

The Role of Job Training in Moderating the Effect of Work Skills on Employee Performance

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Abstract. *Employee performance is the work results achieved by an individual based on the tasks and responsibilities assigned by the organization. According to Hasibuan, performance is the work results achieved by an individual in carrying out tasks based on skills, experience, dedication, and work time. High performance will positively impact organizational productivity, service quality, and the achievement of company targets. Conversely, low employee performance can lead to decreased organizational effectiveness and weakened company competitiveness. One of the factors that influences employee performance is work skills. Job skills are an individual's ability to complete tasks easily, accurately, and meticulously within their field of work. Dunnette explains: Skills are the capacities required to perform tasks, acquired through training and work experience. In organizational practice, work skills include technical skills, interpersonal skills, problem-solving skills, and teamwork. Employees with high levels of work skills tend to be more effective in completing tasks, thereby improving organizational performance. The importance of job skills in improving employee performance is further reinforced by Robbins's opinion, which states that skills encompass basic literacy skills, technical skills, interpersonal skills, and problem-solving skills. This means that job skills are not solely related to technical abilities but also relate to an individual's ability to interact, adapt, and make decisions at work. In the context of modern organizations, skills are a crucial factor because changes in technology and work systems require employees to continuously improve their competencies.*

Keywords: Job; Performance; Training; Work Skills.

1. Introduction

Human resources are a crucial asset in an organization because they are the primary driver in achieving company goals. Organizational success is determined not only by technological sophistication and capital availability, but also by the quality of its employees. In an era of increasingly competitive business environment, companies are required to have employees who can work effectively, efficiently, and adapt to changes in the work environment. Therefore, improving employee performance is a primary focus of human resource management.

Employee performance is the work results achieved by an individual based on the tasks and responsibilities assigned by the organization. According to Hasibuan, performance is the work results achieved by an individual in carrying out tasks based on skills, experience, dedication, and work time. High performance will positively impact organizational productivity, service quality, and the achievement of company targets. Conversely, low employee performance can lead to decreased organizational effectiveness and weakened company competitiveness.

One of the factors that influences employee performance is work skills. Job skills are an individual's ability to complete tasks easily, accurately, and meticulously within their field of work. Dunnette explains:

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The importance of job skills in improving employee performance is further reinforced by Robbins's opinion, which states that skills encompass basic literacy skills, technical skills, interpersonal skills, and problem-solving skills. This means that job skills are not solely related to technical abilities but also relate to an individual's ability to interact, adapt, and make decisions at work. In the context of modern organizations, skills are a crucial factor because changes in technology and work systems require employees to continuously improve their competencies.

However, improving job skills cannot happen automatically. Organizations need to provide human resource development programs, one of which is through job training. Job training is a systematic process to improve employees' abilities, knowledge, and skills so they can perform their jobs optimally. According to Kaswan, training and development aim to enhance the professional capabilities of human resources, thereby improving organizational performance. Job training is a means. It is important for companies to prepare employees to face changes in the work environment, technological developments, and increasingly dynamic business competition.

2. Research Methods

Based on the objectives and conceptual framework of the research, the approach used in this study is quantitative research with an associative strategy. An associative research strategy is a method for examining an object with the aim of determining the influence between two or more variables. In this study, there are three variables: the independent variable, the dependent variable, and the moderating variable. The independent variable is work skills and the dependent variable is employee performance. The moderating variable is work motivation.

The objective of this research is to determine the effect of work skills on improving employee performance, moderated by employee motivation. The research method used in this study is a survey. Survey research is an information-gathering technique conducted by compiling a list of questions to respondents in the form of a sample from a population.

3. Results and Discussion

3.1. Outer Model Evaluation

Outer model evaluation was conducted to test the quality of the research instruments used to measure latent constructs. Outer model testing in this study included convergent validity, discriminant validity, and reliability.

