

THE EFFECT OF JOB TRAINING AND JOB MOTIVATION ON TEACHER PERFORMANCE THROUGH JOB SATISFACTION AT SMK NEGERI 9 MEDAN

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Abstract

Through job satisfaction at SMK Negeri 9 Medan, this study seeks to investigate how work motivation and training affect teacher performance. Teacher performance, which is impacted by a number of factors such as job motivation, job satisfaction, and training received, is a significant component in raising the quality of education. This study employs a survey method in conjunction with a quantitative approach. Eighty teachers at SMK Negeri 9 Medan were given questionnaires to complete in order to gather data, which was then processed using the Smart PLS application. The study's findings demonstrate that job training significantly and favorably affects teachers' job happiness, which in turn improves their performance. Furthermore, it has been demonstrated that work motivation influences teacher performance both directly and indirectly through job satisfaction. This study advances knowledge about the significance of maintaining work motivation and developing competencies through training in enhancing teacher performance at SMK Negeri 9 Medan. In order to enhance teacher performance and job happiness, schools are advised to keep creating suitable training programs and fostering a positive work atmosphere.

Keywords:

Job Training, Work Motivation, Teacher Performance, Job Satisfaction

Introduction

Good human resources (HR) are essential to any business and should be a top priority. Of course, every business will strive to acquire superior human resources of the highest caliber to help the productive work of the organization. One area that is crucial to human resource development is education, where the calibre of teaching personnel has a big impact on the calibre of education. Teachers as educators play an important role in achieving the desired

educational goals, therefore, teacher performance is the main indicator in measuring the success of an educational institution. However, teacher performance is not only determined by their abilities and competencies, but also by various other factors, such as work motivation, training received, and job satisfaction level (Winanda, 2024).

Job training is one of the important methods to improve the competence and teachers' capacity to fulfil their responsibilities. Teachers' knowledge, abilities, and attitudes towards overcoming obstacles in the educational field can be updated with the right training. This supports Dessler's (2015) assertion that training is a methodical procedure meant to enhance the abilities, knowledge, and attitudes of employees, including teachers, so that they can carry out their work more effectively. On the other hand, work motivation is a factor that encourages teachers to carry out their work with high enthusiasm and dedication (Lubis, 2024). High work motivation can encourage teachers to work harder, be more creative, and be more productive. Sari & Dwiarti (2018), Siahaan (2022), Fitriani (2024) mentioned that work motivation is an impulse that comes from within an individual or from the external environment that encourages a person to carry out his work tasks effectively to achieve certain goals.

However, although training and work motivation are expected to improve teacher performance, the reality is that not all teachers can maximize their potential (Jayadi, 2025). The degree of job satisfaction is one of the elements that also influences. Teachers' job satisfaction is the result of the interaction between various elements, such as the work environment, relationships between colleagues, and awards given by the organization. Afandi (2018) and Tiara (2025) explain that job satisfaction is a positive that having a fulfilling career is a good emotional state felt by employees when they assess their job or work experience, which in turn will affect their performance. Teachers who are satisfied with their work will be more motivated to improve their performance, while those who are dissatisfied will tend to be less productive.

A. Formulation of the Problem

The problem in this study is formulated as follows in light of the background:

1. How does job training affect teacher job satisfaction at SMK Negeri 9 Medan?

This study aims to determine the extent to which training provided to teachers can improve their job satisfaction.

2. How does work motivation affect teacher job satisfaction at SMK Negeri 9 Medan?

Focus on the importance of motivation as a factor that can affect teacher job satisfaction, and how high motivation can contribute to feelings of satisfaction in carrying out tasks.

3. How does job satisfaction affect teacher performance at SMK Negeri 9 Medan?

This study aims to explore the relationship between the level of job satisfaction and the performance displayed by teachers.

4. Does job satisfaction act as a mediator between job training and work motivation on teacher performance?



Muhammad Arief Wijaya, Muhammad Alfahmi:

*THE EFFECT OF JOB TRAINING AND JOB MOTIVATION ON TEACHER
PERFORMANCE THROUGH JOB SATISFACTION AT SMK NEGERI 9 MEDAN*

This includes an analysis of whether job satisfaction can bridge the influence between training and motivation on performance, thus explaining the mechanism behind the relationship.

