

Training and Reward for Teacher Performance Moderated by the Work Environment at Bina Bangsa Mandiri School

Raden Adhi Susatyo Notodisuryo¹, Askardiya R. Adji²

Department of Management, IPWIJA University

email: adhikecap@yahoo.com

Article Info

Keywords

Training, Rewards,
Work Environment,
Teacher
Performance

Abstract

Training, rewards, and work environment are factors that are thought to influence teacher performance. This study aims to analyze the effect of training and rewards on teacher performance at Bina Bangsa Mandiri School, with the work environment as a moderating variable. The study was conducted on 60 educators with a saturated sampling technique. Data collection used questionnaires distributed offline, then processed using the Partial Least Square - Structural Equation Modeling (PLS-SEM) method. The results of the study showed that training and rewards had a significant effect on teacher performance. This means that the better the training and rewards given, the higher the teacher's productivity and competence. However, the work environment does not moderate the relationship between training and performance, but moderates the relationship between rewards and teacher performance. Thus, rewards will be more effective if given in a conducive work environment, both physically and non-physically.

1. Introduction

Education is an important foundation for the development of a nation. Teachers are the only determinants of the success of every educational effort. Therefore, teachers must have good performance in carrying out their duties and obligations in teaching. Teacher performance is a condition that shows a teacher's ability to carry it out at school and describes the existence of an action displayed by the teacher during learning activities (Supardi, 2013). In the digital era where everything uses technology, of course, teaching methods are different, in order to create a good and interesting teaching process that can open students' curiosity, absorb the learning material presented by the teacher properly, a teacher must be good at using technology, understand the material and how to convey it well, therefore teacher training is needed. At the Bina Bangsa Mandiri School, there was a decline in performance due to the lack of training so that teachers had difficulty in implementing it (Istofan, 2023). When a teacher experiences difficulties in the teaching process, of course the class conditions will not be conducive. Today's generation of students certainly need something interesting in learning activities, a

teacher must be able to utilize technology to create better learning activities. The facts on the ground at Bina Bangsa Mandiri School and based on the report on teacher performance results at one of the schools, there has been a decline in performance.

Based on the teacher performance assessment report at one of the Bina Bangsa Mandiri schools, namely the Vocational High School, which experienced a decline in performance from 2023 with a figure of 883 in 2024 to 830. The results based on interviews with teachers this was due to changes in the current work environment using a lot of technology to help a teacher's work such as making student report cards, and student attendance. The lack of training at one of the Bina Bangsa Mandiri Schools caused teachers to have difficulty in carrying out their duties, even this was assumed that all schools experienced the same thing. Regarding the main problem, namely teacher performance, there are several factors that determine the improvement of teacher performance (Dewi, Sudarmini, & Idawati, 2023), and (Mujari, 2020), one of the factors is training (Dessler, 2020), training is a process of pursuing the skills needed by employees in carrying out their work, where

employee training provides practical knowledge and its application in the world of work of the company to increase work productivity in achieving the desired goals of the company organization. Training is a way to develop skills, insight and knowledge of employees in carrying out their roles, duties and obligations. With the training provided to teachers at Bina Bangsa Mandiri schools, it will improve the abilities and skills they have, thereby building better performance.

Previous research findings (Pambreni, Ridho, & Sutisna, 2023), training has a significant effect on teacher performance. The results of this study are not in line with the research conducted by (Aisyah, Nasrul, & Hamta, 2022), dan (Asrulla, 2022), training has no effect on teacher performance. Training is an important factor in helping to improve teacher performance (Hirzi, Karimudin, & Hadjri, 2024), training has a positive and significant effect on performance. Training on teacher performance, comes from research findings that are not in line indicating that this study needs to be re-examined. Training is a way to develop and improve abilities, education must follow the era when technology is developing rapidly, a teacher must be able to utilize technology in his teaching process, therefore training is needed to improve teacher performance in order to create superior and professional human resources who can build this country (Khairunnisa, Sungkono, & Mulya K, 2023).

In addition to training, awards are factors that are further studied in influencing teacher performance. Appreciation given to teachers, awards are also a motivator that encourages teachers to continue to provide good performance in carrying out their work. (Kurniawan, Harapan, & Rohana, 2021), awards have a significant effect on teacher performance. Awards are a form of reward given to teachers for having carried out their duties well and having succeeded in carrying out the tasks assigned to them by their leaders (Slameto, 2010). Awards are rewards given to teachers who have carried out their duties well from all their obligations with the awards given,

a teacher will be motivated to always carry out well what has become his duties and obligations and of course this can improve the performance of teachers in schools (Hutagaol, Wardah, & Neliwati, 2022), awards have a positive effect on teacher performance.

The work environment is a factor that strengthens the relationship between training and teacher performance. Previous research states that (Djafar, Putri, Nurbaiti, & Hamzah, 2021), the work environment affects teacher performance, with the knowledge gained from the training place coupled with a supportive work environment, it will produce better results, as well as awards which are a teacher's motivation to continue to give their best in every activity, of course there must be a supportive work environment to implement what has been planned for teaching activities (Fauziah, 2023), the work environment affects teacher performance. From the explanation that has been described above, it states that training, awards, and the work environment are all potential factors to improve teacher performance. Teacher performance greatly influences the quality of education provided to students. Factors such as training, awards, and the work environment play an important role in determining teacher performance, so it is important to do. Therefore, this study was conducted to examine the factors that influence teacher performance with three variables, namely training, awards and the work environment.

