

ASSESSING THE IMPACT OF EMPLOYEE SKILLS AND TRAINING ON EMPLOYEE PERFORMANCE THROUGH THE MODERATING ROLE OF EMOTIONAL MANAGEMENT

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ABSTRACT

This study examines the effects of employee skills and training on employee performance, with emotional management serving as a moderating variable, at PT Bio Nusantara Teknologi Bengkulu. A quantitative survey approach was employed, with data collected through questionnaires distributed to permanent employees. Data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS software. The results indicate that employee skills and training have a positive and significant effect on employee performance. Emotional management also significantly influences employee performance. Furthermore, moderation analysis reveals that emotional management strengthens the relationship between employee skills and employee performance but does not moderate the relationship between employee training and employee performance. These findings suggest that employee skills and job-relevant training are important determinants of performance improvement. In addition, employees' ability to manage their emotions enhances the contribution of skills to performance, highlighting the importance of emotional management in the workplace.

INTRODUCTION

Human resources are a crucial factor in determining an organization's success in achieving its goals. Facing increasingly complex business dynamics and increasingly fierce industry competition, companies are required to have employees who can work effectively, productively, and consistently. Therefore, employee performance is a key indicator in assessing the success of human resource management, as optimal

performance will contribute to the achievement of organizational targets and the company's sustainability.

One factor that can influence employee performance is employee skills. Work skills reflect an employee's ability to perform both technical and non-technical tasks according to company-set standards. Differences in individual knowledge, skills, and abilities can impact an employee's ability to adapt, understand their work, and work under pressure (Siwy et al., 2019). Employees with low skill levels tend to have difficulty adapting to changing work procedures, working effectively within timeframes, and completing tasks optimally.

Besides job skills, training also plays a crucial role in improving employee performance. Training serves as a means to enhance work skills, update knowledge, and align employee competencies with organizational needs and technological developments. Widihartono and Ahmadi (2024) stated that training tailored to job needs can significantly increase employee productivity. Similarly, Siregar (2024) found that training has a positive impact on employee performance because it fosters more proactive and responsible work behavior. However, training that is not well-targeted or not implemented evenly can lead to suboptimal performance improvements (Azhari & Romilah, 2025).

In addition to technical factors, psychological aspects also influence employee performance, one of which is emotional management. The ability to manage emotions enables individuals to understand, control, and positively direct emotions in the work environment (Sugianto, 2023). This ability is especially important in stressful work situations and high-demand targets. Mariyanti et al. (2022) stated that employees who have good emotional management skills tend to be able to maintain performance stability, improve the quality of work interactions, and minimize conflict in the workplace.

Based on initial interviews with HR and several supervisors at PT Bio Nusantara Teknologi Bengkulu, issues related to employee performance were identified. Some employees were deemed to have uneven work skills, particularly in adapting to changes in standard operating procedures (SOPs). Furthermore, training has not been fully implemented across all divisions and focuses on basic procedures, resulting in suboptimal employee competency development tailored to the needs of each position. Furthermore, high work pressure also poses challenges in managing employee emotions, which in some situations can impact focus and productivity.

Based on this description, this study aims to analyze the influence of employee skills and employee training on employee performance, with emotional management as a moderating variable at PT Bio Nusantara Teknologi Bengkulu.

LITERATURE REVIEW

Employee Performance

According to Ayu Nani and Nisatul Mukaroh (2021), performance is an employee's ability to complete work optimally by utilizing skills, knowledge, and emotional management to maintain stability under work pressure. Performance is achieved when individuals are able to manage themselves and comprehensively understand the demands of the job.

According to Kasmir (2016:208), employee performance can be measured through six indicators related to the work results achieved by employees in carrying out their duties. These six indicators are:

1. quality of work
2. quantity of work
3. cost emphasis
4. supervision
5. timeliness
6. cooperative relationships

Employee Skills

According to Marsha (2024), employee skills are the abilities employees possess to perform their work, encompassing two main categories: hard skills and soft skills. Hard skills relate to measurable technical abilities, such as mastery of work tools and information systems, while soft skills relate to the ability to communicate, adapt, and collaborate with others in the work environment.

According to Sutrisno (2016:203), employee skills can be measured using three indicators. These three indicators are:

1. technical skills
2. interpersonal skills
3. conceptual skills

Employee Training

According to Husna (2021), training is a systematic process aimed at improving employee performance through planned learning activities within the organization. Training not only helps employees master technical skills but also fosters more professional and productive work behaviors.