B. Research Objectives

The study entitled "THE EFFECT OF JOB TRAINING AND WORK MOTIVATION ON TEACHER PERFORMANCE THROUGH JOB SATISFACTION AT SMK NEGERI 9 MEDAN" has several main objectives as follows:

1. Analyzing the Effect of Job Training on Job Satisfaction: This study aims to explore the extent to which job training provided to teachers can increase their level of job satisfaction. By understanding this relationship, it is hoped that the most effective aspects of training can be identified.
2. Analyzing the Effect of Job Motivation on Job Satisfaction: This objective is to assess how job motivation participates in increasing teacher job satisfaction. This study aims to determine the most influential motivational factors in the context of education.
3. Analyzing the Effect of Job Satisfaction on Teacher Performance: This study also aims to investigate the relationship between job satisfaction and teacher performance. By understanding the impact of job satisfaction, it is hoped that strategies can be found to improve performance in the school environment.
4. Identifying the Mediating Role of Job Satisfaction: Another main objective is to see whether job satisfaction functions as a mediator in the relationship between job training and work motivation on teacher performance. This study seeks to provide insight into how training and motivation can indirectly influence performance through job satisfaction.

Literature Review

A. Job Training

According to Dessler (2015), job training is a systematic process to improve employees' skills, knowledge, and attitudes so that they can carry out their jobs more effectively. Training is designed to close the gap between the competencies that current employees have and those needed by the job or organization.

1. Job Training Process

Dessler (2025) explains that job training involves the following stages:

- 1) Training Needs Analysis
 - a) Identify training needs by analyzing jobs, individuals, and organizations.
 - b) Determining the gap between the competencies possessed and expected.
- 2) Training Program Design
 - a) Design training objectives that are specific, measurable, achievable, relevant, and time-bound (SMART).
 - b) Determine the appropriate training method, such as on-the-job training, off-the-job training, or simulation.



- 3) Training Implementation
 - a) Delivering training materials to participants using the methods that have been designed.
 - b) Involve an experienced instructor or facilitator.
- 4) Training Evaluation, Measuring the effectiveness of training using evaluation models, such as the Kirkpatrick model, which include:
 - a) Reaction: How satisfied the participants were with the training.
 - b) Learning: The level of increase in knowledge and skills.
 - c) Behavior: Application of skills in the workplace.
 - d) Results: Impact of training on individual and organizational performance.

2. Benefits of Job Training According to Dessler (2015)

- 1) Competency Enhancement, Helping employees master new skills or refine existing skills.
- 2) Increased Productivity, Help employees work more effectively and efficiently.
- 3) Adaptation to Change, Equipping employees with the new skills needed to deal with technological or organizational changes.
- 4) Increases Job Satisfaction and Motivation, Providing opportunities for self-development so as to increase job satisfaction.
- 5) Reduce Work Errors, Minimize errors due to lack of knowledge or skills.

3. Job Training Indicators According to Dessler (2015)

- 1) Relevance of Training Programs, Suitability of training materials to job needs.
- 2) Training Methods and Media, Use of appropriate training methods, such as simulations, case studies, or hands-on training.
- 3) Instructor Competencies, The quality and ability of the facilitator in delivering the material.
- 4) Participant Performance Improvement, There is a change in skills, knowledge, or attitudes after training.
- 5) Feedback from Participants, The level of satisfaction of participants with the implementation of the training.

B. Work Motivation

According to Sari and Dwiarti (2018), work motivation is an impulse that comes from within an individual or from the external environment that encourages a person to carry out his work tasks effectively to achieve certain goals. Work motivation is an important factor that affects employee performance, productivity, and job satisfaction.

Factors Affecting Work Motivation

- 1) Individual Needs, Work motivation arises when work can meet the basic needs of the individual, such as physiological needs, a sense of security, appreciation, and self-actualization.



