities become better, especially in understanding the content or material taught, applying concepts, and implementing learning. Effective training in the UPT SMKN Branch of Regional Office V Bulukumba-Bantaeng is considered an important means of improving the responsibility of teachers as professional educators. It is oriented to teachers' ability to improve the ability to plan to learn, manage to learn, conduct learning assessments, and carry out tasks and responsibilities professionally.

## **Keywords**

Effectiveness of training, soft competence, teacher capability, and teacher performance

## **1. Introduction**

Teacher performance is an important element in education, but it is also a determinant of the high quality of education. Teachers carry out teacher performance in carrying out the duties of a teacher as an educator. Decree of the Minister of State Apparatus Utilization and Bureaucratic Reform No. 16 of 2009, teachers also have the task of educating students by following norms and values according to religion. Nevertheless, not a few teachers in the teaching and learning process did not show the performance expected by the school. Teachers in their profession in carrying out tasks are given many opportunities, one of which is training them. Training is the development of attitudes, knowledge, or skills of systematic behavior patterns required by a teacher to perform a task or job adequately (Cahaya et al., 2022). The effectiveness of teacher training as the achievement of teacher training goals is reflected in the improvement of teacher competencies (knowledge and skills) and changes in attitudes.

In addition to training effectiveness, the teacher's ability in soft competence is also indispensable. Teachers must have soft skills, including warm relationships, making an easy approach, and building relationships constructively (Tamsah et al., 2021). The teacher's capabilities can be demonstrated through the content of the knowledge he teaches. Teachers who have the ability (capability) always choose the right learning methods, models, approaches, and techniques

according to the materials and characteristics of learners (Rahawarin et al., 2020; Zacharias et al., 2021). This research explores the effect of training effectiveness on teacher performance directly and indirectly through soft competence and teacher capabilities at up SMKN Branch of Regional Office V Bulukumba-Bantaeng

## **2. Literature Review**

One of the forms of school as a learning organization is the willingness to learn from teachers always to improve their abilities, and one of them is through training activities. Implementing effective teacher training is very important to support the learning activities carried out. As stated, the benefits of effective training for teachers for their schools are an increase in the productivity of schoolwork. Good character formation can be honed with training followed by teachers, one of which is to be better at forming personalities and behaviors such as communicating and changing. It is also supported by research Tamsan & Yusriadi (2022), who concluded the positive and significant influence of training effectiveness on soft competence.

Efforts to build teacher quality are in the effort to build the teacher's ability. One of the capabilities that teachers must own is the capability in the learning process. Teachers must continuously upgrade their knowledge with various modern learning strategies so that it is not limited to just one learning strategy or method. Giving birth to teachers with good capabilities or abilities in their duties and responsibilities cannot be separated from implementing effective training programs. The more effective the followed training will make it easier for them to form good capabilities in learning (Ilyas et al., 2022). This is supported by research Yusriadi et al. (2019), which suggests training effectiveness's positive and significant influence on capabilities.

According to Yusriadi et al. (2020), training is the management of education. Training includes the functions contained in it, namely planning, regulating, controlling, and assessing general activities and skill training. The effectiveness of training is the maximum level of achievement of the training process carried out. Teachers as individuals who are fully responsible for the learning process, the implementation of effective training will encourage the improvement of teacher performance, such as the quality of teachers in providing lessons and work and professional responsibilities. Research supports this A'yun et al. (2017), which concluded that training affects performance.

Competence is one of the determining elements of efforts to improve one's abilities, the level of a teacher's proficiency in interacting and taking approaches, grouping, and community abilities reflects good soft competence. Soft competence is a skill and life skill. For teachers, soft competence supports smooth work by forming a good attitude and cooperation in their environment, which encourages teachers' ability to interact well with teachers, students, and the community. This is also supported by research Aeni et al. (2020), which concludes the positive and significant influence of soft competence on capabilities.

As stated by Rahawarin et al. (2020), Soft Skills (soft competencies) complement hard skills. Soft competence is an important part of soft competence. Teachers with soft competence encourage the improvement of their performance. Their quality will be tested in implementing tasks given with proficiency, experience, and sincerity, performance, or potential work results from work achieved by someone carrying out the tasks assigned (Hamiru et al., 2019; Muharlisiani et al., 2019; Rachman et al., 2019). This is also supported by research Dana et al. (2021) which concluded the positive and significant influence of soft competence on teacher performance.

