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The Effect of Competence, Training, and Career Development on the Performance of XYZ Junior High School Teachers in Bekasi City

David[1], Josephin Cornellius[1*], Widy Maulana Iqbal[1], Ari Anggarani Winadi Prasetyoning Tyas[1]

[1] Department of Change Management and Organizational Culture, Universitas Esa Unggul, 11510, Jakarta, Indonesia

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ABSTRACT

This study aims to analyse the impact of competence, training, and career development on teacher performance at SMP XYZ in Bekasi City. A quantitative research design was employed, utilizing a survey method to collect data through questionnaires distributed to all 30 teachers at the school, applying a saturated sampling technique to ensure comprehensive participation. Instrument validity and reliability tests confirmed the questionnaires were appropriate for statistical analysis. Multiple linear regression was used to examine the relationships between the independent variables (competence, training, and career development) and the dependent variable (teacher performance). The results showed that competence has a positive and significant effect on teacher performance, while training and career development do not present statistically significant influences. The model's Adjusted R Square value of 0.547 indicates that these variables explain 54.7% of the variance in teacher performance, with 45.3% attributed to other factors outside the study scope. These findings underscore the crucial role of teacher competence in enhancing educational outcomes, suggesting that schools should prioritize competence development initiatives to effectively improve teacher performance and thereby foster better student achievement.

1. Introduction

The quality of education is highly dependent on human resources, particularly teachers who serve as the primary actors in the teaching and learning process (Darling-Hammond, 2000). Teacher performance not only influences student learning outcomes but also plays a crucial role in creating a conducive and productive educational environment. According to Rivai and Sagala (2013), teacher performance refers to the actual behavior demonstrated by teachers in carrying out their responsibilities. To enhance teacher performance, the primary focus should be on competence, training, and career development (Wibowo, 2016). This issue is particularly relevant in Bekasi City, a rapidly growing urban area where the increasing demand for quality education necessitates continuous improvement in teacher performance to effectively address evolving educational challenges.

[*] *Corresponding author.*
E-mail address: josephincornelius@student.esaunggul.ac.id
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The cornerstone of carrying out professional tasks is teacher competence. According to Spencer and Spencer (1993), competence is a basic personal quality that is associated with successful job performance. Competent teachers possess mastery of subject matter, classroom management skills, and strong pedagogical abilities (Sutarto, 2017; Ball & Forzani, 2011). Research by Maulidiyah and Wahyuni (2020) highlights that pedagogical and professional competencies significantly impact teacher performance, particularly in improving the quality of teaching and learning processes. At SMP XYZ in Bekasi City, disparities in teacher competence remain a challenge, affecting the consistency of learning quality across classrooms.

In addition to competence, training serves as a vital tool for enhancing teacher capacity and quality. Mulyasa (2009) emphasizes that teacher training is part of continuous professional development aimed at updating knowledge and skills. The OECD (2019) emphasizes the importance of continuous teacher learning as essential for adapting to the demands of 21st-century education. Fitriyani and Sunardi (2019) found that training programs tailored to teachers' real needs can improve classroom teaching effectiveness. Similarly, Guskey (2002) states that training programs are most effective when they directly address practical classroom needs and positively impact student learning. Furthermore, Susanti (2021) notes that technology-based training enhances teachers' ability to design engaging and interactive teaching materials. However, in Bekasi City, teacher training implementation faces challenges such as facility gaps and time constraints, particularly in private schools.

Career development is another critical determinant of teacher performance. A clear career path provides direction, purpose, and motivation in the workplace (Mondy, 2016; Tuytens & Devos, 2014). Hermawan and Marwan (2022) found that structured career development aligned with work achievements contributes to job satisfaction and teacher productivity. Observed that teachers with access to career development programs tend to be more enthusiastic, innovative, and loyal to their institutions (Siregar & Manurung, 2022). At SMP XYZ in Bekasi City, uneven career development opportunities remain an issue that requires attention to sustain teacher motivation and productivity.

