

Effective Training: Synergy of Instructor Competence, Training Facilities and Participant Satisfaction with Performance

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ABSTRACT

Improving the quality of human resources (HR) is a crucial strategy in facing the era of Industry 4.0. The Job Training Unit (UPTD) of the Cilegon City Manpower Office plays a role in preparing a competent workforce, but still faces obstacles such as limited facilities, suboptimal instructor competency, and low participant satisfaction. The aim of this study is to analyze the influence of instructor competence and training facilities on participant performance, with participant satisfaction as a mediating variable. This study used a quantitative approach with an explanatory design. A sample of 100 participants was determined using the method of Hair et al., data were collected using a Likert-scale questionnaire, and analyzed using PLS-SEM. The research results show that instructor competence and training facilities have a positive and significant impact on participant satisfaction. Satisfaction has been shown to improve performance and mediate the relationship between the variables. In conclusion, improving instructors and facilities is key to increasing participant satisfaction and performance, while strengthening human capital theory and providing practical implications for job training management.

INTRODUCTION

Vocational Training Centers (TPCs) play a strategic role in improving the quality of human resources (HR), particularly within the Manpower Office through the Technical Implementation Unit (UPTD) for Vocational Training. The need for competent human resources continues to increase in line with industrial growth in Cilegon City, known as one of the largest industrial areas in Indonesia. In this context, the effectiveness of training programs is a crucial indicator of workforce readiness (Liqiang et al., 2024).

Workforce training is one of the government's strategic efforts to improve the quality and competitiveness of human resources (HR) (Yusuf & Maliki, 2020). In Indonesia, the Department of Manpower (Disnaker) plays a crucial role in organizing various training programs aimed at improving the competency and skills of the workforce. In industrial cities like Cilegon, the Department of Manpower's role is crucial in meeting the need for a qualified workforce that meets industry demands (Tafese Keltu, 2024).

In today's era of globalization, competition in the workplace is fierce, with every job requiring expertise related to technological developments (Yusuf & Maliki, 2022). Every individual needs to possess professionalism in their chosen field. Therefore, training is crucial for gaining the appropriate skills to compete in the workforce. Therefore, successful training is crucial for addressing these challenges (Brailovskaia et al., 2024).

The current phenomenon is the persistently low labor absorption rate in Indonesia across various sectors. Consequently, unemployment rates are increasing every year. This is illustrated in Figure 1, which shows the annual increase in unemployment in Indonesia from 2021 to 2023.

TINGKAT PENGANGGURAN TERBUKA (TPT) MENINGKAT

“ Terjadi peningkatan persentase angka pengangguran dibanding tahun sebelumnya. ”

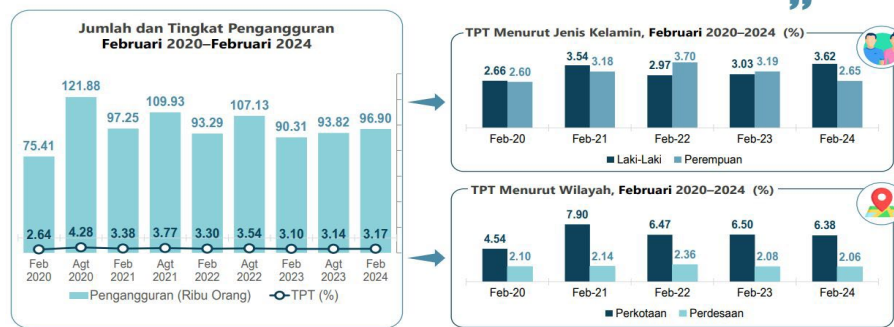


Figure 1 1 The Number of Unemployed People Will Increase in 2024

Source: RRI.go.id 2024.

Based on Figure 1 Based on data from February 2020 to February 2024, it can be seen that the open unemployment rate (TPT) fluctuated with a downward trend after the pandemic but showed an increase again in 2024. At its peak, August 2020, the number of unemployed reached 121,880 people with a TPT of 4.28%, triggered by the impact of the COVID-19 pandemic. Although the number of unemployed people decreased to 96,900 people in February 2024, the TPT actually increased in February 2023 from 90,310 people (3.10%) to 96,000 people (3.17%) in February 2024, indicating a structural problem in labor absorption. From the TPT by gender, the TPT for men was consistently higher than for women, with the highest figure being 3.62% in February 2024, while the TPT for women decreased to 2.65%.

By region, the unemployment rate in urban areas is significantly higher at 6.38% in 2024 compared to 2.06% in rural areas. This data indicates that men and urban populations are the most vulnerable segments to unemployment and are a key focus in formulating more inclusive and adaptive employment policies to economic dynamics (Calvo et al., 2025).

The Indonesian government, through the Ministry of Manpower, has initiated various programs managed by the Vocational Training Center (Dhanda et al., 2023). The UPTD (Use of Vocational Training Center) functions as a training institution that provides skills improvement programs for the workforce, especially those without access to formal education or seeking to improve their competencies. With the UPTD, the government hopes to improve the performance of training participants, thereby encouraging a large number of skilled and competitive human resources in all fields of work (Žilka et al., 2024).

