GIJTM
Greenation International Journal of Tourism and Management
+62 81210467572 https://research.e-greenation.org/GIJTM greenation.info@gmail.com
GREENATION RESEARCH

DOI: https://doi.org/10.38035/gijtm.v3i2

Enhancing Human Resource Quality in Education: The Role of Teacher Competence and Self-Efficacy in Supporting Facilitation in Problem-Based Learning

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Abstract: This study aims to analyze the influence of teacher competency development through enhanced self-efficacy on the effectiveness of their role as facilitators in problem-based learning (PBL). The issue addressed in this research is the lack of confidence among vocational high school (SMK) teachers in Cirebon in implementing PBL, due to limited practical experience and insufficient support. The focus of the study is to explore how teacher competency development can strengthen self-efficacy, thereby increasing teachers' confidence in effectively applying PBL in the classroom. This research employs a quantitative method with a survey approach to examine the direct and indirect effects among teachers' facilitator roles, self-efficacy, and teacher competencies. Data were collected through a closed-ended questionnaire distributed to 105 vocational high school teachers in Cirebon. The analysis used mediation and Structural Equation Modeling (SEM) approaches to assess the relationships between variables and the role of self-efficacy in PBL. The study reveals that self-efficacy serves as a significant mediator in the relationship between the educator's role as a facilitator in PBL and teacher competency. The analysis results show that self-efficacy enhances the positive influence of the educator's role on their competency. These findings are consistent with previous studies that emphasize the importance of self-efficacy in improving both teacher and student abilities, as well as reinforcing the connection between educational support and teacher competency development.

Keyword: Teacher Competency, Self-Efficacy, Facilitator Role, Problem-Based Learning (PBL)

INTRODUCTION

Human resource development plays a critical role in improving workforce quality and organizational success. By equipping employees with the necessary knowledge and skills, organizations can ensure their workforce is competent and capable of performing tasks efficiently. This leads to increased productivity, improved job performance, and higher work

standards. Moreover, continuous investment in employee development enables organizations to adapt to the ever-evolving business environment, thereby ensuring long-term competitiveness and sustainability. Through targeted training programs and skill enhancement initiatives, companies can foster a culture of learning and innovation, ultimately driving organizational growth and success (Kosasih et al., 2024).

Within an organization, as Spencer outlines, the demand for every individual to possess competencies has become a necessity. Competency is defined as the ability to perform a job or task based on knowledge and skills, supported by the necessary work attitudes. Professionalism in a specific field is seen as evidence of this knowledge and skill, positioning it as a key or superior aspect in that domain. It refers to the underlying characteristics and behaviors of an individual that are associated with effective performance standards and excellence in a given job or situation (Wibowo et al., 2023).

Teachers play a central role in shaping the quality of education by guiding students academically, emotionally, morally, and in terms of skill development. Quality teachers contribute to a generation that is prepared to face modern challenges. Therefore, qualifications, competencies, and a high level of dedication are essential to achieving educational goals. According to Law No. 14 on Teachers and Lecturers, teacher professionalism requires specific expertise and quality standards. Teachers are not only responsible for teaching but also for nurturing students' intellectual, emotional, and social development. Enhancing teachers' personal and social qualities accelerates educational success, resulting in morally sound individuals with social and professional character aligned with the core aims of education (Sugilir & Pardimin, 2023).

Self-efficacy, as proposed by Bandura, refers to an individual's belief in their ability to organize and execute the actions required to achieve desired outcomes. This concept does not center on the strategies individuals possess but rather their judgment of what they can accomplish with those strategies. Self-efficacy is tied to confidence in one's competence in a specific domain, enabling individuals to visualize success in challenging situations, which in turn determines the amount of effort they are willing to invest (Paris & Byrnes; Solomon). Bandura emphasized that a student's self-assessment of competence significantly influences their confidence in utilizing coping strategies to overcome challenges. Furthermore, Solomon explains that students' self-efficacy affects their decision to engage in certain activities and the effort they exert in challenging academic tasks (Njoh, 2019).

Self-efficacy is also defined as the belief in one's ability to organize information and take actions to overcome future challenges. Bandura described it as a key component of the self-system, comprising attitudes, abilities, and cognitive resources. High self-efficacy increases the likelihood of successfully completing assigned tasks (Khalique & Singh, 2019).

