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The Influence of Training, and Motivation, on Teacher Performance Mediated by Reward Penabur Christian Elementary School Gading Serpong

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ABSTRACT

In the world of education, educators or teachers play a very important role. Teachers are the main implementers of teaching and learning activities in the school environment. To achieve optimal results, teachers must be supported by quality human resources. One of the critical factors in building superior human resources in education is teacher performance. Teacher performance is reflected in the thoughts and efforts given in carrying out their duties as teachers. Improving the quality of teachers contributes significantly to increasing the productivity and effectiveness of the education process in schools. In particular, at Penabur Gading Serpong Christian Elementary School (SDK), teachers play a central role in the effort to build a better quality education. The success of this school is due to the role of teachers as implementers of teaching and learning activities. Despite mastering various subjects, without the support of quality human resources, teachers cannot achieve optimal results. This study aims to determine the effect of training, motivation on employee or teacher performance mediated by rewards. Located at SDK Penabur Gading Serpong, totaling 70 (Seventy) people and all members of the population as well as the sample so that this research is census research. The results of this analysis show that all indicators used in this study are valid and reliable. This study uses a Structural Equation Modeling (SEM) approach based on Partial Least Square (PLS) using SmartPLS 3.3 software. This study provides evidence of a positive and significant effect

Keywords: *Motivation, Performance, Teachers, Training,*

INTRODUCTION

Until now, educators at Penabur Gading Serpong Christian Elementary School (SDK) remain a key asset in the effort to build better and higher quality education. This success is due to the central role of educators as implementers of teaching and learning activities in the school environment. Teachers who master various subjects, such as English, math, Indonesian, and others, cannot achieve optimal results without the support of quality human resources.

One of the critical factors in the development of excellent human resources is performance (Pratasik et al., 2023). The performance of a teacher, or school employee, can be considered as the result of the thought and effort put into their tasks. Improving teacher quality contributes to increased productivity and effectiveness in schools, which needs to be done on an ongoing basis. This improved performance directly impacts the vision and mission of the school, helping to achieve educational goals.

This research focused on SDK Penabur Gading Serpong, a private school on Jalan Kelapa Gading Barat Raya, Gading Serpong, Tangerang, Banten 15810. Established in 1995, SDK PENABUR Gading Serpong was originally located in a shophouse of Gading Serpong housing complex. With only 2 teachers and 9 students, the school initially did not receive much attention from the community. As time went by, hard work and prayers continued to accompany its development. Before we knew it, the demand from parents to send their

children to this school was increasing. Along with the growing number of students, the need for more space prompted the construction of a new building. With the passage of time, the new building was built and welcomed the students to the new building (the current kindergarten building). However, with increasing parental interest, a new, larger building was constructed, which was the school's second development. In September 2000, the inauguration ceremony of the SDK PENABUR Gading Serpong building was held before the use of the building began. Since then, the new building has been in use until now. Over the past ten years, there have been many additions to facilities and learning media, including the installation of air conditioning in each classroom, multimedia (computers, LCD projectors), televisions and tape recorders, classroom libraries, WIFI network connections, and other facilities. Although it has grown into a school that accommodates more than a thousand students and dozens of teaching staff and employees, this research will explore the quality and facility additions that continue to be made for the progress of the school and the development of its students and has a vision to become a Christian educational institution superior in Faith, Science and Service. In addition, the teaching staff at SDK PENABUR Gading Serpong tends to be young, some are also old. At SDK PENABUR Gading Serpong, teaching experience is also a common characteristic among teachers.

SDK Penabur Gading Serpong is committed to providing the best values of care and service as a teaching force, which ultimately leads to satisfaction and loyalty in teaching. Nonetheless, the school faces several problems, one of which is a decline in teacher performance, as seen through Teacher KPI data

The information shows that SDK Penabur Gading Serpong is facing teacher performance issues, which have an impact on the overall teacher assessment. The decline in KPIs can be caused by various factors, including teachers' salaries that are considered inadequate, especially among young teachers who may lack teaching experience. Interviews also showed that some teachers expect to be paid what they can afford. From this, it can be seen that employee performance, in this case teachers, is influenced by various factors. There are several studies that show the influence of several factors on performance. The study results say that employee performance is influenced by training (Dupri et al., 2023), Motivation (Arianto & Kurniawan, 2020), and Reward (Sari, 2021). Previous research shows that Training, Motivation, Reward can affect employee performance. Therefore, this study is recommended to analyze the impact of training, motivation, and reward on employee performance, especially teachers at SDK Penabur Gading Serpong. Based on research that has been done, employee performance has a relationship and can be influenced by training, motivation, and rewards of institutions such as schools. Therefore, based on the results of research that has been done previously, this study is recommended to analyze the effect of training, motivation on employee or teacher performance mediated by rewards. Where this research was conducted at SDK Penabur Gading Serpong.

