

The Influence of Employee Training and Employee Engagement Towards Employee Performance

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Abstract

This study examines the effects of employee training (X1) and employee engagement (X2) on employee performance (Y) at Taruna Bhakti vocational senior high school in Depok City. A quantitative research approach was employed, involving two independent variables and one dependent variable. Data were collected using a structured questionnaire distributed through the Google Forms platform to the 51 study respondents, representing the total number of employees. The data were analyzed using SPSS software (version 31) and SmartPLS, with responses measured on a five-point Likert scale. The empirical results confirm that employee training and employee engagement serve as significant positive predictors of employee performance. The findings indicate that training initiatives enhance teachers' pedagogical, technical, and interpersonal competencies, while high levels of engagement strengthen vigor, dedication, and proactive involvement in professional roles.

Keywords: Employee Training; Employee Engagement; Employee Performance

Introduction

In the era of 4.0, Human Resources in any organization, institution, companies is still the key focus of organizational efforts. This sentiment works for all types of organizations, including vocational senior high schools, due to the parents' goals to give the best education and working skills to their children. Taruna Bhakti Vocational Senior High School has been one of the senior vocational high schools that was established on 16 June 2004, located on Pekapuran Street, Curug Village, Cimanggis Sub-District, Depok City, by Setya Bhakti Foundation. This vocational high school's major focuses on Information and Communication Technology (Teknologi Informasi dan Komunikasi) with competency in Computer and Network Engineering (Teknik Komputer dan Jaringan).

Currently, Taruna Bhakti vocational senior high school has developed up to five competencies. First, Computer, Telecommunication, and Network Engineering. Second, Animation. Third, Software and Game Development. Fourth, Broadcasting and film production, and fifth, Electronics Technics. Taruna Bhakti Vocational Senior High School has owned learning facilities such as 11 (eleven) Computer Laboratories with 20 (twenty) units of personal computers in each lab. This vocational school aim to having graduation with high quality of technology skills to empower them in their real life including good values which is faith to God the Almighty following Indonesia's Ministry of Education's Merdeka curriculum which interpreted by Taruna Bhakti Vocational Senior High School with additional innovative improvement based on school's vision, mission, goals and target most likely as school's curriculum, extracurricular based on students' passion, students' activities (eg. Character Building, Science Camp, Business/Industry's Guests who will share their experiences, achievement airnd the business/ industry's day-to-day challenges, appointed competent teachers to guide, counsel, and encourage students to participate in academic and non-academic national/regional/ international competition.

Human Resource professionals are expected to be capable of identifying sound and effective practices, prospecting employees during the recruitment phase, motivating them after hiring, and also being a bridge between employees and organization to foster competent employees capable of supporting the organization in attaining its goals (Halisa, 2020). The organization needs to determine the targets of each training and ensure that it is executed as planned in order to ensure the attainment of maximum benefits and effectiveness from the training initiatives (Wiyata et al., 2020). Organizations, through their human resource unit needs to ensure that it has a system to maintain their employees' competence, integrity, and continuous development by providing periodic employee training (Wiyata et al., 2020; Kurniawan et al., 2023). An organization needs to include training programs in its agenda because this will increase employee productivity. Job training can encourage employees to work more efficiently and faster. Job training can help employees understand their responsibilities, understand their tasks, and gain additional skills and knowledge that enable employees within the organization or company are able to carry out all their tasks well, indicating improved employee performance (Halisa, 2020; Sari et al., 2025).

Employee Training is a process to improve the abilities, skills, and working knowledge of employees, increasing the degree to which employees perform their responsibilities effectively and efficiently, which will help employees develop their careers and opportunities to become more involved in the organization (Hulu, 2025). Employee engagement represents an important determinant of high organizational performance because employees feel connected to the organization. Employee engagement encourages improvement of employee performance when there are supporting facilities such as an organizational culture in the form of mutual support between employees, such as when one of employee is sick, other employees accompany him or her to the hospital, visit him or her at home or in the hospital, as well as attention or assistance from other employees when one employee experiences difficulties in their work (Chaerunissa et al., 2021; Amanda Savitri et al., 2023).

Employee engagement is the involvement of employees in improving organizational performance (Amanda Savitri et al., 2023); (Hulu, 2025). An active organization depends heavily

on the performance of employees who share the same emotional attachment to attain organizational objectives (Aldira et al., 2023); (Safitri et al., 2024). According to Cintani et al. (2020), there are 3 (three) indicators of employee engagement. Employee engagement comprises three core dimensions: vigor, dedication, and absorption. First, vigor refers to high levels of energy and mental resilience while working, characterized by strong persistence, sustained effort, and the willingness to invest energy in overcoming work-related challenges. Second, dedication reflects a deep sense of involvement in one's work, accompanied by enthusiasm, inspiration, and a strong perception of meaning and pride in professional roles. Third, absorption describes a state of full concentration and immersion in work activities, in which individuals experience focused engagement, diminished awareness of external distractions, and a perception that time passes quickly.

