

## The Influence of Training on Teacher Performance: The Mediating Role of Emotional Intelligence

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### ARTICLE INFORMATION



### JURNAL ILMIAH MANAJEMEN FORKAMMA

Vol. 9, No. 1, November 2025  
Pages: 13 – 24

ISSN (online) : 2599-171X  
ISSN (print) : 2598-9545

#### Keywords:

Training; Teacher Performance;  
Emotional Intelligence

**JEL. classification: M31**

#### Permalink:

DOI: 10.32493/skt.v6i1.23384

#### Article info:

Received: August 2022

Revised: October 2022

Accepted: November 2022

#### Licenses:



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### ABSTRACT

**Abstract.** This study aims to examine the influence of training on teacher performance with emotional intelligence as a mediating variable at Pondok Pesantren Taruna Al-Qur'an Yogyakarta. The research employed a quantitative approach using a questionnaire distributed to 43 teachers as respondents. Data were analyzed using Structural Equation Modeling (SEM) with the Partial Least Squares (PLS) method. The findings show that training has a positive and significant effect on teacher performance, both directly and indirectly through emotional intelligence. Emotional intelligence is proven to play a mediating role in strengthening the relationship between training and teacher performance. The study concludes that effective training not only enhances professional competence but also fosters emotional and interpersonal skills, which are essential for improving the overall quality of education in Islamic boarding schools.

## A. INTRODUCTION

Education is a key pillar in shaping the quality of superior human resources (Paliukh et al., 2025). Teachers have a strategic role in achieving educational goals (Rita et al., 2023). In the context of Islamic educational institutions such as Islamic boarding schools, teachers not only act as educators, but also as spiritual guides and moral role models for students (Solihin et al., 2020). Along with the development of digital transformation in the world of education, teachers in Islamic boarding schools are required to be able to integrate Islamic values with modern pedagogical skills and mastery of learning technology (Juhairiah et al., 2024). This makes increasing the capacity and professionalism of teachers through training programs a strategic step in maintaining the quality and effectiveness of Islamic boarding school education.

Pondok Pesantren Taruna Al-Qur'an Yogyakarta is an Islamic educational institution that combines the classical pesantren education system with a modern competency-based approach. This pesantren not only emphasizes memorization and understanding of the Qur'an but also character building, academic abilities, and social skills of the santri. In carrying out this role, teachers at Pondok Pesantren Taruna Al-Qur'an are expected to have high professional competence and mature emotional intelligence in guiding students who come from various social and cultural backgrounds. Various training programs have been organized by the pesantren to improve teachers' pedagogical and leadership skills, such as classroom management training, technology-based learning, and character development for teachers as role models for students. However, preliminary observations and informal interviews indicate that improvements in teacher performance are not always proportional to the intensity of the training provided. Some teachers still face challenges in implementing the training outcomes into their daily teaching practices, particularly in the areas of emotional management, communication, and adaptation to changes in the work environment.

This phenomenon shows that the effectiveness of training is not only determined by the quality of the training material or methods, but also by internal factors within the teacher, one of which is emotional intelligence. Buşu (2020) defines emotional intelligence as the ability to recognize one's own emotions and those of others, manage emotions, motivate oneself, and establish positive social relationships. In the context of education, teachers with high emotional intelligence are able to manage work pressure, create a conducive classroom climate, and build empathetic relationships with students (Kasheem et al., 2025; Taseer, 2020). Emotional intelligence also plays an important role in helping teachers apply training outcomes more effectively, as this ability influences how individuals interpret and adapt new knowledge into real actions (Dolev & Leshem, 2017).

Previous research shows that training can improve individuals' technical and non-technical competencies, but its impact on performance will be stronger if accompanied by an increase in emotional intelligence (Chatterjee & Chakraborty, 2022). Training designed with a soft skills-based approach has been proven to develop self-awareness, empathy, and social skills, which are the main dimensions of emotional intelligence (Schaap & Dippenaar, 2017). In the context of Islamic boarding school teachers, such as those at Pondok Pesantren Taruna Al-Qur'an, where emotional and spiritual demands are very high, the role of emotional intelligence becomes increasingly important in mediating the relationship between training and teacher performance.

