THE IMPACT OF STRATEGY OF TRAINING AND COMPETENCE ON JOB PERFORMANCE: MEDIATING ROLE OF SELF-EFFICACY

Ratna Handayati *, Asri Laksmi Riani **,
Sinto Sunaryo **, Hidajat Hendarsjah **

* *Corresponding author*, Faculty of Economics and Business, Universitas Sebelas Maret, Surakarta, Indonesia
Contact details: Faculty of Economics and Business, Universitas Sebelas Maret, Jalan Ir. Sutami 36 Kentingan, Jebres, Surakarta, Jawa Tengah 57126, Central Java, Indonesia
** Faculty of Economics and Business, Universitas Sebelas Maret, Surakarta, Indonesia

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Abstract

The Family Hope Program (*Program Keluarga Harapan* — PKH) was initiated by the Indonesian government to reduce poverty. The workload of PKH facilitators is high, resulting in a decrease in performance in several regions in Indonesia (Kafriliasari & Zaily, 2019). This raises the question of whether the training provided and competence had an effect on their performance. Using a sample of 320 respondents from the Gerbangkertosusila district facilitator, and through the application of SEM (Hair et al., 2019), this study examines the impact of training and competence on job performance and whether self-efficacy mediates the effect between them. The results found that training had no effect on performance because the coaching situation was inadequate. Competence affects performance because competence is needed in the field of problem-solving. Self-efficacy fully mediates both the effect of training and competence on performance. The implication is that the relevant organization or agency must pay attention to resources for the success of the state program.

Keywords: Training, Competence, Self-Efficacy, Job, Performance

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1. INTRODUCTION

The Family Hope Program (*Program Keluarga Harapan*, hereafter PKH) was initiated by the government of Indonesia to address poverty. PKH is implemented across the entire territory of Indonesia, involving the appointment of several social facilitators with specific tasks. A current phenomenon related to PKH social facilitators is the abundance of their work. According to the website of the Ministry of Social Affairs of the Republic of Indonesia (https://kemensos.go.id/), one example of their tasks is to provide counseling and guidance to impoverished families in accessing healthcare, education, and overall social well-being.

The significant roles carried out by PKH social facilitators include being facilitators, mediators, and advocates. Consequently, there has been a decline in the performance of facilitators, especially in their task of assisting PKH beneficiary families in various regions of Indonesia (Kafriliasari & Zaily, 2019; La Ode, 2018; Sari & Marom, 2013). Another contributing factor is the diverse age range and educational backgrounds of the facilitators, ranging from religious studies graduate to social science graduates, resulting in differing levels of expertise due to disciplinary variations. The Indonesian Ministry of Social Affairs, as the parent organization overseeing PKH facilitators, is expected to provide training and competencies to prevent recurring issues, enhance performance, and standardize competencies.

Most authors emphasize the complexity of the relationship between training and competence in performance. Generally, training and competence have a relationship with overall performance. Chen and Chang (2013) conducted research on whether the human resource aspect of competence can affect the success of a company, using a sample of 155 small technology companies in Taiwan. They found that competence and creativity have a positive impact on company performance. Kamukama et al. (2017) researched whether managerial competence can enhance the competitive advantage of companies in Uganda using a sample of 22 companies, and their results indicated a positive influence of managerial competence on improving company competitiveness.

Onyango and Wanyoike (2014) examined the impact of training on performance in healthcare institutions in Kenya with 56 respondents comprising doctors, nurses, and other healthcare staff, and they found that training had a positive effect on the performance of human resources in those healthcare institutions. Sarker et al. (2019) tested the effect of soft skill training by managers on employee performance in companies in Bangladesh, and their results were also consistent, showing a positive effect of training. In conclusion, they generally assert that there is a relationship between the three variables: training and competence are required by an individual to enhance their capabilities in performing a job, which is necessary for improving performance (Sandberg, 2000).