The ability of the teacher is the skills possessed by a teacher. The teacher's capability is a qualitative picture of the teacher's behavior (Sakkir, 2018). The teacher's ability as the ability possessed teacher is to do the learning by choosing the right strategy in education, and it is far expected by the teacher to be able to manage his class so that the desired learning goals are achieved (Kembauw et al., 2021; Nath et al., 2021; Sam et al., 2019; Suharyanto et al., 2021; Umanailo et al., 2021). The more capable the teacher, the better their performance. The better and the more accurate the quality of learning, the better implementation of work responsibilities. It is also supported by research Fatgehipon et al. (2019), which concluded that there is a positive and significant influence of capability on teacher performance.

## **3. Methods**

### **3.1 Sample Criteria**

The sample in this study was 121 teachers in 4 SMKN at upt SMKN Branch Region V Bulukumba-Bantaeng namely UPT SMKN 1, 4, 5 and 8. Respondents were 47 men (39%) and women, 74 (61%). Furthermore, the age of respondents is in the range of 20-30 years, as many as 42 people (35%). They are in the range of 31-40 years, as many

as 35 people (29%), > 41 years as many as 44 people (36%). Respondents with the level of S2 education as many as 22 people (18%), S1 as many as 84 people (69%), and D3 as many as 15 people (12%). While the working period of 1-5 years is as many as 77 people (64%). 6-10 years for as many as 39 people (32%), and >10 years for as many as five people (4%).

### 3.2 Measurement

This study uses a quantitative approach. The analysis tool used is path analysis with SPSS ver.25 for windows software to answer the problem. The population of this study is a teacher in 4 SMKN in SMKN Branch V Bulukumba-Bantaeng, namely UPT SMKN 1, 4, 5 and 8 as many as 121 teachers. Sample determination is carried out by total sampling techniques to involve the entire population as a research sample. The data collection is complete for two months, and the whole questionnaire is completed.

Training effectivity is measured by five indicators, namely determination of needs, goals, programs, application of learning principles, and assessment of program implementation. Soft competence is measured by five indicators: communication skills, thinking skills, teamwork strength, lifelong learning, and leadership ability (Bin-Tahir et al., 2019). Five indicators measure teacher capabilities: taught content, conceptualization, learning process, interpersonal communication, and ego. Five indicators measure teacher performance, namely planning learning, managing learning, assessing learning progress, and implementing tasks and responsibilities (Table 1).

Table 1. Measurement of variable

Variable	Indicator	Statement
Training Effectiveness (Z)	• Determination of needs	I want training activities to be able to consider the needs of the school
	• Goal setting	I feel that the implementation of this training is by the achievement target
	• Program determination	I get the material that matches what is expected at this time
	• Application of learning principles	I get the best place in training activities according to the basic principles carried out
	• Assessment of program implementation	I gained more knowledge in managing learning activities
Soft Competence (Y1)	• Communication skills	I can communicate well in class and outside the classroom.
	• Thinking skills	I do a study before carrying out learning activities
	• The power of teamwork	I can work well in a team.
	• Lifelong learning	I appreciate every activity of learning and teaching how to be kind to science.
	• Leadership ability	I can control the people under my control.
Teacher Capability (Y2)	• Taught content	I can develop myself through continuous improvement of knowledge material mastery.
	• Conceptualization	I can identify areas of self-development to improve my competence continuously.
	• Learning process	I can choose the right approach, model, method, and learning technique according to the material and characteristics of the student
	• Interpersonal communication	I can communicate with students to understand their characteristics of the student appropriately and know their needs
	• Ego	I can know myself and build self-responsibility.
Teacher Performance (Z)	• Planning learning	I did a good plan before starting teaching activities.
	• Managing learning	I provide an easy-to-understand way of delivery to learners
	• Assess learning progress	I can do an objective learning assessment
	• Task execution	I can carry out tasks accurately and without errors
	• Responsibility	I became a job as a form of personal responsibility.