The analysis was carried out using the SmartPLS 4 application with reference to the criteria commonly used in SEM-PLS research.

a. Convergent Validity

Convergent validity used to measure the extent to which the indicators that form a construct have a high correlation. Convergent validity testing in this study was conducted by examining the Average Variance Extracted (AVE) value. According to Hair et al. (2022), a construct is considered to meet convergent validity if its AVE value is greater than 0.50.

Based on the results of data processing using SmartPLS 4, the AVE value was obtained for each construct as presented in Table

Table Convergent Validity Test Results

Variables	AVE	Criteria	Decision
Employee Performance (EMP)	0.811	> 0.50	Valid

Work Skills (KK)	0.790	> 0.50	Valid
Training (PL)	0.765	> 0.50	Valid

Source: SmartPLS 4 output, processed data (2026)

Based on Table, it can be seen that all research variables have an AVE value above 0.50. The Employee Performance variable has an AVE value of 0.811, the Work Skills variable 0.790, and the Training variable 0.811 of 0.765. These results indicate that more than 50% of the indicator variance can be explained by the measured construct.

Thus, all constructs in this study have met the requirements of convergent validity so that the indicators used are able to adequately represent the latent variables being measured.

b. Discriminant Validity

Discriminant validity The aim is to ensure that a construct has distinct characteristics from other constructs in the research model. Discriminant validity testing in this study used the Heterotrait-Monotrait Ratio (HTMT) method. According to Henseler et al. (2015), the HTMT value must be below 0.90 to indicate that the construct has good discriminant validity.

The results of the discriminant validity test using HTMT can be seen in Table below:

Table Results of Discriminant Validity Testing (HTMT)

Relationship between variables	HTMT Value	Criteria	Decision
KIN ↔ KK	0.749	< 0.90	Valid
KIN ↔ PL	0.670	< 0.90	Valid
KK ↔ PL	0.658	< 0.90	Valid

Source: SmartPLS 4 output, processed data (2026)

Based on Table, it is known that all HTMT values are below the maximum limit of 0.90. The relationship between Employee Performance and Job Skills has an HTMT value of 0.749, the relationship between Employee Performance and Training is 0.670, while the relationship between Job Skills and Training is 0.658.

These results indicate that each construct has a sufficient level of differentiation to distinguish one variable from another. Thus, all study variables meet the discriminant validity criteria and are suitable for further analysis.

c. Reliability

Reliability testing was conducted to determine the level of consistency of the research instrument in measuring the constructs studied. Reliability in this study was evaluated using Cronbach's Alpha, Composite Reliability (ρ_a), and Composite Reliability (ρ_c). A construct is declared reliable if it has a Cronbach's Alpha and Composite Reliability value greater than 0.70. The results of the reliability test are presented in Table below:

Table Reliability Test Results

Variables	Cronbach's Alpha	Composite Reliability (ρ_a)	Composite Reliability (ρ_c)	Criteria	Decision
Performance Employees (KIN)	0.967	0.968	0.972	> 0.70	Reliable
Skills Work (KK)	0.970	0.971	0.974	> 0.70	Reliable
Training (PL)	0.956	0.958	0.963	> 0.70	Reliable

Source: SmartPLS 4 output, processed data (2026)

Based on Table, all research variables have Cronbach's Alpha, Composite Reliability (ρ_A), and Composite Reliability (ρ_C) values above 0.70. The Employee Performance variable has a Cronbach's Alpha value of 0.967, Work Skills of 0.970, and Training of 0.956. Likewise, the Composite Reliability value of all variables is above 0.95, indicating a very high level of internal consistency.

These results indicate that the research instrument used has a very good level of reliability. Thus, all indicators used in this study were declared reliable and able to measure the research constructs consistently.