In the academic context, self-efficacy influences involvement in learning activities, which directly impacts achievement and motivation. Educators with high self-efficacy tend to face academic challenges with greater confidence and resilience. Strong self-efficacy supports better academic performance, as individuals are more motivated and willing to exert greater effort to achieve their goals. Thus, self-efficacy becomes a critical factor in learning success (Usman et al., 2025).

In the Problem-Based Learning (PBL) model, teachers act as facilitators who guide students to think critically and solve real-world problems. This facilitator role requires strong managerial and leadership skills, as teachers must manage group dynamics, provide effective guidance, and motivate students to engage actively in the learning process. In terms of human resource management, enhancing teacher competency through improved self-efficacy greatly influences their ability to fulfill this role effectively. Teachers who feel confident in their capabilities are more likely to succeed in facilitating PBL, as they can create interactive learning environments that encourage students to find their own solutions. Therefore, HR

management should support holistic teacher development, including leadership and facilitation skills needed for PBL.

At vocational high schools (SMKs) in Cirebon, many educators face challenges in adapting the PBL approach to heterogeneous classroom conditions. These include varied levels of student understanding, learning motivation, and limited access to educational resources that support PBL. The situation is further complicated by the lack of learning tools, such as technology, appropriate teaching materials, and insufficient curriculum time allocation to accommodate PBL comprehensively.

Initial interviews with several teachers revealed that most lacked confidence in implementing PBL due to limited practical experience and uncertainty in managing classes effectively under a PBL framework. Although some had participated in training programs, most sessions were theoretical with inadequate hands-on mentoring. As a result, teachers struggled to develop relevant PBL scenarios, conduct effective project-based assessments, and guide students through independent problem-solving processes.

Additionally, classroom observations showed that PBL implementation remains suboptimal, with many teachers reverting to lecture-based methods for ease of classroom control and content delivery. Other contributing factors include high administrative workloads, lack of support from school leadership, and the absence of a clear evaluation system for PBL effectiveness. These challenges underscore the need for a more structured competency development strategy, not only providing theoretical knowledge but also strengthening teacher self-efficacy through direct practice and continuous mentorship, enabling them to implement PBL effectively.

Based on these challenges, a strategic effort is needed to enhance teacher competencies while strengthening their self-efficacy to effectively perform their roles as facilitators in PBL. This research aims to analyze how teacher competency development—covering pedagogical, professional, social, and personal dimensions—contributes to increased self-efficacy, and how this improved self-efficacy supports their effectiveness as facilitators in Problem-Based Learning at SMKs in Cirebon. With higher self-efficacy, educators are expected to apply innovative learning strategies more confidently, creating more meaningful and effective learning experiences for students.

METHOD

This study employs a quantitative method with a survey approach. Data collection was conducted using a structured closed-ended questionnaire distributed directly to the target population. The objective of this research is to examine the direct and indirect effects among the research variables, namely: the teacher's facilitator role (independent variable), self-efficacy (mediating variable), and teacher competency (dependent variable).

The questionnaire used in this study is a closed-type questionnaire, which consists of closed-ended questions where respondents answer using a Likert scale ranging from “strongly disagree” (1) to “strongly agree” (5). This scale was chosen to measure respondents’ attitudes and perceptions (Sugiyono, 2020).

The population in this study includes all vocational high school (SMK) teachers in Cirebon, with a total of 105 teachers. The sampling technique used is saturation sampling (census method), where every member of the population is given an equal opportunity to participate (Sugiyono, 2020). Of the 105 respondents, 54 (51.4%) were male and 51 (48.6%) were female, indicating a gender-balanced sample. Respondents ranged in age from 27 to 60 years, with the highest proportion at age 45 (7.6%). About 50% of the respondents were aged 45 or younger, reflecting a predominantly productive age group.

The study aims to test hypotheses and analyze data using the Mediated Regression Approach (MRA). A mediation analysis approach was applied to observe the role of the

mediating variable in the hypothesized relationship model. The analysis followed stepwise regression procedures to assess both direct and indirect effects among variables and evaluate their significance. This approach aligns with the methodology used by Riyanto et al. (2021), who investigated the influence of team efficacy and psychological safety climate on team performance through work planning. That study emphasized the importance of mediation analysis in understanding complex relationships among organizational variables.

Structural Equation Modeling (SEM) was employed to analyze the data, integrating factor analysis, structural modeling, and path analysis. According to Sayyida and Anekawati, SEM is more complex than standard regression or path analysis because it includes both measurement and structural models, enabling more sophisticated hypothesis testing. Ghozali and Latan further describe SEM as an advanced multivariate statistical analysis technique (Febryaningrum et al., 2024).