On the other hand, there are several research findings indicating that training and competence, individually, do not impact performance. García-Sánchez and de Caso-Fuertes (2005) examined the influence of writing training on elementary school children in Spain, involving 26 students. They found that the writing training program had no effect on the children's abilities, attributed to the complex training design. Similarly, Yurtseven and Altun (2011) reported similar results, stating that mentoring services had no effect on student learning achievements. Furthermore, Puozzo and Audrin (2021) studied the competence of creativity on learning development in students in France and concluded that creativity had no significant impact on learning performance.

Škrinjarić and Domadenik (2020) investigated the importance of competence for a company's performance in facing Industry 4.0. Using simple regression, they found that basic competencies such as collectivism, conflict resolution, and motivation all had a negative impact. Given the inconclusive and contradictory nature of the research findings mentioned, there is a research gap, prompting the authors to participate in research with the aim of contributing to the existing literature.

Self-efficacy can play a key role in an individual's training and self-competence system related to their job performance (Lyons, 2008). Therefore, individuals with the same skills or the same person in different circumstances can perform poorly, adequately, or exceptionally, depending on fluctuations in their self-efficacy beliefs (Bandura, 1982). For instance, in a workplace context, two employees may take the same course and achieve the same grades before being employed, but if one of them has low self-efficacy, this individual is likely to perform worse in the job compared to the employee with high self-efficacy.

This article has two objectives. Firstly, it seeks to investigate the connection between training, competence, and performance. Secondly, it aims to explore the role of self-efficacy as a mediator in the associations between training, competence, and performance. The overarching goal is to enhance comprehension of the distinct and interactive impacts of self-efficacy as a mediator in the linkages between training, competence, and performance.

Using structural equation modeling (SEM) to analyze the data, it is revealed that training had no impact on performance, likely attributed to the inadequacy of the coaching situation. On the other hand, competence demonstrated a significant influence on performance, highlighting its importance in problem-solving within the respective field. Notably, self-efficacy emerged as a full mediator, playing a pivotal role in mediating both the effects of training and competence on performance.

The rest of this paper is structured as follows. Section 2 reviews the relevant literature. Section 3 analyzes the methodology that has been used to conduct empirical research on training, competence, and performance as a direct effect and self-efficacy as a mediator. Section 4 shows the statistical results of the study. Section 5 discusses these results. Lastly, Section 6 concludes the paper.

2. LITERATURE REVIEW

2.1. Training

The more trained an employee is, the less likely they are to have accidents on the job, and the more skilled they become, because it enhances employees' chances of promotion as they acquire new skills and efficiency (Onyango & Wanyoike, 2014). Previous research supported this argument, that job engagement such as training can directly improve task performance (Guan & Frenkel, 2019). However, general training and development are not always sufficient; therefore, specific training practices implemented by companies, such as training for creativity and innovation, can enhance company performance (Manresa et al., 2019). Carlisle et al. (2019) supported this statement and found that if an employee is provided with effective training to complete necessary tasks, it reduces the person-environment mismatch, decreases stress, and allows for improved task performance.

Effective training, employing a cognitive approach related to thinking processes (such as memory, perception, and representation), emphasizes intra and interpersonal transformation that occurs

within and between employees, as well as between employees and managers (Lyons, 2008). The duration of employee participation in training also impacts their performance (ElShenawy, 2010), suggesting a significant relationship between the time spent by training participants in training programs and their job performance, which can provide added value to the company. Training design also contributes to the success of skill transfer to employees, so it needs to be properly designed from the ground up and master its techniques (van Vuuren & Botha, 2010). Thus, we hypothesize:

H1: Training has a positive relationship with performance.

2.2. Competence

Competence is a descriptive tool that identifies the abilities required to work effectively within an organization (Škrinjarić & Domadenik, 2020). It is an essential factor in integrating education and training with labor market needs, thus promoting individual mobility and enhancing organizational efficiency. Carter and Scarbrough (2001) distinguished competence as encompassing motives, temperament, abilities, and attitudes, and it can also include knowledge and skills.