- 2) Organizational Goals, The extent to which an individual understands and aligns the organization's goals with his or her personal goals.
- 3) Work Environment, Supportive working conditions, both physically and socially, can increase work motivation.
- 4) Leadership, A leadership style that supports and motivates employees can boost their morale.

1. Work Motivation Indicators

According to Sari and Dwiarti (2018)

- 1) The Will to Work Hard, The willingness of the individual to give maximum effort in completing the work.
- 2) Perseverance in Facing Challenges, An individual's ability to stay motivated despite facing obstacles or difficulties at work.
- 3) Job Satisfaction Level, Satisfaction with the work done, both in terms of duties, responsibilities, and work environment.
- 4) Commitment to the Organization, Individual involvement in supporting and achieving organizational goals.
- 5) Initiative and Creativity, Ability to take proactive steps and generate new ideas in the work.

C. Performance

1. Factors Affecting Performance According to Mangkunegara

- 1) Ability, Abilities consist of:
 - a) Intellectual ability: The intelligence and knowledge that a person has to get the job done.
 - b) Physical ability: Physical conditions that support the performance of tasks.
- 2) Motivation, Motivation is the drive that makes a person work with passion to achieve a goal. Motivation is influenced by:
 - a) Individual needs.
 - b) Incentives provided by the organization.
- 3) Work Environment, The work environment, both physical and social, greatly affects individual performance. A comfortable and supportive environment will increase productivity.
- 4) Stress Management

The ability to manage pressure or workload will affect concentration and effectiveness in carrying out tasks.

2. Performance Indicators

According to Mangkunegara (2017) to measure individual performance, several key indicators are identified:



- 1) Quality of Work, The level of accuracy, precision, and skill demonstrated in completing the task.
- 2) Working Quantity, The number of jobs that can be completed in a given time.
- 3) Timeliness, Ability to complete tasks according to a predetermined time.
- 4) Effectiveness, The ability to maximize the use of available resources to achieve optimal results.

3. Efforts to Improve Performance

Mangkunegara suggests several ways to improve individual performance, including:

- 1) Competency Development, Provide training that suits the needs of the job.
- 2) Increased Motivation, Providing rewards or incentives to outstanding employees.
- 3) Improvement of Work Environment Conditions, Creating a comfortable, safe, and supportive work environment.
- 4) Effective Leadership, Provides clear direction and supports individual development.
- 5) Workload Management, Adapting tasks to individual capacities to reduce work stress.

D. Job Satisfaction

According to Afandi (2018), job satisfaction is a positive or pleasant emotional state felt by employees when they evaluate their work or work experience. Job satisfaction reflects the extent to which employees' expectations for various aspects of their work are met. If these expectations meet or exceed expectations, then employees are likely to feel satisfied.

1. Factors Affecting Job Satisfaction

According to Afandi (2018)

- 1) The Work Itself, The extent to which the work provides challenges, variations, and opportunities to use skills and creativity.
- 2) Compensation and Benefits, Employee perception of fairness in the payment of salaries, benefits, bonuses, and other incentives.
- 3) Career Development Opportunities, Opportunities for promotion, training, or upskilling that can advance an employee's career path.
- 4) Interpersonal Relationships, The quality of social relationships in the workplace, including relationships with co-workers, superiors, and subordinates.
- 5) Working Conditions, Physical aspects of the work environment, such as cleanliness, safety, facilities, and comfort of the workplace.

2. Job Satisfaction Indicators

According to Afandi (2018)

1. Comfort with Work, The level of comfort felt by employees in carrying out their duties and responsibilities.
2. Compatibility of Expectations with Reality, The degree of conformity between the employee's expectations of the job and the real conditions faced.
3. Good Relationship with Coworkers, Harmony of relationships between individuals in the work environment.



THE EFFECT OF JOB TRAINING AND JOB MOTIVATION ON TEACHER PERFORMANCE THROUGH JOB SATISFACTION AT SMK NEGERI 9 MEDAN

4. Recognition and Awards, The extent to which employees feel appreciated for their contributions and achievements.
5. Motivation in Doing Work, The level of enthusiasm and drive to work well and achieve optimal results.