Practical Implications

Practically, this study provides direct benefits for various stakeholders. For teachers, it offers insights into the importance of improving competencies, technological proficiency, and self-efficacy in performing their roles as effective facilitators in learning. This ultimately supports better teaching performance. For schools—particularly principals and education managers—the findings can serve as a reference for designing more targeted and needs-based training and development programs that support the implementation of Problem-Based Learning (PBL).

Instrument Validity and Reliability Analysis

Before the main data analysis, instrument validity and reliability tests were conducted to ensure accurate measurement of constructs:

Validity Testing

Convergent Validity: Assessed using Average Variance Extracted (AVE), where AVE ≥ 0.5 indicates sufficient validity (J. F. Hair et al., 2019).
Discriminant Validity: Tested using the Fornell-Larcker Criterion and the Heterotrait-Monotrait (HTMT) Ratio. HTMT values must be < 0.85 to confirm that constructs are distinct (Roemer et al., 2021).

Reliability Testing

Cronbach's Alpha: A value ≥ 0.7 indicates good internal consistency (J. F. Hair et al., 2019).
Composite Reliability (CR): A CR ≥ 0.7 confirms construct reliability (J. F. Hair et al., 2019).

Data Analysis Stages

Once instrument validity and reliability were confirmed, data analysis proceeded through the following stages:

1. Descriptive Analysis

This stage describes respondent characteristics and the distribution of questionnaire responses.

2. Measurement Model Evaluation (Outer Model)

This step ensures that the indicators accurately represent the latent constructs. Evaluation includes:
Convergent Validity: AVE ≥ 0.5

Discriminant Validity: Fornell-Larcker and HTMT < 0.85
Construct Reliability: Cronbach's Alpha and CR ≥ 0.7

3. Structural Model Evaluation (Inner Model)

This assesses the relationships between latent variables in the model:
Multicollinearity Test: Using Variance Inflation Factor (VIF), with VIF < 5 indicating no multicollinearity (J. F. Hair et al., 2019).
Coefficient of Determination (R^2): Assesses the extent to which independent variables explain the dependent variable.
Hypothesis Significance Test: Based on path coefficients (β) and p-values (< 0.05) to determine relationship strength and significance.

4. Mediation Testing Using Bootstrapping

Bootstrapping was used to test the mediating role of self-efficacy in the relationship between teacher competency development and facilitator role in PBL (Hiebl, 2023).

5. Mediation Analysis Using Mediated Regression Approach (MRA)

This study also applied the Baron & Kenny (1986) MRA to examine mediation through these regression steps:
Regress Y (dependent) on X (independent): $Y = \beta_0 + \beta_1 X + \varepsilon$
Regress M (mediator) on X: $M = \beta_0 + \beta_1 X + \varepsilon$
Regress Y on M: $Y = \beta_0 + \beta_1 M + \varepsilon$
Regress Y on both X and M: $Y = \beta_0 + \beta_1 X + \beta_2 M + \varepsilon$

Through this approach, the study provides a deeper understanding of the mediating effect of self-efficacy in the hypothesized model.