According to Dessler (2015:284), employee training can be measured through five indicators. These five indicators are:

1. Instructor
2. Training participants
3. Training materials
4. Training methods
5. Training objectives.

Emotional Management

Emotional management is an individual's ability to recognize, understand, and effectively manage their own and others' emotions, enabling them to behave adaptively in social and work settings. This ability helps individuals control emotional reactions and navigate various work situations more confidently.

According to Goleman (2001), emotional management can be measured using five indicators. These five indicators are:

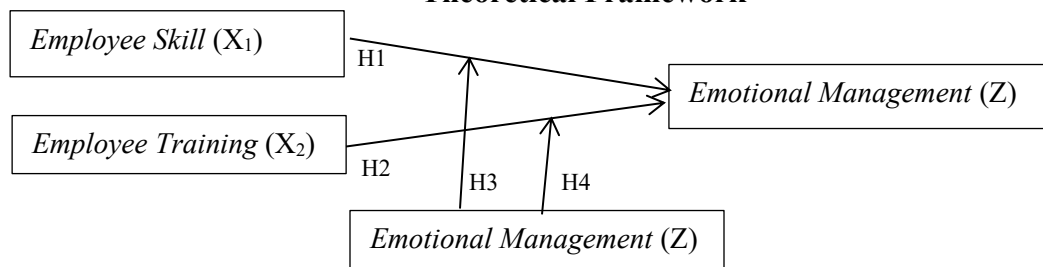
1. self-awareness
2. self-control
3. motivation

4. empathy
5. social skills

Theoretical Framework

Based on the description above, a research model can be developed that describes the relationship between employee skills and employee training on employee performance with emotional management as a moderating variable.

Figure 1
Theoretical Framework



Hipotesis

Based on the background, literature studies and previous research, in this research the following hypothesis is formed:

H1: It is suspected that there is a significant influence between employee skills on employee performance at PT Bio Nusantara Teknologi Bengkulu.

H2: It is suspected that there is a significant influence between employee training on employee performance at PT Bio Nusantara Teknologi Bengkulu.

H3: It is suspected that there is a significant influence between emotional management on employee performance at PT Bio Nusantara Teknologi Bengkulu.

H4: It is suspected that emotional management moderates the influence of employee skills on employee performance at PT Bio Nusantara Teknologi Bengkulu.

H5: It is suspected that emotional management moderates the influence of employee training on employee performance at PT Bio Nusantara Teknologi Bengkulu.

RESEARCH METHOD

This research was carried out at PT Bio Nusantara Teknologi Bengkulu which is located in Tanjung Sakti Village, Pondok Kelapa District, Bepaten Bengkulu Central District, Bengkulu Province. When the research was carried out in January-February 2026. The research method used in this study is a quantitative approach.

The population in this research is all permanent employees who work at PT Bio Nusantara Teknologi Bengkulu numbering 142 people. The sample is part of the number and characteristics possessed by the population of the tebut (Sugiyono, 2013). The sample selection for this research was carried out by total sampling where in this research the entire population will be sampled.

The techniques used in the data collection process in this research are:

1. Observation

Direct observation at the research location is a method of collecting primary data and indepth understanding of the problems being researched (Sugiyono, 2013).

2. Documentation

Collecting information through documentation is a method for obtaining data that is relevant to the object or phenomenon under study, with the aim of building comprehensive and reliable understanding in the context of scientific research (Sugiyono, 2013).

3. Kuesioner

Kuesioner is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer them (Sugiyono, 2013:142).

Data Analysis Techniques

Descriptive Statistical Analysis

According to Sugiyono (2019), descriptive statistical analysis is an analysis technique used to describe or describe data that has been found without generalization. In this research, descriptive statistical analysis was applied to describe data from 142 respondents of permanent employees of PT Bio Nusantara Teknologi Bengkulu regarding employee skills, employee training, employee performance and emotional management.

Partial Least Squares Structural Equation Modeling (PLS-SEM)

Partial Least Squares Structural Equation Modeling (PLS-SEM) is a method within Structural Equation Modeling (SEM) used to analyze data that does not necessarily have a normal distribution, relatively small sample sizes, and research models with many constructs and indicators.

In PLS-SEM analysis, the model is divided into two main parts: the measurement model (outer model) used to assess the relationship between indicators and latent constructs, and the structural model (inner model) used to examine the relationships between variables within the research model.