E. Conceptual Framework

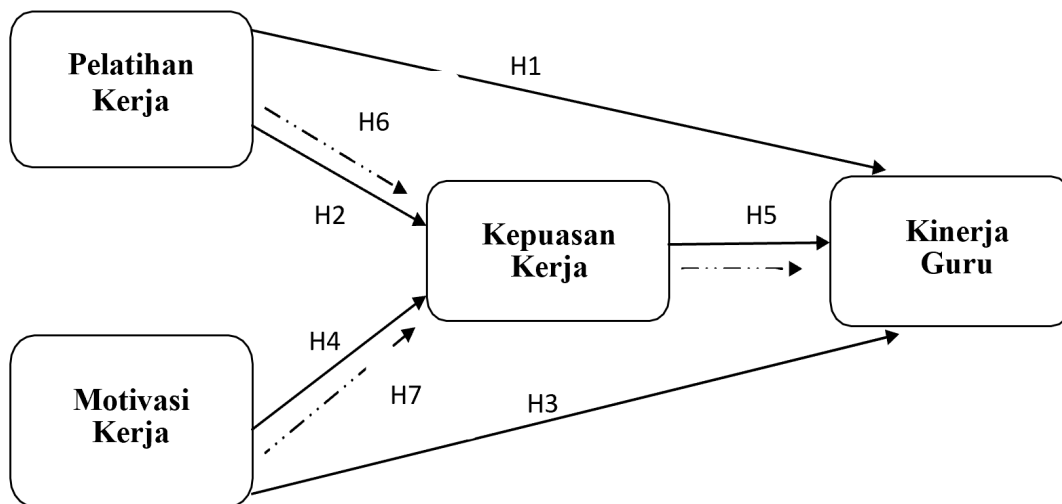


Figure 1. Conceptual Framework

E. Hypothesis

Table 1. Hypothesis

	Based on the conceptual framework, the hypothesis in this study is as follows:
H1	Job training has a positive and significant effect on teacher performance at SMK Negeri 9 Medan.
H2	Job training has a positive and significant effect on job satisfaction at SMK Negeri 9 Medan.
H3	Work motivation has a positive and significant effect on teacher performance at SMK Negeri 9 Medan.
H4	Work motivation has a positive and significant effect on job satisfaction at SMK Negeri 9 Medan.
H5	Job satisfaction has a positive and significant effect on teacher performance at SMK Negeri 9 Medan.
H6	Job training has a positive and significant effect on teacher performance through job satisfaction at SMK Negeri 9 Medan.
H7	Work motivation has a positive and significant effect on teacher performance through job satisfaction at SMK Negeri 9 Medan.

Research Methods



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1. Research Population

All 80 teachers with civil servant, PPPK, and GTT Committee status at SMK Negeri 9 Medan served as the research population. According to Sugiyono (2020), a population is a category for generalisation made up of items or people with specific attributes and traits chosen by the researcher to be examined and from which conclusions are then made.

Table 2. Number of Teachers and Education Level

NO	TEACHER DATA	LK	PR	TOTAL	EDUCATION		TOTAL
					S1	S2	
1	Civil servants	23	31	54	47	7	54
3	PPPK	7	9	16	14	2	16
5	GTT Committee	4	6	10	10	0	10
Total				80	71	9	80

Source: SMK Negeri 9 Medan, 2025

Research Sample

The saturated sample technique, which involves sampling every population, is employed, and the sample consists of all 80 ASN instructors at SMK Negeri 9 Medan.

Data Analysis Techniques

According to Ghazali (2014), the Partial Least Square (PLS) method is a variance-based structural equation model (PLS) that uses indicators (manifest variables) to represent measurable variables and latent variables (which cannot be measured immediately). Furthermore, regarding the application of the Structural Equation Model (SEM) along with PLS (Partial Least Square) estimation for data analysis, the researcher uses guidelines regarding the minimum sample size in SEM-PLS, as revealed by Hair et al. (2019). There are two (2) methods available to determine the minimum sample size in SEM-PLS, namely Rule of Thumb and Power Analysis. According to Sugiyono (2020), verifiable analysis is to check whether it is true or not when it is explained to test a way with or without improvements that have been implemented elsewhere by overcoming problems similar to life. Verifiable analysis in this study uses statistical test tools, namely by testing variance-based structural equations or better known as Partial Least Square (PLS).