Training participant performance refers to the extent to which individuals participating in a training program are able to internalize, apply, and transform the acquired knowledge and skills into productive, concrete actions, both during and after the training (Liqiang et al., 2024). In other words, training is successful if participants not only understand but are also able and willing to apply what they have learned. Successful training is also characterized by positive feedback from participants, increased productivity, and more optimal achievement of organizational goals. Therefore, successful training is a tangible investment, not just a formality (Wiegmann et al., 2024).

In the context of human resource development, this performance is not only assessed from the aspect of the final result (output), but also the active learning process, participant involvement, behavioural changes, and long-term impacts on work performance in their respective places of duty (Akl et al., 2024a). In depth, the performance of training participants is an indicator of the success of a structured learning program, which includes the main dimensions of tasks including cognitive capacity, namely theoretical understanding of training materials, effective capabilities, namely a positive attitude towards change and readiness to adapt, and psychomotor capabilities, namely the ability to apply skills practically in real situations (Hassani, 2024).

Training participant performance can be influenced by participant satisfaction (Bitrián et al., 2024). Participant satisfaction plays a crucial role in determining participant performance, which can drive training success, as satisfied participants tend to be more engaged, motivated, and apply the knowledge

gained in the workplace or real life. When training materials are relevant, delivery methods are engaging, and facilitators are competent, participants not only gain a better understanding but also perceive added value from the training process itself (Lawson & Lopes-Bento, 2024). This satisfaction encourages active participation, increases material retention, and creates a domino effect of positive recommendations to other potential participants. Thus, participant satisfaction is not only an indicator of short-term success but also a strategic investment in building a quality and sustainable training program image (Rof et al., 2024).

Training participant performance is not solely determined by the curriculum but is also influenced by various other factors, such as instructor competence. Instructor competence plays a crucial role because competent instructors are able to deliver material effectively, motivate participants, and provide solutions to problems encountered during training. Instructors with adequate knowledge and skills are expected to deliver quality training that has a positive impact on participants (Wiegmann et al., 2024).

Furthermore, adequate training facilities are also a determining factor in successfully improving participant performance (Boafo & Dornberger, 2024). Complete and high-quality facilities can support the teaching and learning process and make it easier for participants to understand the material presented. The availability of equipment and technology appropriate to training needs can increase training effectiveness and efficiency (Lenoir et al., 2024). One such training facility is the use of technology as a training tool so that the UPTD for Job Training can achieve maximum success. One function of using technology-based facilities is to provide digital 4.0-based training so that *up to date* with market needs (Akl et al., 2024).

State of the art

Apart from the phenomena that have been explained previously, there is also a research gap in previous research related to research gaps in the results studied, the use of intervening variables, research subjects and objects.

Regarding the research gap regarding the results of the instructor competency variable on the performance of training participants, it shows that there are differences in the results of research conducted by (Lenoir et al., 2024) who stated that instructor competency has a significant influence on the performance of training participants, this is because the instructor is the main source of knowledge and skills transfer to participants. Competent instructors are able to master the training material in depth and deliver it in a way that is easy for participants to understand. They also have pedagogical skills, such as designing learning methods that are appropriate to the needs of participants and motivating them to actively participate. If the instructor is less competent, participants tend to have difficulty in understanding the material, so that the training results are not optimal (Lenoir et al., 2024).

In contrast, according to Asiri et.al., 2024, instructor competence does not have a significant impact. This is because other supporting factors, such as inadequate training facilities, participant motivation, or curriculum relevance, are present. For example, even if an instructor has high knowledge and skills, training will not be effective if the facilities used are inadequate or do not match the training needs. Furthermore, if participants lack motivation or the curriculum delivered is not relevant to the needs of the workplace, training will still be unsuccessful even if the instructor is competent. Thus, the success of training is the result of the synergy of various factors, not solely dependent on instructor competence (Asiri et al., 2024).

Based on the phenomena and research gaps that have been explained, the formulation of the research problem is as follows: 1) Is there a significant direct influence of instructor competence on the performance of training participants at the UPTD Job Training of the Cilegon City Manpower Office? 2) Is there a significant direct influence of training facilities on the performance of training participants at the UPTD Job Training of the Cilegon City Manpower Office? 3) Is there a significant direct influence of instructor competence on the satisfaction of training participants at the UPTD Job Training of the Cilegon City Manpower Office? 4) Is there a significant direct influence of training facilities on the satisfaction of training participants at the UPTD Job Training of the Cilegon City Manpower Office? 5) Is there a significant direct influence of training participant satisfaction on the performance of training participants at the UPTD Job Training of the Cilegon City Manpower Office? 6) Is there a significant indirect influence

of instructor competence on the performance of training participants through training participant satisfaction as a mediating variable at the UPTD Job Training of the Cilegon City Manpower Office? 7) Is there a significant indirect influence of training facilities on the performance of training participants through training participant satisfaction as a mediating variable at the UPTD Job Training of the Cilegon City Manpower Office?

Novelty

The novelty of this study lies in the placement of trainee satisfaction as an intervening variable in analysing the relationship between instructor competence, training facilities, and trainee performance, an approach rarely used in previous studies that generally only examine direct relationships between variables. By incorporating the role of satisfaction, this study provides a deeper understanding of the mediating mechanisms that influence trainee performance. Furthermore, this study fills a gap in studies in the public sector, particularly at the UPTD for Job Training of the Cilegon City Manpower Office, as most similar studies have focused more on the private sector. Therefore, this study not only contributes to the development of training theory and practice but also broadens the understanding of the effectiveness of job training in government institutions.