2. Literature Review

Previous Research

Teacher performance is the result of work, both in quality and quantity, achieved by a teacher in carrying out his duties in accordance with the responsibilities given (Mangkunegara, 2021). Teacher performance is the ability to achieve the results of a teacher's work, which includes several important aspects, including the quality aspect, which refers to the level of excellence in carrying out tasks, and the quantity aspect, which includes the number of obligations that are successfully completed in

each activity, there are several factors that determine the improvement of teacher performance (Dewi, Sudarmini, & Idawati, 2023), and (Mujari, 2020), one of which is training. Training is important for improving teacher performance, because through training, teachers not only gain new knowledge, but also improve the pedagogical, professional, and social skills needed in an effective learning process. Training provides space for teachers to adapt to curriculum developments, educational technology, and innovative teaching methods and the creation of good performance possessed by a teacher. Apart from training, other researchers state that there are other factors influencing teacher performance, namely the school (Harsono, Ali, & Fauzi, 2023). A conducive school environment can increase teacher motivation, comfort, and work enthusiasm, thus contributing directly to achieving more optimal performance.

According to Mangkunegara (2021), there are several indicators of work performance, namely:

- 1) Quality: Work quality refers to the level of excellence or perfection of the results achieved by teachers in carrying out their duties, such as preparing lesson plans or delivering materials to students.
- 2) Quantity: Work quantity measures the amount of work successfully completed by a teacher in a certain time, such as the number of classes taught, assignments assessed, or reports prepared.
- 3) Accuracy: Work accuracy indicates the teacher's ability to complete tasks according to a predetermined schedule, such as completing the syllabus on time or submitting reports according to deadlines.
- 4) Skills: Skills involve the technical and non-technical abilities of teachers in carrying out their duties, including mastery of materials, use of educational technology, and interpersonal skills that support the learning process.
- 5) Diligence: Diligence describes the dedication and perseverance of teachers in carrying out their duties, such as consistently preparing teaching materials or paying attention to

student needs.

6) Cooperation: Cooperation refers to the ability of teachers to collaborate with colleagues, school staff, and parents of students to achieve common educational goals, including sharing ideas and supporting each other in school activities.

7) Attitude: Work attitude includes the professional behavior and ethics of teachers in carrying out their responsibilities, such as showing a positive attitude, being responsible, and committed to student success.

From the indicators explained according to the experts above, it can be underlined that there are four relevant indicators in this study, namely quality, quantity, skills, and diligence. Therefore, these four indicators are used in this study.

Training

Training is an effort to improve the quality of employees or teachers which is carried out by having training instructors who provide quality materials, methods, and facilities so that the teachers who are trained can understand well and get results to be applied in schools (Dessler, 2020). According to (Pambreni, Ridho, & Sutisna, 2023) training has a positive and significant effect on teacher performance. The training provided to teachers makes them more competent and professional in carrying out their duties and responsibilities, teacher performance also increases. According to (Khairunnisa, Sungkono, & Mulya K, 2023), training has a positive and significant effect on teacher performance.

Training indicator dimensions in research (Lukman, Andriana, & Farla, 2024). include:

1) Quality of training materials

Quality training materials are materials that are relevant to the duties and responsibilities of teachers, including mastery of subject matter, learning strategies, educational technology, and classroom management. Well-designed materials will help teachers improve their professional and pedagogical competencies, which have a direct impact on performance in

learning.

2) Quality of training methods

Effective training methods, such as interactive discussions, simulations, or technology-based training, provide meaningful learning experiences for teachers. Good methods ensure optimal transfer of knowledge and skills, so that teachers can better apply them in their daily tasks.

3) Quality of training instructors

Competent and experienced training instructors have an important role in providing effective training. Instructors who are able to motivate, explain the material clearly, and provide constructive feedback will improve teachers' abilities, which ultimately affects their performance in the classroom.

4) Quality of training facilities and infrastructure

Training facilities and infrastructure, such as comfortable training rooms, visual aids, technology, and teaching materials, support an optimal training process. Adequate facilities ensure that teachers can attend training with focus and gain quality learning experiences, which are then reflected in their improved performance.

5) Quality of training participants

The quality of training participants, in this case teachers, includes motivation, enthusiasm, and readiness to learn. Active and motivated participants will more easily absorb the material and practice it in their work. Teacher performance will increase along with the application of training results in daily teaching. From the indicators explained according to the experts above, there are four indicators that are relevant in this study, namely the quality of training materials, the quality of training methods, the quality of training instructors, and the quality of training facilities and infrastructure. Therefore, these four indicators are used in this study.

Award

Awards can be interpreted as a form of appreciation for a person's work achievements, which can be in the form of material or respect

to motivate teachers to always improve their performance (Simamora, 2004). According to (Kurniawan, Harapan, & Rohana, 2021), awards have a positive and significant effect on teacher performance. Awards will motivate someone to continue to do their best in carrying out their duties and responsibilities. Awards in the form of material, respect, or promotion to a higher position increase teacher performance (Hamdani & Hadijah, 2023), awards affect teacher performance. According to (Saputra, Fikri, & Binangkit, 2023), awards affect teacher performance.

The indicators of appreciation are explained as follows:

1) Wages

Rewards given based on teaching hours, the amount of material delivered, or the number of students served by the teacher.

2) Salary

Regular payments given to teachers in accordance with the work contract or agreement that has been agreed upon, usually based on the level of education and experience.

3) Incentives

Additional compensation given to teachers outside of the main salary, as motivation to improve performance, such as awards for teachers who succeed in improving student achievement or participating in professional development programs.

4) Allowances

Other benefits given to teachers, such as health benefits, education allowances, or vacation facilities, which are not directly related to teaching performance, but depend on length of service or attendance records.

5) Interpersonal Awards

Awards in the form of recognition or status given to teachers, such as awards for dedication or success in teaching, which are usually managed by school management or educational institutions.

6) Promotion

Promotion in the context of teachers can be in the form of placement in a higher position, such as becoming a principal or supervisor, based on an assessment of teaching performance and

contribution to the development of education in schools.

From the indicators explained by the experts above, there are three indicators that are relevant in this study, namely incentives, allowances, and interpersonal awards. Therefore, these three indicators are used in this study.