This study is held to analyze whether employee training and employee engagement are factors for employee performance in Taruna Bhakti Vocational Senior High School to ensure the organization continues to receiving school's accreditation "A" scale.

Theoretical Review

Employee Training

Employee Training is a long-term investment by an organization in its employees, which is expected to improve their abilities and skills in dealing with work problems and various forms of difficult situations in their work. The value of providing employees with training is that it will ultimately improve employee performance (Kurniawan et al., 2023). Education or training provided to employees of an organization will help employees develop their potential, such as the ability to control emotions, increased intelligence, form a strong character, and they will be more competent in facing problems in their work. In regard to employee training, there are five indicators that need to be considered. First, the purpose of the training, secondly, the trainer, thirdly, the training material, fourth, the training method, and fifth, the training participants (Kosali, 2022).

Employee training has several indicators. HR in the organization must define the purpose of the training, and those purposes need to be concrete and measurable. Because employee training aims to improve participants' skills and their understanding of work ethics to be applied during their work, they will be able to achieve maximum performance. Second, the training material should be designed to enhance employees' management skills, work psychology, how to improve formal communication, discipline, and work ethics, leadership socialization and training, and up to creating work reports. Third, the training methods to be used shall be in the form of participatory techniques, most likely group discussions, conferences, simulations, play and role play, training in skills, theory, teamwork exercises, and other studies that seem appropriate to be socialized between co-workers to improve employees' soft skills (Sari et al., 2025).

Human resource management needs to pay attention to and ensure that the organization has qualified and competent employees. One way of doing this is by providing training to increase knowledge and skills and improve the performance of existing employees who are less skilled (Sari et al., 2025; E. Safitri et al., 2024).

Employee Engagement

Employee engagement refers to the extent of employees' concern, involvement, and commitment toward their work and the organization. Employees work not only for a salary or promotion, but they also want to support their organization to achieve the targeted goals. Employee engagement is often described as employees' emotional commitment (Sucahyowati et al., 2020). Noviardy et al. (2020) and Cintani et al. (2020) categorize employee engagement into three levels, with the first level being engaged employees who demonstrate passion in their work, feel engaged with the organization, and these employees will continue develop innovations to advance the organization. Second, employees focus more on completing assigned tasks without considering the company's goals, and they are not engaged. These employees tend to wait for

orders to do their jobs and feel like their contributions are being ignored. They could be described as sleepwalkers, working without passion. Third, disengaged levels when employees tend to see the negative side of every organizational decision and spend their time expressing their dislike for the organization. These disengaged employees can negatively impact or influence engaged employees.

Employee engagement influences employee performance significantly, with Sig score = 0.00. The company needs to ensure to recruit more competent employees. Employees who possess strong competencies are more likely to show high engagement. Employees who are willing to share their knowledge with their colleagues will also increase employee engagement (Sucahyowati et al., 2020). An organization needs to ensure that it has qualified human capital, those employees with high performance, because they will determine the organization's quality of service and accomplishments (Prayogi et al., 2024). Organizations that can compete in a fast and high competition globally are those that have employees with a strong attachment to their organization. These types of employees are more dedicated, and they have high enthusiasm and dedication that affects the organization's performance metrics. These employees have a high level of energy and mental resilience characterized by strength, enthusiasm, or dedication and absorption in the form of full concentration in their work. They can adapt, respond positively, and get involved quickly in efforts to achieve organizational goals, something that is highly valuable and important in today's uncertain market conditions (Chaerunissa et al., 2021s; Firdausi et al., 2024). Human resource practices in any organization/institution/company should recognize employee achievements and foster a sense of meaning in work, both of which are key drivers of employee engagement (Adityatama et al., 2025).

Employee Performance

Employee Performance has three indicators: task completion, flexible work ability, and situational performance (Fernando et al., 2023). Employee performance is improved when the employee feels that he or she has a good relationship with the organization, and the excellent work results will lead to the organization's goals. In this regard, the organization will also be able to compete with its competitors. Employee performance represents the extent to which employees accomplish their work tasks in alignment with the organization's established goals and objectives, which are the result of actual research conducted objectively and periodically (Firdausi et al., 2024). Employee performance is how an employee's work results are assessed qualitatively and quantitatively in carrying out their functions compared to their assignment. The characteristics of high performers employees are (a) A strong sense of responsibility, (b) Courage to make risky decisions and be prepared to bear the consequences, (c) Establishing attainable objectives, (d) Formulating a structured work plan and striving systematically to accomplish the targets, (e) Being able to analyze the feedback that they receive and utilize it when they find the feedback is sufficiently concrete, (f) Individuals who desire to implement the planned program (Sucahyowati et al., 2020). Employee performance is considered high if they can complete their work targets within the allotted time. Employee performance is considered low if their work is completed beyond the specified time limit or not completed at all (Adam et al., 2020).