Outer Model Analysis

This outer model illustrates how each variable interacts and influences each other.

Components in the Outer Model

1. Independent Variables:

- a. Job Training: Is an intervention given to teachers to improve their skills and knowledge.
In this model, job training is expected to increase teacher job satisfaction.
- b. Work Motivation: Shows the level of drive and enthusiasm for work that teachers have.
High motivation is expected to contribute to increasing job satisfaction as well.

2. Mediator Variables:



- a. Job Satisfaction: Functions as a mediator that connects job training and job motivation with teacher performance. High job satisfaction can strengthen the positive influence of both independent variables on performance.
3. Dependent Variables:
 - a. Teacher Performance: Is the final result influenced by job training, job motivation, and job satisfaction. Teacher performance is measured through indicators such as teaching effectiveness, interaction with students, and academic achievement.

Structural Model Analysis

Finding out if the construction is associated is the first step in evaluating a structural model's prediction ability. then used three criteria—the path coefficient, impact size (F2), and determination coefficient (R2)—to assess the model's predictive ability.

Variance Inflation Factor (VIF)

The Variance Inflation Factor (VIF) is used by SmartPLS v.3 to assess collinearity. In statistics, multicollinearity is frequently observed. A phenomenon known as multicollinearity occurs when two or more independent variables or exogenous constructs have a high degree of correlation, which impairs the ability of the model to predict outcomes. Colunty between structures is indicated by a VIF value more than 5, hence it must be less than 5.

Coefficient of Determination (R2)

An indicator of how much an endogenous construct can be explained by an external construct is the Coefficient of Determination (R2). Teacher performance is the study's endogenous component, whereas job satisfaction, motivation, and training are its exogenous constructs. It is anticipated that the determination coefficient's (R2) value will fall between 0 and 1.

Path Coefficients

In order to test the hypothesis and determine the relevance and intensity of the association, path coefficients between constructs are also calculated. The path coefficients have values between -1 and +1, and there is a growing correlation between the two constructs.

Hypothesis Testing

For every relationship path used to test the hypothesis, a t-statistical value is produced by the bootstrapping process. The t-value of the table and the t-value of the statistic will be contrasted. In order to determine the level of precision or limit of inaccuracy (α) = 5% = 0.05, the study employed a 95% confidence level.

Results

1. Convergent Validity

The results of the analysis show that all indicators for each variable have significant factor loading and the correlation between variables is in accordance with the proposed hypothesis. This indicates that the instrument used in this study has good



convergent validity, because all constructs measured are logically related and consistent. Thus, the convergent validity in this study provides confidence that the measuring instrument used to measure job training, work motivation, job satisfaction, and teacher performance is valid. This finding supports the conclusion that the relationship between these variables is reliable and reflects the reality in the field, so that the results of the study can be relied on to provide recommendations for the development of teacher performance at SMK Negeri 9 Medan.