Those with higher levels of network competence and central network positions perform significantly better in terms of innovation (Chiu, 2009). In managerial situations, competence indirectly influences performance by affecting goal orientation and willingness to change, playing a partial mediating role through beneficial performance (Zacca & Dayan, 2018). Core competencies, closely related to the tasks performed, whether managerial or non-managerial, have a positive impact on organizational performance (Liang et al., 2013). Leadership competence and an individual's ability to learn also have a positive effect on performance (Liu et al., 2015; Pham & Kim, 2019). Based on this argument, we hypothesize:

H2: Competence has a positive relationship with performance.

2.3. Self-efficacy

Self-efficacy can be a strong predictor of the relationship between training, competence development, and performance, and it can be applied to different situations (Kraut et al., 2016). Self-efficacy has been used by other researchers in mediating job goal setting (Appelbaum et al., 2016) and the work environment's climate and stress (Hu et al., 2019). Bandura (1977) also validated that employee performance is significantly influenced by self-efficacy beliefs. Self-efficacy is categorized into two types: task-specific self-efficacy and general self-efficacy. Bandura further explained task-specific self-efficacy as an individual's belief in their capability related to specific tasks, while general self-efficacy is one's overall belief in their ability to excel. Naquin and Holton (2002) suggested that incorporating self-efficacy issues into training programs leads to positive changes in training participants. Appelbaum and Hare (1996) proposed that challenging goals motivate employees toward higher self-efficacy levels and, consequently, higher performance expectations.

Following Bandura (1982), the extent to which employee training enhances performance may vary significantly, depending on the type of job involved. Specifically, whether the job is structured in such a way that variations in self-efficacy can be expected to have a significant impact on performance. There are some jobs with complex tasks and substantial responsibilities, where employees who believe in themselves, and who feel capable of doing what is required, are expected to perform significantly better than those who lack such confidence. However, there are jobs, particularly those involving simple, routine tasks that almost anyone can perform adequately, where there is no difference in performance whether employees have general confidence in their competence or not (Gist & Mitchell, 1992).

An individual may struggle to maintain competence levels and self-confidence in managing complex observations and interventions adequately. Insufficiently effective training leads to inadequate competence, which, in turn, results in a decrease in self-efficacy levels because individuals often do not have the opportunity to develop experience from the training they have previously undergone (Maenhout et al., 2021). Therefore, we hypothesize:

H3a: Self-efficacy mediates the relationship between training and performance.

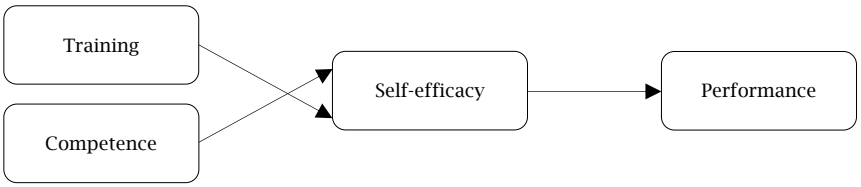
Individual learning orientation and competence will enhance job performance (Gong et al., 2009). This statement suggests that there is a mediator that can explain each of these relationships, like self-efficacy (Pekkala & van Zoonen, 2022). Research indicates that employees tend to be more creative when they have higher self-efficacy levels and that the improvement of employees' self-efficacy plays a crucial role in their ability resulting from competency learning, which is goal orientation (Gong et al., 2009; Rimal, 2000).

The idea is that skills can be developed and such a concept is incorporated into the concept of self-efficacy (Bandura, 1977). Individuals who focus on competency development tend to accumulate experiences of mastering knowledge or insights over time (Song et al., 2018), as well as the skills of effective leadership (Nielsen & Munir, 2009). With these skills and experiences, individuals become more self-reliant in producing good performance.

Competency-oriented individuals attribute performance setbacks to factors such as inadequate effort or ineffective strategies (Zhao et al., 2005). As a result, individuals tend to experience anxiety and are more likely to maintain self-efficacy in creative efforts. Focusing on enhancing self-competence characterizes an individual's learning orientation that is conscious of their own responsibilities in their work (Zimmerman & Kitsantas, 2005). In other words, by concentrating their attention on improving their competence, career-oriented individuals who are committed to their jobs are able to sustain their self-efficacy beliefs (Ngo & Hui, 2018).