Employee performance is assessed by means of four criteria. First, quality refers to the assessment of an employee's work results in comparison with organizational standards. Second, quantity refers to the amount of work produced and its alignment with company provisions. Third, knowledge reflects the level of understanding or information an employee possesses in completing assigned tasks. Fourth, time refers to the duration required to carry out his or her duties from the initiation until work is completed (Noviardy et al. 2020).

Employee performance in the education field can be understood as the ability to execute educational and learning tasks effectively within a school environment, and the responsibility to encourage their students to improve their achievement or learning outcomes. Also preparing lesson plans, carrying out and monitoring the learning process, and assessing the learning outcomes (Sumiati et al. 2022). Human resource practices in any

organization/institution/companies should recognize employee achievements and foster a sense of meaning in work, both of which are feeling valued and perceiving work as meaningful are key drivers of employee engagement, which ultimately improves employee performance (Adityatama et al., 2025). Moreover, the implementation of the STIFIn personality profiling method may further enhance employee performance within organizations. This approach promotes harmonious working relationships among employees by aligning job responsibilities with individual cognitive tendencies (eg, Sensing, Thinking, Intuiting, Feeling, and Instinct). By optimizing individual potential, the method contributes to improved work effectiveness and enhanced communication among employees (Karasna et al., 2025).

Hypothesis Formulation Based on Previous Research

The Influence of Employee Training on Employee Performance

Employee training needs to be planned systematically in order to achieve results in the form of improvement of employee skills, knowledge, and competencies after participating in the training, which will help employees perform their jobs more effectively and efficiently. Furthermore, employee training has the best impact on the organization by increasing the quality of its employees, which will certainly improve the quality of the organization's performance (Sudargini, 2021; Ruhayat et al., 2022). Employee training significantly impacts employee performance. Increasing training frequencies will also improve employee performance, while decreasing training frequencies will be followed by a decline in employee performance. The analysis shows that employees have a positive perception of coaching in their organization. Coaches are generally willing to meet with employees after training to discuss important issues within the organization. Furthermore, employees feel they have gained something valuable from the training (Prayogi et al., 2024).

The results of training provide benefits for both employees and the organization. Organizations can monitor whether there is an improvement in the performance of employees who have attended the training. Employees will also benefit from company-sponsored training by gaining information on the skills needed to improve their work skills. Both the organization and employees can identify and more quickly address issues with employee placements that do not match their skills. Training can help employees with potential to improve. Improved performance after training ultimately improves business performance. Organizations need to understand that achieving high-quality work requires the right motivation and skills. Both are achieved through employee training programs. Employee training demonstrates a significant association with employee performance, and enhanced employee performance subsequently strengthens overall organizational performance (Prayogi et al., 2024). Employee training is a crucial factor in improving employees' technical skills and adapting to change in carrying out their responsibilities. The training methods and training material prepared and arranged for employees can also optimize their roles within an organization (Nurfida et al., 2025).

H1: Employee Training Has a Positive and Significant Influence on Employee Performance

The Influence of Employee Engagement on Employee Performance

Employee Engagement is a condition where employees feel a sense of connection to the company, which makes them perform their work with the best performance, which provides benefits to the company (Cintani et al., 2020). According to Fernando et al. (2023), employee engagement significantly and positively influences employee performance. When employees feel deeply committed to the organization, he will try to provide the best possible work results, even though he is an outsourced employee and an organization still has an obligation to appreciate the work results of employees because to achieve success, it is not only enough to have sophisticated technology and capital, but the workforce is also a determining factor in the success of the organization (Rifqi et al., 2024).

According to Sucahyowati et al. (2020), factors that influence employee engagement are work environment, leadership, team and co-worker, Training and Career Development, Compensation, Organizational Policies, procedures, structures and systems, and workplace well-being. One of the behaviors that represents employee engagement is sharing knowledge or how-to information between employees. This action will increase the engagement between employees and the organization. Employee Engagement is defined as the degree to which an employee's willingness to contribute actively to the organization's goals and success and to achieve organizational goals with a positive attitude, behavior, and motivation (Indah et al., 2022). According to Sinaga et al. (2025), employees who have high engagement with their organization most of the time also possess strong commitment, tend to foster enthusiasm, dedication, and focus in completing tasks. Rifqi et al. (2024) provide empirical evidence that employee engagement serves as a significant predictor of employee performance. Increased levels of engagement foster stronger commitment, motivation, and discretionary effort, which collectively enhance overall performance (Rahmadhani et al., 2024).