This study is based on the practical need to understand how training implemented at the Pondok Pesantren Taruna Al-Qur'an Yogyakarta can contribute to improving teacher performance through the role of emotional intelligence. Several previous studies have proven a positive relationship between training and performance (Klepić, 2021; Sisyyuk, 2018) and between emotional intelligence and performance (Naqvi et al., 2016). However, studies that explicitly examine the mediating role of emotional intelligence in the context of Islamic education in Islamic boarding schools are still limited. Thus, this study attempts to fill this gap through empirical research at the Pondok Pesantren Taruna Al-Qur'an as a model of education that combines spiritual values and teacher professionalism. The objective of this study is to analyze the effect of training on teacher performance with emotional intelligence as a mediating variable. Theoretically, this study is expected to expand the study of the integration of Human Capital Theory (Becker,

1993) and emotional intelligence theory (Goleman, 1998) in the context of human resource management in Islamic educational institutions. Practically, the results of this study are expected to provide recommendations for the management of Pondok Pesantren Taruna Al-Qur'an and similar institutions in designing training programs that not only focus on technical skills but also on developing teachers' emotional intelligence to achieve superior, adaptive, and sustainable performance.

## **B. LITERATURE REVIEW**

### **Training**

Training is one of the main strategies in human resource development that aims to improve individuals' abilities, skills, and attitudes so that they can perform their jobs more effectively (Mogea, 2023). According to Daniel (2018), training is a systematic process to develop the knowledge, skills, and attitudes needed for someone to achieve optimal performance in their work. Salas et al. (2017) also emphasize that good training must be designed based on the needs of the organization and individuals, and its effectiveness must be measured through improved performance after training. In the context of education, teacher training is an important instrument for improving professional and pedagogical competence, including the ability to adapt to modern teaching methods and the use of learning technology (Xolbayeva, 2025). The Human Capital Theory proposed by Becker (1993) states that investment in the form of training will increase a person's economic value through increased work productivity. In other words, the more teachers participate in relevant training, the higher their abilities and performance will be.

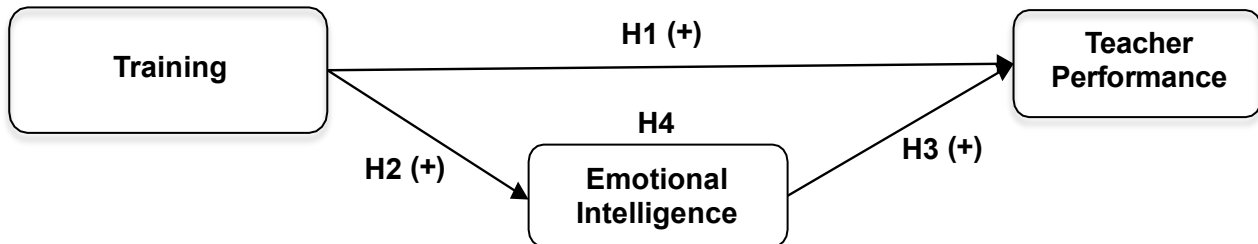
### **Emotional Intelligence**

Emotional intelligence is an individual's ability to recognize, understand, and manage their own emotions and those of others effectively (Arora, 2017). Buşu (2020) defines emotional intelligence as the ability to monitor one's own feelings and those of others, distinguish between emotions, and use that information in thinking and acting. Mustaffa et al. (2013) then developed this concept into five main dimensions, namely self-awareness, self-control, motivation, empathy, and social skills. Individuals with high emotional intelligence are able to manage stress, establish positive relationships, and make more rational and empathetic decisions (Yuldasheva, 2024). In the context of education, emotional intelligence plays an important role for teachers because it determines how they interact with students, colleagues, and the work environment (Safina et al., 2020). Sekreter (2020) explains that teachers with high emotional intelligence have better communication skills, are able to manage stress, and create a positive learning atmosphere. Conversely, teachers with low emotional intelligence tend to experience emotional exhaustion and interpersonal conflicts (Zysberg et al., 2017).