H3b: Self-efficacy mediates the relationship between competence and performance.

Figure 1. Structural model



3. DATA AND METHODOLOGY

This study will be conducted on PKH social facilitators working in the Gerbangkertosusila region of East Java, Indonesia. The population consists of 800 social facilitators in 6 districts/cities within the region which has been reduced to 320 samples. Data collection involves distributing questionnaires directly to respondents without any intervention (Lavrakas, 2008). This approach is chosen because the selected sample can be accessed personally and is easily located within the local area. The questionnaire distribution involves meeting the respondents in person, ensuring that they meet the predetermined criteria, providing them with an explanation of the research's purpose, and requesting their willingness to complete the research questionnaire.

Table 1. Respondents' characteristics

Characteristics	*Category*	*Frequency*	*Percentage*
Sex	Male	150	46.9%
	Female	170	53.1%
Education	High school	159	49.7%
	Diploma	76	23.8%
	Bachelor/Master	85	26.5%
Age	20–30 years old	122	38.1%
	31–40 years old	110	34.4%
	41–50 years old	88	27.5%

Source: Prepared by the authors in 2023.

Variables and measures: Performance measurement used in this paper was formulated by Welbourne and Johnson (1998) and comprises three indicators: job, which pertains to the dimensions of the tasks performed by the facilitators; organization, which relates to the incentives provided by the institution; and team, which involves situations requiring teamwork. The questionnaire instrument consists of 12 questions that use a Likert agreement scale, with 5 representing "Strongly agree", 4 for "Agree", 3 for "Neutral", 2 for "Disagree", and 1 for "Strongly disagree".

We used the criteria by Baldwin and Ford (1988) for training measurement. PKH facilitators undergo training before carrying out their fieldwork, indicating the potential for positive training transfer to be effectively implemented. The paper employs all three criteria outlined by Baldwin and Ford (1988) for the questionnaire indicators, which are assessed using a Likert scale ranging from 0 to 5, where 5 corresponds to "Strongly agree", 4 for "Agree", 3 for "Neutral", 2 for "Disagree", and 1 for "Strongly disagree".

We decided to use the general self-efficacy scale developed by Sherer et al. (1982). This includes the willingness to start thinking of problem-solving solutions, making efforts to take solutive actions, and persistence in addressing complex problems in many families. There are 12 questionnaire items to be answered by PKH facilitators, and they will rate these items on a Likert scale ranging from 0 to 5, with 5 indicating "Strongly agree", 4 for "Agree", 3 for "Neutral", 2 for "Disagree", and 1 for "Strongly disagree".

Lastly, the competence scale by Tafarodi and Swann (1995) was used combined with team competence (Eby & Dobbins, 1997), and communication competence (Wiemann, 1977). PKH facilitator's jobs include guiding and assisting families, as they interact with other numerous PKH participants, requiring strong verbal communication skills. There are 12 questions, rated on a Likert scale from 0 to 5, where 5 represents "Strongly agree", 4 for "Agree", 3 for "Neutral", 2 for "Disagree", and 1 for "Strongly disagree".

Data analysis: To assess the research model, this study utilized an SEM approach. The initial phase involved validating the construct by employing confirmatory factor analysis (CFA), as outlined by Hair et al. (2019). Subsequent analyses were then conducted to further scrutinize the model.

4. RESULTS

4.1. Descriptive statistics

Preliminary analyses of descriptives such as means and intercorrelation amongst variables are shown in Table 2. Performance (*PERF*) is significantly related to training (*TRAIN*), competence (*COMP*), and self-efficacy (*SE*) ($r = 0.04$, $r = 0.22$, $r = 0.17$, $p < 0.05$, respectively). Training (*TRAIN*) is significantly related to *COMP* and *SE* ($r = -0.21$, $r = 0.02$, $p < 0.05$, respectively). *COMP* is related to *SE* ($r = 0.03$, $p < 0.01$).