RESEARCH METHOD

Types of research

This research was conducted at the Job Training Technical Implementation Unit (UPTD) of the Cilegon City Manpower Office. In line with the research objectives, this study employed a descriptive causality design with quantitative methodology (Deole et al., 2023). The proposed hypotheses were then tested using this quantitative technique. This strategy is based on a positivist philosophy, which uses research tools to collect and evaluate quantitative and statistical data to test hypotheses (Nilsen & Kongsvik, 2023).

Population and sample

In this study, the population included 112 alumni of the Cilegon City Manpower Office's UPTD training participants. The sampling technique used proportional random sampling with the calculation basis using the Hair et al. formula. So that a sample of 100 was obtained.

Data analysis techniques

The data collection technique uses a questionnaire through a survey and the data analysis technique uses the SPSS application for descriptive analysis using a range of scales and Smartpls version 3.2.3 such as measuring the model (*outer model*), modelling structure (*inner model*) in testing existing hypotheses (Demerouti, 2023).

To ensure that the research instrument has an adequate level of reliability and accuracy (validity), construct validity testing is carried out using the value *Average Variance Extracted* (AVE) and construct reliability test through the value *Composite Reliability* (CR). An instrument is declared valid if the AVE value is greater than 0.50, indicating that the indicator is able to adequately explain the latent variable. Meanwhile, construct reliability is met if the CR value is greater than 0.70, indicating strong and reliable internal consistency between indicators in measuring the construct. This can be explained in Table 2 below.

| Table 2 AVE and CR test results | | | |
|---------------------------------|----------------------------------|-----------------------|-----------------------|
| | Average Variance Extracted (AVE) | Composite Reliability | Composite Reliability |
| Instructor Competence | 0,773 | 0,968 | 0,968 |
| Training Facilities | 0,759 | 0,969 | 0,969 |
| Participant Satisfaction | 0,712 | 0,961 | 0,961 |
| Participant Performance | 0,741 | 0,935 | 0,935 |

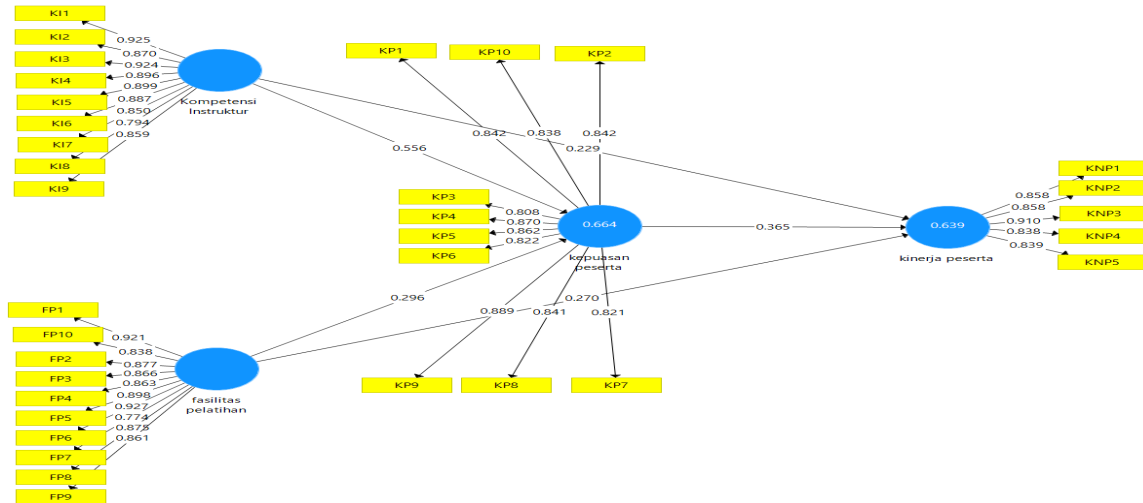
Source: SEM PLS data processing results (2025)

The test results in Table 2 show that all research variables have an AVE value above 0.50 and a Composite Reliability value above 0.70. Therefore, it can be concluded that all indicators used have met the criteria for convergent validity and have high internal consistency. Thus, this research instrument is

proven valid and reliable for measuring the constructs of instructor competence, training facilities, participant satisfaction, and participant performance.

RESULTS AND DISCUSSION

To ensure the relationship between the indicators and the constructs under study, an outer model analysis was conducted using the SEM-PLS approach. The outer model was used to evaluate the validity and reliability of the indicators that make up each latent variable. The data processing results produced an outer model diagram as shown in Figure 1 below.



Source: SEM PLS data processing results (2025)

Figure 1 Outer Model Analysis Results (PLS Algorithm)

After the research instrument is declared valid and reliable through outer model testing, the next step is to conduct a hypothesis test to determine the relationship between the variables proposed in the research model. This hypothesis test is conducted by examining the path coefficient value (*path coefficient*), mark *t-statistic*, as well as the level of significance (*p-value*), so that it can be determined whether the proposed hypothesis is accepted or rejected. This will be explained in Table 3 below.