Based on the results of the outer model evaluation, it can be concluded that all constructs in the study have met the criteria for good measurement. The results of the convergent validity test indicate that all variables have an AVE value above 0.50. The discriminant validity test using HTMT shows all values are below 0.90. In addition, the results of the reliability test show that the Cronbach's Alpha and Composite Reliability values of all constructs are above 0.70. Therefore, all indicators in the variables of Work Skills, Training, and Employee Performance are declared valid and reliable and are suitable for use in testing the structural model (inner model).

a. Inner Model Evaluation

Inner model (structural model) evaluation was conducted to measure the research model's ability to explain the relationships between latent constructs. Inner model testing in this study used R-Square (R^2) and Effect Size (f^2) values. The R^2 value is used to determine the extent to which the independent variables explain the dependent variable, while the f^2 value is used to measure the contribution of each exogenous variable to the endogenous variable.

b. Coefficient of Determination (R-Square)

The coefficient of determination (R^2) indicates the extent to which an exogenous variable explains variation in an endogenous variable. According to Hair et al. (2022), an R^2 value of 0.75 is categorized as strong, 0.50 as moderate, and 0.25 as weak.

Based on the results of data processing using SmartPLS 4, the R-Square value obtained is as follows:

Table R-Square Test Results

Endogenous Variables	R-Square	R-Square Adjusted	Category
Performance (KIN)	0.587	0.574	Moderate

Source: SmartPLS 4 output, processed by researchers (2026)

Based on Table, the R-Square value obtained is 0.587 for the Performance variable (KIN). This value indicates that the variables of Work Skills (KK), Work Training (PL), and the interaction of Work Training $\times$ Work Skills (PL $\times$ KK) are able to explain 58.7% of the variability in Performance, while the remaining 41.3% is explained by other factors outside the research model.

Furthermore, the Adjusted R-Square value of 0.574 indicates that after accounting for the number of constructs and sample size, the model's ability to explain the Performance variable remains in the moderate category. Thus, the structural model developed in this study has fairly good predictive ability in explaining changes in employee Performance.

c. Effect Size (f-Square)

The Effect Size (f^2) test aims to determine the magnitude of the influence of each exogenous variable on the endogenous variable. According to Cohen (1988) and Hair et al. (2022), the f^2 assessment criteria are as follows:

Table Criteria for Effect Size (f^2)

f^2 value	Interpretation
0.02	Small effect
0.15	Medium effect (medium effect)
0.35	Large effect

Based on the results of SmartPLS data processing, the f^2 value is obtained as follows: Table Effect Size (f^2) Test Results

Variable Relationship	f^2 value	Interpretation
KK $\rightarrow$ KIN	0.404	Large Effect
PL $\rightarrow$ KIN	0.137	Small to Medium
PL $\times$ KK $\rightarrow$ KIN	0.001	Very Small/Insignificant

Source: SmartPLS 4 output, processed by researchers (2026)

Based on Table, the Work Skills (KK) variable has an f^2 value of 0.404, which means it has a large effect on performance. This result indicates that the presence of the Work Skills variable provides a significant effect on performance significant contribution in improving the model's ability to explain employee performance.

The Job Training (PL) variable obtained an f^2 value of 0.137. This value is below the 0.15 threshold, categorizing it as having a small effect, although it is close to the medium category. This finding indicates that Job Training still contributes to improving performance, but its contribution is not as significant as Job Skills.

Meanwhile, the Job Training $\times$ Job Skills (PL $\times$ KK) interaction variable has an f^2 value of 0.001, which indicates a very small effect and can be said to not provide a substantive contribution to improving the model's ability to explain Performance. This result indicates that the moderating effect of Job Training on the relationship between Job Skills and Performance is relatively weak.

Overall, the results of the inner model test indicate that the research model has quite good explanatory power with an R^2 value of 0.587. In addition, the Job Skills variable is the variable that provides the most dominant contribution to employee performance, while the moderating variable Job Training $\times$ Job Skills has not shown a significant influence in the research model.

d. Hypothesis Testing

Hypothesis testing in this study was conducted using the Bootstrapping method in the SmartPLS 4 application. This test aims to determine the significance of the relationship between variables contained in the research model. The decision-making criteria refer to t-statistics values > 1.96 and p-values < 0.05 at a significance level of 5% ($\alpha = 0.05$). If the t-statistics value is greater than 1.96 and the p-values are less than 0.05, then the hypothesis is declared accepted. Conversely, if the t-statistics value is less than 1.96 and the p-values are greater than 0.05, then the hypothesis is declared rejected.