School Environment

The work environment is something that exists around employees or teachers that can influence them in carrying out their duties and obligations (Afandi, 2018). According to (Eti, Sudirman, & Mairiza, 2022), the work environment has a positive and significant effect on teacher performance. With a good work environment, the benefits obtained from the training carried out by teachers can be implemented in schools. The work environment will support the activities carried out by teachers. Complete facilities, comfortable rooms make teachers perform well in carrying out their duties. Research conducted by (Salsabila & Salsabilla, 2024), the work environment is a factor that influences teacher performance. While other researchers state (Rennie, Sundari, & Pakpahan, 2024), the work environment affects performance.

An employee will give good performance if the surrounding work environment supports him. In achieving awards, the work environment is considered to be very helpful where when employees give their best there are supporting facilities so that it can be carried out well too. According to (Ahmad, Mappamiring, & Mustari, 2022) and (Rahmawati, Samsuri, & Ismartaya, 2023), the work environment has a positive and significant effect on teacher performance. while research conducted by (Faisal, Nurhayati, & Mursalini, 2024), the work environment is a factor that influences teacher performance.

The indicators of the work environment in the study (Suhardi, 2019), namely:

1) Workplace

In a school environment, the workplace includes classrooms, teachers' rooms,

administration offices, and other facilities. A comfortable workplace, such as a neatly arranged classroom with good ventilation, supports teachers and students in carrying out teaching and learning activities effectively.

2) Facilities and work aids

School facilities include whiteboards, projectors, ergonomic tables and chairs, libraries, and technological devices such as computers or the internet. Complete aids help teachers deliver material better and make it easier for students to understand learning.

3) Cleanliness

Cleanliness in schools includes classrooms, toilets, canteens, and other public areas. A clean school environment creates a healthy and comfortable learning atmosphere, and reduces the risk of disease that can interfere with teaching and learning activities.

4) Lighting

Adequate lighting in the classroom and school environment is very important to support the learning process. Natural light from windows or sufficient artificial lighting can help students and teachers stay focused and not get tired easily during activities.

5) Quietness

Quietness in schools includes managing noise around the classroom or school environment, such as adjusting the distance from highways, play areas, or construction sites. A quiet environment allows students and teachers to fully concentrate on the learning process without disturbing noise.

From the indicators explained according to the experts above, there are four indicators that are relevant in this study, namely the workplace, facilities and work aids, cleanliness, and lighting, then the researcher added one indicator because this factor is very relevant to the study, namely solid relationships between employees. Therefore, the five indicators are used in this study.

3. Research Methods

Research Location and Time

This research was conducted at Bina Bangsa Mandiri School, located at JL. Letda

Natsir No. 28, Cikeas Udik Village, Gunung Putri District, Bogor Regency 16966. This research was conducted for 8 (eight) months from November 2024 to June 2025.

Population, Sample, and Sampling Method

This study is based on the opinion (Mulyanto & Wulandari, 2019), in terms of determining the population, sample, and sampling technique.

Population is a part of the whole group of people, events, objects or other objects that are the focus of the researcher's attention to be studied (Mulyanto & Wulandari, 2019), the population in this study were 60 Bina Bangsa Mandiri School Teachers.

A sample is part of a population, namely a group of people, events, or certain objects that are selected to represent the entire population in the study. The sample in this study was 60 Bina Bangsa Mandiri School Teachers because the population was less than 100, so it was taken as a whole.

The sampling method is the process of taking samples from a population (Mulyanto & Wulandari, 2019). The sampling technique in this study was the saturated sampling technique. Saturated sampling is a sampling determination technique, when all members of the population are used as samples. So it can be concluded that the sample in this study was 60 respondents.

Table1. Questionnaire Answer Scores According to the Likert Scale

No	Assessment Category	Weight
1.	Strongly Agree	5
2.	Agree	4
3.	Neutral	3
4.	Disagree	2
5.	Strongly Disagree	1

Data Collection Method

The collection of primary data used in this study (Mulyanto & Wulandari, 2019), through a questionnaire that was created then printed in hardcopy and duplicated according to the number of teachers at the Bina Bangsa Mandiri

School, the data collected includes training, awards, work environment and teacher performance.

Analysis and Testing Methods

This type of research is quantitative using explanatory research of causal type that attempts to test the influence between variables in a structural model (Mulyanto & Wulandari, 2019). This casual relationship is to reveal the influence of training and rewards on teacher performance, as well as the school environment as a moderating variable. The data was processed using Partial Least Square (PLS-SEM), which is one of the Structural Equation Modeling (SEM) techniques that is able to analyze latent variables, indicator variables and measurement errors.

Validity and Reliability Tests

Instrument testing was conducted on variables measured using multiple statements through validity and reliability tests (Mulyanto & Wulandari, 2019). Since this research uses primary data, the researcher applied **Partial Least Square (PLS-SEM)**, a technique within Structural Equation Modeling (SEM) capable of directly analyzing latent variables, indicators, and measurement errors.

Construct Validity

Construct validity is divided into two types:

- Convergent Validity:** Measures the degree to which indicators correlate within the same construct.
 - *Loading Factor:* Considered acceptable if ≥ 0.70 (or between 0.60–0.70 for confirmatory research).
 - *Average Variance Extracted (AVE):* Considered valid if ≥ 0.50 , meaning the construct explains more than half of the variance in its indicators.
- Discriminant Validity:** Measures how distinct a construct is from other constructs.
 - *Cross-Loadings:* An indicator's loading on its intended construct must be higher than its loading on other constructs.
 - *Fornell-Larcker Criterion:* The square root

of AVE for each construct must be higher than the correlation with other constructs.

Construct Reliability

Reliability is assessed using **Composite Reliability** and **Cronbach's Alpha**. A construct is considered reliable if both values are ≥ 0.70 (Susanto, Handojo, Stella, Prasastyo, & Frengky, 2022).