Table 3 Hypothesis Test Results

| | Koefisien | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (O/STDEV) | P Values |
|--|-----------|-----------------|----------------------------|--------------------------|--------------|
| H1: Instructor Competence -> Participant Performance | 0,229 | 0,254 | 0,107 | 2,148 | 0,032 |
| H2: Training Facilities -> Participant Performance | 0,270 | 0,254 | 0,107 | 2,515 | 0,012 |
| H3: Instructor Competence -> Participant Satisfaction | 0,556 | 0,507 | 0,134 | 4,141 | 0,000 |
| H4: Training Facilities -> Participant Satisfaction | 0,296 | 0,289 | 0,110 | 2,683 | 0,008 |
| H5: Participant Satisfaction -> Participant Performance | 0,365 | 0,362 | 0,082 | 4,478 | 0,000 |
| H6: Instructor Competence -> Participant Satisfaction -> Participant Performance | 0,203 | 0,184 | 0,067 | 3,031 | 0,003 |

| | | | | | |
|--|-------|-------|-------|-------|-------|
| H7: Training Facilities -> Participant Satisfaction -> Participant Performance | 0,108 | 0,105 | 0,048 | 2,262 | 0,024 |
|--|-------|-------|-------|-------|-------|

Source: SEM PLS data processing results (2025)

The results of the hypothesis test above, it can be explained that instructor competence has a significant effect on participant performance with a t-statistic value of $2.148 > 1.96$ and a p-value of $0.032 < 0.05$ thus the first hypothesis is accepted meaning that instructor competence is proven to have a positive and significant effect on improving participant performance. Statistically, this confirms that the first hypothesis is accepted, which means the higher the instructor competence, the higher the performance of the training participants.

Training facilities significantly influence participant performance, as demonstrated by a t-statistic of $2.515 > 1.96$ and a p-value of $0.012 < 0.05$, thus accepting the second hypothesis. This means that training facilities have been proven to have a positive and significant influence on improving participant performance.

Furthermore, instructor competence has a significant effect on participant satisfaction, with a t-statistic of $4.141 > 1.96$ and a p-value of $0.000 < 0.05$, so the third hypothesis is accepted, meaning that the higher the instructor competence, the stronger the participant satisfaction that is formed.

Training facilities have a significant effect on participant satisfaction with a t-statistic of $2.683 > 1.96$ and a p-value of $0.008 < 0.05$, meaning the fourth hypothesis is accepted. This proves that training facilities have a positive and significant effect on participant satisfaction. The better and more adequate the facilities provided in the training, the higher the level of participant satisfaction.

Furthermore, participant satisfaction has a significant effect on participant performance with a t-statistic of $4.478 > 1.96$ and a p-value of $0.000 < 0.005$ so that the fifth hypothesis is accepted, this explains that participant satisfaction is a real important factor in driving participant performance.

The sixth hypothesis, which is an indirect effect, shows that instructor competence significantly influences participant performance through participant satisfaction with a t-statistic of $3.031 > 1.96$ and a p-value of $0.003 < 0.05$, thus the sixth hypothesis is accepted. This means that participant satisfaction significantly mediates instructor competence on participant performance.

Furthermore, the results of the analysis of the seventh hypothesis, which is an indirect effect, where training facilities have a significant effect on participant performance through participant satisfaction with a t-statistic of $2.262 > 1.96$ and a p-value of $0.024 < 0.05$. This means that the seventh hypothesis is accepted, and this illustrates that participant satisfaction significantly mediates training facilities on participant performance.

There is a significant influence of instructor competence on participant performance at the Cilegon City Manpower Office Job Training UPTD

These findings align with Human Capital Theory, which emphasizes that the quality of human resources, specifically instructors, plays a crucial role in transferring knowledge, skills, and attitudes that directly impact participant learning outcomes. Instructor competencies encompass technical, pedagogical, and effective communication skills, all of which are key to shaping participants' ability to work productively after training.

In the context of the Cilegon City Manpower Office's Job Training Unit (UPTD), these findings are highly relevant and provide strategic input for developing training programs. The UPTD, as an institution producing ready-to-use workers in industrial areas, must prioritize improving instructor capacity through advanced training, certification, and mastery of technology-based teaching methods. When instructors possess superior competencies, they are able to deliver material more effectively, create an inspiring learning environment, and optimally guide participants. Therefore, improving instructor competency not only improves participant performance but also strengthens the UPTD's position as a quality vocational training centre responsive to industry demands.

This is in line with previous research that explains that instructor competence is a crucial factor in determining participant performance in a training program. Instructors who possess in-depth knowledge and skills regarding training material can provide participants with a better understanding (Steil et al., 2023). The instructor's ability to convey information clearly and use appropriate methods will influence how participants absorb and apply the knowledge provided (H. Li et al., 2024). These competencies

include mastery of the material, communication skills, and the ability to provide constructive feedback (Yang et al., 2024).

Instructors who are skilled at motivating participants can create a supportive atmosphere during training (Pham et al., 2024). Motivation provided by instructors will help participants stay focused and enthusiastic about each session (Saleh et al., 2023). An instructor who can inspire and guide participants toward achieving training goals will increase the chances of success. In this case, the instructor acts not only as a teacher but also as a motivator, encouraging participants to develop their potential (Nemathaga et al., 2024).