H2: Employee Engagement Has a Positive and Significant Influence on Employee Performance

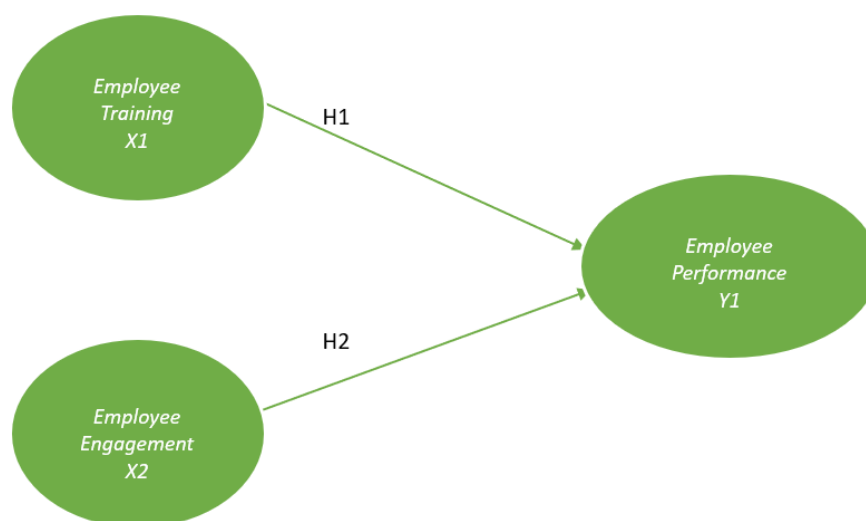


Figure 1. Research Hypothesis

Research Methods

This study examines the effect of employee training (X1) and employee engagement (X2) on employee performance (Y). This study uses a quantitative method by distributing the questionnaire by google form to employees of Taruna Bhakti vocational senior high school in Depok City from 1st January 2026 to 31st January 2026 and involving 51 employees as respondents. An ordinal scale with a range of 1 (one) to 5 (five) is used in this study (1 stands for strongly disagree, 2 stands for disagree, 3 stands for neutral, 4 stands for agree, and 5 stands for strongly agree).

The data analysis technique was using SPSS version 31, covering (1) (2) Validity Test, Reliability Test (Tes Validitas, Tes Reliabilitas), (3) Double Linear Regression Analysis (Analisa Regresi Linear Berganda) for Classic Assumption Test (Uji Asumsi Klasik) covering (4) Normality Test (Uji Normalitas), (5) Multicollinearity Test (Uji Multikolinearitas), (6) Heterocedasticity Test (Tes Heterokedastisitas), (7) (8) f Test, t Test (Uji f, Uji t), (9) R^2 Test (Uji Determinasi). This study also utilized SmartPLS to get PLS-SEM (Partial Least Squares Structural Equation Modeling) with Outer Model Analysis and Inner Model Analysis to provide Factor Loadings,

Composite Reliability, Cronbach's Alpha, and Convergent/Discriminant Validity (AVE) as the result.

The key outputs from SPSS 31 will be F-Test, p-Value, Coefficients, and from SmartPLS will be AVE, Composite Reliability, Path Coefficients.

Convergent validity aims to ensure each indicator has a high correlation and is able to represent the latent variable accurately by using the loading factor value, where a value greater than 0.7 is considered meeting the validity criteria.

Table 1. Research Constructs

Variable	Indicator	Reference
Employee Training (ET)	ET1: It is easier for me to finalize my work after I completed the training	(Payana, 2024)
	ET2: I have read the training materials provided, and they are in accordance with my needs for my daily work.	
	ET3: I participated in the training, and I found the organization's training methods engaging.	
	ET4: I am participating in the training at the recommendation of the organization's management.	
	ET5: I believe that to maximize the training for participants, Trainers must have a strong mastery of the training material.	
Employee Engagement (EE)	EE1: I am always enthusiastic when I work.	(Payana, 2024)
	EE2: I feel that what I am doing is meaningful.	
	EE3: I can concentrate during working hours.	
Employee Performance (EP)	EP1: I can finalize my responsibilities with expected qualities.	(Payana, 2024)
	EP2: I consistently achieve the work goals established by the organization.	
	EP3: I consistently meet organizational goals within the specified time period.	
	EP4: I can finalize my responsibilities within the organization's budget.	