Test model

A structural fit model test was conducted with the following parameters (Susanto, Handojo, Stella, Prasastyo, & Frengky, 2022):

R-Square (R2)

This test shows what percentage of the endogenous/criterion construct variance can be explained by the exogenous variables that influence it. The higher the R-Square, the better the model. R-square is only found in endogenous constructs. R-square ranges from 0 to 1, with higher values indicating greater explanatory power. As a guideline, R-square values of 0.75, 0.50, and 0.25 can be considered substantial, moderate, and weak.

Prediction Relevance Test (Q-square/ Q2)

This test is a nonparametric measure obtained through the blindfolding algorithm. Q square is used for research on the predictive validity or relevance of a set of latent predictor variables on criterion variables. Q-square is analogous to R-square but can only be obtained through resampling. A model with predictive validity should have a Q-square value greater than zero. On the other hand, if the Q-square is less than 0, it means that the model has no predictive relevance. In addition, the Q-square values are 0.15, 0.02, 0.35, thus depicting medium, small, and large relevance for a particular endogenous construct.

Hypothesis Testing

The final stage, secondary data is tested for significance with a test level of 5% to test the direct effect of exogenous variables on

endogenous variables (Susanto, Handojo, Stella, Prasastyo, & Frengky, 2022). Hypothesis testing in PLS-SEM is carried out using t-test statistics by applying the resampling method (bootstrapping) to obtain stable t-test statistics. The testing criteria are, if T statistic $\geq$ T table or p-value $\leq$ level of significance (0.5) then it is stated that there is a significant effect of exogenous variables on endogenous variables and vice versa.

4. Results and Discussion

Analysis and Testing Methods

Validity and Reliability Test Results

Validity and reliability in this study were processed through Partial Least Square (PLS-SEM), explained as follows:

Test Validity

The validity of each variable is explained starting from the first convergent validity test results, namely loading factors and average variance extracted (AVE). The second is the discriminant validity test results, namely cross-loadings and the fornell-larcker criterion. The results of the convergent validity test (loading) and discriminant validity (cross-loadings) are explained in the following table 2:

Table 2. Validity Loading dan Cross-loadings

Loading / Cross-loadings				
N	Variabel	Indica	Test	Informa
o		tor	Results	tion
1	Training	X _{1.1}	0,916 $\geq$ 0,7	valid
		X _{1.2}	0,839 $\geq$ 0,7	valid
		X _{1.3}	0,806 $\geq$ 0,7	valid
		X _{1.4}	0,811 $\geq$ 0,7	valid
2	Award	X _{2.1}	0,894 $\geq$ 0,7	valid
		X _{2.2}	0,885 $\geq$ 0,7	valid
		X _{2.3}	0,807 $\geq$ 0,7	valid
3	Work	M.1	0.806 $\geq$	valid

	environment		0,7	
		M.2	0.820 ≥ 0,7	<i>valid</i>
		M.3	0.789 ≥ 0,7	<i>valid</i>
		M.4	0.845 ≥ 0,7	<i>valid</i>
		M.5	0.882 ≥ 0,7	<i>valid</i>
4	Teacher Performance	Y.1	0.814 ≥ 0,7	<i>valid</i>
		Y.2	0.759 ≥ 0,7	<i>valid</i>
		Y.3	0.830 ≥ 0,7	<i>valid</i>
		Y.4	0.796 ≥ 0,7	<i>valid</i>

The four variables, namely training, rewards, work environment, and teacher performance, are declared valid based on the results of statistical tests in table 2, because they have a Loading value greater than 0.7.

The results of the Average Variance Extracted (AVE) convergent validity test are explained in Table 3. Below:

Table 3. Validity Average Variance Extracted (AVE)

No	Variabel	AVE		
		Indicator	Test Results	Information
1	Training	X _{1.1} to X _{1.4}	0.844 ≥ 0,5	<i>valid</i>
2	Award	X _{2.1} to X _{2.3}	0.863 ≥ 0,5	<i>valid</i>
3	Work environment	M.1 to M.5	0.829 ≥ 0,5	<i>valid</i>
4	Teacher Performance	Y.1 to Y.4	0.800 ≥ 0,5	<i>valid</i>

Based on the results of the statistical test in table 3, the four variables, namely training, rewards, work environment, and teacher performance, are declared to meet convergent validity because they have an AVE value of more than 0.50.

The results of the discriminant validity test (Fornell-Larcker criterion) are explained in

table 4 below:

Table 4. Validity Fornell-Larcker Criterion

Fornell-Larcker Criterion						
No	Variabel	X ₁	X ₂	M	Y	Information
1	Training	0.844	0.663	0.724	0.619	<i>valid</i>
2	Award	0.663	0.863	0.665	0.385	<i>valid</i>
3	Work environment	0.726	0.665	0.829	0.800	<i>valid</i>
4	Teacher Performance	0.619	0.385	0.802	0.800	<i>valid</i>

Based on the results of the statistical test in table 4, the four variables of training, awards, work environment, and teacher performance are stated to have discriminant validity, because the value of the latent variables is higher than the correlation value between the latent variables.

Test Reliabilitas

The reliability of each variable is explained through the results of the construct reliability test, namely composite reliability and Cronbach's alpha. The results of the composite reliability construct reliability test are explained in table 5.

Table 5. Composite Reliabilitas

CR				
No	Variabel	Indicator	Test Results	Information
1	Training	X _{1.1} to X _{1.4}	0.908 ≥ 0,7	<i>reliable</i>
2	Award	X _{2.1} to X _{2.3}	0.897 ≥ 0,7	<i>reliable</i>
3	Work environment	M.1 to M.5	0.916 ≥ 0,7	<i>reliable</i>
4	Teacher Performance	Y.1 to Y.4	0.877 ≥ 0,7	<i>reliable</i>

Based on the statistical test in table 5, of

the four variables, training, rewards, work environment, and teacher performance are declared reliable because the Composite Reliability (CR) value is >0.7 .