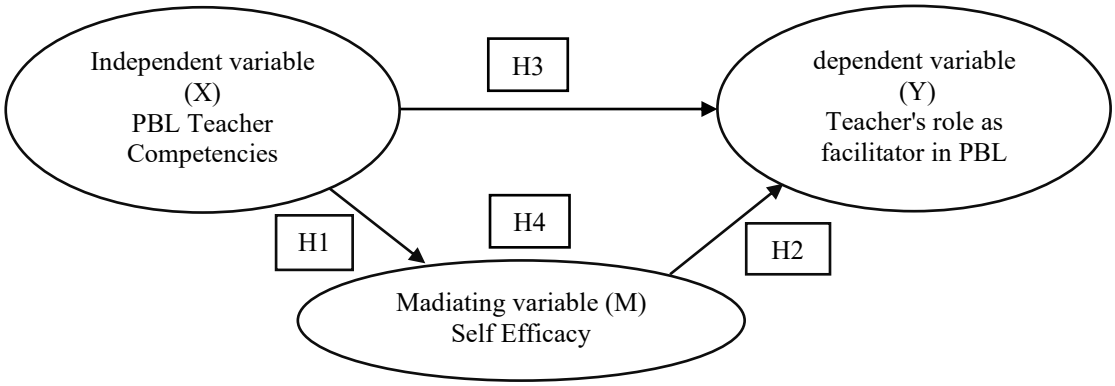

Figure 1. Framework

Research Hypotheses

H1: Teacher competency development has a positive effect on teachers' self-efficacy.
H2: Teachers' self-efficacy has a positive effect on their role as facilitators in Problem-Based Learning (PBL).
H3: Teacher competency development has a positive effect on their role as facilitators in Problem-Based Learning (PBL).
H4: Teachers' self-efficacy mediates the relationship between teacher competency development and their role as facilitators in Problem-Based Learning (PBL).

RESULT AND DISCUSSION

Outer Model Analysis (Measurement Model)

The Measurement Model (Outer Model) refers to the model that connects observed indicators to their corresponding latent constructs. In Partial Least Squares Structural Equation Modeling (PLS-SEM), the evaluation of the measurement model is crucial to ensure that the indicators reliably and validly measure the latent variables. According to Mardiana & Faqih (2019), three primary criteria must be assessed: internal consistency reliability, convergent validity, and discriminant validity.

The measurement model analysis serves to verify both the validity and reliability of the constructs. As outlined by Iba & Wardhana (2023), convergent and discriminant validity are essential to ensure that each indicator appropriately represents the underlying latent variable. In this study, the analysis was performed using SmartPLS version 4.1.9, and it followed the three-step process typical in PLS-SEM: assessment of the outer model, inner model, and hypothesis testing.

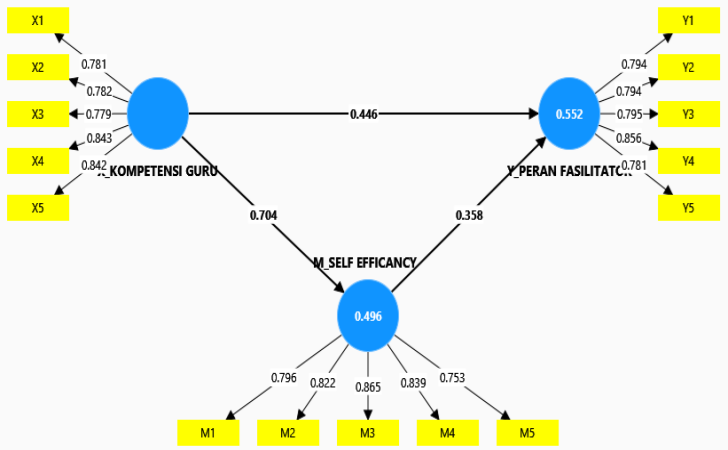

Figure 2. Outer Model Testing

Source: SmartPLS Output, 2025

Outer Model Analysis

The Outer Model (Measurement Model) connects observed indicators with their respective latent variables. In PLS-SEM analysis, the evaluation of the measurement model focuses on three key criteria: internal consistency, convergent validity, and discriminant validity (Mardiana & Faqih, 2019). According to Iba & Wardhana (2023), convergent and discriminant validity are essential to ensure indicators accurately represent the latent constructs. This study uses Partial Least Squares (PLS) analysis through SmartPLS version 4.1.9 and follows a three-stage process: outer model assessment, inner model evaluation, and hypothesis testing.

Outer Loadings

Outer Loadings reflect the strength of the relationship between indicators and their latent variables, calculated as standardized regression weights. Values range between 0 and 1, with loadings ≥ 0.70 indicating that the indicators are strongly representative of their respective constructs (J. F. Hair et al., 2019).

Table 1. Outer Loading Values of Each Indicator

No	Indicator	Outer Loading	Information
1	X1	0.794	Valid
2	X2	0.794	Valid
3	X3	0.795	Valid
4	X4	0.856	Valid
5	X5	0.781	Valid
6	M1	0.796	Valid
7	M2	0.822	Valid
8	M3	0.865	Valid
9	M4	0.839	Valid
10	M5	0.753	Valid
11	Y1	0.781	Valid
12	Y2	0.782	Valid
13	Y3	0.779	Valid
14	Y4	0.843	Valid
15	Y5	0.842	Valid

Source: SmartPLS Output, 2024

All indicators show outer loading values above 0.70, confirming their validity. The loadings range from 0.753 to 0.865, indicating consistent and strong relationships between indicators and their corresponding constructs.