Performance refers to the achievement of work results that can be obtained by individuals or groups of individuals in a company organization. In accordance with the explanation by Kasmir (Kasmir, 2018) that this performance includes the extent to which work objectives can be achieved by the individual or group. According to Sugiyono (Sugiyono, 2016) there are six indicators of individual employee performance that need to be considered, namely:

1. Quality: Evaluate employees' performance based on their perception of the quality of work produced and the level of perfection in performing tasks.
2. Quantity: Refers to the amount of output produced by the employee expressed in units such as the number of units or the number of activity cycles successfully completed.
3. Timeliness: Indicates the extent to which the employee's activities can be completed on time, taking into account coordination with output results and optimization of time use for other activities.
4. Effectiveness: Describes the level of efficiency in the utilization of organizational resources

(Manpower, finance, technology, raw materials), with the aim of maximizing the results of each unit of use of these resources.

Thus, employee performance is the achievement or output of work that comes from individual or group capabilities, which are carried out based on skills, experience, capacity, and time given optimally. According to Sinambela (Sinambela, 2017) performance can be defined as the achievement of work results that are successfully achieved by a person, with reference to job requirements or criteria, including the job recruitment process.

Performance is the real result of activities and efforts carried out by individuals or organizations, including the level of goal achievement, productivity, and effectiveness in carrying out certain tasks or jobs. Interpretations of performance may vary depending on the individual's point of view. Performance can be interpreted as the result of the process of completing work to achieve the expected goals (Mangkunegara, 2018).

Widya Cahyani, Herawati, and Subiyanto (Widya cahyani et al., 2020) describe performance as work results involving the dimensions of quality and quantity, achieved by an employee in accordance with the responsibilities given to him. Sutrisno (Sutrisno, 2018) mentions several factors that affect employee performance, including effectiveness, efficiency, authority, responsibility, discipline, initiative, quality and quantity of work, job knowledge, teamwork, creativity, innovation, and work commitment.

Performance can be considered as a concrete result of the activities and efforts of individuals or organizations in achieving goals, productivity, and effectiveness of task or job implementation. Factors such as job satisfaction, compensation, skills, abilities, and individual and organizational traits, including leadership, play an important role in shaping performance. Success in completing tasks can be measured by comparing work results with predetermined standards. The match between individual abilities and job demands can also improve performance. The six criteria used to measure employee performance include aspects of quality, quantity, timeliness, effectiveness, independence, and work commitment. Overall, performance can be evaluated through work results that meet organizational goals, involving different roles between implementers and leaders in the context of organizational activities.According to Sugiyono (Sugiyono, 2018) there are six indicators of individual employee performance that need to be considered, namely:

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According to Sinambela (Sinambela, 2017) performance can be defined as the achievement of work results that are successfully achieved by a person, with reference to job requirements or criteria, including the job recruitment process. Thus, employee performance is the achievement or output of work that comes from individual or group capabilities, which are carried out based on skills, experience, capacity, and time given optimally.

According to Afandi (Afandi, 2018), factors that affect performance include:

1. Individual's abilities, personality, and job interests
2. Agility and acceptance of the role of a worker, which involves understanding and accepting the assigned tasks.
3. The level of employee motivation as a source of energy that drives, directs, and sustains behavior.
4. Competence, which is the skill possessed by an employee.
5. Work facilities, involving a number of supporting tools for the smooth operation of the company

6. Work culture, including creative and innovative work behavior of employees.
7. Leadership, including the leader's behavior in directing employees.
8. Work discipline, refers to the company rules that must be followed by employees to achieve goals.

Meanwhile, according to Mangkunegara (Mangkunegara, 2018), performance indicators involve:

1. Quality of work, which reflects the quality of work produced.
2. Quantity of work, which involves the amount to be accomplished and achieved in the job work.
3. Work constraints, which involve an employee's reliability in following instructions, initiative, prudence, and discipline at work.
4. Work attitude, which includes an individual's attitude towards the company, coworkers, work, and cooperation.

Reward

Apriyanti (Apriyanti et al., 2020) explains that reward is a form of appreciation for efforts in obtaining a professional workforce in accordance with the demands of the position. To achieve this goal, a balanced development is needed, which involves planning, organizing, using, and maintaining the workforce to be able to carry out tasks effectively and efficiently. As a follow-up to this coaching, rewarding employees who have shown good work performance is carried out as a concrete step. According to Sari (Sari, 2021) Reward is a form of welfare given to employees.