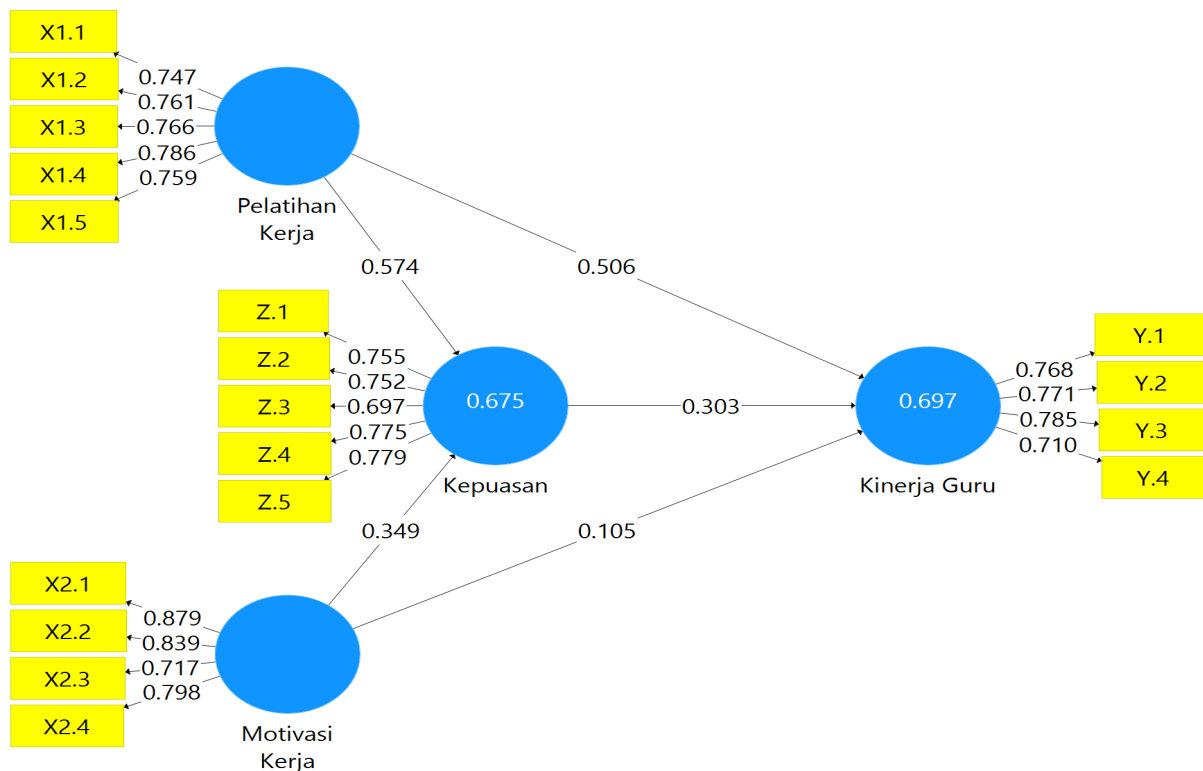


Figure 2. Outer Model

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

$$Z = \beta_{1X1} + \beta_{2X2} + e_1$$

$$Z = 0.574X1 + 0.349Z + e_1$$

For substructure 2:

$$Y = \beta_{2X1} + \beta_{3X2} + \beta_{3Z} + e_2$$

$$Y = 0.506 X1 + 0.105X2 + 0.303Z + e_2$$

Table 3. Outer Loadings

	Job Satisfaction	Teacher Performance	Work Motivation	Job Training
X1.1				0,747
X1.2				0,761
X1.3				0,766
X1.4				0,786
X1.5				0,759
X2.1			0,822	
X2.2			0,809	
X2.3			0,727	
X2.4			0,761	
X2.5			0,781	
Y.1		0,770		
Y.2		0,770		
Y.3		0,786		
Y.4		0,709		
Z.1	0,750			
Z.2	0,754			
Z.3	0,701			
Z.4	0,776			
Z.5	0,780			

Source: Smart PLS, 2025

Discriminant Validity

The legitimacy of discrimination is done to guarantee that every idea of each idle variable is not the same as a different factor. The model has great discriminatory legitimacy if each stack value of each inert variable sign has the largest stack value with the other stack values for other idle factors. The side effects of the discriminatory legitimacy test were obtained as follows:

Muhammad Arief Wijaya, Muhammad Alfahmi:

*THE EFFECT OF JOB TRAINING AND JOB MOTIVATION ON TEACHER
PERFORMANCE THROUGH JOB SATISFACTION AT SMK NEGERI 9 MEDAN*

Table 4. *Discriminant Validity*

	Job Satisfaction	Teacher Performance	Work Motivation	Job Training
X1.1	0,567	0,627	0,540	0,747
X1.2	0,606	0,572	0,496	0,761
X1.3	0,549	0,618	0,372	0,766
X1.4	0,584	0,594	0,547	0,786
X1.5	0,622	0,634	0,487	0,759
X2.1	0,584	0,496	0,822	0,502
X2.2	0,572	0,517	0,809	0,426
X2.3	0,484	0,508	0,727	0,445
X2.4	0,519	0,377	0,761	0,432
X2.5	0,586	0,477	0,781	0,556
Y.1	0,625	0,770	0,589	0,681
Y.2	0,668	0,770	0,593	0,677
Y.3	0,484	0,786	0,346	0,553
Y.4	0,492	0,709	0,368	0,464
Z.1	0,750	0,671	0,550	0,694
Z.2	0,754	0,570	0,541	0,648
Z.3	0,701	0,396	0,494	0,460
Z.4	0,776	0,622	0,572	0,542
Z.5	0,780	0,557	0,639	0,506