### **Teacher Performance**

Teacher performance is a measure of the extent to which teachers carry out their professional duties effectively in the educational process, which includes lesson planning, teaching, assessment of learning outcomes, classroom management, and contribution to institutional goals (Özgenel & Mert, 2019; Kanya et al., 2021). Duyar et al. (2015) emphasize that teacher performance includes aspects of *in-role performance* (main tasks such as preparing lesson plans, teaching, and assessing) and *extra-role performance* (additional behaviors such as helping colleagues, innovating, and supporting school activities), both of which are important for the quality of education. Teacher performance is usually measured through a combination of classroom observation, student learning assessment, supervisor evaluation, and self-assessment to capture the technical and interpersonal dimensions of performance (Mukhammadjonovna, 2004). Research by Permatasari and Tandiyuk (2023) shows that the factors that influence teacher performance are multidimensional, including human resource investment (training and development), individual characteristics (competence, motivation, emotional intelligence), and organizational factors (leadership support, school culture, infrastructure). Based on Human Capital Theory, training is seen as a form of investment that improves individual skills and

productivity, ultimately leading to improved performance (Becker, 1993). Empirical studies in various sectors and educational contexts have found a positive relationship between structured training programs and improved performance (Slavić & Berber, 2019). However, the effectiveness of training is often influenced by individual motivation and capacity to apply what they have learned in the workplace (Na-Nan & Sanamthong, 2020).



**Figure 1. Research Model**

### C. RESEARCH METHODOLOGY

This study involved all teachers and staff at the Pondok Pesantren Taruna Al-Quran as the population, with a sample size of 43 respondents. The sample was selected using convenience sampling, where respondents were selected based on their availability and suitability as data sources (Golzar et al., 2022). Data were collected directly through questionnaires and measured using a Likert scale. Six indicators for training were adapted from Noe (2017), seven indicators for emotional intelligence were adapted from Ishaq et al. (2006), and six indicators for teacher performance were adapted from Williams and Anderson (1991). Data analysis included validity and reliability testing, as well as regression analysis using Smart PLS. The validity of each indicator was measured based on the factor loading value. An indicator was considered valid if its value was greater than 0.7 (Hair et al., 2020) and invalid if it was below 0.7, thus excluded from the analysis. After validity was tested, reliability was tested using Cronbach's alpha and composite reliability. A variable is considered reliable if Cronbach's alpha is greater than 0.6 and composite reliability is greater than 0.7 (Hair et al., 2020). After that, hypothesis testing was carried out by looking at the p-value, with the hypothesis accepted if the p-value was less than 0.05 (Hair et al., 2020).

### D. RESULTS AND DISCUSSION

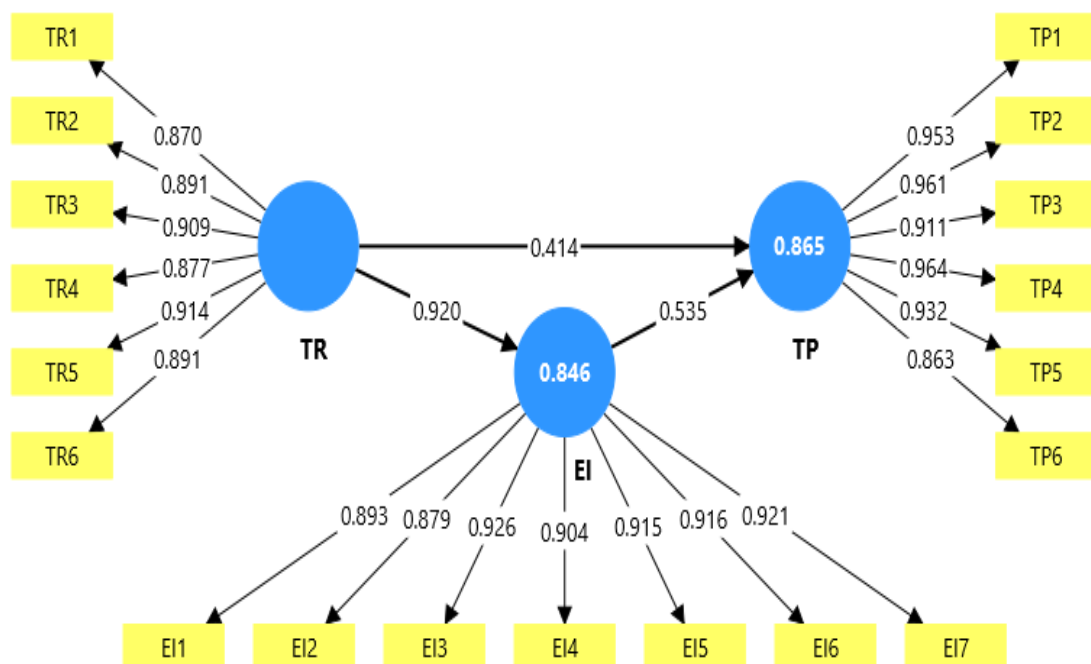
Table 1 presents the profile of respondents based on questionnaire answers collected from 43 respondents. The data in Table 1 shows that the respondents in this study were dominated by female teachers with a percentage of 58%, while male teachers accounted for 42%. This shows that female teachers play a significant role in learning activities at the Pondok Pesantren Taruna Al-Qur'an Yogyakarta. This dominance of female teachers also reflects the increasing participation of women in pesantren-based education, which emphasizes a balance between academic and spiritual values. In terms of age, most respondents were in the 31–35 age range with a percentage of 42%, followed by the 26–30 age group at 23%, then those above 36 years old at 21%, and those aged 21–25 at 14%. This distribution shows that the majority of teachers are of productive age, where work experience and emotional maturity tend to be more stable, making it relevant to examine the role of emotional intelligence in supporting performance. Based on education level, the majority of respondents had a bachelor's degree (S1) at 62%, followed by a master's degree (S2) at 19%, high school/vocational school graduates at 12%, and diploma holders at 7%. This data shows that most teachers have adequate higher education qualifications to support the implementation of training and professional competency improvement. In terms of