Results and Discussion

Respondent Demographics

Table 2. Characteristic Respondents

Characteristic		Number of Respondent(s)	Percentage
Gender	Male	24	24 %
	Female	27	27 %
Age	20-30 years	23	23 %
	31-40 years	16	16 %
	41-50 years	9	9 %
	51 years <	3	3 %
Working Period	5 years>	23	23 %
	6 - 11 years	16	16 %
	11 - 15 years	6	6 %
	15 years <	6	6 %
Education	SMA/SMK	5	5 %
	Diploma 3	1	1 %
	Bachelor (S1)	43	43 %
	Master (S2)	2	2 %

Source: Processed Data (2026)

Data were collected through questionnaires administered to 51 employees of Taruna Bhakti vocational senior high school. The respondents consisted of 24 men and 27 women. Most respondents were aged 20–30 years by 23 respondents, held a university degree by 43 respondents, and had a length of service of less than five years by 23 respondents. Respondents' demographic characteristics are summarized in Table 2.

Convergent Validity Test Results

Convergent validity was evaluated by analyzing the factor loadings of indicators within the same construct. Indicator loadings above 0.70 indicate strong convergent validity, while loadings between 0.50 and 0.60 are considered acceptable in explanatory research; indicators with loadings below 0.50 should be excluded from the model (Nainggolan, 2018; Sari et al., 2025). As presented in Table 3, all indicators exhibit outer loading values greater than 0.70, confirming that the convergent validity criteria are fully satisfied.

Table 3. Convergent Validity Test

Variables	Indicator	Outer Loadings	Information
Employee Training (ET)	X1.1	0.873	Valid
	X1.2	0.875	Valid
	X1.3	0.928	Valid
	X1.4	0.906	Valid
	X1.5	0.842	Valid
Employee Engagement (EE)	X2.1	0.932	Valid
	X2.2	0.942	Valid
	X2.3	0.932	Valid
Employee Performance (EP)	Y1.1	0.936	Valid
	Y1.2	0.942	Valid
	Y1.3	0.934	Valid
	Y1.4	0.878	Valid

Source: Processed Data (2026)

Average Variance Extracted (AVE)

The measurement model demonstrates satisfactory convergent validity and internal consistency reliability. The Average Variance Extracted (AVE) values exceed the recommended threshold of 0.50. The results demonstrated that all constructs meet the established validity and reliability criteria. The AVE and CR values, calculated using standard reliability formulas and analyzed with SPSS version 31, are presented in Table 4. The results demonstrated that all constructs (employee training, employee engagement, and employee performance) have achieved Cronbach's Alpha and Composite Reliability values equal to or surpassing the recommended minimum value of 0.70. These findings suggest that the measurement instrument demonstrates adequate internal consistency reliability and is suitable for further structural model evaluation.

$$CR = \frac{(\sum \lambda)^2}{(\sum \lambda)^2 + \sum (1 - \lambda^2)}$$

$$AVE = \frac{\sum \lambda_i^2}{n}$$

Table 4. Reliability Test and AVE

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Employee Training (X1)	0.930	0.932	0.732
Employee Engagement (X2)	0.926	0.929	0.813
Employee Performance (Y)	0.939	0.937	0.792

Source: Processed Data (2026)

Reliability Test Results

Reliability was assessed using SPSS version 31. As presented in Table 4, all constructs achieved by Cronbach's Alpha and Composite Reliability values ≥ 0.70 , indicating satisfactory internal consistency and reliable measurement instruments.

Normality Test

The normality of the regression residuals was examined using the Kolmogorov–Smirnov test. As shown in Table 5, the asymptotic significance value of 0.004 falls below the 0.05 threshold, indicating that the residuals do not follow a normal distribution (data is normally distributed if the p-value/significance > 0.05).

Table 5. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		51
Normal Parameters ^{a,b}	Mean	0.0000000
	Std. Deviation	1.70863258
Most Extreme Differences	Absolute	0.155
	Positive	0.089
	Negative	-0.155
Test Statistic		0.155
Asymp. Sig. (2-tailed) ^c		0.004
Monte Carlo Sig. (2-tailed) ^d	Sig.	0.003
	99% Confidence Interval	Lower Bound
		Upper Bound
		0.005

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 299883525.

Source: Processed Data (2026)

P-Plot Chart

Based on the p-plot chart, instruments are distributed normally, indicated by dots that follow that diagonal line.