Based on this explanation, it can be concluded that instructor competency, which encompasses knowledge, communication skills, motivation, emotional intelligence, and technical skills, significantly impacts training participant performance. Competent instructors can create a supportive learning environment, increase participant engagement, and optimize the achievement of training objectives.

There is a significant influence of training facilities on participant performance at the Cilegon City Manpower Office Job Training UPTD.

This finding aligns with the Learning Environment Theory, which states that physical conditions and supporting resources in the learning process significantly influence the effectiveness of participants' learning, including in terms of skill attainment and work performance. In the context of UPTD Job Training, this finding is crucial because it emphasizes that investment in training facilities such as practical equipment, audiovisual media, comfortable training rooms, and digital infrastructure is not merely complementary, but a strategic element in shaping participant performance. Amidst industry demands for precise and technology-based technical skills, trainees require facilities that support hands-on practice and simulations of the real world of work. Therefore, the more comprehensive, modern, and relevant the facilities of UPTD Job Training, the greater the opportunity to produce competent, work-ready, and competitive graduates in the job market.

This aligns with previous relevant research explaining that training facilities play a crucial role in supporting participant performance in a training program (Wang et al., 2024). Complete and adequate facilities, such as comfortable training rooms, modern presentation equipment, and stable internet access, can create a conducive atmosphere for participants to focus and learn effectively (Sarofim, 2024). A comfortable and distraction-free training room will make participants feel calmer and ready to absorb information optimally (Madjdian et al., 2024). Good facilities can also improve participants' physical comfort, which directly impacts their concentration during training (Boafo & Dornberger, 2024).

Research by Rong et al. (2024) states that complete training facilities also include the availability of relevant learning media (Rong et al., 2024). Learning media such as projectors, whiteboards, and clear and easily accessible printed materials will help participants understand the material more easily (Macchiarelli et al., 2024). These facilities enable instructors to deliver material more effectively, provide visualizations that enrich the learning experience, and support the diverse learning styles of participants. With the right facilities, the learning process becomes more engaging and motivates participants to participate more actively (Sarofim, 2024).

The technological facilities available during training also significantly influence its success. The use of the latest technology in the training process, such as interactive software, online learning applications, or simulation tools, can enrich the material presented and increase participant engagement (Madjdian et al., 2024). This technology helps participants understand more complex concepts in a more practical way (Schwanke et al., 2024). Furthermore, with technological advances, participants can access training materials anytime and anywhere, enabling more flexible and in-depth learning (Wang et al., 2024).

Other supporting facilities, such as access to additional resources and discussion or collaboration spaces, also play a crucial role in enhancing training effectiveness (Macchiarelli et al., 2024). A comfortable discussion space allows participants to exchange ideas, discuss materials, and learn from each other's experiences (Gebremeskel, 2023). Access to additional resources, such as books, journals, or digital learning platforms, can also deepen participants' understanding of the training material. These facilities enhance interaction and collaboration, which can accelerate the learning process and make participants more prepared to apply the knowledge gained (Boafo & Dornberger, 2024).

Based on this explanation, it can be concluded that complete and supportive training facilities significantly influence participant performance. Good facilities can create an optimal learning environment, increase participant engagement, and support a more effective and efficient learning process.

There is a significant influence of instructor competence on participant satisfaction at the Cilegon City Manpower Office Job Training UPTD.

These results confirm the acceptance of the third hypothesis, meaning that the higher the instructor's competence, the higher the level of participant satisfaction with the training they attended. This finding aligns with Expectation-Confirmation Theory, which explains that satisfaction will be achieved when participant expectations regarding the quality of training, especially from the instructor's perspective, are confirmed through a real, meaningful, and effective learning experience.

In the context of UPTD Job Training, this demonstrates that instructors are not merely presenters of material, but key actors who determine participants' training experiences. Competent instructors, both technically, pedagogically, and communicatively, can create an interactive, enjoyable learning environment that is relevant to the needs of the workplace. When participants experience high-quality guidance, responsive to their needs, and supported by modern teaching methods, high levels of satisfaction are achieved. Therefore, increasing participant satisfaction at UPTD Job Training is inextricably linked to strategies to improve instructor quality, including through ongoing training, professional certification, and the application of the latest learning technologies.

This is in line with previous research that explains that instructor competence has a significant influence on training participant satisfaction (Oliynyk et al., 2024). Instructors who have extensive and in-depth knowledge of the training material can provide better understanding to participants (Lohse et al., 2024). A deeper understanding of the topics discussed will improve the quality of the training, so that participants feel that the time and effort they invested in the training was worthwhile (Ling & Afzaal, 2024). Instructors who are able to answer questions accurately and provide clear explanations will increase participants' confidence in the instructor's abilities, which ultimately contributes to their satisfaction (Alhassan et al., 2024).

Instructors' communication skills also significantly impact participants' experiences (Sarofim, 2024). Instructors who communicate well are able to deliver material in a way that is easy to understand and create an interactive atmosphere. Participants who feel actively involved in discussions and the learning process tend to be more satisfied with the training they attend (Vulturius et al., 2024). Good communication skills also enable instructors to provide constructive feedback, which is essential for participants' personal development (Kulju et al., 2024).