According to Nurjannah (Nurjannah et al., 2020) rewards are awards or rewards given to individuals as a form of recognition for achievement or good performance in the work environment and according to Pradnyani (Pradnyani et al., 2020) The presence of rewards can inspire and motivate employees to work with high enthusiasm. When employees feel that encouragement and enthusiasm from within themselves, they will naturally be motivated to increase productivity and show their best performance at work. The positive impact is very meaningful for the company because productive employees will be important contributors in achieving company goals.

Motivation

Motivation can be interpreted as a factor that encourages and provides support for human behavior so that they want to work diligently and enthusiastically to achieve optimal results. According to Sinambela (Sinambela, 2017), motivation is a collection of attitudes and values that influence individuals to achieve specific goals in accordance with personal desires. Meanwhile, according to Kasmir (Kasmir, 2018), motivation is explained as a factor that triggers and supports human behavior so that they are willing to work diligently and enthusiastically to achieve maximum results. Motivation according to Antika (Antika et al., 2021) can be defined as an internal drive that arises in employees, triggering enthusiasm and drive to work optimally to achieve goals. Based on this explanation, it can be concluded that the higher a person's motivation level, the greater the effort given by employees to achieve company goals.

Motivation (Edy, 2018) has a very significant role in supporting individual behavior in the work environment, which can be sourced from internal individual factors and factors within the company environment. Internal sources of motivation include aspirations to improve positions or achieve achievements in the context of work, while motivation that comes from the company environment involves factors such as work environment conditions, interactions with coworkers, the availability of facilities that support work, and various other forms of reward. While Maslow's Hierarchy of Needs Motivation theory, as explained by (Sinambela, 2017), recognizes the five levels of human needs. Here are the details:

1. Physiological Needs: These are basic human needs, such as aspects of food, drink, physical protection, breathing, and sexual needs. This category is considered the most basic or lowest level of needs.
2. Security Needs: Involved with the need for protection from threats, dangers, conflicts, and unsafe environmental conditions.
3. Social Needs (Belongingness): This is the need to be accepted in a group, to be involved in social relationships, and to have the need to love and be loved.
4. Esteem Needs: Involves the need to be respected and valued by others, as well as feeling a sense of value and success in the things one does.
5. The Need to Self-Actualize: Is the need to optimize an individual's potential and skills. This includes the need to express ideas, thoughts, and criticize things.

Motivation (Setiaji, 2019) Work motivation can be observed from the extent to which individuals desire to meet higher needs, after lower needs have been met. Motivation (is a factor that drives and supports human behavior so that they are willing to work diligently and enthusiastically to achieve optimal results. Work motivation, as described by Mangkunegara (Mangkunegara, 2018), includes the following aspects: dedication to work, focus on future goals, high ambition, task/goal orientation, effort to achieve progress, perseverance, selection of colleagues, and optimization of time use.

Motivation (Farisi et al., 2020) is the readiness to provide the maximum level of effort in achieving company goals, which is influenced by the ability to meet various individual needs. Meanwhile, work is any activity carried out by humans with the aim of achieving predetermined goals. According to Afandi (Afandi, 2018) motivation can be interpreted as an internal drive that arises from individuals, triggered by inspiration, enthusiasm, and encouragement to carry out activities with sincere intentions, full of joy, and earnestly, so that the results of the activities carried out can achieve good quality.

According to Rosdayanti (Rosdayanti & Suwarto, 2020) Motivation in this context refers to a person's drive and desire to carry out activities or work by giving their best to achieve the desired goals. Some of the factors that can trigger the emergence of such motivation include salary, benefits, job safety, rewards, promotion systems, interpersonal relationships with coworkers, and opportunities for self-development.

According to Arianto (Arianto & Kurniawan, 2020) motivation is an internal force that drives individuals to achieve certain goals. This motivation involves a drive, desire, or need that moves a person to act or behave in a certain way. In the context of work, motivation can lead individuals to improve performance, achieve targets, and achieve success in their careers.

Training

According to Dupri (Dupri et al., 2023) employee training is a process that aims to provide certain knowledge, skills, and attitudes to employees so that they can improve their expertise and carry out their responsibilities better according to established standards. Meanwhile, according to Lestari (Lestari & Afifah, 2021) training is an organised and well-planned process to modify or develop knowledge, skills, or attitudes through learning experiences, with the aim of increasing effectiveness in various activities.