Source: Smart PLS, 2025

The loading factor has a higher value in each variable than in the others, as can be seen above. This can be explained by the fact that the job training variable's cross loading factor value is higher than the cross loading of other variables. Compared to the other factors, the work motivation variable has a higher cross loading value. The work happiness variable has a higher cross loading value than the other variables, and the teacher performance variable has a higher cross loading value than other hidden variables. In this instance, the study is legitimate in a discriminatory state.

Composite Reliability

Table 4. *Construct Reliability and Validity*

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Job Satisfaction	0,809	0,867	0,566
Teacher Performance	0,758	0,845	0,577



Muhammad Arief Wijaya, Muhammad Alfahmi:

*THE EFFECT OF JOB TRAINING AND JOB MOTIVATION ON TEACHER
PERFORMANCE THROUGH JOB SATISFACTION AT SMK NEGERI 9 MEDAN*

Work Motivation	0,794	0,860	0,555
Job Training	0,822	0,875	0,584

Source: Smart PLS, 2025

Table 4 above shows that each variable's Cronbach alpha value is greater than 0.7, indicating that the variable fidelity reliability data is accurate. Each variable is deemed reliable because the data is larger than 0.6, as indicated by the composite reliability column's value of greater than 0.6. Every variable in the AVE column receives a value higher than 0.5, indicating that the data is valid in AVE. Since the values of the Cronbach alpha, composite reliability, and AVE columns are all higher than 0.5 and 0.6, respectively, they are all regarded as valid and reliable.

Coefficient of Determination (R²)

Table 5. R Square Results

	R Square	R Square Adjusted
Job Satisfaction	0,698	0,690
Teacher Performance	0,695	0,683

Source: Smart PLS, 2025

The work satisfaction variable in Table 5 has a R square value of 0.698 in both dependent variables, indicating that job motivation and training have a 69.8% influence. The remaining R square value is in other variables that are not part of the model. The influence of job training, work motivation, and job satisfaction is 0.695, or 69.5%, according to the R square value of teacher performance, which is 0.695. The remaining portion is found in other factors that are not included in the model.

Hypothesis Testing

Table 6. *Path Coefficients*

	Original Sample (O)	T Statistics (O/STDEV)	P Values	Conclusion
Job Satisfaction -> Teacher Performance	0,300	2,453	0,015	Accepted
Work Motivation -> Job Satisfaction	0,430	3,759	0,000	Accepted
Work Motivation -> Teacher Performance	0,100	0,902	0,368	Rejected
Job Training -> Job Satisfaction	0,492	4,637	0,000	Accepted
Job Training -> Teacher Performance	0,504	4,146	0,000	Accepted

Source: Smart PLS, 2025



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Muhammad Arief Wijaya, Muhammad Alfahmi:

*THE EFFECT OF JOB TRAINING AND JOB MOTIVATION ON TEACHER
PERFORMANCE THROUGH JOB SATISFACTION AT SMK NEGERI 9 MEDAN*

In the results in table 5 there is a direct influence value which will be explained as follows:

1. Job satisfaction has a positive and significant effect on teacher performance with a t-statistical value of 2.453 above 1.96 and a significance of 0.015 below 0.05, meaning that job satisfaction has a positive and significant effect on teacher performance because the significance value is below 0.05.
2. Work motivation has a positive and significant effect on job satisfaction with a t-statistical value of 3.759 above 1.96 and a significance of 0.000 below 0.05, meaning that work motivation has a positive and significant effect on job satisfaction because the significance value is below 0.05.
3. Work motivation had a positive but not significant effect on teacher performance with a t-statistical value of 0.902 below 1.96 and a significance of 0.368 above 0.05, meaning that work motivation had a positive but not significant effect on teacher performance because the significance value was above 0.05.
4. Job training had a positive and significant effect on teacher performance with a t-statistical value of 4.637 above 1.96 and a significance of 0.000 below 0.05, meaning that job training had a positive and significant effect on job satisfaction because the significance value was below 0.05.
5. Job training had a positive and significant effect on teacher performance with a t-statistical value of 4.146 above 1.96 and a significance of 0.000 below 0.05, meaning that job training had a positive and significant effect on teacher performance because the significance value was below 0.05.

Table 7. *Path Coefficients*

	Original Sample (O)	T Statistics (O/STDEV)	P Values	Conclusion
Work Motivation -> Job Satisfaction -> Teacher Performance	0,129	2,110	0,035	Accepted
Job Training -> Job Satisfaction -> Teacher Performance	0,148	2,090	0,037	Accepted

The indirect factors listed in Table 6 will be described as follows:

1. With a t-statistical value of 2.110 and a significance value of 0.035, work motivation significantly and favourably affects teacher performance through job satisfaction, indicating that job satisfaction functions as a mediating variable between work motivation and teacher performance.



Muhammad Arief Wijaya, Muhammad Alfahmi:

*THE EFFECT OF JOB TRAINING AND JOB MOTIVATION ON TEACHER
PERFORMANCE THROUGH JOB SATISFACTION AT SMK NEGERI 9 MEDAN*

2. A t-statistical value of 2.090 and a significance value of 0.037 indicate that job satisfaction functions as a mediating variable between job training and teacher performance, and that job training has a positive and significant impact on teacher performance through job satisfaction.

Conclusion

1. With an original sample value of 0.504 and a P Value of 0.000, job training significantly and favourably impacted teacher performance at SMK Negeri 9 Medan.
2. With an original sample value of 0.492 and a P Value of 0.000, job training significantly and favourably impacted job satisfaction at SMK Negeri 9 Medan.
3. With an initial sample value of 0.100 and a P Value of 0.368, work motivation had a favourable but non-significant impact on teacher performance at SMK Negeri 9 Medan.
4. With an original sample value of 0.430 and a P Value of 0.000, work motivation significantly and favourably impacted job satisfaction at SMK Negeri 9 Medan.
5. Job satisfaction had a positive and significant effect on teacher performance at SMK Negeri 9 Medan, with an original sample value of 0.300 and a P Value of 0.015.
6. Job training has a positive and significant effect on teacher performance through job satisfaction at SMK Negeri 9 Medan, with an original sample value of 0.148 and a P Value of 0.037.
7. Work motivation has a positive and significant effect on teacher performance through job satisfaction at SMK Negeri 9 Medan, with an original sample value of 0.129 and a P Value of 0.035.

Suggestion

1. Schools should pay more attention to the training that will be given to their teachers, such as materials that are in accordance with the needs of the school so that the materials can be applied in schools to their students.
2. Schools should improve training for their teachers in accordance with their respective competencies so that it will be a motivation for teachers to continue to develop.
3. So that teachers in schools continue to be motivated so that they continue to excel and give awards to teachers who excel both morally and materially.
4. It is better that the motivation given to the teacher makes him satisfied which will eventually make the teacher continue to excel.
5. Motivation must be given to teachers as much as possible so that their teachers' performance can improve continuously.
6. The training given to teachers must make teachers satisfied so that their performance will improve.



Muhammad Arief Wijaya, Muhammad Alfahmi:

*THE EFFECT OF JOB TRAINING AND JOB MOTIVATION ON TEACHER
PERFORMANCE THROUGH JOB SATISFACTION AT SMK NEGERI 9 MEDAN*

7. Motivation must also be able to satisfy the teachers so that the teacher's performance will increase automatically.

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Muhammad Arief Wijaya, Muhammad Alfahmi:

*THE EFFECT OF JOB TRAINING AND JOB MOTIVATION ON TEACHER
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