1. Measurement Model Analysis (Outer Model)

a. Convergent Validity Test

Convergent validity testing is used to assess the extent to which indicators measure the same construct. Convergent validity is assessed through an outer loading value of ≥ 0.70 and an Average Variance Extracted (AVE) of ≥ 0.50 , indicating that the construct adequately explains the indicator variance (Hair et al., 2019; Hair et al., 2021).

b. Construct Reliability Test

Construct reliability testing aims to measure internal consistency between indicators within a single construct. Reliability is assessed using Cronbach's Alpha and Composite Reliability (CR), with a recommended value of ≥ 0.70 , indicating a good level of consistency (Hair et al., 2021).

c. Discriminant Validity Test

Discriminant validity testing aims to ensure that a construct is distinct from other constructs. Testing is performed using the Fornell-Larcker criterion and cross-loading, where the square root of the AVE must be greater than the correlation between constructs, and each indicator must have the highest loading value on the construct it measures (Hair et al., 2021).

2. Structural Model Analysis (Inner Model)

a. Koefisien Determinasi (R^2)

Koefisien determinasi (R^2) digunakan untuk menunjukkan seberapa besar variabel independen mampu menjelaskan variabel dependen. Menurut Hair et al. (2019), nilai R^2 sebesar 0,75 dikategorikan kuat, 0,50 sedang, dan 0,25 lemah.

b. Effect Size (f^2)

Effect size (f^2) digunakan untuk mengukur besarnya pengaruh suatu konstruk terhadap konstruk lainnya. Hair et al. (2019) mengklasifikasikan nilai f^2 sebesar 0,02 sebagai pengaruh kecil, 0,15 sedang, dan 0,35 besar.

c. Uji Signifikansi Jalur

Uji signifikansi jalur digunakan untuk mengetahui apakah hubungan antar variabel signifikan. Pengujian dilakukan dengan teknik bootstrapping, di mana hubungan dinyatakan signifikan jika t-statistic > 1,96 atau p-value < 0,05.

d. Uji Moderasi

Uji moderasi dilakukan untuk mengetahui apakah emotional management memperkuat atau memperlemah hubungan antara employee skill dan employee training terhadap kinerja karyawan. Pengujian dilakukan melalui interaction effect dengan metode bootstrapping pada SmartPLS. Hubungan moderasi dinyatakan signifikan apabila t-statistic > 1,96 dan p-value < 0,05.

RESEARCH RESULTS AND DISCUSSION

Statistical Analysis Results

Measurement Model Analysis (Outer Model)

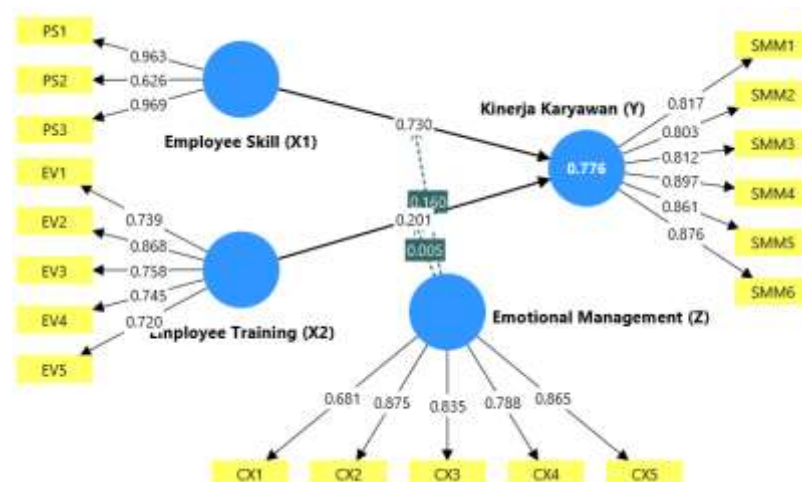


Figure 1. Structural Model

Convergent Validity Test

Table 1. Outer Loading Values

Instruments	<i>Employee Skill (X1)</i>	<i>Employee Training (X2)</i>	<i>Emotional Management (Z)</i>	<i>Employee Performance (Y)</i>	Description
E~S 1	0.963				Valid
E~S 2	0.626				U_nvalid
E~S 3	0.969				Valid
E~T 1		0.739			Valid
E~T 2		0.868			Valid
E~T 3		0.758			Valid
E~T 4		0.745			Valid
E~T 5		0.720			Valid
E~M 1			0.681		U_nvalid
E~M 2			0.875		Valid
E~M 3			0.835		Valid
E~M 4			0.788		Valid
E~M 5			0.865		Valid
KK 1				0.817	Valid
KK 2				0.803	Valid
KK 3				0.812	Valid
KK 4				0.897	Valid
KK 5				0.861	Valid
KK 6				0.876	Valid

Based on the results of external loading tests, there are two indicators that have loading values that are slightly below the ideal limit of 0.70, namely in the range of 0.60. The respective indicators are found in the employee skill variable (X1) with an external loading value of 0.626 as well as in the motional managme~nt (Z) variable with an external loading value of 0.681.