According to Maysaro (Maysaroh, 2022) Training provides employees with the skills necessary to carry out their duties. It refers to a planned effort made to achieve mastery of the knowledge, skills, and attitudes of employees or employees. Training aims to improve the mastery of various skills and techniques of performing certain detailed and routine work. The purpose of training is to prepare employees to perform their jobs.

According to Wahyuddin (Wahyuddin & Zaki, 2023) training is an activity that aims to improve employee work abilities in the context of economic activity. This training assists employees in acquiring practical knowledge and applying it, thereby improving the skills, proficiency, and attitudes required by the organisation to achieve its goals. In addition, training is also tailored to the demands of the work that will be carried out by employees, which involves skills in carrying out tasks, innovating, and knowledge that includes mental agility, flexibility of

concepts, speed, hard work, communication skills, curiosity, openness to new information, and courage and independence in undergoing life directions.

METHOD

This study focuses on teacher performance as influenced by training and motivation.

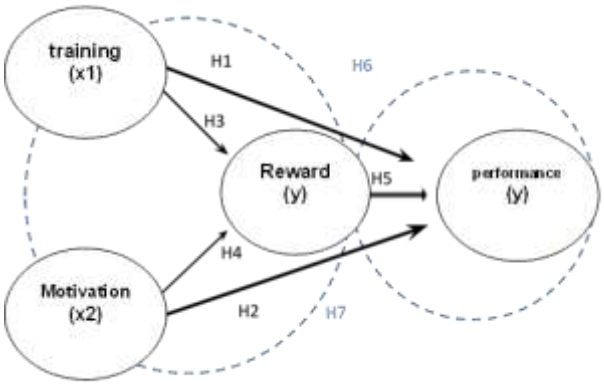

Figure 1 Research Concept Model
Source: Data Processing

Teacher perfoormance will immprove if teacher satisfaction increases, as well as motivation and traiing are well done. Then the research concept model is as follows:

Description:

H1 : Training has a positive effect on teacher performance
H2 : Motivation has a positive effect on teacher performance
H3 : Training has a Positive effect on Teacher Reward
H4 : Motivation has a positive effect on teacher reward
H5 : Reward has a positive effect on teacher performance
H6 : Reward-mediated training has a positive effect on teacher performance
H7 : Reward-mediated motivation has a positive effect on teacher performance

Research Population and Sample

The population studied was all teachers of SDK Penabur Gading Serpong School for This questionnaire used data collection using the census technique. The number of samples to be taken is the total population. The total population is 70 people and the sample used is all teachers.

Data Analysis Technique

The scale used in this questionnaire is Likert scale. Likert scale is used to indicate the value of an attribute to be measured. The scale used is from a value of one (strongly disagree) to (strongly agree). In addition to questionnaires, data collection is also carried out through literature studies or research. The literature used is national and international journals, the books used are also written by experts in their respective fields in accordance with the objectives of this study.

After the data for this study has been collected, data analysis is then carried out. Data analysis in this study uses the structural equation method (SEM) through Smartpls V.3. SEM is a statistical technique that serves to analyse a pattern of relationships between latent constructs and their indicators, latent constructs with one another and can see measurement error and directly, according to Santosom. SEM itself can conduct analysis between dependent and independent variables directly. This technique is used to explain the relationship between variables in research. The main requirement in an SEM model is to build

a hypothesis model consisting of a structural model and a measurement model in a diagram based on theory.

Based on the results of the hypothesis that has been formulated previously, this study uses smart PLS (Partial Least Square) V3 software. The process starts from model measurement, model structure and hypothesis testing. The outer measurement model is used to assess validity and reliability while the inner measurement model is used to assess the causality relationship between latent variables either exogenous or endogenous.

Outer Model

In partial path analysis (PLS-SEM) using SmartPLS software, model testing consists of two main stages: outer model testing and inner model testing. Outer model testing aims to evaluate the quality of the indicators used to measure the constructs (variables) in your model. This stage involves evaluating the validity and reliability of the constructs. Construct validity can be measured using two metrics: convergent validity and discriminant validity.

- Convergent validity measures the extent to which the indicators used to measure a construct correlate with the construct itself. This is usually measured by examining factor loadings and factor Average Variance Extracted (AVE).
- Discriminant validity measures the extent to which a construct is distinct from other constructs in the model. This is usually measured by comparing the correlations between the constructs and the square root of the AVE for each construct.

Measuring Construct Reliability:

- Construct reliability can be measured using the Composite Reliability (CR) factor.
- CR shows how well the indicators used to measure a construct are reliable.