## 4. Results

### 4.1 Path 1 Analysis

Table 2. Effect X on Y1

Model		Unstandardized Coefficients		Standardized Coefficients	t	Itself.
		B	Std. Error	Beta		
1	(Constant)	10.769	1.156		9.319	.000
	Effectiveness of training	.498	.054	.648	9.281	.000

a. Dependent Variable: Competence Y1

**Source:** Processed data results, 2021

Table 2 obtained the coefficient of the path ( $\alpha_1$ ) = 0.648 with a significant level of 0.000 which means positive and significant (Sig. < 0.05); therefore, the Training Effectiveness variable (X) has a positive and significant effect on Soft Competence (Y1).

### 4.2 Path analysis 2

Table 3. Effect X on Y2

Model		Unstandardized Coefficients		Standardized Coefficients	t	Itself.
		B	Std. Error	Beta		
1	(Constant)	10.520	1.066		9.866	.000
	Effectiveness of training	.492	.049	.674	9.949	.000

a. Dependent Variable: teacher capability Y2

**Source:** Processed data results, 2021

Table 3 obtained the coefficient of the path ( $\alpha_2$ ) = 0.674 with a significant level of 0.000 which means positive and significant (Sig. < 0.05); therefore, the Training Effectiveness variable (X) has a positive and significant effect on teacher capability (Y1).

### 4.3 Path analysis 3

Table 4. Effect of Y1 on Y2

Model		Unstandardized Coefficients		Standardized Coefficients	t	Itself.
		B	Std. Error	Beta		
1	(Constant)	5.473	1.210		4.522	.000
	Lunak Y1 competence	.727	.056	.764	12.922	.000

a. Dependent Variable: teacher capability Y2

**Source:** Processed data results, 2021

Table 4 obtained the coefficient of the path ( $\alpha_3$ ) = 0.764 with a significant level of 0.000 which means positive and significant (Sig < 0.05); therefore, the Soft Competency variable (Y1) has a positive and significant effect on teacher capability (Y2).

### 4.4 Path analysis 4

Table 5. Effect of X, Y1, and Y2 on Z

Model		Unstandardized Coefficients		Standardized Coefficients	t	Itself.
		B	Std. Error	Beta		
1	(Constant)	4.410	1.272		3.466	.001
	Effectiveness of training	.294	.059	.386	4.971	.000
	Lunak_Y1 competence	.286	.088	.288	3.240	.002
	Guru_Y2 capabilities	.235	.096	.225	2.456	.016

Source. Processed data results, 2021

Table 5 obtained the coefficient of the path ( $\alpha_4$ ) = 0.386 with a significant level of 0.000 which means positive and significant (Sig. < 0.05); therefore, the Training Effectiveness variable (X) has a positive and significant effect on Teacher Performance (Z). The value of the coefficient of the path ( $\alpha_5$ ) = 0.288 with a significant level of 0.002 which means positive and significant (Sig < 0.05). Therefore, the Soft Competency variable (Y1) positively and significantly affects Teacher Performance (Z). The value of the path coefficient ( $\alpha_6$ ) is 0.225 with a significant level of 0.016 which means positive and significant (Sig. < 0.05). Therefore, the Teacher Capability variable (Y2) has a positive and significant effect on Teacher Performance (Z).

#### 4.5 Determination Test ( $R^2$ )

Table 6. Determination test result ( $R^2$ )

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.803 <sup>a</sup>	.644	.635	1.543
a. Predictors: (Constant), Guru_Y2 Capability, Training, Effectiveness, Competence Lunak_Y1				
b. Dependent Variable: Teacher Performance				

Source. Processed data results, 2021

The R-Square ( $R^2$ ) or determinant value of 0.644 or 64.4%, meaning that 64.4% variation in the ups and downs of the Teacher Performance variable (Z) can be explained by the variables of Training Effectiveness, Soft Competence, and Teacher Capability. The remaining 35.6% is explained by other variables outside the model studied.

For large indirect influences, it can be calculated by multiplying independent variables by intervening variables as follows: Effect of Training Effectiveness on Teacher Performance Through Soft Competencies  $X \ Y1 \ Z = 0.648 \times 0.288 = 0.186 \rightarrow \rightarrow$  The value of 0.186 means the indirect influence of variable X on Z through Y1, which is 0.186 points. Effect of Training Effectiveness on Teacher Performance Through Teacher Capability  $X \ Y2 \ Z = 0.674 \times 0.225 = 0.151 \rightarrow \rightarrow$  The value of 0.151 means the indirect influence of variable X on Z through Y2, which is 0.151 points.