Based on this background, the study aims to analyze the influence of competence, training, and career development on teacher performance at SMP XYZ in Bekasi City. The findings are expected to contribute to the theoretical understanding of educational management and offer practical insights for school administrators and local policymakers to design effective and sustainable human resource development strategies in education.

2. Methodology

2.1 Data and Location

This study employs a quantitative approach. This study uses grounded method in the positivist paradigm and systematically examines a specific population or sample (Sugiyono, 2022). The data collected are primary, obtained through the distribution of questionnaires to 30 teachers at SMP XYZ. The research instrument utilized a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), allowing for nuanced responses regarding teacher performance and related factors. The sampling technique applied was the saturated sampling method, where all members of the population were included as respondents due to the relatively small number of teachers, making it feasible to study the entire group (Sugiyono, 2022).

The use of a quantitative approach facilitates the objective measurement of variables and the analysis of relationships between them. By employing structured questionnaires, the study aims to gather reliable data that reflects the teachers' perspectives on their competencies, training, and career development. This method not only enhances the validity of the findings but also allows for statistical analysis to draw meaningful conclusions. The results of this research are expected to

provide insights into the factors influencing teacher performance at SMP XYZ, contributing to the broader discourse on educational quality improvement in Bekasi City. Ultimately, the findings will serve as a basis for recommendations aimed at enhancing teacher effectiveness and fostering a more productive educational environment.

3. Results

3.1 Validity test

In this study, the validity of the research instrument was assessed using the Product Moment Pearson method by comparing the calculated correlation coefficient (rxy) with the critical value from the correlation table (r Table) at a 5% significance level (Ghozali, 2018). An instrument item is considered valid if its rxy exceeds the r Table value; otherwise, it is invalid. This procedure ensures that the questionnaire accurately measures the intended constructs. Table 1 presents the validity test results for the competence variable.

Table 1 Validation test for competence variable

Variable	Question Point	Pearson Correlation	r-Table	Description
Competence	X1.1	0.759	0.349	VALID
	X1.2	0.887	0.349	VALID
(Spencer & Spencer, 1993)	X1.3	0.847	0.349	VALID
	X1.4	0.531	0.349	VALID
	X1.5	0.402	0.349	VALID
	X1.6	0.566	0.349	VALID
	X1.7	0.430	0.349	VALID
	X1.8	0.866	0.349	VALID

As shown in Table 1, all question items (X1.1 to X1.8) were tested using the Pearson Product-Moment Correlation method. The calculated Pearson Correlation values for each item were compared against the critical r-Table value of 0.349 at a 5% significance level. Items X1.1, X1.2, X1.3, X1.4, X1.6, and X1.8 demonstrated strong correlations, with Pearson Correlation values ranging from 0.531 to 0.887, all exceeding the r-Table threshold. These results confirm the validity of these items in measuring the competence variable. However, items X1.5 and X1.7, with correlation values of 0.402 and 0.430 respectively, also surpassed the r-Table value, albeit with weaker correlations compared to other items. Overall, all eight items were deemed valid, as their Pearson Correlation values exceeded the critical threshold, ensuring that the instrument reliably measures the competence construct. This validation process underscores the robustness of the research instrument and its alignment with theoretical frameworks, such as those proposed by Spencer and Spencer (1993), which emphasize the importance of competence in effective performance. These findings provide a solid foundation for subsequent data analysis and interpretation in the study.

Furthermore, we also calculate Training variable in validity test to obtain r-Table value in this study (see Table 2).