Indicators that are considered good should have significant and sufficient loading values, as well as CR values that meet a set threshold (usually above 0.70 or 0.80).

Inner Model

Inner Model is a part of Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis that covers the relationships between constructs (latent variables) in a research model. It involves establishing and testing relationships between latent variables represented by indicators or observed measurement variables. The Inner Model provides an understanding of how the latent variables are interconnected and how these constructs affect each other within the proposed theoretical framework. The Inner Model is used to test research hypotheses and to evaluate the fit of the model with the empirical data collected. The following analyses are carried out in the Inner Model

- Related to regression analysis and other statistical models, R Square (Coefficient of Determination) is a measure that indicates how well the statistical model fits the observed data. R Square values range between 0 and 1, where the closer to 1, the better the model fits the data. R Square describes how much of the variation of the response variable can be explained by the predictor variables in the model. For example, if R Square is 0.75, this means that 75% of the variation in the response variable can be explained by the predictor variables in the model.
- T Statistic (Parameter Coefficient) is a statistical measure used to evaluate the significance of a parameter coefficient in a regression model or other statistical model. The T Statistic value indicates how far the parameter coefficient is different from zero. The larger the T Statistic value, the more significant the parameter coefficient is in predicting the response variable.
- P-Values (p-values) are statistical measures that provide information about the statistical significance of the parameter coefficients in the model. The p-value indicates the probability that the parameter coefficient value appears randomly if there is no real relationship between the predictor variable and the response variable. Generally, if the p-value is smaller than the significance threshold (usually 0.05), the parameter coefficient is considered statistically significant.

Hypothesis Test

Hypothesis testing is used to analyse data processing using the results of the critical ratio and alpha or the error rate seen with the statistical limits of T-values and alpha values. T-values> 2.06 and alpha <0.05. This test uses the t-statistic and P-value (Ariyanto et al., 2023).

The path analysis is used to determine the type of relationship between independent variables when explaining the relationship with the dependent variable. the relationship can be a correlational relationship, or a dependency relationship according to Dachlan, there are two techniques used in data analysis, namely:

1. Create a path diagram in the SMART PLS programme.
2. Hypothesis testing of structural relationships in SMART PLS.

In the process of data processing and data analysis, several stages will be carried out as follows:

1. Examination of the questionnaires completed by the respondents to ensure the completeness of the questionnaire contents.
2. Conducting tabulation testing related to the calculation of the questionnaire results.
3. Testing that has been carried out related to the validity test to find out whether the questionnaire questions are appropriate and relevant to the objectives or not.
4. Tests carried out related to the reliability test to find out the questionnaire still provides relatively the same results (consistency) if measurements are made on the same subject.
5. Tests carried out related to hypothesis testing to find out whether the model built really has an influence or not.

RESULT AND DISCUSSION

Validity Testing

Validity testing was carried out on this research instrument using convergent validity, discriminant validity, and average variance extracted. The first validity test is carried out by looking at the convergent validity of an instrument which can be said to be valid if it has a factor loading value greater than 0.5. If this value is greater than 0.5, then this instrument can be said to be valid and can explain the relationship between indicators and latent variables in the hypothesis model. If in the calculation results there are indicators that are invalid or less than the value of 0.5, these indicators will not be included in the calculation of the analysis to be carried out. The results of factor loading calculations can be seen as follows.