The results of the Cronbach's Alpha construct reliability test are explained in table 6 below.

Table 6. Cronbach's Alpha

Cronbach's Alpha				
No	Variabel	Indikator	Test Result	Informasi
1	Training	X _{1.1} to X _{1.4}	0.865 $\geq 0,6$	sangat <i>reliable</i>
2	Award	X _{2.1} to X _{2.3}	0.827 $\geq 0,6$	sangat <i>reliable</i>
3	Work environment	M.1 to M.5	0.886 $\geq 0,6$	sangat <i>reliable</i>
4	Teacher Performance	Y.1 s.d Y.4	0.812 $\geq 0,6$	Sangat <i>reliable</i>

Based on the statistical test in table 6, the four variables of training, rewards, work environment, and teacher performance are declared reliable because the Cronbach's Alpha value is >0.7 .

Test model

The model fit test is explained in table 7 below with the following results.

Table 7. Model Test Results

No	Model Fit & Quality Indices	Fit Criteria	Result
1	Average Path Coefficient (APC)	$P < 0.05$	APC = 0.325 (32.5 %) P 0.002 < 0.05
2	Average R-Squared (ARS)	$P < 0.05$	ARS = 0.625 (62.5 %) P 0.001 < 0.05

3	Average Adjusted R-Squared (AARS)	$P < 0.05$	AARS = 0.598 (59.8 %) P 0.001 < 0.05
4	Average Block VIF (AVIF)	Acceptable if ≤ 5 , ideally ≤ 3.3	AVIF = 1.665
5	Average Full Collinearity VIF (AFVIF)	Acceptable if ≤ 5 , ideally ≤ 3.3	AFVIF = 3.054
6	Tenenhaus GoF (GoF)	Small ≥ 0.1 , Medium ≥ 0.25 , Large ≥ 0.36	GoF = 0.706
7	Sympson's Paradox Ration (SPR)	Acceptable if ≥ 0.7 , ideally = 1	SPR = 0.750
8	R-Squared Contribution Ratio (RSCR)	Acceptable if ≥ 0.9 , ideally = 1	RSCR = 0.995
9	Statistical Suppression Ratio (SSR)	Acceptable if ≥ 0.7	SSR = 1.000
10	Nonlinear Bivariate Causality Direction Ratio (NLBCDR)	Acceptable if ≥ 0.7	NLBCDR = 0.875

Based on the statistical test results presented in Table 7, ten criteria for testing the fit model have been met. This indicates that the research model developed is in the good category. The Average Path Co-efficient (APC) value is 0.325 with a significance of $P 0.002 < 0.05$, and the Average R-Squared (ARS) and Average Adjusted R-Squared (AARS) which are

each worth 0.625 and 0.598 with a significance level below 0.05, indicate a model that has a fairly strong exploration power in explaining the relationship between variables.

In addition, the Average Block VIF (AVIF) value of 1.665 and the Average Full Collinearity VIF (AFVIF) of 3.054 indicate that the model has a level of multicollinearity that is still within acceptable limits. Tenenhaus GoF (GoF) with a value of 0.706 is in the large category, which strengthens the validity of this model. Other criteria, such as Sympton's Paradox Ratio (SPR) of 0.750, R-Squared Contribution Ratio (RSCR) of 0.995, Statistical Suppression Ratio (SSR) of 1.000, and Nonlinear Bivariate Causality Direction Ratio (NLBCDR) of 0.875, all show results that meet the feasibility limits. With the fulfillment of all these feasibility indicators, it can be concluded that this model is suitable for further analysis and is able to describe the relationship between variables accurately.

Hypothesis Testing

Descriptive Test

Data research was conducted by distributing questionnaires. The results of data collection are grouped into two categories, namely questionnaire descriptions and respondent descriptions.

Questionnaire Description

Descriptive analysis is used to describe research data. The data in question are respondent data and research variable data. Respondent data is in the form of a frequency table based on certain criteria. Research variables are in the form of conditions for each research variable such as mean, mode, standard deviation, minimum and maximum (Mulyanto & Wulandari, 2019). Descriptive analysis of descriptive research variables also includes categorization of variables, namely from measurements that originally used a scale of 5.

Table 10. Descriptive Statistics

Variabel	N	Minimum	Maximum	Mean	Std. Deviation
----------	---	---------	---------	------	----------------

Training	6	9,00	20,00	16,0	2,526
Award	6	7,00	15,00	12,1	2,021
Work environment	6	14,00	25,00	19,8	3,057
Teacher Performance	6	11,00	20,00	16,1	2,152
Valid N (listwise)	6				

Based on the results of descriptive statistical analysis of 60 respondents, the following description was obtained:

The Training variable has a minimum value of 9 and a maximum of 20, with an average value (mean) of 16.08 and a standard deviation of 2.53. This shows that most teachers have participated in training with a fairly high intensity, but there is still moderate variation between respondents.

For the Award variable, the minimum value was recorded at 7 and the maximum was 15, with an average of 12.18 and a standard deviation of 2.02. This means that the provision of awards to teachers tends to be quite even, although there are quite significant differences in experience among respondents.

Meanwhile, the Work Environment variable has a minimum value of 14 and a maximum of 25, with an average value of 19.80 and a standard deviation of 3.06. The high mean and large deviation indicate that most teachers rate their work environment as quite good, although there are greater differences in perception compared to other variables.

Finally, the Teacher Performance variable has a minimum value of 11 and a maximum of 20, with a mean value of 16.10 and a standard deviation of 2.15. This indicates that in general, teacher performance is at a fairly good level with a relatively low level of variation between respondents.

All valid data came from 60 respondents (Valid N = 60), which means that no data was

wasted or lost in the analysis process.