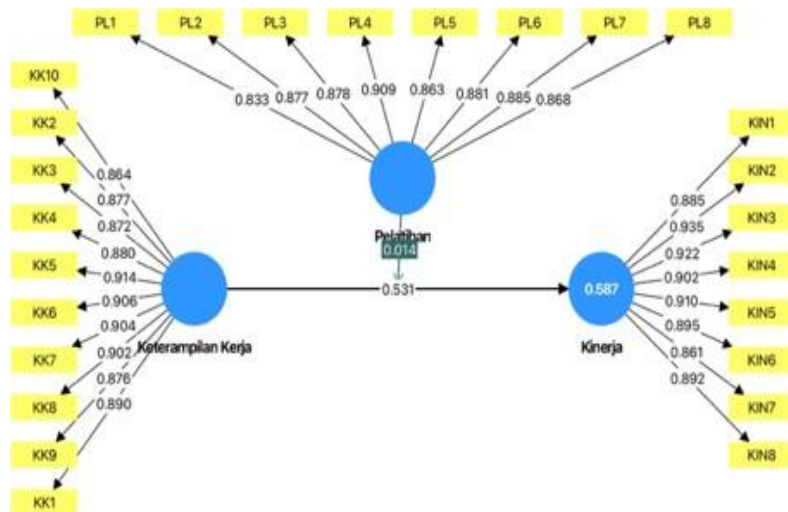


Figure Hypothesis Framework

Table Research Hypothesis

Hypothesis	Variable Relationship	Original Sample (O)	T Statistics	P Values
H1	Work Skills (KK) → Performance (KIN)	0.531	7,753	0,000
H2	Job Training Moderates Job Skills (PL × KK) → Performance (KIN)	0.014	0.310	0.756

e. Hypothesis Testing 1 (H1)

The first hypothesis states that work skills have a positive effect on employee performance. Based on the results of the bootstrapping test, the path coefficient (original sample) was 0.531, the t-statistics were 7.753, and the p-values were 0.000. The t-statistics were greater than 1.96 and the p-values were less than 0.05. Therefore, H1 was accepted.

These results indicate that job skills have a positive and significant impact on employee performance. The higher the skills possessed by employees, the higher their performance. The path coefficient of 0.531 indicates that each increase in job skills will increase performance by 53.1%, in a positive direction.

f. Testing Hypothesis 2 (H2)

The second hypothesis states that Job Training moderates the effect of Job Skills on Employee Performance. Based on the bootstrapping results

The interaction coefficient value was 0.014, the t-statistics value was 0.310, and the p-value was 0.756. The t-statistics value was less than 1.96 and the p-value was greater than 0.05. Therefore, H2 was rejected.

These results indicate that the Job Training variable is unable to moderate the relationship between Job Skills and Employee Performance. In other words, the influence of Job Skills on Performance remains present at both high and low levels of Job Training. The very small interaction coefficient (0.014) indicates that the presence of this moderating variable does not significantly impact the strength of the relationship between Job Skills and Employee Performance. This is because most respondents are experienced employees with long tenures. Their job skills have been developed through work experience, thus significantly impacting performance. Under these conditions, training no longer serves as a strengthening factor in the relationship. Furthermore, training has a more direct influence on performance than as a moderating variable.

Based on the results of the hypothesis testing, one hypothesis was accepted and one hypothesis was rejected. The Job Skills variable was shown to have a positive and significant influence on performance, with a stronger influence than the Job Training variable. However, Job Training was not shown to act as a moderating variable in the relationship between Job Skills and Performance. Thus, the increase in employee performance in this study was greater directly influenced by Job Skills rather than through an interaction effect between the two.

Table Summary of Hypothesis Testing Results

Hypothesis	Hypothesis Statement	Results
H1	Work Skills have a positive and significant influence on Employee Performance	Accepted
H2	Job Training moderates the effect of Job Skills	Rejected

	on Employee Performance	
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Source: Primary data processed using SmartPLS 4 (2026).