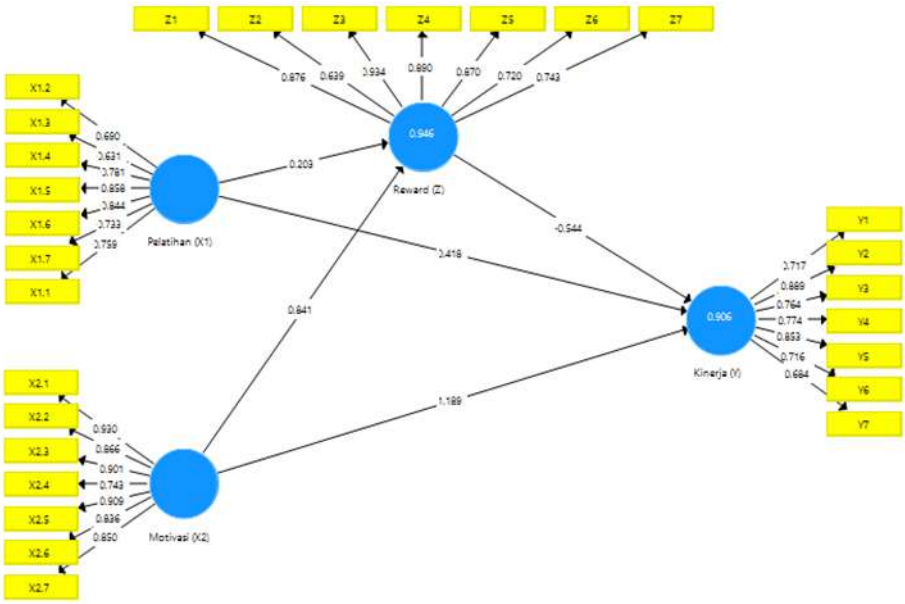

Figure 2 Research Model
Source: Smart PLS calculation

Based on the research model that has been analysed using Smart PLS, it can be said that all indicators are valid because they have a factor loading value greater than 0.5 with the data shown below. It can be concluded that all indicators can be included in the further analysis process because no indicators are deleted with a value of less than 0.5.

Table 1 Factor Loading Value (1)

Training (X1)	Factor Loading	Motivation (X2)	Factor Loading
X1.1	0.759	X2.1	0.669
X1.2	0.690	X2.2	0.815
X1.3	0.631	X2.3	0.756
X1.4	0.781	X2.4	0.816
X1.5	0.858	X2.5	0.741
X1.6	0.844	X2.6	0.650
X1.7	0.733	X2.7	0.683

Source: Smart PLS calculation

The table above shows the factor loading value for each variable in the factor analysis model or path analysis. Factor loading measures the strength of the relationship between each indicator variable and the factor or latent variable that represents it. The higher the loading factor value, the stronger the relationship between the indicator variable and the latent factor. This shows how strong the relationship of each indicator variable is with the latent factor that represents it in the model. All Training indicator variables (X1.1 to X1.7) have relatively high factor loading, with values between 0.631 and 0.858. This indicates that all of these indicator variables have a fairly strong relationship with the Training latent factor. Similarly, all Motivation indicator variables (X2.1 to X2.7) have a fairly high factor loading, with values between 0.650 to 0.815. This indicates that all of these indicator variables have a fairly strong relationship with the Motivation latent factor.

Table 2 Factor Loading Value (2)

Reward (Z)	Factor Loading	Kinerja (Y)	Factor Loading
Z1	0.848	Y1	0.888
Z2	0.600	Y2	0.841
Z3	0.808	Y3	0.866
Z4	0.500	Y4	0.747
Z5	0.836	Y5	0.851
Z6	0.685	Y6	0.820
Z7	0.848	Y7	0.867

Source: Smart PLS calculation

The table above shows the factor loading values for each variable in the factor analysis model or path analysis. All Reward indicator variables (Z1 to Z7) have relatively high factor loadings, with values between 0.500 and 0.848. This indicates that all of these indicator variables have a fairly strong relationship with the Reward latent factor. Similarly, all Performance indicator variables (Y1 to Y7) have a fairly high factor loading, with values between 0.747 to 0.888. This indicates that all of these indicator variables have a fairly strong relationship with the Performance latent factor. In conclusion, based on the factor loading values, it can be concluded that all Reward and Performance indicator variables are good enough to represent or measure the latent factors they represent. Therefore, models or

constructs using these variables are likely to provide a fairly good understanding of Reward and Performance.

Furthermore, the research instrument was analyzed using discriminant validity. Discriminant validity testing is carried out to see how much variance the observed variable is compared to the variance of other variable indicators. Discriminant validity testing is seen using the cross loading value which must be greater than 0.5 and the dependent variable must be greater than the indicators for other variables. The following discriminant validity data has been processed in Smart PLS.

Table 3 Cross Loading

Variable	Performance (Y)	Motivation (X2)	Training (X1)	Reward (Z)
X1.1	0.595	0.563	0.759	0.720
X1.2	0.540	0.538	0.690	0.555
X1.3	0.349	0.226	0.631	0.271
X1.4	0.358	0.250	0.781	0.398
X1.5	0.591	0.432	0.858	0.522
X1.6	0.697	0.500	0.844	0.614
X1.7	0.612	0.414	0.733	0.413
X2.1	0.831	0.930	0.572	0.934
X2.2	0.717	0.866	0.512	0.890
X2.3	0.758	0.901	0.464	0.870
X2.4	0.767	0.743	0.398	0.607
X2.5	0.844	0.909	0.544	0.882
X2.6	0.811	0.836	0.615	0.836
X2.7	0.773	0.850	0.378	0.740
Y1	0.717	0.575	0.602	0.640
Y2	0.889	0.846	0.608	0.829
Y3	0.764	0.770	0.315	0.667
Y4	0.774	0.726	0.424	0.596
Y5	0.853	0.897	0.568	0.876
Y6	0.716	0.533	0.814	0.639
Y7	0.684	0.495	0.698	0.483
Z1	0.853	0.897	0.568	0.876
Z2	0.716	0.533	0.814	0.639
Z3	0.831	0.930	0.572	0.934
Z4	0.717	0.866	0.512	0.890
Z5	0.758	0.901	0.464	0.870
Z6	0.595	0.563	0.759	0.720
Z7	0.513	0.690	0.303	0.743