Table 2 Validation test for training variable

Variable	Question Point	Pearson Correlation	r-Table	Description
Training	X2.1	0.652	0.349	VALID
	X2.2	0.778	0.349	VALID
(Mulyasa, 2009)	X2.3	0.619	0.349	VALID
	X2.4	0.666	0.349	VALID
	X2.5	0.704	0.349	VALID
	X2.6	0.702	0.349	VALID
	X2.7	0.448	0.349	VALID
	X2.8	0.621	0.349	VALID

Table 2 shows that all questionnaire items (X2.1 to X2.8) are valid, with Pearson correlation values ranging from 0.448 to 0.778, all exceeding the critical r-Table value of 0.349 at a 5% significance level. This indicates that each item in the training variable questionnaire has a significant positive correlation with the overall construct, confirming its validity. The highest correlation value is found in item X2.2 (0.778), while the lowest is in item X2.7 (0.448), which, although more modest, still demonstrates an acceptable relationship. Despite the variation in correlation strength, all items meet the validity criteria, ensuring that the instrument effectively measures the training variable. These results validate the reliability of the questionnaire in capturing the intended data, providing a robust foundation for further analysis in the study. Table 3 shows the career development over validity test to obtain r-Table in this study as follows:

Table 3 Validation test for career development

Variable	Question Point	Pearson Correlation	r-Table	Description
Career development	X3.1	0.670	0.349	VALID
	X3.2	0.786	0.349	VALID
(Mondy, 2016)	X3.3	0.585	0.349	VALID
	X3.4	0.666	0.349	VALID
	X3.5	0.674	0.349	VALID
	X3.6	0.690	0.349	VALID

As shown in Table 3, We obtained six question points (X3.1 to X3.6) are valid. The Pearson correlation values for each item range from 0.585 to 0.786, all of which exceed the critical r-Table value of 0.349 at a 5% significance level. Specifically, question point X3.2 has the highest correlation coefficient (0.786), demonstrating the strongest relationship with the overall construct of career development, while X3.3 has the lowest correlation coefficient (0.585), though it still meets the validity threshold. These results confirm that each item in the instrument effectively measures the career development variable as intended. The consistent validity across all items ensures the reliability of the data collected for this variable, providing a robust foundation for further analysis. This validation process underscores the underscores methodological rigor and supports the use of these items in assessing the impact of career development on teacher performance. Furthermore, we also calculate Teacher performance variable in validity test to obtain r-Table value in this study (see Table 4).

Table 4 Validation test for Teacher performance

Variable	Question Point	Pearson Correlation	r-Table	Description
Teacher performance	Y1.1	0.503	0.349	VALID
	Y1.2	0.723	0.349	VALID
(Rivai & Sagala, 2013)	Y1.3	0.389	0.349	VALID
	Y1.4	0.616	0.349	VALID
	Y1.5	0.733	0.349	VALID
	Y1.6	0.848	0.349	VALID
	Y1.7	0.862	0.349	VALID

Table 4 shows that all question items (Y1.1 to Y1.7) meet the validity criteria, with Pearson Correlation values ranging from 0.389 to 0.862, all above the r-Table value of 0.349 at the 5% significance level. Notably, items Y1.6 (0.848) and Y1.7 (0.862) have the highest correlations, indicating a strong association with the overall construct of teacher performance. These results confirm that the instrument reliably measures teacher performance, validating the accuracy of the questionnaire data for further analysis.

3.2 Reliability Test

The reliability test in this study was conducted using Cronbach's Alpha to assess the internal consistency of the research instrument. Following Ghozali (2018), an instrument is deemed reliable if the Cronbach's Alpha value exceeds 0.7, indicating that the items consistently measure the same construct. This ensures that the data collected are stable and suitable for further analysis. Table 5 presents the reliability test results for all variables, as follows:

Table 5 The reliability test of four variable

Variable	Cronbach's Alpha	Criteria	Description
Competence	0.801	Reliable if *Cronbach's Alpha* > 0,7	RELIABLE
Training	0.806		RELIABLE
Career development	0.733		RELIABLE
Teacher Platform	0.793		RELIABLE

Table 5 presents the reliability test results for the four variables: competence, training, career development, and teacher performance. All variables show Cronbach's Alpha values above the standard reliability threshold of 0.7 (Ghozali, 2018), with 0.801 for competence, 0.806 for training, 0.733 for career development, and 0.793 for teacher performance. These values indicate that the items within each variable are internally consistent and provide reasonably stable measurements. The highest reliability is found in the training variable (0.806), while the career development variable has the lowest value (0.733), which, although modestly above the threshold, still meets the criterion for acceptable reliability. Overall, the results suggest that the instrument is sufficiently reliable for further analysis, supporting the credibility of the data collected in this study.