Construct Validity and Reliability

Construct validity ensures the instrument accurately captures the theoretical concept being measured (Rahadi, 2023). This is assessed through Cronbach's Alpha, Composite Reliability (CR), and Average Variance Extracted (AVE).

Cronbach's Alpha

Cronbach's Alpha measures the internal consistency of indicators, with values above 0.70 considered acceptable. Values between 0.60–0.70 may be accepted in exploratory research (Amirrudin et al., 2020).

Table 2. Cronbach's Alpha Values

Variable	Cronbach's Alpha
Teacher Competency	0.863
Self-efficacy	0.874
Role as Facilitator in PBL	0.865

All values exceed 0.70, confirming high internal consistency for each construct.

Composite Reliability

Composite Reliability (CR) assesses the overall reliability of a construct. A value above 0.70 indicates good reliability (J. F. Hair et al., 2019).

Table 3. Composite Reliability Values

Variable	Composite Reliability
Teacher Competency	0.866
Self-efficacy	0.882
Role as Facilitator in PBL	0.868

All constructs show CR > 0.70, indicating strong reliability.

Average Variance Extracted (AVE)

AVE indicates the degree to which a construct explains the variance of its indicators. AVE values ≥ 0.50 demonstrate acceptable convergent validity.

Table 4. Average Variance Extracted (AVE)

Variable	AVE
Teacher Competency	0.647
Self-efficacy	0.666
Role as Facilitator in PBL	0.649

All AVE values exceed 0.50, supporting convergent validity.

Discriminant Validity

Discriminant validity tests whether constructs are distinct from each other. This is assessed using:

Heterotrait-Monotrait Ratio (HTMT)

HTMT values must be below 0.90 (Sujati et al., 2020).

Table 5. HTMT Values

Variable	Facilitator Role	Teacher Competency	Self-efficacy
Facilitator Role in PBL	–	–	–
Teacher Competency	0.769	–	–
Self-efficacy	0.806	0.798	–

All HTMT values are < 0.90, confirming discriminant validity.

Cross Loadings

Indicators should load higher on their associated construct than on others (Gio, 2022).

Table 6. Cross Loadings

Indicator	Facilitator Role	Teacher Competency	Self-efficacy
X1–X5	0.794–0.856	0.486–0.584	0.530–0.606
M1–M5	0.495–0.595	0.753–0.865	0.448–0.668
Y1–Y5	0.554–0.843	0.470–0.627	0.779–0.843

Each indicator loads highest on its intended construct, confirming good discriminant validity.

Collinearity Assessment (VIF)

Variance Inflation Factor (VIF) detects multicollinearity. VIF values < 5 indicate no collinearity issues (J. F. Hair et al., 2019).

Table 7. VIF Statistics

Indicator	VIF	Information
X1–X5	1.830–2.394	Valid
M1–M5	1.714–2.723	Valid
Y1–Y5	1.715–2.563	Valid

All indicators show VIF < 5, indicating no multicollinearity.

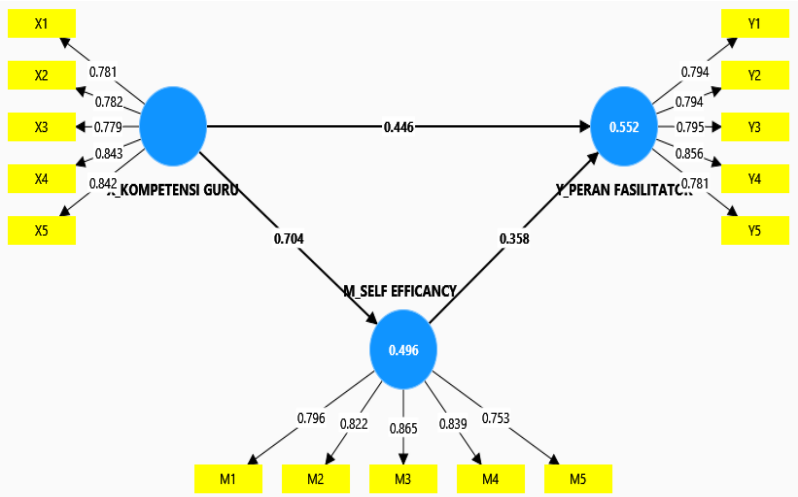

Figure 3 Inner Model test

Source: SmartPLS Output, 2025

R-Squared (R^2)

R-Squared (R^2) is a statistical measure used to determine the proportion of variance in a dependent variable that can be predicted or explained by independent variables. Also known as the coefficient of determination, R^2 is commonly used in linear regression models (Rahadi, 2023).