Source: Smart PLS calculation

Based on the data above, it can be seen that the overall construct value above is greater than 0.5 and has met the requirements which must be greater than the value of other variables. Therefore, it can be said that the instrument has good discriminant validity. Validity testing can also be seen using the average variance extracted (AVE). This value is used to determine the correlation between each latent construct and as a validity requirement is 0.5. If the AVE value is smaller than 0.5, it can be said that the indicator has a fairly high average error rate.

Table 4 Cronbach'S Alpha, Composite Relability, dan AVE

Construc Validity and Reability				
Variable	**Cronbach's Alpha**	**rho_A**	**Composite Reliability**	**Average Variance Extracted (AVE)**
Kinerja (Y)	0.887	0.897	0.912	0.599
Motivasi (X2)	0.942	0.947	0.953	0.746
Pelatihan (X1)	0.878	0.894	0.905	0.578
Reward (Z)	0.913	0.928	0.932	0.667

Source: Smart PLS calculation

The results of calculating the AVE value using Smart PLS can be seen in table 4.7. These results show that all indicators have an AVE value greater than 0.5, therefore, the instrument shows fairly good validity results

R-Square Test

R-Square testing is a step in regression analysis that measures how well the regression model explains the variation in the dependent variable (Y) by the independent variable (X). The R-Square value ranges from 0 to 1, where the closer to 1, the better the regression model explains the variation in the dependent variable. R-Square testing is done using *Smartpls*.

The calculation results can be seen in the following table.

Table 5 R-Square Testing

Variable	**R Square**
Kinerja (Y)	0.906
Reward (Z)	0.946

Source: Smart PLS calculation

Based on the results of the R-Square test calculation above related to the Reward (Z), Performance (Y) variables and the R-Square value for each of these variables.

- The Teacher Satisfaction Variable (Z) has an R Square of 0.906. This means that about 90.6% of the variation in teacher satisfaction levels can be explained by the factors used in the regression model.
- The Performance Variable (Y) has an R Square of 0.946. This indicates that about 94.6% of the variation in performance can be explained by the factors used in the regression model.

Thus, in terms of the ability to explain variation in the data, the model predicting performance (Y) has a higher level of fit than the model predicting Reward (Z). Therefore, to understand and predict teacher performance, the regression model relating to the Performance variable (Y) may be more useful or relevant than the model relating to the Reward variable (Z). Meanwhile, to measure how well the model is built from existing data, the Q2 Method is needed, which is a cross-validation method used in statistics.

Q^2= 1-1 [(1-R_1^2) (1- R_2^2)]
= 1-1 [(1-0,906) (1-0,946)]
= 1- [(0,094)*(0,054)]
= 0,994

Based on the calculation results using (Q2), it can be concluded that the value is above 0 with a value of 0.994 or 99% (predictive relevance). which shows how well your model fits the test data.

Hypotesis Test

Hypothesis testing is done by looking at the value of the P-Value using the goodnes of Fit Model. P-Value is a measure used in statistics to evaluate the significance of hypothesis testing results. In the context of the Goodness of Fit Model, the P-Value is used to determine how well the tested model fits the observed observational data. In this study, five relationships were tested in the Goodness of Fit model:

Table 6 Path Coefficient

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Motivation (X2) -> Performance (Y)	1.189	1.187	0.222	5.346	0.000
Motivation (X2) -> Reward (Z)	0.841	0.843	0.050	16.948	0.000
Training (X1) -> Performance (Y)	0.418	0.396	0.083	5.061	0.000
Training (X1) -> Reward (Z)	0.203	0.194	0.044	4.609	0.000
Reward (Z) -> Performance (Y)	0.544	0.529	0.247	2.205	0.028

Source: Smart PLS calculation

A P-Value that is smaller than the specified significance level (usually 0.05) indicates that the relationship is statistically significant. In this case, the relationship between Reward (Z1), Performance (Y) and Training (X1), and Motivation (X2) is shown to be significant at the 0.05 level of significance as the P-Value is less than 0.05.