3.2. The Influence of Work Skills on Employee Performance

The results of the hypothesis testing indicate that job skills have a positive and significant effect on employee performance. This finding is evidenced by the path coefficient of 0.531, with a t-statistic of 7.753 and a p-value of 0.000. These values indicate that job skills have a strong influence on improving employee performance. Therefore, the hypothesis that job skills have a positive effect on employee performance is accepted.

Theoretically, the results of this study are in line with the Human Capital theory put forward by Gary Becker, which states that knowledge, abilities, The skills and competencies possessed by individuals are a form of capital that can increase work productivity. From the perspective of Human Capital Theory, work skills are viewed as a strategic asset for an organization because they are a key factor in determining the effectiveness of work execution. Employees with high skills are better able to complete tasks accurately, quickly, and according to company standards. Conversely, limited skills can lead to low-quality work results, increased error rates, and decreased organizational productivity.

The results of this study indicate that improved job skills will be followed by improved employee performance. This condition can be explained because job skills enable employees to understand work procedures, operate work equipment, solve problems that arise during the work process, and adapt to changes in the organizational environment. When employees have adequate technical and non-technical skills, they are able to produce better output in terms of both quality and quantity. Therefore, job skills are a crucial factor in creating optimal performance.

From a human resource management perspective, job skills are competencies that directly influence an individual's effectiveness in carrying out their duties and responsibilities. These competencies encompass not only technical abilities (hard skills), but also interpersonal, communication, teamwork, and problem-solving abilities (soft skills).

The combination of these two types of skills enables employees to work more productively and be able to make a greater contribution to achieving organizational goals.

The large influence coefficient of 0.531 indicates that job skills are the dominant factor in explaining variations in employee performance compared to other variables in the research model. This result is further supported by the effect size (f^2) of 0.404, which falls within the

large effect category. These findings indicate that the presence of job skills variables makes a substantial contribution to improving the model's ability to explain employee performance. In other words, job skills are the primary determinant influencing employee success in achieving organizational targets and work standards.

The findings of this study align with various previous studies that concluded that job skills are a critical factor in determining employee performance levels. Various studies have shown that highly skilled employees tend to be more productive, complete tasks with fewer errors, and have a higher ability to adapt to changes in the work environment. The consistency of this study's findings with previous research further strengthens the argument that job skills are a strategic variable in human resource management.

Practically, the results of this study imply that organizations need to prioritize employee job skills development. This can be achieved through competency improvement programs, technical training, job assistance, coaching, mentoring, and providing ongoing learning opportunities. Investments in job skills development will yield long-term benefits in the form of increased productivity, operational efficiency, service quality, and overall organizational competitiveness.

Based on this description, it can be concluded that job skills are a crucial factor in improving employee performance. The more skills employees possess, the greater their ability to deliver optimal performance. Therefore, developing job skills needs to be a priority in human resource management strategies to support the achievement of organizational goals.

3.3. The Role of Job Training in Moderating the Relationship between Job Skills and Employee Performance

The results of the hypothesis testing indicate that job training is unable to moderate the relationship between job skills and employee performance. This finding is demonstrated by the interaction coefficient value of 0.014 with a t-statistic of 0.310 and a p-value of 0.756. This value does not meet the significance criteria because the t-statistic is less than 1.96 and the p-value is greater than 0.05.

Therefore, the hypothesis that job training moderates the effect of job skills on employee performance is rejected. The results of this study indicate that the relationship between job skills and employee performance remains consistent regardless of the level of training received. In other words, employees with high job skills are still able to demonstrate good performance, whether receiving high-intensity or low-intensity training. Conversely, employees with low skill levels tend to show lower performance even after participating in training programs. This condition indicates that job skills have a more dominant direct influence than the interaction effects generated by job training.

From a Human Capital theory perspective, training is a means to improve individual competencies, enabling them to work more effectively and productively. Conceptually, training is expected to strengthen the relationship between skills and performance because through training, employees gain new knowledge, practical experience, and additional skills that support job performance. However, the results of this study indicate that this function has not yet been identified as a significant moderating variable.