Respondent Descriptions

Respondent descriptions were obtained by distributing Questionnaire Question sheets to teachers to become voluntary respondents, who had previously obtained permission from Sekolah Bina Bangsa Mandiri through a Letter of Request for Permission to Conduct Research in the Bina Bangsa Mandiri School Environment issued by IPWIJA University. Data was obtained gradually until the completeness of the data was met after 2 weeks when the questionnaire

sheets were distributed until the research needs were met - with the specified number of respondents, namely: 60 respondents (all educators in each institution at Sekolah Bina Bangsa Mandiri). The results of obtaining descriptive data on respondents that had been obtained were divided into four categories, namely: categories based on Gender, Age, Educational Background, and Educational Institutions - are explained as follows.

The characteristics of respondents based on gender are presented in Table 9, as follows:

Table 9. Description of Responden categories based on Gender, Age, Educational Background, and Educational Institution

Type of Characteristics Respondents	Opsi	Amount	Total
Age	- 18-25 Year	30 Person	60 Responden
	- 26-35 Year	14 Person	
	- 36-45 Year	13 Person	
	- 46-55 Year	0 Person	
	- >55 Year	3 Person	
Gender	- Male	22 Person	60 Responden
	- Female	38 Person	
Educational Background	- Strata 1	58 Person	60 Responden
	- Strata 2	2 Person	
Educational Institution	- SMP 1	15 Person	60 Responden
	- SMP 2	14 Person	
	- SMA	13 Person	
	- SMK	18 Person	

In this study, the results of the characteristics of respondents were obtained based on gender, age, last education and educational institution, totaling 60 respondents and explained in more detail in table 8 above.

Hypothesis test results

The results of hypothesis testing on PLS-SEM using the criteria of p-value <level of significance 5% are declared significant. The results for each hypothesis are obtained in table 10. below.

Table 10. Hypothesis Test Results

Hipotesis	Alur Pengaruh	Path Coefficients	P Value	Keterangan
1	$X_1 \rightarrow Y$	0.472	$0.001 < 0.05$	signifikan
2	$X_2 \rightarrow Y$	0.284	$0.009 < 0.05$	signifikan
3	$M \sim (X_1 \rightarrow Y)$	-0.068	$0.297 < 0.05$	tidak memoderasi
4	$M \sim (X_2 \rightarrow Y)$	0.475	$0.001 > 0.05$	memoderasi

From the results of the hypothesis test presented in Table 10, testing using Partial

Least Square (PLS-SEM) shows several important findings:

1. The Effect of Training on Teacher Performance at Bina Bangsa Mandiri School:

The training variable shows a path coefficient value of 0.472 with a P value of 0.001, which means it is smaller than 0.05. Thus, H0 is rejected and H1 is accepted, indicating that training has a positive and significant effect on teacher performance at Bina Bangsa Mandiri School. The better the quality of training provided, the higher the increase in teacher performance.

2. The Effect of Awards on Teacher Performance at Bina Bangsa Mandiri School:

The award variable has a path coefficient of 0.284 with a P value of 0.009, which is also smaller than 0.05. This shows that H0 is rejected and H1 is accepted, so it can be concluded that awards have a positive effect on teacher performance. Recognition and appreciation for teachers encourage their motivation and increase their productivity.

3. Moderation of Work Environment on the Relationship between Training and Teacher Performance at Bina Bangsa Mandiri School:

The moderation of the work environment on the relationship between training and teacher performance shows a path coefficient value of -0.068 with a P value of 0.297, which is greater than 0.05. This indicates that H0 is accepted and H1 is rejected, so it can be concluded that the work environment does not moderate the relationship between training and teacher performance. This means that the effectiveness of training on improving teacher performance is not directly influenced by work environment factors.

4. Moderation of the Work Environment on the Relationship between Rewards and Teacher Performance at Bina Bangsa Mandiri School:

On the other hand, the moderation of the work environment on the relationship between rewards and teacher performance shows a path coefficient value of 0.475 with a P value of 0.001, which is smaller than 0.05. Thus, H0 is rejected and H1 is accepted, indicating that the work environment plays a role in moderating the relationship between rewards and teacher performance. This means that rewards for

teachers will have a more positive impact if a conducive work environment also supports their motivation and productivity.

With the fulfillment of most of the eligibility indicators, it can be concluded that training and rewards have a direct influence on teacher performance, while the work environment only plays a role in strengthening the impact of rewards but does not moderate the effect of training. This finding provides a basis for school administrators to improve training and rewards for teachers, as well as create a more supportive work environment for the development of educators at Sekolah Bina Bangsa Mandiri.

Discussion

This study aims to analyze the effect of training and rewards on teacher performance at Bina Bangsa Mandiri School, and to see how the work environment acts as a moderating variable. Based on the results of the hypothesis test using the Partial Least Square - Structural Equation Modeling (PLS-SEM) method, this study found that training and rewards have a positive effect on teacher performance, while the work environment acts as a moderator in the relationship between rewards and teacher performance, but not in the relationship between training and teacher performance.

1. The Effect of Training on Teacher Performance

The results of the hypothesis test show that training has a significant effect on teacher performance, with a path coefficient of 0.472 and a P value of 0.001, which is smaller than 0.05. This finding is in line with previous research conducted by (Pambreni, Ridho, & Sutisna, 2023), which shows that effective training can improve teacher competence and productivity. Training not only improves teachers' theoretical understanding but also provides the practical skills needed in learning. Thus, structured and ongoing training is very important for teachers in developing more innovative learning methods.

2. The Influence of Awards on Teacher Performance

Awards have been shown to have a significant influence on teacher performance with a path coefficient value of 0.284 and a P value of 0.009, which is smaller than 0.05. These results are in line with research conducted by (Kurniawan, Harapan, & Rohana, 2021), which states that awards play an important role in increasing teacher motivation and performance. In this study, awards are divided into two main types, namely extrinsic and intrinsic. Extrinsic awards include various forms of appreciation given in material terms, such as incentives, allowances, bonuses, and job promotions. Meanwhile, intrinsic awards are related to job satisfaction and increased self-confidence felt by teachers in carrying out their duties. Giving awards is not only a form of appreciation for teacher performance but also functions as a factor that motivates them to continue to contribute to the world of education and improve the quality of learning for students.