Table 2. Variables descriptive statistics

	Mean	*TRAIN*	*COMP*	*SE*	*PERF*
TRAIN	4.043	0.93			
COMP	4.059	-0.21*	0.88		
SE	4.095	0.02*	0.03**	0.92	
PERF	4.065	0.04*	0.22*	0.17*	0.78

*Note: N = 320; * p < 0.05; ** p < 0.01.*
Source: Prepared by the authors in 2023.

4.2. Validity and reliability

Before examining the hypotheses of the model, the initial focus was on establishing the construct validity of the research variables. To achieve this, we conducted CFA to evaluate the significance of the loadings of each measurement item onto its associated scales. The comprehensive CFA results demonstrated a satisfactory fit with the collected data ($x^2 = 1877.3$; $df = 1238$ ($x^2/df = 1.52$); $CFI = 0.95$; $TLI = 0.95$; $IFI = 0.95$; $NFI = 0.90$; $RMSEA = 0.02$). Specifically, the CFA outcomes affirmed that the connection between each indicator variable and its corresponding construct was statistically

significant, thereby confirming the proposed relationships among indicators and constructs and establishing convergent validity (Hair et al., 2019).

Convergent validity evaluation is based on the significance and magnitude of the loadings, as well as the average variance extracted (AVE) values. The AVE value for each variable should be greater than 0.50.

Table 3. Validity and reliability

Variable	*AVE*	*Composite reliability*
TRAN	0.604	0.937
COMP	0.541	0.926
SE	0.571	0.934
PERF	0.546	0.928

Source: Prepared by the authors in 2023.

Based on Table 3, the AVE values for all constructs are over 0.50. The construct with the highest AVE is training (*TRAIN*) with an AVE of 0.604, while the lowest is competence (*COMP*) with an AVE of 0.541. Coefficient values for reliability are good because the composite reliability values for each variable meet the rule of thumb, which is > 0.7. Therefore, it can be concluded that all the variables are valid and reliable, indicating that the measurement model has been satisfied.

4.3. Hypothesis testing

To evaluate the research model, this paper employed a two-step SEM approach. The first step involved confirming the construct validity through the application of CFA (Hair et al., 2019), followed by subsequent analyses. The findings indicate that the proposed model aligns well with the collected data ($x^2 = 5.59$; df = 2 (x^2/df = 2.79); CFI = 0.95; TLI = 0.95; IFI = 0.95; NFI = 0.90; RMSEA = 0.02). The estimation and evaluation of the structural model are aimed at testing the research hypotheses (*H1* and *H2*). Hypothesis testing is based on testing the p-value significance of path coefficients using the t-statistic, which is estimated through bootstrapping procedures.

Table 4. Parameter and structural relationships

Relationship	*β*	*p*	*t-value*
TRAIN → PERF	0.265	0.670	0.514
COMP → PERF	0.711	0.000*	4.570

*Note: N = 320; * p > 0.05.*
Source: Prepared by the authors in 2023.

Table 4 shows that there is no significant relationship between training on performance with a p-value > 0.05, specifically 0.670, therefore *H1* is not accepted. However, there is a significant negative relationship between competence on performance with a p-value of 0.000 < 0.05, which means that *H2* is accepted with a coefficient of 0.265.

As for mediating effects, specifically, whether self-efficacy mediates the relationship between training and performance (*H3a*) and the relationship between competence and performance (*H3b*). Based on the test results, it is found that hypotheses *H3a* and *H3b* are accepted, meaning that self-efficacy fully mediates the relationship between training and performance, and also mediates the relationship between competence and performance, based on the p-value, as shown in Table 5.

Table 5. Mediation test

Relationship	*β*	*Lower*	*Upper*	*p*
TRAIN → SE → PERF	0.419	-0.615	1.636	0.04
COM → SE →PERF	0.191	-0.137	0.472	0.02

Source: Prepared by the authors in 2023.