Based on the results of the path analysis of all variables, the full model of the analysis path is (Figure 1):

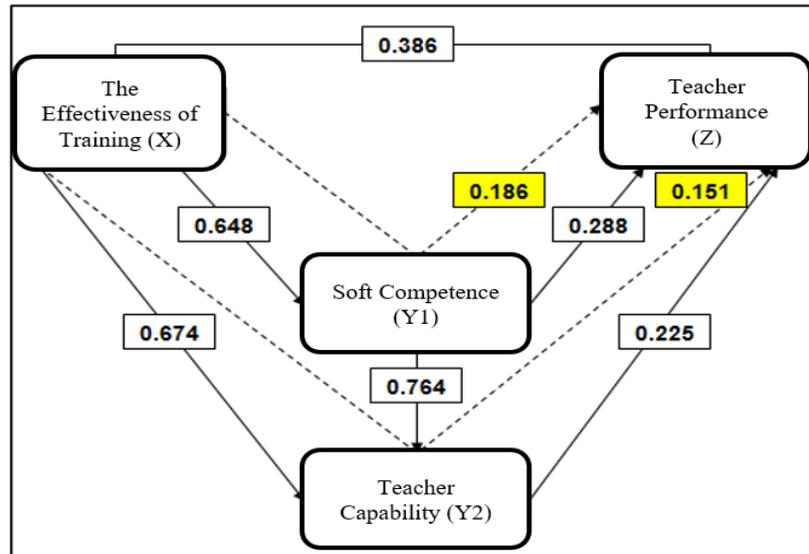


Figure 1. Full model path analysis

## 5. Discussion

Soft competence is a personal ability possessed by teachers where the effectiveness of training has shaped the character of teachers better. Based on hypothesis 1, the influence of the training effectiveness variable on the soft competence of UPT SMKN Branch of Regional Service V Bulukumba-Bantaeng is positive and significant. The findings of this study are supported Haris et al. (2021), who concluded the positive and significant influence of training effectiveness on soft competence. But unlike the research conducted by Heranto et al. (2021) which concluded that it takes a long period of time to see changes in teacher behavior, smiling mind approach as a form of effective training that can affect soft skills, so this approach method can lead to physical, emotional, behavioral and cognitive control. Effective coaching becomes a path of success in implementing teaching tasks in school. Teachers who participate in training are expected to be more and improve their ability to manage learning in school.

Based on the results in hypothesis 2, the influence of the training effectiveness variable on the capabilities of UPT SMKN teachers of the Bulukumba-Bantaeng Regional Service Branch V is positive and significant. The findings of this study are supported by Sabrang et al. (2021), which suggest the positive and significant influence of training effectiveness on capabilities. Teachers' ability as ability is possessed, improved by the more effective training carried out by teachers. Training effectiveness leads to the needs, goals, determination of programs, application of learning principles, and evaluation so that the more effective training will encourage the improvement of teacher capabilities.

Based on the results in hypothesis 3, the influence of soft competency variables on the capabilities of UPT SMKN teachers of the Bulukumba-Bantaeng Regional Service Branch V is positive and significant. The findings of this study are supported by Hasmiaty et al. (2021) which concluded there is a significant positive influence of soft competence on capabilities. A teacher's ability can be improved by a better mastery of the teacher to his abilities. The level of soft competence of the teacher in mastering himself and knowing his advantages is an indication of his capabilities so that better soft competence will also improve his capabilities.

Based on the results in hypothesis 4, the variable effect of training on the performance of UPT SMKN teachers of the Bulukumba-Bantaeng Regional Service Branch V is positive and significant. The findings of this study are supported by research Mislia et al. (2021), which concluded the influence of training effects on performance. Teacher work is the achievement of work results in quality and quantity. The teacher's performance shows the better teachers' ability to plan, manage, assess, and perform. Thus, the more effective the training, the better the performance.

