

The Influence of Teacher Competence, Learning Materials, and Learning Facilities on Employee Motivation in Participating in Training

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Abstract—This study aims to analyze the influence of teacher competence, learning materials, and learning facilities on employee motivation in participating in training. Employee motivation is an important aspect in the effectiveness of training programs, especially in improving the competence and professionalism of human resources in the public sector. The study used a quantitative approach with an explanatory survey method, involving 68 respondents who had participated in training over the last two-year period. Data were obtained through a Likert scale questionnaire and analyzed using multiple linear regression with the help of SPSS software version 25. The results showed that teacher competence did not have a significant effect on motivation (Sig. 0.365), while learning materials (Sig. 0.012) and learning facilities (Sig. 0.000) had a positive and significant effect. Simultaneously, the three variables had a positive and significant influence ($F = 22.676$; Sig. 0.000) with a determination coefficient (R^2) of 0.493, which means that 49.3% of the motivation variation was explained by the three independent variables. The results of the study confirm that the relevance of the material and the availability of learning facilities are the dominant factors in increasing employee motivation to take part in training.

Keywords: Teacher Competence; Learning Materials; Learning Facilities; Employee Motivation; Training

1. INTRODUCTION

Human resources (HR) are the main asset for the success of organizations, both in the public and private sectors. The competitive advantage of an organization is not only determined by technology and systems, but by the quality of the people who manage it. Therefore, human resource development through education and training is an important instrument to increase the work capacity of employees in facing the dynamics of increasingly complex work environment changes. In the modern context, training is not only a means of knowledge transfer, but a strategic process to form sustainable behaviors, skills, and work motivation (Noe, 2017).

Employee motivation in participating in training is one of the main determinants of the success of the training program. According to Robbins and Judge (2017), motivation is an internal force that drives a person to act, set the direction of behavior, and maintain efforts for a certain period of time to achieve goals. In the context of training, motivation determines the extent to which employees are willing to be actively involved, absorb learning materials, and apply the training results to daily work. When participant motivation is high, the effectiveness of training increases; on the contrary, low motivation can hinder the achievement of human resource development goals (Keller, 2010).

However, in practice, various training institutions still face challenges in fostering participant motivation. Many employees attend training simply to fulfill administrative obligations or leadership instructions, not because of an intrinsic drive to learn and grow. This phenomenon shows that there are external factors that need to be considered by training organizers so that the program that is carried out is not only a formality, but really has an impact on changes in employee work behavior.

One of the important factors that affect employee motivation in training is teacher competence. Competencies here include professional, methodological, social, and personal abilities that allow an instructor to transfer knowledge effectively. Competent teachers not only master the material, but are also able to build inspirational communication, create a participatory learning environment, and motivate participants to think critically (Bandura, 1986). Research by Abimayu et al. (2023) shows that high instructor competence contributes significantly to increasing the learning spirit of trainees. However, several other studies such as Tamam (2022) found that instructor competence alone is not enough, because the motivation of participants is also influenced by the suitability of the material and the conditions of the learning environment. This shows that the effect of teacher competence on motivation is contextual and not always direct.

In addition to the instructor's competence, learning materials have a crucial role in determining the level of motivation of participants. Materials that are relevant to job needs, easy to understand, and presented interactively tend to increase participants' interest in learning (Wlodkowski, 2008). In the ARCS Model of Motivation theory developed by Keller (2010), the Relevance aspect is one of the key factors in designing motivational learning. Adult participants are more motivated to learn when the training material is perceived to be beneficial to their tasks and careers. Therefore, each training program needs to adapt the curriculum to the actual needs of the world of work and update the content of the material to keep it contextual with the times.

Furthermore, learning facilities are also an important factor that is often overlooked in learning motivation research. The facilities in question include physical facilities such as study rooms, multimedia equipment, supporting technology, and digital learning resources. According to Salmon (2011), adequate learning infrastructure is able to create a more enjoyable and interactive learning experience, thus affecting the increase in participants' motivation. In the digital era, the transformation of training methods towards blended learning and e-learning also requires the provision of technology-based facilities that support independent learning. Limited learning facilities are often the cause of low enthusiasm for participants in participating in training, especially when activities are carried out online without adequate technological support.

Faktor-faktor tersebut menggambarkan bahwa motivasi pegawai tidak hanya dipengaruhi oleh individual characteristics, but also by the conditions of the learning environment built by the training institution. According to the theory of adult learning (andragogy) put forward by Knowles et al. (2011), adults tend to learn independently and selectively to things that are considered relevant to their life and work experiences. Therefore, the training approach for employees should be oriented to real needs, involve the active participation of participants, and create a collaborative learning atmosphere.