3.3 Normality Test

The normality test, conducted using the One-Sample Kolmogorov-Smirnov method, evaluates the significance value to assess data distribution. According to Ghozali (2018), data is normally distributed if the significance (Asymp. Sig.) exceeds 0.05. In this study, the Asymp. Sig. (2-tailed) value of 0.200 surpasses this threshold, indicating that the null hypothesis (H0) is accepted and the residuals follow a normal distribution. This normality assumption is crucial for regression analysis, as it validates statistical inferences and ensures reliable model predictions. Consequently, the data is

suitable for further parametric analysis, reinforcing the methodological rigor and supporting the validity of the study's conclusions.

3.3 Multicollinearity Test

To assess multicollinearity, the tolerance value and Variance Inflation Factor (VIF) were analyzed. According to Ghozali (2018), multicollinearity is absent if the tolerance value is greater than 0.10 or the VIF value is less than 10. Conversely, multicollinearity is present if the tolerance value is below 0.10 or the VIF exceeds 10. Multicollinearity refers to high correlations among independent variables in a regression model, which can distort coefficient estimates and affect model reliability. The tolerance value indicates the proportion of variance in an independent variable that is not explained by other variables, while VIF is its reciprocal, representing the degree of multicollinearity. Ensuring no multicollinearity is essential for accurate and interpretable regression results. The multicollinearity test results for the variables Competence, Training, and Career Development are summarized in Table 6.

Table 6 The multicollinearity test for variable input

Variable Input	Tolerance	VIF
Competence	0.305	3.276
Training	0.342	3.276
Career development	0.311	3.276

Table 6 presents the multicollinearity test results for the independent variables: competence, training, and career development. The tolerance values for these variables are 0.305, 0.342, and 0.311, respectively, all exceeding the 0.1 threshold. Correspondingly, the Variance Inflation Factor (VIF) values are 3.276 for each variable, which is well below the critical value of 10. These findings indicate that the independent variables do not exhibit high intercorrelations, which supports the accuracy and reliability of the regression coefficients. Consequently, the regression model used in this study is reliable for analyzing the relationships between the independent and dependent variables without bias caused by multicollinearity.

3.4 Heteroscedasticity Test

Heteroscedasticity testing was conducted by analyzing the probability value. According to Ghozali (2018), if the probability value exceeds 0.05, heteroscedasticity is absent, indicating consistent variance of residuals across observations. Conversely, a probability value below 0.05 suggests the presence of heteroscedasticity, meaning unequal variance of residuals. Ensuring homoscedasticity is crucial for valid regression inferences and reliable model results. Table 7 presents the heteroscedasticity test outcomes for the input variables, as follows:

Table 7 The heteroscedasticity test for variable input

Variable Input	Sig	Heteroscedasticity (Y/N)
Competence	0.582	No
Training	0.255	No
Career development	0.540	No

Table 7 shows the heteroscedasticity test results for the independent variables competence, training, and career development. The significance values for these variables are 0.582, 0.255, and 0.540, respectively, all exceeding the 0.05 threshold. This indicates that the variance of residuals is consistent across observations, confirming the absence of heteroscedasticity. As a result, the

regression model produces unbiased and reliable estimates, enabling accurate interpretation of the relationships between the independent and dependent variables. This finding supports the robustness of the statistical analysis and strengthens the credibility of the study's conclusions.

3.5 Linear Regression Analysis

The linear regression analysis is influence of the variables competence (X1), training (X2), and career development (X3) on teacher performance (Y) will be presented through multiple linear regression results (see Table 8).