R^2 values range between 0 and 1. Values above 0.75 indicate strong predictive accuracy, above 0.50 reflect moderate accuracy, and values below 0.25 are considered weak. In PLS-SEM, R^2 plays a crucial role in measuring the explanatory power of the structural model, representing the extent to which endogenous latent variables contribute to the model estimation (Hair & Alamer, 2022). The R^2 values for the dependent variables in this study are summarized below:

Table 8. R-Squared Output

Variable	R Square	R Square Adjusted
Teacher Competence	0.552	0.546
Self-efficacy	0.496	0.492

Source: SmartPLS Output, 2025

The results indicate that independent variables explain 55.2% of the variance in Teacher Competence, with the remaining 44.8% influenced by external factors outside the model. Likewise, 49.6% of the variance in Self-efficacy is explained by the model, with 50.4% attributed to other variables not included in the study.

F-Square (Effect Size)

To evaluate the influence of external factors on internal constructs within the model, the F-square (f^2) statistic is used in PLS-SEM analysis. According to Subhaktiyasa (2024), effect size interpretation is as follows:

$f^2 > 0.35$: Large effect
$0.15 < f^2 \leq 0.35$: Medium effect
$0.02 < f^2 \leq 0.15$: Small effect
$f^2 \leq 0.02$: No or negligible effect

Table 9. F-Square (f^2) Output

Construct Relationship	Effect Size (f^2)
Self-efficacy → Teacher Competence	0.144
Facilitator Role → Teacher Competence	0.224
Facilitator Role → Self-efficacy	0.982

Source: SmartPLS Output, 2025

Based on the table, Self-efficacy has a small effect on Teacher Competence ($f^2 = 0.144$). The Facilitator Role construct shows a small effect on Teacher Competence ($f^2 = 0.224$) but a large effect on Self-efficacy ($f^2 = 0.982$).

Model Fit

The model fit in this study is assessed using SRMR, which measures how well the estimated model fits the observed data. SRMR values closer to zero indicate better fit. A value below 0.08 suggests a good model fit, while values between 0.08 and 0.10 are still acceptable (Alexander & Widjaja, 2024).

Table 10. Model Fit Output

Indicator	Saturated Model	Estimated Model
SRMR	0.064	0.064
d_ULS	0.492	0.492
d_G	0.247	0.247
Chi-Square	214.227	214.227
NFI	0.845	0.845

Source: SmartPLS Output, 2025

The SRMR value of 0.064, with supporting values from d_ULS, d_G, and NFI, confirms that the model shows a good fit to the observed data.

Hypothesis Testing

The hypotheses were tested using path coefficients and p-values at a significance level of 0.05. If $p \leq 0.05$, the null hypothesis is rejected, indicating a significant effect (Andrade, 2019). The test results are presented as follows:

Table 11. Hypothesis Testing Output

Pathway	Path Coefficient	T-Statistic	P-value	Conclusion
Facilitator Role → Teacher Competence	0.446	5.305	0.000	Accepted
Facilitator Role → Self-efficacy	0.704	13.535	0.000	Accepted
Self-efficacy → Teacher Competence	0.358	4.344	0.000	Accepted
Facilitator Role → Self-efficacy → Teacher Competence	0.252	4.102	0.000	Accepted

Source: SmartPLS Output, 2025

All hypotheses are accepted, showing that the Facilitator Role and Self-efficacy have significant positive effects on Teacher Competence, both directly and through mediation.

CONCLUSION

Based on the results of this study, it can be concluded that the role of educators as facilitators in Problem-Based Learning (PBL) has a significant and positive impact on teacher competence. The findings suggest that the more actively teachers engage in facilitating the PBL process, the more their professional competencies improve. Furthermore, the role of educators as facilitators also significantly enhances students' self-efficacy, indicating that active guidance from teachers during PBL activities can build students' confidence in their academic abilities. In addition, the study reveals that students' self-efficacy positively influences teacher competence, implying that higher levels of student confidence are associated with improved teaching performance. Most notably, self-efficacy serves as a mediating variable that strengthens the relationship between the educator's role in PBL and their professional competence. These findings underscore the importance of fostering a supportive and engaging learning environment as a strategic approach to enhancing the overall quality of education.

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