Research by (Cristina et al., 2024) indicates that an instructor's ability to build positive relationships with participants also plays a significant role in their satisfaction levels. Instructors with strong emotional intelligence can manage group dynamics and are attentive to participants' needs and feelings (Wetsch et al., 2024). By building positive relationships, instructors can create a comfortable and open learning environment, allowing participants to feel valued and supported. Participants who feel comfortable and accepted by their instructors are more likely to be satisfied with the training provided (Schneider et al., 2023).

Based on the explanation above, it can be concluded that instructor competency, which includes knowledge, communication skills, emotional intelligence, adaptability, and time management, significantly influences participant satisfaction. Instructors who are able to meet these various aspects will create a positive training experience, ultimately increasing participant satisfaction with the training they attend.

There is a significant influence of training facilities on participant satisfaction at the UPTD Job Training Office of the City of Cilegon Manpower Office

Training facilities significantly influence participant satisfaction with a t-statistic of $2.683 > 1.96$ and a p-value of $0.008 < 0.05$, meaning the fourth hypothesis is accepted. This proves that training facilities have a positive and significant influence on participant satisfaction. The better and more adequate the facilities provided in the training, the higher the level of participant satisfaction. This finding is in line with the ServQual Model approach, especially in the dimensions of *tangible* which emphasizes that the quality of physical facilities and completeness of facilities greatly influences the perception and satisfaction of service users, in this case training participants.

In the context of the Cilegon City Manpower Office's Job Training Technical Implementation Unit (UPTD), these results strongly indicate that facilities are not merely supporting elements but are a strategic factor in creating a satisfying and professional learning experience. Training facilities such as representative practice rooms, clear audiovisual media, modern equipment tailored to industry needs, and comfortable classrooms contribute significantly to forming positive impressions of the training participants. When participants perceive that they are learning in a suitable and well-equipped environment, they feel valued, committed, and motivated, ultimately strengthening their satisfaction levels. Therefore, increasing participant satisfaction at the UPTD Job Training is inextricably linked to the commitment to providing superior, relevant, and labour market-oriented training facilities.

This is in line with previous research that explains that adequate training facilities are a crucial factor influencing participant satisfaction (Brach et al., 2024). Comfortable and supportive facilities, such as spacious, clean training rooms and complete equipment, can create an optimal learning environment. A comfortable training room will make participants feel more focused and comfortable during the learning process (F. Li et al., 2023). The presence of complete facilities, such as projectors, display screens, and adequate stationery, will increase participant comfort during the training and make it easier for them to understand the material presented (Lindner et al., 2023).

The use of modern technology, such as interactive software, online learning applications, and simulation tools, makes it easier for participants to understand complex material (Simatupang & Supri, 2024). These technological facilities make training more engaging and interactive, providing a more dynamic and enjoyable learning experience. Participants who feel engaged in learning using advanced technology tend to be more satisfied with their training experience (Alhassan et al., 2024).

Other supporting facilities, such as access to additional learning materials and discussion forums, can also enhance participant satisfaction. Access to training materials such as books, articles, or digital platforms provides participants with the opportunity to deepen their understanding outside of formal training sessions (Luukkonen et al., 2023). Comfortable discussion rooms or Q&A forums allow participants to interact more intensively with instructors and fellow participants, broadening their horizons and accelerating the learning process (Bervell et al., 2024). The availability of such facilities creates an environment that is more conducive to collaboration and the exchange of ideas, which can enhance the overall training experience (Orakcı & Khalili, 2024).

Research by (Vasli & Asadiparvar-Masouleh, 2024) states that good facilities also play a significant role in creating participant satisfaction. Facilities for exams or assessments that can measure participant progress during training will provide participants with a clear picture of their understanding of the material (Alwerthan, 2024). With fast and constructive feedback, participants can identify their strengths and weaknesses, which helps them improve (Casellas et al., 2024). This transparent and useful evaluation process provides a sense of accomplishment for participants, which has a direct impact on their level of satisfaction with the training (Marcet, 2024).

Based on the explanation above, it can be concluded that complete and well-managed training facilities significantly influence participant satisfaction. Good facilities create a pleasant learning environment, increase participant engagement, and accelerate the learning process, ultimately contributing to higher levels of satisfaction.

There is a significant influence of participant satisfaction on participant performance at the Cilegon City Manpower Office Job Training UPTD

Furthermore, participant satisfaction has a significant effect on participant performance with a t-statistic of $4.478 > 1.96$ and a p-value of $0.000 < 0.005$, so the fifth hypothesis is accepted, this explains that participant satisfaction is a real important factor in driving participant performance. This finding is in line with Herzberg's Motivation-Hygiene Theory, which states that job satisfaction (in this context: training satisfaction) acts as an internal motivator that can increase a person's enthusiasm and productivity at work.

In the context of the Cilegon City Manpower Office's Job Training Unit (UPTD), these results have important strategic implications. Participants who are satisfied with the training they attended, in terms of instructors, facilities, training methods, and active involvement, tend to show better performance because they feel valued, motivated, and confident. This indicates that participant performance is not only determined by technical aspects, but also by subjective experiences during the training process. Therefore, to produce competent and work-ready training graduates, the UPTD Job Training needs to maintain and

continuously improve the level of participant satisfaction, making it a key indicator in managing the quality of vocational training.