3. Moderation of Work Environment on the Relationship between Training and Teacher Performance

The results of the hypothesis test show that the work environment does not moderate the relationship between training and teacher performance, with a path coefficient of -0.068 and a P value of 0.297, which is greater than 0.05. This shows that although training has an effect on teacher performance, its effectiveness does not depend on the work environment. This finding is contrary to previous research which states that a supportive work environment can increase the impact of training on increasing teacher productivity (Rennie, Sundari, & Pakpahan, 2024). However, in the context of this study, the quality of training provided to teachers is quite strong in improving their performance, regardless of the conditions of the work environment.

4. Moderation of the Work Environment on the Relationship between Rewards and Teacher Performance

On the other hand, the work environment is proven to moderate the relationship between rewards and teacher performance, with a path coefficient of 0.475 and a P value of 0.001, which is smaller than 0.05. This finding indicates that the work environment acts as a factor that strengthens the impact of rewards on improving teacher performance. This result is in line with research conducted by (Eti, Sudirman, & Mairiza, 2022), which states that a good work environment will support teacher motivation and productivity in carrying out their duties.

A conducive work environment includes various aspects both physically and non-physically. The physical environment is related to the facilities available, the cleanliness of the workspace, adequate lighting, and noise levels that can affect teacher comfort in working. Meanwhile, the non-physical environment includes harmonious working relationships between fellow teachers and school management, as well as psychological comfort that can support teacher well-being. When teachers feel supported by a positive work environment, the rewards they receive will further increase their motivation and productivity in teaching, thus having a direct impact on the quality of learning provided to students.

Thus, this study confirms that training and rewards have a direct impact on teacher performance, with the work environment acting as a moderator in the influence of rewards on performance. These findings provide insights for educational institutions and policy makers in designing strategies to improve teacher performance through more effective training programs, appropriate rewards, and the creation of a conducive work environment.

5. Conclusion

Based on the results of the tests that have been conducted in the study on the Influence of Training and Rewards on Teacher Performance with the Work Environment as a moderating variable, at Sekolah Bina Bangsa Mandiri, the following conclusions can be drawn:

1. Training has been proven to have a positive

and significant influence on teacher performance, so educational institutions need to make training an important aspect in developing the professionalism of educators. The training provided must be relevant to the needs of teachers and designed to improve their skills, capacity and competence in teaching.

2. Rewards also have a positive and significant influence on teacher performance, indicating that forms of appreciation in both financial and non-financial forms can increase teacher motivation and productivity in carrying out their duties. Therefore, educational institutions need to develop a more structured and transparent reward system in order to improve the quality of teaching.

3. The work environment does not act as a moderator or in other words does not moderate the relationship between training and teacher performance – indicating that the effectiveness of training on improving performance does not depend on the conditions of the work environment. Thus, teachers can still improve their performance through training, regardless of the existing work environment.

4. On the contrary, the work environment acts as a moderator in the relationship between rewards and teacher performance. This shows that rewards given to teachers will be more effective if supported by positive and comfortable work environment conditions. Adequate facilities, cleanliness, good lighting, and harmonious working relationships are important factors that can strengthen the impact of rewards on teacher motivation and performance.

This study provides insight for educational institutions and related parties to pay more attention to quality training programs, appropriate reward systems, and the creation of a conducive work environment to support teacher performance in providing optimal teaching to students.

Bibliography

Afandi, P. (2018). *Manajemen Sumber Daya Manusia (Teori, Konsep dan Indikator)*. Riau: Zanafa Publishing.

Dessler, G. (2020). *Human Resource Management, 16th Edition*. New York: Pearson Education.

Istofan. (2023). *Laporan Kegiatan Penilaian Kinerja Guru*. Bogor: SMK Bina Bangsa Mandiri.

Mangkunegara, A. P. (2021). *Manajemen Sumber Daya Manusia Perusahaan*. (S. sandiasih, Ed.) Bandung: PT Remaja Rosdakarya.

Mulyanto, H., & Wulandari, A. (2019). *Penelitian Metode Dan Analisis*. Semarang: CV. AGUNG.

Slameto. (2010). *Belajar dan faktor-faktor yang mempengaruhinya*. Jakarta: Rineka Cipta.

Supardi. (2013). *Kinerja Guru*. Jakarta: Rajawali Pers.

2. Library in the form of scientific journals:

Ahmad, A. J., Mappamiring, & Mustari, N. (2022). Pengaruh Lingkungan Kerja terhadap Kinerja Pegawai di Dinas Pendidikan dan Kebudayaan Kabupaten Bulukumba. *Kajian Ilmiah Mahasiswa Administrasi Publik (KIMAP)*, 228-298.

Aisyah, S., Nasrul, H. W., & Hamta, F. (2022). Pengaruh Pendidikan, Pelatihan, Kompetensi, dan Budaya Organisasi terhadap Kinerja Guru SMK Pusat Keunggulan Kota Batam. *Jurnal Manajemen, Organisasi, dan Bisnis*, 545-554.

Asrulla. (2022). Pengaruh Pelatihan, Pengalaman Kerja, dan Reward terhadap Kinerja Tenaga Pendidik pada Direktorat Pendidikan Nurul Islam Group Batam . *Indonesian Journal of Islamic Educational Management*, 35-45.

Dewi, N. P., Sudarmini, K., & Idawati, I. A. (2023). Pengaruh Motivasi Kerja, Pengalaman Kerja, dan Pelatihan terhadap Kinerja Guru Di SMK Kesehatan Bali Dewata. *Warmadewa Management and Business Journal (WMBJ)*, 125-132.