work experience, respondents with 4-6 years of work experience constitute the largest group with a percentage of 33%, followed by 0-3 years (25%), more than 10 years (23%), and 7-9 years (19%). This distribution illustrates that most teachers have sufficient experience to understand the need for competency development through training, but are still at a stage where significant performance improvement is possible. Meanwhile, based on marital status, most respondents were married with a percentage of 67%, while those who were not married were 33%. This condition indicates that the majority of teachers are in a stage of life that is relatively stable emotionally and socially, which has the potential to influence emotional intelligence and commitment to work.

**Table 1. Respondent Profile**

Classification	Description	Frequency	
		Total	Percentage
Gender	Male	18	42
	Female	25	58
Age	21–25 years old	6	14
	26–30 years old	10	23
	31–35 years old	18	42
	> 36 years old	9	21
	Senior/Vocational High School	5	12
Education Level	Diploma	3	7
	Bachelor	27	62
	Postgraduate	8	19
Work Experience	0–3 years	11	25
	4–6 years	14	33
	7–9 years	8	19
	> 10 Years	10	23
Marital Status	Married	29	67
	Not Married	14	33

Source: processed respondent data (2025)



**Figure 2. Structural Model**



The loading factor values for all indicators in this study were above 0.7, as shown in Table 2, indicating good representation of each indicator of the latent variables. Thus, the research instrument had adequate convergent validity and could be used to test the structural model.

**Table 2. Validity Test Results**

Indicator	Training	Emotional Intelligence	Teacher Performance
TR1	0.870		
TR2	0.891		
TR3	0.909		
TR4	0.877		
TR5	0.914		
TR6	0.891		
EI1		0.893	
EI2		0.879	
EI3		0.926	
EI4		0.904	
EI5		0.915	
EI6		0.916	
EI7		0.921	
TP1			0.953
TP2			0.961
TP3			0.911
TP4			0.964
TP5			0.932
TP6			0.863

Source: data processed by SmartPLS 4 (2025)

The results in Table 3 show that all variables have good reliability, as indicated by Cronbach's Alpha and composite reliability values above 0.6 and 0.7 for the variables of emotional intelligence, teacher performance, and training. This indicates strong internal consistency in the instrument and shows that the instrument is sufficiently reliable in measuring the intended construct. Therefore, all variables used in this study can be declared reliable.

**Table 3. Reliability Test Results**

Variable	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
EI	0.964	0.965	0.970	0.824
TP	0.969	0.970	0.975	0.867
TR	0.949	0.949	0.959	0.796

Source: data processed by SmartPLS 4 (2025)

The results of the hypothesis testing presented in Table 4 show that all hypotheses in this study are valid and acceptable. The test proves that training in the " " has a positive and significant impact on teacher performance. In addition, training has also been proven to directly improve emotional intelligence, and emotional intelligence plays a positive and significant role in improving teacher performance, both directly and as an intermediary in the relationship between training and teacher performance, as indicated by the positive coefficient and p-value of less than 0.05.