This is in line with previous research that explains that training participant satisfaction is a crucial indicator influencing training performance (Rahmawati et al., 2023). Satisfied participants tend to be more motivated to participate enthusiastically in training, making them more receptive to the material presented. This satisfaction encompasses positive experiences during training, from the comfort of the facilities, the competence of the instructors, to the relevance of the material (Dagnew Gebrehiwot & Elantheraiyan, 2023). When participants feel satisfied, they are more likely to actively engage, understand the material, and apply the knowledge gained to work or daily life contexts (Gillet et al., 2024).

Participants who are satisfied with the training will provide positive feedback, which can strengthen the training program's reputation (Bitrián et al., 2024). Participants who have a good experience are more likely to recommend the program to others or return to attend other trainings organized by the same provider (Rost et al., 2023). This not only supports the training's success in the short term but also enhances the program's sustainability through a good reputation (Bo et al., 2024). Thus, participant satisfaction impacts not only individual outcomes but also the overall credibility and development of the training (Alamer et al., 2023).

Research by (Liu et al., 2023) indicates that participant satisfaction is closely related to the level of information retention gained during training. Satisfied participants tend to understand and remember the material more easily because they feel comfortable and motivated (Qin et al., 2024). A positive atmosphere during training supports a more effective learning process, allowing participants to focus better and absorb information effectively. When information retention is high, the success of the training in achieving learning objectives will increase significantly (Demerouti, 2023).

Based on the explanation above, it can be concluded that training participant satisfaction significantly influences their performance. Satisfied participants not only absorb and apply the material more easily, but also contribute to the program's reputation and ongoing evaluation.

There is a significant influence of instructor competence on participant performance through participant satisfaction at the Cilegon City Manpower Office Work Training UPTD

The sixth hypothesis, which is an indirect effect, instructor competence significantly influences participant performance through participant satisfaction with a t-statistic of $3.031 > 1.96$ and a p-value of $0.003 < 0.05$, so the sixth hypothesis is accepted. This means that participant satisfaction significantly mediates instructor competence on participant performance. This finding is in line with the Baron & Kenny Mediation Model, which states that a variable can influence another variable indirectly through a relevant mediator, this is the important role of participant satisfaction in the context of training.

In the context of the Cilegon City Manpower Office's Job Training Technical Implementation Unit (UPTD), these results reinforce the understanding that participant performance is not solely determined by the instructor's technical skills, but also by how satisfied they feel with the training process. Competent instructors who teach clearly, motivate participants, utilize technology, and create active interactions will increase participant satisfaction. This satisfaction then becomes a key factor in improving performance. *Trigger positive* This motivates participants to study more seriously, apply their skills optimally, and demonstrate their best performance. Therefore, the Cilegon City Manpower Office's Job Training Technical Implementation Unit (UPTD) needs to view participant satisfaction as a strategic bridge connecting instructor quality with the training's ultimate success, namely superior participant performance and job readiness.

This is in line with previous research that explains that instructor competence is a key factor influencing training participant performance, especially when measured by participant satisfaction levels (Hong et al., 2024). Instructors with high competence, both in terms of knowledge, skills, and experience, are able to deliver material effectively and relevantly (Alsadoon et al., 2022). When participants perceive that the instructor can meet their needs, participant satisfaction will increase (Chiu et al., 2024). This is the first step in ensuring training success, as satisfied participants are more motivated to participate optimally in the training (Shafian et al., 2024).

Instructors who are able to explain concepts clearly, listen to participants' needs, and provide constructive feedback create a supportive learning environment (Kim et al., 2024). Participants who feel understood and valued are more engaged in the training process, resulting in more effective material

absorption. Thus, participant satisfaction acts as a link between instructor competence and the achievement of training objectives (Zhai & Wibowo, 2023).

The instructor's competence in designing structured and relevant training is also a crucial factor (Lin et al., 2024). Instructors who are able to develop training programs with clear objectives and appropriate methods will increase learning effectiveness (Yang & Qian, 2024). When participants perceive the material presented as relevant to their needs, their satisfaction with the training will increase (Lee & Yoo, 2024). This satisfaction then motivates participants to be more active in learning and applying what they have learned, which is an indicator of training success (Alieto et al., 2024).

Instructors' competence in utilizing existing technology and facilities contributes to training success through participant satisfaction. The use of modern and interactive tools can enrich participants' learning experiences (Noviani et al., 2023). When participants perceive that training is delivered in an engaging and innovative manner, their satisfaction levels increase, which directly impacts training success (Guerrero et al., 2022). Therefore, competent instructors are able not only to increase participant satisfaction but also to ensure that training objectives are achieved (Marcet, 2024).

Based on the explanation above, it can be concluded that instructor competence significantly influences training participant performance through participant satisfaction. Competent instructors are able to create relevant, interactive, and satisfying learning experiences, thus motivating participants to understand and apply the material taught. Participant satisfaction is a connecting factor that strengthens the relationship between instructor competence and overall training success.