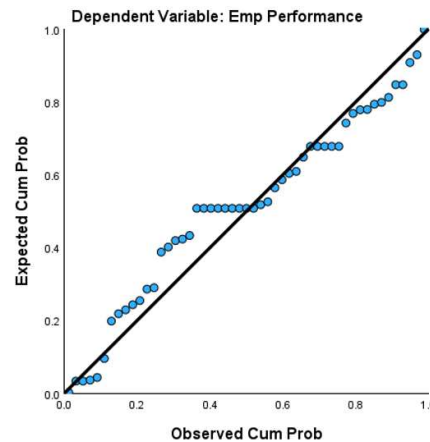


Figure 2. Normal P-P Plot of Regression Standardized Residual

Simple Regression Linear Test

The structural model was evaluated to examine the effects of employee training (X1) in Table 6 and employee engagement (X2) in Table 7 on employee performance (Y). Model evaluation focused on the coefficient of determination (R^2) and the significance of the path coefficients. The coefficients of determination (R^2) for employee performance are 0.601, indicating that employee training and employee engagement jointly explaining 60.1 % of the variance in employee performance, suggesting that the model demonstrates substantial explanatory power, while the remaining 39.9 % of the variance is attributable to other factors not included in the model (Ruhayat et al., 2022). The coefficients of determination (R^2) for employee training are 0.596, indicating that employee training and employee engagement jointly explaining 59.6 % of the variance in employee performance, while the remaining 40.4 % of the variance is attributable to other factors not included in the model (Rahmadhani et al., 2024).

Table 6. Coefficients Determination

Model Summary				
Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	0.775 ^a	0.601	0.593	1.842

a. Predictors: (Constant), Employee Training (X1)

Source: Processed Data (2026)

Table 7. Coefficients Determination

Model Summary				
Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	0.772 ^a	0.596	0.588	1.852

a. Predictors: (Constant), Employee Engagement (X2)

Source: Processed Data (2026)

Table 8. Simple Regression Linear Test

Coefficients ^a							
(Constant)	B		Std. Error	Beta	Sig.	Collinearity Statistics	
	4.395	1.443				Tolerance	VIF
1 (Constant)				3.046	0.004		
Employee Training	0.591	0.069	0.775	8.587	0.000	1.000	1.000

a. Dependent Variable: Employee Performance

Source: Processed Data (2026)

Table 9. Simple Regression Linear Test

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.812	1.524		2.502	0.016		
	Empl. Engagement	0.999	0.117	0.772	8.509	0.000	1.000	1.000

a. Dependent Variable: Employee Performance

Source: Processed Data (2026)

The regression results show that employee training (X1) in Table 8 and employee engagement (X2) in Table 9 each have a statistically significant effect on employee performance (Y). Individually, employee training ($t = 8.587$, p -value is $0.000 < 0.05$) and employee engagement ($t = 8.509$, p -value is $0.000 < 0.05$) significantly predict employee performance. In addition, the F-test indicates that the overall model is statistically significant ($p < 0.05$), demonstrating that employee training and employee engagement jointly explain variation in employee performance.

Double Regression Linear Test

Multicollinearity Test

Multicollinearity was assessed using tolerance values and Variance Inflation Factors (VIF). As shown in Table 10, both Employee Training (X1) and Employee Engagement (X2) have tolerance values of 0.288 and VIF values of 3.468, which exceed the minimum tolerance criterion (> 0.10) and remain below the maximum VIF threshold (< 10). These results indicate that multicollinearity is not present in the regression model.

Table 10. Multicollinearity Test

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.051	1.462		2.086	0.042		
	X1	0.327	0.121	0.429	2.694	0.010	0.288	3.468
	X2	0.531	0.206	0.411	2.580	0.013	0.288	3.468

a. Dependent Variable: Employee Performance

Source: Processed Data (2026)

Heteroscedasticity Test

Heteroscedasticity was tested using the heteroscedasticity diagnostic reported in Table 11. The results show that the p-value for employee training (X1) is 0.857 and for Employee Engagement is 0.939, both of which exceed the 0.05 significance level. These findings indicate the absence of heteroscedasticity and confirm that the regression residuals are homoscedastic.

Table 11. Heteroscedasticity Test - Glejser

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.364	1.044		1.306	0.198
1 X1	-0.016	0.087	-0.049	-0.182	0.857
X2	0.011	0.147	0.021	0.077	0.939

a. Dependent Variable: Y

Source: Processed Data (2026)

Interpretation of Table 11 is also reflective on the Figure 3 below with the scattered dots.

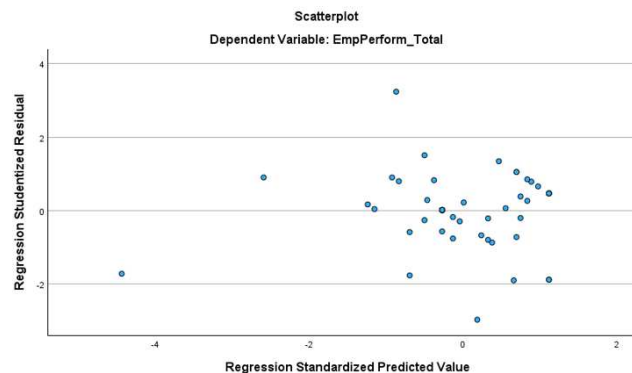


Figure 3. Heteroskedasticity Test – Scatterplot

Figure 3. Heteroskedacity Test – Scatterplot

F/Simultant Test and T/Partial Test

Value of Sig. <0.01^b on Table 12 means that X1 and X2, as independent variables, together predict Y, the dependent variable.