Djafar, H., Putri, H. E., Nurbaiti, P., & Hamzah, Z. (2021). Pengaruh Lingkungan Kerja terhadap Kinerja Guru di MTS Madani PAO-PAO. *Jurnal Manajemen Pendidikan Islam*, 10-19.

- Eti, Sudirman, W. F., & Mairiza, D. (2022). Pengaruh Lingkungan Kerja terhadap Kinerja Guru SMK Negeri 2 Kepenuhan. *Journal of Islamic Economics, Management and Business*, 59-72.
- Faisal, Y., Nurhayati, & Mursalini, W. I. (2024). Faktor-faktor yang Mempengaruhi Kinerja Guru SMP Negeri 2 Kota Solok. *INNOVATIVE: Journal Of Social Science Research*, 5072-5086.
- Fauziah, R. (2023). Pengaruh Lingkungan Kerja Dan Disiplin Kerja Terhadap Kinerja Guru SDN I, II dan III Harapan Jaya Bekasi Utara, Kota Bekasi. *Journal Economic Excellence Ibnu Sina*, 266-281.
- Hamdani, S. F., & Hadijah, H. S. (2023). Peningkatan Kinerja Guru Oleh Penghargaan Melalui Motivasi Kerja Guru Jurusan Otomatisasi dan Tata Kelola Perkantoran (OTKP) (Studi Pada Sekolah Menengah Kejuruan Swasta Kota Cimahi). *JP MANPER : Jurnal Pendidikan Manajemen Perkantoran*, 54-66.
- Harsono, Ali, H., & Fauzi, A. (2023). Faktor Faktor yang Mempengaruhi Kinerja Guru dan Motivasi Kerja dari GayaKepemimpinan dan Lingkungan Sekolah Disalah Satu SMP Jakarta Pusat. *JEMSI : Jurnal Ekonomi Manajemen Sistem Informasi*, 717-727.
- Hirzi, A. F., Karimudin, Y., & Hadjri, M. I. (2024). Pengaruh Pelatihan terhadap Kinerja Karyawan Depertemen Human Capital dan General Service di PT Pamapersada Nusantara Site MTBU Tanjung Enim. *Al-Kharaj : Jurnal Ekonomi, Keuangan & Bisnis Syariah*, 1279-1289.
- Hutagaol, A. L., Wardah, S. R., & Neliwati. (2022). Upaya Meningkatkan Kinerja Guru Melalui Reward dan Punishment di Madrasah. *Edukatif : Jurnal Ilmu Pendidikan*, 1281 - 1288.
- Khairunnisa, Sungkono, & Mulya K, M. (2023). Pengaruh Pelatihan Dan Kompetensi Guru Terhadap Kinerja Guru SMK Muhammadiyah 2 Cikampek. *Management Studies and Entrepreneurship Journal*, 8564-8573.
- Kurniawan, I., Harapan, E., & Rohana. (2021). Pengaruh Pemberian Penghargaan terhadap Kinerja Guru Honorer Sekolah Menengah Atas di Kota Sekayu, Musi Banyuasin, Sumatera Selatan. *Jurnal Manajemen Pendidikan*, 1-18.
- Lukman, M. A., Andriana, I., & Farla, W. (2024). Pengaruh Pelatihan terhadap Kinerja Karyawan PT Tempo Tbk Palembang. *Al-Kharaj : Jurnal Ekonomi, Keuangan & Bisnis Syariah*, 1007-1016.
- Mujari. (2020). Kinerja Guru Berdasarkan Pelatihan Kerja dan Penempatan Kerja. *Journal of Management and Bussines (JOMB)*, 172-183.
- Pambreni, Y., Ridho, A., & Sutisna, I. (2023). Pengaruh Pelatihan terhadap Kinerja Guru di SMK Bina Mandiri Sukabumi Kabupaten Sukabumi. *Jambura Economic Education Journal*, 79-91.
- Rahmawati, P. A., Samsuri, & Ismartaya. (2023). Pengaruh Pelatihan, Motivasi dan Lingkungan kerja terhadap kinerja Karyawan. *VISIONIDA*, 132-137.
- Rennie, Sundari, S., & Pakpahan, M. (2024). Analisis Pengaruh Lingkungan Kerja Terhadap Peningkatan Kinerja Karyawan Pada PT. Heulang. *PPIMAN : Pusat Publikasi Ilmu Manajemen*, 253-263.
- Salsabila, F. F., & Salsabilla, V. F. (2024). Analisis Faktor-faktor yang Mempengaruhi Kinerja Administratif Guru dan Staf Pendukung di Sekolah (SMP Negeri 28 Surabaya). *PubmediaJurnal Penelitian Tindakan Kelas Indonesia*, 1-14.
- Saputra, T. H., Fikri, K., & Binangkit, I. D. (2023). Pengaruh Reward dan Kompetensi terhadap Kinerja guru Sekolah Dasar Negeri 132 Kota Pekanbaru. *Jurnal Ilmiah Mahasiswa Merdeka EMBA*, 357-367.
- Simamora, H. (2004). *Manajemen Sumber Daya Manusia. Edisi III*. Yogyakarta: STIE YKPN.
- Suhardi. (2019). Pengaruh Motivasi Kerja, Kompetensi, Lingkungan Kerja dan Stres Kerja terhadap Kinerja Karyawan pada PT. Jordan Bakery Tomohan. *Jurnal Benefita*, 963-972.
- Susanto, Y. K., Handojo, I., Stella, Prasastyo, K. W., & Frengky. (2022). *Statistika Terapan Bisnis Pendekatan Data Kuantitatif* (1st ed.). (N. Wijaya, Ed.) Jakarta, Indonesia:



Sekolah Tinggi Ilmu Ekonomi Trisakti
(STIE).