Table 8 The heteroscedasticity test for variable input

Model Variable Input	Sig
Constant	17.624
Competence	0.692
Training	0.781
Career development	0.602

This regression analysis aims to quantify the relationships between the independent variables and the dependent variable, providing insights into how each factor contributes to overall teacher performance. By employing multiple linear regression, the study assesses both the individual and collective impacts of these variables, allowing for a comprehensive understanding of their significance in the educational context. The findings will be essential for developing strategies to enhance teacher effectiveness and improve educational outcomes. Moreover, these results contribute empirical evidence to the existing literature on educational management by highlighting the importance of competence, training, and career development in fostering high-quality teaching practices. The corresponding linear regression equation representing these relationships is presented in Equation 1 below, as follows:

$$\mathbf{Y = 17.624 + 0.692\ (X1) + 0{,}781\ (X2) + 0.602\ (X3)} \qquad \mathbf{(1)}$$

where, Y is Teacher performance while X1 stands for competence, X2 is Training, and X3 career development, respectively. To validate the equation one, we calculate parameter significance (t-value) for variable input (see Table 9).

Table 9 The calculate parameter significance (t-value) for variable input

Variable Input	t-calculation	t-table
Competence	2.265	1.699
Training	0.665	1.699
Career development	0.613	1.699

Table 9 shows the t-test for the independent variables such as competence (X1), Training (X2), and Career Development (X3), in relation to the dependent variable, Teacher Performance (Y). The t-value for the Organizational Change Competence (X1) is 2.265, which exceeds the critical t-table value of 2.034. This result indicates that H1 is accepted, meaning that the Organizational Change variable (X1) has a significant individual effect on Teacher Performance (Y). In other words, changes in organizational dynamics positively and significantly influence teacher performance. Here, the t-values for the Training (X2) and Career Development (X3) variables are 0.613 and 0.540, respectively, both of which are below the critical T-table value of 1.699. These findings lead to the rejection of H2 and H3, indicating that neither Career Development have a statistically significant individual effect

on Teacher Performance (Y). This suggests that while training and career development are important, they may not directly influence teacher performance in this context or may require additional factors to enhance their impact. Overall, the results emphasize the critical role of competence in improving teacher performance, while also suggesting the need for further exploration of how training and career development can be optimized to contribute more effectively to educational outcomes.

Furthermore, in this study we calculated coefficient of determination test (R^2). Here, the Adjusted R^2 value is 0.547, this value indicates that the independent variables—Competence, Training, and Career Development—collectively explain 54.7% of the variance in the dependent variable, Teacher Performance. The remaining 45.3% is influenced by other factors not included in the regression model. According to Chin (1998), an R^2 value between 0.33 and 0.67 is categorized as moderate, suggesting that the model has a reasonable explanatory power. This finding highlights the significant contribution of the three independent variables in shaping teacher performance, while also acknowledging the presence of other external or unmeasured factors that may affect the outcome. The Adjusted R Square value ensures that the model accounts for the number of predictors, providing a more accurate representation of the data's explanatory strength. These results emphasize the importance of focusing on Competence, Training, and Career Development as key areas for improving teacher performance, while also encouraging further exploration of additional variables that may enhance the model's predictive capability. This robust analysis underscores the methodological rigor of the study and its contribution to the field of educational management.

4. Conclusions

The study *The Effect of Competence, Training, and Career Development on the Performance of XYZ Junior High School Teachers in Bekasi City* has yielded important findings. The data analysis concluded that only the competence variable has a positive and significant effect on teacher performance at Junior High School XYZ in Bekasi City, indicating that higher teacher competence correlates with better performance. While training and career development did not show a statistically significant influence in this study, their roles in human resource development remain important and should not be overlooked. One possible explanation for the lack of significance is that the existing training programs may not yet be optimally aligned with the specific needs or challenges faced by the teachers. Therefore, it is recommended that schools and policymakers continue to invest in and redesign training programs to be more targeted and effective, focusing on relevant skill development that directly supports teacher performance. This proactive approach ensures continuous professional growth and adaptation to evolving educational demands. The model explains 54.7% of teacher performance, reflected in the Adjusted R Square value, suggesting 45.3% is influenced by other factors not captured here, highlighting the complexity of teacher performance and the need for ongoing comprehensive development strategies.

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