Table 12. F/Simultant Test

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	270.382	2	135.191	44.455	<.001 ^b
Residual	145.971	48	3.041		
Total	416.353	50			

a. Dependent Variable: Y

b. Predictors: (Constant), X1, X2

Source: Processed Data (2026)

Value Sig of X1 is 0.010, and X2 is 0.013; both are < 0.05 , which means that both independent variables (X1 and X2) are predictors of Y in Table 13.

Table 13. T/Partial Test

Model	Coefficients ^a					Collinearity Statistics	
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
	B	Std. Error	Beta				
(Constant)	3.051	1.462		2.086	0.042		
1 X1	0.327	0.121	0.429	2.694	0.010	0.288	3.468
X2	0.531	0.206	0.411	2.580	0.013	0.288	3.468

a. Dependent Variable: Y

Source: Processed Data (2026)

Hypothesis Test Result

The hypothesis test result is established to scientifically prove: 1) Job Training has a Positive and Significant Influence on Employee Performance, 2) Employee Engagement has a Positive and Significant Influence on Employee Performance. Hypothesis Testing in Table 14 was tested using PLS-SEM to determine the influence of independent variables on dependent variables. The criteria are $t\text{-statistic} > 1.96$ ($t\text{-table}$) and $p\text{-value} < 0.05$ ($\alpha = 5\%$). Regarding the test result on the influence of Employee Training on Employee Performance, the first hypothesis is accepted, it has an original sample of 0.435, a $t\text{-statistic}$ value of 2.479 (greater than 1.96), and a $p\text{-value}$ of 0.013, which is < 0.05 . The second hypothesis resulted in an original sample value of 0.413, a $t\text{-statistic}$ value $> t\text{-table}$ ($2.026 > 1.96$), and a $p\text{-value}$ of 0.043, which is < 0.05 , so it can be concluded that the second hypothesis is accepted (Asmara et al., 2025).

Table 14. Hypothesis Testing

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Employee Training => Employee Performance	0.435	0.441	0.176	2.479	0.013
Employee Engagement=> Employee Performance	0.413	0.393	0.204	2.026	0.043

Source: Processed Data (2026)

According to Wijaya et al. (2024), the $t\text{-test}$ is a statistical test, and the two-way test's (two-tailed test) $t\text{-values}$ show that the test is 1.96 (significant threshold = 5%). The $t\text{-test}$ test requirements that the hypothesis is accepted if the value $t\text{ table} > two\text{-tailed}$ or the significance value < 0.05 by SmartPLS. From the the Figure 3, reported that outer loadings value > 0.07 and $p\text{-value}$ ($0.013; 0.043$) < 0.05 .

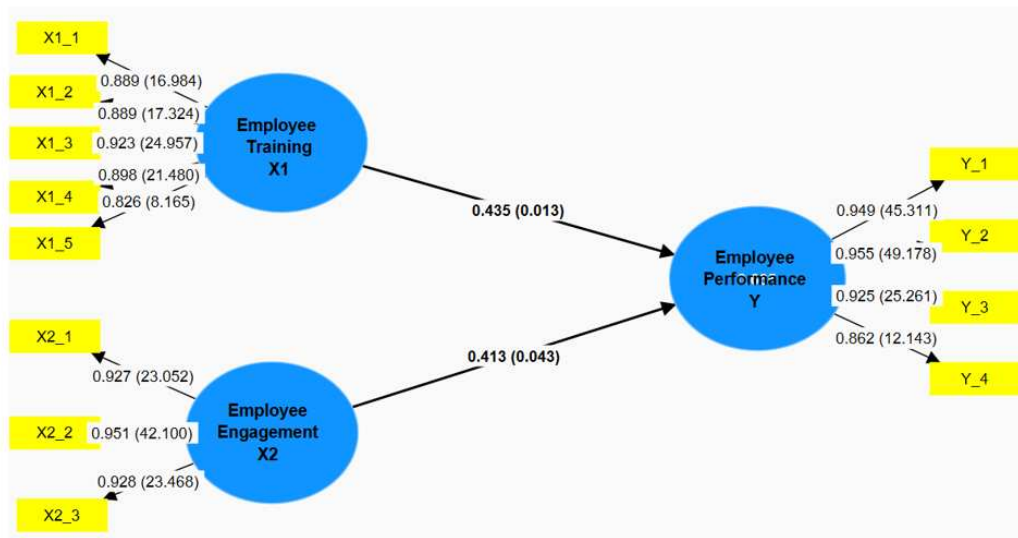


Figure 4. Outer Model Analysis (Outer Weight/Loadings and t-values)
Data Processing Results with Smart PLS