**Table 4. Hypothesis Test Results**

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P values
Emotional Intelligence → Teacher Performance	0.535	0.535	0.176	3.031	0.002
Training → Emotional Intelligence	0.920	0.921	0.022	40.944	0.000
Training → Teacher Performance	0.414	0.415	0.180	2.298	0.022
Training → Emotional Intelligence → Teacher Performance	0.492	0.494	0.169	2.916	0.004

Source: data processed by SmartPLS 4 (2025)

## Discussion

### The Effect of Training on Teacher Performance

The results of the study indicate that training has a positive and significant effect on teacher performance. Improvements in the quality of training contribute to improvements in teacher performance in carrying out their duties and responsibilities (Nugroho, 2024). Effective training can improve teachers' pedagogical and professional competencies as well as their interpersonal skills, which ultimately has an impact on improving the quality of the teaching and learning process (Fernandes et al., 2023). These findings are in line with the research by Rodriguez and Walters (2017) and Baten (2017), which identified training as a crucial factor in the development of employees' knowledge, skills, and motivation, leading to improved performance. Furthermore, Saleem et al. (2021) found that well-planned training programs can increase teacher productivity through improved skills, confidence, and work efficiency. This study confirms that training is a valuable investment for educational institutions, especially for Islamic boarding schools that prioritize a balance between academic competence and spirituality.

### The Effect of Training on Emotional Intelligence

The results of the study indicate that training has a positive and significant effect on teachers' emotional intelligence. This shows that the training program was not only focused on technical teaching skills, but also played a role in developing teachers' emotional abilities, such as self-control, empathy, and establishing harmonious social relationships. These findings are in line with research by Andres (2025) and Antonopoulou (2025), which states that training can increase emotional self-awareness and individual emotional regulation abilities. A study conducted by Patole et al. (2024) provides similar support, showing that self-reflection-based training and coaching are effective in improving emotional intelligence in educational work environments. Effective teacher training should not only focus on improving pedagogical competence but also be directed at developing soft skills and emotional intelligence so that teachers are able to adapt to the social dynamics in schools and Islamic boarding schools.

### The Influence of Emotional Intelligence on Teacher Performance

The results of the analysis show that emotional intelligence has a positive and significant effect on teacher performance. Teachers with high emotional intelligence tend to have the ability to manage stress, build positive relationships with colleagues and students, and demonstrate

strong intrinsic motivation at work (Bechter et al., 2023). This study supports the findings of Kargeti (2023) and Uraz and Arhan (2020), which emphasize that emotional intelligence plays an important role in determining individual effectiveness and success in the workplace. These results are also in line with the research by Kanbur and Kirikkaleli (2023), which found that teachers with high emotional intelligence perform better in lesson planning, communication, and classroom management. In line with this, Estrada et al. (2021) confirmed that emotional intelligence significantly improves teacher performance through increased empathy and self-control. Thus, emotional intelligence is a fundamental aspect for teachers because it serves as the foundation for sustainable professional performance.

### **The Effect of Training on Teacher Performance through Emotional Intelligence**

The results of the study indicate that emotional intelligence plays an important role in mediating the relationship between training and teacher performance significantly. Effective training not only equips teachers with technical skills, but also develops emotional intelligence, which in turn contributes to improving teacher performance (Kovalchuk et al., 2022). These results are in line with the research by Karimi et al. (2020), which shows that emotional intelligence can be a mediating variable in the relationship between training and performance, because effective training helps individuals develop the emotional awareness and interpersonal skills necessary to work productively. Lekshmy et al. (2025) found that training oriented towards the development of soft skills can improve performance through enhancing employees' emotional and social abilities. Thus, it can be concluded that the improvement in teacher performance at the Pondok Pesantren Taruna Al-Qur'an Yogyakarta is not only determined by the effectiveness of the training, but also by the extent to which the training is able to strengthen the emotional intelligence of the teachers.

### **E. CONCLUSION AND RECOMMENDATIONS**

This study confirms that training has a positive and significant effect on teacher performance, both directly and through emotional intelligence as a mediating variable. Effective training not only improves teachers' professional abilities but also strengthens emotional aspects such as empathy, self-awareness, and the ability to manage social relationships, which contribute to improved performance. These results show the importance for educational institutions, especially the Pondok Pesantren Taruna Al-Qur'an Yogyakarta, to develop holistic training programs that emphasize the development of emotional and spiritual intelligence in addition to pedagogical competence. Theoretically, this study reinforces the relationship between training, emotional intelligence, and performance in the context of Islamic education, while practically providing guidance for institutions to design continuous training based on character and emotional development. Further research is recommended to expand the object and add variables such as work motivation or leadership style so that the understanding of teacher performance improvement becomes more comprehensive.

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