There is a significant influence of training facilities on participant performance through participant satisfaction at the UPTD Job Training Office of the City of Cilegon Manpower Office

Furthermore, the results of the analysis of the seventh hypothesis, which is an indirect effect, where training facilities have a significant effect on participant performance through participant satisfaction with a t-statistic of $2.262 > 1.96$ and a p-value of $0.024 < 0.05$. This means that the seventh hypothesis is accepted, and this illustrates that participant satisfaction significantly mediates training facilities on participant performance.

In the context of the Cilegon City Manpower Office's Job Training Technical Implementation Unit (UPTD), these results provide strategic insight that high-quality training facilities, such as modern practice rooms, adequate audiovisual media, and a comfortable learning environment, do not necessarily directly improve participant performance, but rather first shape their satisfaction. When participants are satisfied with the facilities and infrastructure that support the learning process, they will be more motivated, feel valued, and demonstrate active involvement in the training. The ultimate impact is optimal performance improvement. Therefore, the UPTD Job Training needs to make participant satisfaction a primary indicator in evaluating the effectiveness of training facilities, ensuring that the investments made truly impact the final outcome of high-performing, work-ready training graduates.

This is in line with previous research explaining that training facilities are a crucial component of a training program that can influence participants' performance in absorbing material (Oliynyk et al., 2024). The quality of facilities, such as comfortable classrooms, adequate technological devices, and access to additional resources, plays a significant role in creating a conducive learning environment (Ling & Afzaal, 2024). When participants feel comfortable and supported by good facilities, they tend to be more focused and enthusiastic about participating in the training, which in turn increases the effectiveness of the learning process (Lohse et al., 2024).

Participant satisfaction can be seen as an important indicator of trainee performance (Luukkonen et al., 2023). Supportive facilities such as modern equipment, fast internet access, and adequate discussion spaces can enhance participants' learning experiences (Bervell et al., 2024). When participants are satisfied with the facilities provided, they are more likely to actively engage in the training and be more receptive to the material taught (Orakcı & Khalili, 2024). This suggests that participant satisfaction depends not only on the quality of the instructor but also on the support provided by the facilities (González-Mohino et al., 2024).

Research shows a positive relationship between the quality of training facilities and participant satisfaction (Simatupang & Supri, 2024). Good facilities can increase participant motivation to participate, which is crucial in the learning process (Alwerthan, 2024). When participants are satisfied, they tend to have a positive attitude towards the training, which influences the final outcome, such as increased skills

and knowledge gained. Therefore, organizations conducting training must pay serious attention to the selection and management of facilities (Brach et al., 2024).

In the context of the ever-evolving world of work, many companies are beginning to recognize the importance of investing in training facilities (Li et al., 2023). By creating a comfortable and effective training environment, they not only increase participant satisfaction but also optimize the results of training programs (Lindner et al., 2023). This benefits not only participants but also companies in developing competent human resources ready to face challenges (Qin et al., 2024).

Based on the explanation above, it can be concluded that adequate training facilities significantly influence participant performance through their satisfaction levels. Good-quality facilities encourage greater participant engagement and provide a positive learning experience, ultimately improving training outcomes. Therefore, attention to training facilities should be a priority for training providers to achieve optimal learning objectives.

CONCLUSION

Based on the results of the analysis it can be concluded that 1) there is a significant positive direct influence of instructor competence on the performance of training participants at the UPTD Job Training of the Cilegon City Manpower Office 2) there is a significant positive direct influence of training facilities on the performance of training participants at the UPTD Job Training of the Cilegon City Manpower Office 3) there is a significant positive direct influence of instructor competence on the satisfaction of training participants at the UPTD Job Training of the Cilegon City Manpower Office 4) there is a significant positive direct influence of training facilities on the satisfaction of training participants at the UPTD Job Training of the Cilegon City Manpower Office 5) there is a significant positive direct influence of training participant satisfaction on the performance of training participants at the UPTD Job Training of the Cilegon City Manpower Office 6) there is a significant positive indirect influence of instructor competence on the performance of training participants through training participant satisfaction as a mediating variable at the UPTD Job Training of the Cilegon City Manpower Office 7) there is a significant positive indirect influence of training facilities on the performance of training participants through training participant satisfaction as a mediating variable at the UPTD Job Training of the Cilegon City Manpower Office.

Implications

This research has broad implications, both theoretically and practically. Theoretically, the research results strengthen the relevance of Human Capital Theory, Learning Environment Theory, and Satisfaction-Performance Theory, which emphasize the relationship between instructor competence, the training environment, and participant satisfaction with performance. From a practical and managerial perspective, these findings emphasize the importance of improving instructor competence, the completeness of training facilities, and management strategies for UPTD Job Training through recruitment standards, participant satisfaction monitoring, and targeted reward programs. Policy implications also arise, namely the need for regulatory and budgetary support for facility modernization, link and match programs with industry, and instructor certification. Institutionally, this research encourages UPTD to strengthen partnerships with the industrial world, improve training information systems, and build an image as a leading training centre. From a socio-economic perspective, improving training quality is believed to strengthen the competitiveness of the local workforce, reduce unemployment rates, and encourage skills-based economic growth. Furthermore, this research opens up space for further studies, whether by adding new variables, using more diverse methodological approaches, or conducting cross-regional comparisons to deepen understanding of the effectiveness of job training.

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