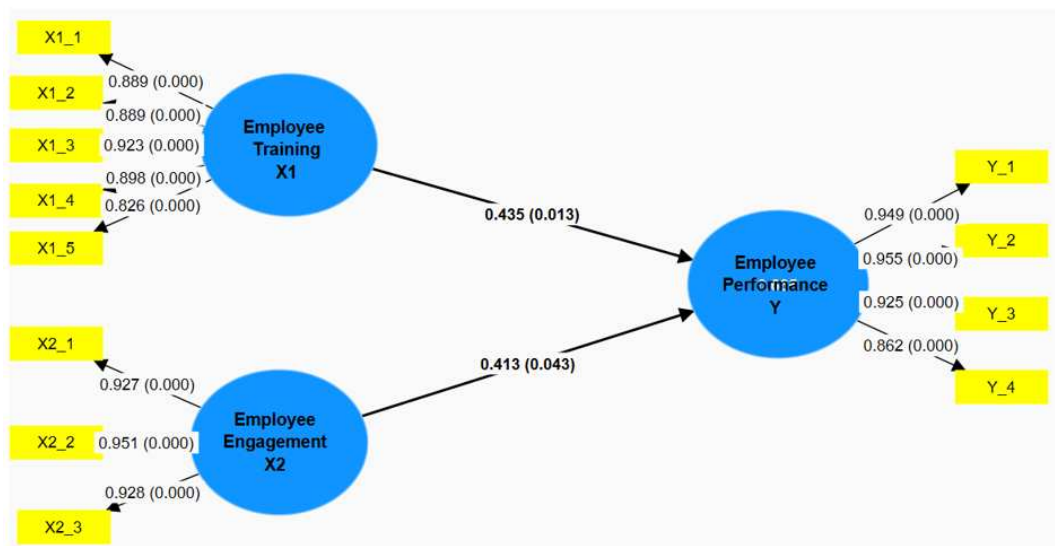


Figure 5. Outer Model Analysis (Outer Weight/Loadings and p-values)
Data Processing Results with Smart PLS

Discussion

The first hypothesis indicates that employee training has a positive and statistically significant effect on employee performance. This finding is consistent with prior studies conducted by Sudargini (2021), Ruhiyat et al. (2022), Kosali (2022), Prayogi et al. (2024), and Nurfida et al. (2025), which consistently report that employee training has a positive and significant effect on employee performance.

Teachers at Taruna Bhakti vocational senior high school reported that they participate in training programs at least once a year and perceive these programs as contributing positively to employee performance. Nevertheless, respondents expressed a preference for integrated training programs that simultaneously address pedagogical, hard-skill, and soft-skill development. Pedagogical training enhances instructional effectiveness and teachers' ability to adapt teaching strategies to diverse student needs, while hard-skill training strengthens technical competencies.

In addition, soft-skill training improves communication, teamwork, and problem-solving abilities. Collectively, these training components enhance work efficiency, instructional quality, and professional capability, thereby supporting improved employee performance and overall organizational effectiveness (Faudiah et al., 2023).

The second hypothesis demonstrates that employee engagement has a positive and statistically significant effect on employee performance. This result is supported by previous empirical findings reported by Ruhiyat et al. (2022), Sumiati et al. (2022), Amanda Savitri et al. (2023), Rahmadhani et al. (2024), Firdausi et al. (2024), Ginting (2025), Hulu (2025), and Hafidzah et al. (2025). The results of this study indicate that teachers at Taruna Bhakti vocational senior high school consistently demonstrate enthusiasm in their work, perceive their role as meaningful, and maintain strong concentration in carrying out their responsibilities. These patterns reflect a high level of employee engagement. Their engagement extends beyond administrative compliance, embodying vigor, dedication, and proactive involvement in professional duties. Teachers also exhibit strong emotional commitment, particularly in mentoring and supervising students during fieldwork internship (PKL). Consistent with the empirical findings of this study, higher levels of employee engagement are associated with improved employee performance outcomes.

Conclusion

This study, conducted at Taruna Bhakti vocational senior high school, provides empirical evidence that employee training and employee engagement exert a positive and significant influence on employee performance. The findings indicate that teachers, as the primary workforce, benefitted from structured training and high levels of engagement, both of which contribute to enhanced instructional effectiveness and professional outcomes. These results highlight the importance of strategically aligning employee development initiatives with institutional objectives through integrated training programs encompassing pedagogical, technical (hard), and soft skills. Beyond capability development, systematic organizational support that strengthens engagement fosters collaborative commitment and sustainable performance improvement.

Nevertheless, this study is subject to limitations. Future research is encouraged to further examine the simultaneous effects of training and engagement and to incorporate additional variables, such as job satisfaction, work stress, leadership style, and organizational culture, to enrich the explanatory model of employee performance.

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