To measure the total effect of one variable on another, requires the results of the total effect between the two variables. The total effect is the overall effect of one independent variable on the dependent variable, including direct effects and indirect effects that run through mediator variables.

Table 7 Total Effect

Variabel	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Motivation (X2) -> Performance (Y)	0.731	0.746	0.060	12.275	0.000
Motivation (X2) -> Reward (Z)	0.841	0.843	0.050	16.948	0.000
Training (X1) -> Performance (Y)	0.308	0.288	0.082	3.749	0.000
Training (X1) -> Reward (Z)	0.203	0.194	0.044	4.609	0.000
Reward (Z) -> Performance (Y)	0.544	0.529	0.247	2.205	0.028

Source: Smart PLS calculation

From the results of the total effect of several independent variables on the dependent variable, namely Performance (Y), using the Goodness of Fit Model method and the results show that the P-Value that is smaller than the specified significance level (usually 0.05) indicates that the total effect is statistically significant. In this case, the total effects of Training (X1), Motivation (X2) on Reward (Z), and Performance (Y) are all significant at the 0.05 significance level because the P-Value is less than 0.05.

Furthermore, the effect test refers to the process of analyzing the impact of independent variables on the dependent variable in a model. In this analysis, we are often interested in understanding the direct contribution of independent variables to the dependent variable, as well as the indirect contribution through mediator variables between them. Direct effect refers to the directly observed impact of the independent variable on the dependent variable without going through mediator variables. This is often measured by the path coefficient that directly connects the two variables in the model. Indirect effects are effects that occur through indirect pathways involving one or more mediator variables between the independent and dependent variables. It is an effect that is not seen directly, but through additional variables in the model. Indirect effects are often calculated by summing up the contributions of all paths that connect variables through mediators. The "total effect" is the sum of the direct and indirect effects of the independent variable on the dependent variable. It provides a complete picture of how much the independent variables affect the dependent variable in the model, including both direct effects and indirect effects through mediators. Thus, in research, influence tests are used to analyze how variables are interconnected in a model, and understand the direct and indirect contributions of independent variables to the dependent variable in the context of the research being conducted.

Table 8 Effect Test

Influence Test	Direct Influence	Indirect Influence	Total
Training (X1) -> Performance (Y)	0.308		
Training (X1) -> Reward (Z)	0.203		
Reward (Z) -> Performance (Y)	0.544		
Training -> Teacher Performance mediated by Reward	0.308	0,203x 0,544 = 0,1104	0,418432
Motivation (X2) -> Performance (Y)	0.731		
Motivation (X2) -> Reward (Z)	0.841		
Reward (Z) -> Performance (Y)	0.544		
Motivation -> Reward mediated teacher performance	0.731	0,841x 0,544 = 0,457504	1,188504

Source: Calculation

Based on the results of the analysis carried out above, the results of the calculation are divided into two results, namely direct and indirect research and the following is an explanation of the results of the above calculations:

Direct influence:

- The direct effect of Training on Reward is 0.203.
- The direct effect of Training on Performance is 0.308.
- The direct effect of Reward on Performance is 0.544.
- The direct effect of Motivation on Reward is 0.841.
- The direct effect of Motivation on Performance is 0.731.

Indirect influence:

- The indirect effect of Training on Teacher Performance mediated through Teacher Reward is the result of multiplying the direct effect of Training on Teacher Reward (0.203) by the direct effect of Teacher Reward on Teacher Performance (0.544), which is 0.1104.
- The indirect effect of Motivation on Teacher Performance mediated through Teacher Reward is the result of multiplying the direct effect of Motivation on Teacher Reward (0.841) by the direct effect of Teacher Reward on Teacher Performance (0.544), which is 0.457504.

Thus, the conclusion from these influences is that Teacher Training, Reward, and Motivation have a significant influence on Teacher Performance, both directly and indirectly through Reward. This emphasizes the important role of Training, Reward, and Motivation conditions in improving teacher performance.

CONCLUSION

Based on the results, it is concluded that training and motivation have a significant impact on teacher performance. Training (H1 and H3) is proven to improve teaching quality and student learning outcomes as well as gaining more rewards in recognition of their achievements. Motivation (H2 and H4) also plays an important role in improving teacher performance through increased rewards and job satisfaction. Rewards themselves (H5) provide a significant positive boost to teacher performance, while reward-driven training (H6) and reward-mediated motivation (H7) also have a positive impact on teacher performance. Overall, this study emphasizes that investment in training, efforts to increase motivation, and recognition of teacher achievement are effective strategies to improve teaching quality and student learning outcomes in schools.

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