The insignificant moderating effect of training may be due to several factors. First, the training provided by the organization likely serves more as a means of directly improving competence than as a factor that strengthens the influence of skills on performance. This is evident from the results.

Previous testing showed that job training had a direct and significant influence on employee performance with a coefficient value of 0.309 and a p-value of 0.000. These findings indicate that training is more appropriately positioned as an independent variable rather than a moderating variable.

Second, it's possible that the training material provided isn't fully aligned with job requirements or isn't capable of creating significant differences among groups of employees with varying skill levels. Training effectiveness is heavily influenced by the appropriateness of the material, the learning method, the quality of the instructor, and the opportunity to apply the training findings to daily work. If these factors aren't optimal, training won't significantly strengthen the relationship between skills and performance.

Third, the characteristics of the research respondents may be a factor explaining the insignificant moderating effect. If most respondents already possess a relatively good level of skills before participating in training, then the additional contribution of training to the relationship between skills and performance is relatively small. Under these conditions, performance is determined more by existing skills than by the training process implemented by the organization.

The results of this study are also supported by the effect size (f^2) value of the moderating variable, which is 0.001, which is considered very small. This value indicates that

The interaction between training and job skills provides almost no additional power to the model in explaining variations in employee performance. Thus, statistically and substantively, the moderating effect of training can be said to be insignificant.

Although it doesn't act as a moderator, training remains crucial in improving employee performance. Research results show that training has a direct and significant effect on performance. This finding indicates that training remains a crucial tool in human resource

development, but its effect occurs directly on performance rather than through strengthening the relationship between job skills and performance.

The practical implications of this research are that organizations need to re-evaluate the design and implementation of existing training programs. Companies should ensure that training materials are structured based on actual competency needs, utilize effective learning methods, and are followed by evaluation of the implementation of training outcomes in the workplace. Furthermore, organizations can consider other variables that could potentially moderate the relationship between work skills and performance, such as work motivation, organizational commitment, organizational culture, leadership, or digital literacy.

Based on the results of this study, it can be concluded that job training has neither been proven to strengthen nor weaken the relationship between job skills and employee performance. The relationship between job skills and performance remains positive and significant regardless of the level of training employees receive. Therefore, improving employee performance is more effective through direct job skill strengthening and training aimed at significantly improving individual competencies.

4. Conclusion

This study aims to analyze the influence of work skills on employee performance and examine the role of job training as a moderating variable in the relationship between work skills and employee performance. Data analysis was conducted using the Partial Least Square Structural Equation Modeling (PLS-SEM) approach with the help of the SmartPLS 4 application. Based on the results of the measurement model (outer model), structural model (inner model), and hypothesis testing that have been carried out, several conclusions can be drawn as follows. First, job skills have been shown to have a positive and significant impact on employee performance. The test results show a path coefficient of 0.531, with a t-statistic of 7.753 and a p-value of 0.000. These results indicate that the higher an employee's job skills, the higher their performance. Job skills are a crucial factor in determining an employee's ability to complete work effectively, efficiently, and in accordance with established organizational standards. These findings indicate that Mastery of technical and non-technical skills is the main capital for employees to increase productivity, work quality, and achievement of organizational targets. Second, job training has been shown to have a positive and significant impact on employee performance. The analysis results show a path coefficient of 0.309, with a t-statistic of 4.449 and a p-value of 0.000. These findings indicate that job training provided by the organization can improve employee skills, knowledge, and competencies, thereby impacting performance. Systematically implemented training programs can help employees better understand their duties and responsibilities and improve their ability to cope with changes and increasingly complex work demands. Third, job training was not proven to moderate the relationship between job skills and employee performance. The results of the moderating variable test showed an interaction coefficient of 0.014 with a t-statistic of 0.310

and a p-value of 0.756. These results indicate that job training is unable to strengthen or weaken the influence of job skills on employee performance. Thus, the relationship between job skills and performance remains direct, regardless of the level of training received by employees. This finding indicates that training plays a more dominant role in this study as a factor that directly improves performance.

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