Construct Reliability Test

Table 2. Cronbach's Alpha and Composite Reliability

Indicator	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)
<i>E~motional Manage~ment (Z)</i>	0.886	0.810	0.905
<i>E~mploye~e Skill (X1)</i>	0.831	0.954	0.898

<i>E-mployee Training (X2)</i>	0.835	0.960	0.877
Kinerja Karyawan (Y)	0.920	0.923	0.937

Discriminant Validity Test

Table 3. AVE Value

Variable	Average Variance Extracted	Description
<i>E-motional Management (Z)</i>	0.659	Valid
<i>E-mployee Skill (X1)</i>	0.752	Valid
<i>E-mployee Training (X2)</i>	0.589	Valid
Employee Performance (Y)	0.714	Valid

Based on the calculation results in Table 4.8, the AVE value for all variables is above 0.5. This indicates that all variables meet the established standards and are declared valid.

Structural Model Analysis (Inner Model)

Coefficient of Determination (R^2)

Table 4. Results of R-squared test

Dependent Variable	R-square	R-square adjusted
Employee Performance (Y)	0.776	0.768

Based on table 4 above, it shows the results of the Rsquare and R-square Adjusted tests for Employee Performance (Y) variables. For Employee Performance (Y), the R-square value is 0.776 and the Adjusted R-value is 0.768. Based on the theory of Hair et al., (2019), the model in this research, namely the Employee Performance (Y) variable, can be considered strong, because it has an R-square value above 0.75.

Effect Size (f^2)

Table 5. Effect Size (f^2) Test Results

Variable	f-square
<i>Emotional Management (Z) → Employee Performance (Y)</i>	0.052
<i>Employee Skill (X1) → Employee Performance (Y)</i>	1.679
<i>Employee Training (X2) → Employee Performance (Y)</i>	0.130
<i>Emotional Management (Z) x Employee Skill (X1)</i>	0.064
<i>Emotional Management (Z) x Employee Training (X2)</i>	0.000

Path Significance Test (Hypothesis Testing)

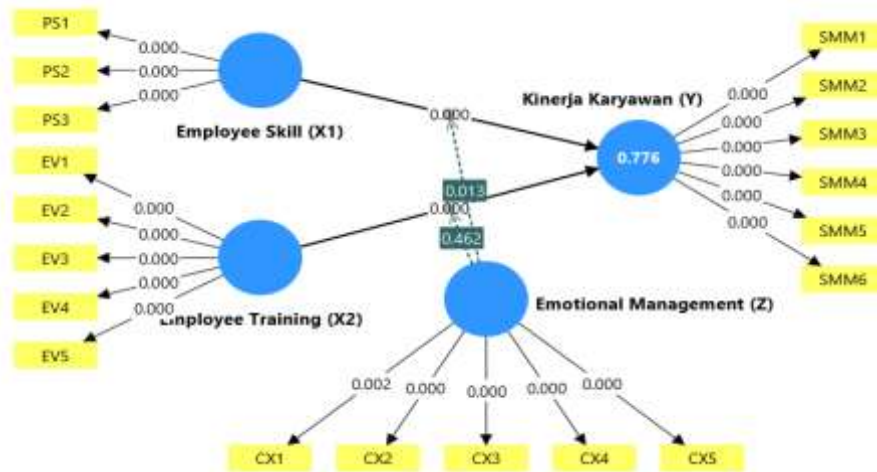


Figure 2. Bootstrapping Test Model

Table 6. Bootstrapping results of direct effects

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Emotional management → Employee Performance	-0.110	-0.108	0.050	2.182	0.015
Employee Skill → Employee Performance	0.730	0.722	0.044	16.59	0.000
Employee Training → Employee Performance	0.201	0.205	0.051	3.910	0.000
Emotional Management → Employee Skill → Employee Performance	0.160	0.145	0.072	2.230	0.013
Emotional Management x Employee Training → Employee Performance	0.005	0.002	0.050	0.095	0.462

CONCLUSION

Based on the research results, it can be concluded that employee skills and employee training have a positive and significant effect on employee performance.

Meanwhile, emotional management has a negative and significant effect on employee performance. These results indicate that the higher the emotional management level, as measured in this study, the lower the employee performance tends to be. Furthermore, emotional management has been shown to moderate the effect of employee skills on employee performance. However, emotional management has not been shown to moderate the effect of employee training on employee performance.

Companies are advised to continue improving employee work skills and developing training programs that are more relevant to job requirements to improve employee performance. Furthermore, companies need to create a work environment that supports employee emotional management so they can cope with work pressure more effectively. Future research is expected to add other variables and expand the research object to gain a more comprehensive understanding of the factors influencing employee performance.

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