5. DISCUSSIONS

The results of the study show that training has a positive relationship with performance. Brum (2007) argues that training is a tool that can lead to higher retention rates. This is evident from some of the PKH social workers who expressed that training did not bring anything positive. This suggests that the design of the training program may not be engaging for them, such as unclear content delivery. This inadequate design of the training program can be a factor in its ineffectiveness (García-Sánchez & de Caso-Fuertes, 2005; Yurtseven & Altun, 2011). The outcomes of a training program depend on its implementation. If the training program is not aligned or connected to the organization's goals, no improvements can be associated with it. Regardless of what participants learn from a training program, if they do not apply it to their work, performance will not change, and the training program will fail (Bunch, 2007).

Based on the test results, competence has a positive relationship with performance. The concept of competence in building human capacity is beneficial to an organization (Barney et al., 2001). Knowledge, skills, and character are all elements that directly contribute to individual performance. Skrinjaric (2022) shows that an employee's performance is primarily determined by their knowledge of their job, their personality, skills, and the effort they put into their work. Employees who understand how their work contributes to the organization's goals tend to perform well (Sandberg, 2000). Furthermore, competence can lead to positive employee behaviors within the organization, such as increasing employee job satisfaction, thereby enhancing performance (Sarmiento et al., 2007).

The results also show that self-efficacy mediates both relationships. Many indirect effects of training have been identified to enhance employee performance because training increases self-efficacy for task performance and provides the ability to learn skills, which drive performance (Vlachos, 2008). Training aids in the highest motivation to achieve goals (Joët et al., 2011). Furthermore, they have noted that training resulting in high self-efficacy is more likely to lead to positive outcomes. Baron and Morin (2010) suggest that organizations should consider coaching from a systemic perspective, taking into account not only design but also individuals and situations. Additionally, adequate facilities such as competent technology have been proven to influence self-efficacy in training, which will impact employee performance (Chien, 2012).

Self-efficacy is correlated with the cultural competence assessed by their supervisors (de Diego-Lázaro et al., 2020). Individuals who are inherently interested in their profession can achieve higher psychological satisfaction from what they do and generate more positive attitudes and motivation to enhance their competence (Yu et al., 2021). Self-efficacy has also been considered a psychological factor that affects job outcomes and, at the same time, is a construct that changes over time with new

information and experiences acquired (Malliari et al., 2012). High self-efficacy assists leaders in making crucial decisions for the organization, thus yielding high performance (Robertson & Sadri, 1993; Wood & Bandura, 1989).

6. CONCLUSION

The study's results indicate that training does not have a significant relationship with employee performance, suggesting that the design of the training program may not have been engaging or clear. This inadequate program design could be a factor in its ineffectiveness. On the other hand, competence is found to have a significant relationship with employee performance. Competence, which encompasses knowledge, skills, and character, directly contributes to individual performance. Employees who understand how their work aligns with the organization's goals tend to perform well. Additionally, competence can lead to positive employee behaviors, such as increased job satisfaction, which enhances performance.

Furthermore, the study reveals that self-efficacy plays a mediating role in both relationships. Training can indirectly enhance employee performance by increasing self-efficacy for task performance and providing the ability to learn new skills, ultimately driving performance. Self-efficacy is also correlated with cultural competence, job satisfaction, and overall job performance. Individuals who are naturally interested in their profession tend to achieve higher psychological satisfaction, resulting in more positive attitudes and motivation to enhance their competence. High self-efficacy assists leaders in making crucial decisions for the organization, ultimately leading to better performance.

Practical implication is to make PKH successful, structured training is essential for PKH social workers to understand their roles in the field. For instance, training sessions should be well-structured to accommodate the schedules of PKH social workers. Some of them may have other jobs outside the institution, so making use of their free time, such as holidays, could be beneficial. Additionally, if training is conducted during their working hours, it may lead to a lack of focus as their attention is divided, resulting in incomplete knowledge transfer.

The limitations of this study include collecting questionnaire responses within one region. For future studies researchers could expand the research scope to include multiple regions or countries, considering the geographical distribution of samples and its impact on data collection and performance measurement in a cross-cultural context. The next limitation is performance indicators used are subjective, which may introduce bias from self-reporting by respondents. Future research could test objective performance measures that are less reliant on self-reporting. This could involve using performance metrics collected from organizational records, supervisor assessments, or other sources to reduce subjectivity and potential bias.

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