Based on the results in hypothesis 5, the influence of soft competency variables on the performance of UPT SMKN teachers of the Bulukumba-Bantaeng Regional Service Branch V is positive and significant. The findings of this study are supported by research Cahaya et al. (2022) who concluded there is a significant positive influence of soft

competence on teacher performance. Soft competence is an ability possessed by teachers based on good attitudes such as communicating, thinking, forming a solid team, and leadership. Well-managed soft competencies can improve teacher performance in learning.

Based on the results in hypothesis 6, the influence of teacher capability variables on the performance of UPT SMKN teachers branch of regional office V Bulukumba-Bantaeng is positive and significant. The findings of this study are supported by research Tamsah et al. (2021), who concluded there is a significant positive influence on teacher performance. Teachers with good capabilities continue to drive changes and improvements in the teaching system, such as designing and managing to learn well and professionally carrying out tasks and responsibilities (Hasmin Tamsah et al., 2020). Teacher with their capabilities has become a characteristic of competent and professional teachers, showing high partisanship in managing to learn effectively. It has a direct impact on improving its performance.

Based on the results in hypothesis 7, the influence of variable training effectiveness on teacher performance through the soft competence of UPT SMKN Branch of Regional Service V Bulukumba-Bantaeng is positive and significant. The effectiveness of training at the UPT SMKN Branch of Regional Office V Bulukumba-Bantaeng has created teachers with high competence. It is not only in understanding knowledge techniques but also in personality by developing soft competencies. Teachers become more and more responsible in their work by always participating and complying with the provision of the school. Teachers become more skilled in building communication. The implementation of effective training has encouraged the improvement of personal values with soft competence and impacts improving performance (Rahawarin et al., 2020).

Based on the results in hypothesis 8, the influence of variable training effectiveness on teacher performance through the capabilities of UPT SMKN teachers branch of regional service V Bulukumba-Bantaeng is positive and significant. Teachers are better able to design and manage learning better. Effective training implementation followed by teachers can support the improvement of abilities/capabilities in their duties as educators so that they positively impact their performance.

## **6. Conclusion**

UPT SMKN Branch of Regional Office V Bulukumba-Bantaeng through the effectiveness of training, schools are able to conduct training based on school needs, targets, programs, principles and implementation of learning. Based on this research, it can be concluded that the effectiveness of training can directly affect teacher performance and indirectly through soft competence and teacher capabilities. Effective training has enabled teachers to shape themselves by improving soft competence better in their leadership in class, communication, and thinking. Also, the teacher's capabilities become better, especially in understanding the content or material taught, applying concepts, and implementing learning. Effective training in the UPT SMKN Branch of Regional Office V Bulukumba-Bantaeng is considered an important means of improving the responsibility of teachers as professional educators. Oriented teachers can enhance the ability to plan to learn, manage to learn, conduct learning assessments, and carry out the professional implementation of duties and responsibilities.

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## **Biographies**

**Bakri** is a student at Magister Program of Economic Science of Sekolah Tinggi Ilmu Ekonomi AMKOP, Makassar, Indonesia. His areas of interest and research include social science and economic.

**Mustari** is a lecturer at Economics Department of Sekolah Tinggi Ilmu Ekonomi AMKOP, Indonesia. His areas of interest and research include economic, management, management human resource.

**Hasmin Tamsah** is a lecturer at Economics Department of Sekolah Tinggi Ilmu Ekonomi AMKOP, Indonesia. His areas of interest and research include economic, management, management human resource.

**Jamiludin Usman** is a lecturer at Islamic Education Management Department of Institut Agama Islam Negeri Madura, Indonesia. His areas of interest and research include management, human resource, education, islamic. He has published many articles in national journals.

**Syaripa Aeni** is a lecturer of Public Administration Department at Sekolah Tinggi Ilmu Administrasi Puangrimaggalatung, Makassar, Indonesia. The research conducted has been published in international and national journals, international and national proceedings in the social science and management sector.

**Andi Agusniati** is a lecturer at Economics Department of Sekolah Tinggi Ilmu Ekonomi AMKOP, Indonesia. Her areas of interest and research include economic, management, management human resource. She has published some books and many articles in national and international journals.

**Abdul Haris** is a lecturer at Economics Department of Sekolah Tinggi Ilmu Ekonomi AMKOP, Indonesia. His areas of interest and research include economic, management, management human resource. He has published some books and many articles in national and international journals.