A number of previous studies have examined the relationship between these three factors to training motivation. Research by Marewo et al. (2020) found that work motivation increases significantly when training is designed with experienced instructors and supportive facilities. Research by Hidayat et al. (2023) shows that coach leadership, material relevance, and learning media have a direct effect on increasing employee learning morale. Meanwhile, Pantih et al. (2025) emphasized that the combination of instructor leadership and the quality of training facilities can encourage participant self-efficacy which has an impact on improving post-training performance. The results of these studies reinforce the assumption that employee learning motivation is a multidimensional phenomenon that cannot be explained by a single factor.

In public organizations, the urgency of this research is getting stronger considering that employee training is not just an administrative activity, but a strategic instrument to improve organizational performance. Governments and training institutions need to ensure that each training program focuses not only on improving technical knowledge, but also on the psychological aspects of the participants so that the results of the training are truly internalized into work behavior. Thus, understanding the factors that influence motivation is the first step to improving the effectiveness of the training program as a whole.

Based on this background, this study aims to analyze the influence of teacher competence, learning materials, and learning facilities on employee motivation in participating in training. The focus of the research is directed to answer three main questions: (1) Does teacher competence affect employee motivation in participating in training? (2) Does the learning material presented affect employee motivation? and (3) To what extent do learning facilities support increased participants' motivation?

This research is expected to make a theoretical and practical contribution. Theoretically, the results enrich the literature on external factors that influence motivation in the context of adult training, by expanding the application of the ARCS Motivation Model and Andragogy Theory theories in the realm of public organizations. Practically, the results of the research are expected to be a consideration for training institutions in designing strategies to improve the quality of training, both through improving teacher competence, developing relevant curriculum, and providing innovative learning facilities.

This research seeks to bridge the gap between motivational theory and training practice in the field. Through a quantitative approach and empirical analysis, this study will test the extent to which the three variables are able to explain the variation in employee motivation in participating in training. The results obtained are expected to be the basis for policy-making in designing a human resource development program that is more effective, adaptive, and oriented towards improving employee performance in a sustainable manner.

2. RESEARCH METHODS

This study uses a quantitative approach with a causal associative research design to analyze the relationship and influence of independent variables, namely teacher competence, learning materials, and learning facilities on employee motivation in participating in training. The quantitative approach was chosen because it is able to provide an empirical picture based on measured data and allows for objective hypothesis testing. The respondents of the study consisted of employees who had participated in the training program in the last two years. The sample determination technique uses the census method, so that all members of the population are used as research samples to obtain comprehensive and representative information on the phenomenon being studied.

Primary data were obtained through the deployment of a five-point Likert scale-based questionnaire, ranging from 1 (strongly disagree) to 5 (strongly agree). The research instrument is designed based on relevant theoretical indicators related to teacher competence, the quality of training materials, learning facilities, and the motivation of trainees. Before full use, the instrument is tested through validity and reliability tests to ensure consistency and accuracy of measurements. Meanwhile, secondary data is collected through the review of official documents, scientific publications, and relevant references to strengthen the theoretical foundation and empirical analysis.

The data analysis techniques used include classical assumption tests and multiple linear regression. The classical assumption test consists of normality, multicollinearity, and heteroscedasticity tests to ensure that the regression model meets the statistical requirements. Hypothesis testing was carried out through the t-test to assess the partial influence of each independent variable on the dependent variable, and the F-test to assess the simultaneous influence of the three independent variables together. In addition, the value of the determination coefficient (R^2) was calculated to determine the total contribution of independent variables in explaining the variation in employee motivation. Statistical analysis is carried out using the latest version of SPSS software to ensure the accuracy of data processing results.

3. RESULTS AND DISCUSSION

3.1 Results

3.1.1 Validity Test

The validity test aims to find out the extent to which the statement items on the questionnaire are able to measure the variables in question. With 68 respondents, the r-table value was 0.239 ($\alpha = 0.05$). The entire indicator shows an r-count value > 0.239 , indicating all items are valid and suitable for use in advanced analysis.

Table 1. Results of the Validity Test of Variable X1 (Teaching Competence)

No.	Statement	r-count
1	X1.1	0,750
2	X1.2	0,678
3	X1.3	0,717
4	X1.4	0,676
5	X1.5	0,772

All items from the variables X2 (Learning Materials), X3 (Learning Facilities), and Y (Employee Motivation) were also declared valid because the correlation value $> r$ -table, indicating consistency and suitability between the indicators and the constructs being measured.

3.1.2 Reliability Test

Reliability is tested using Cronbach's Alpha. A variable is said to be reliable if the value $\alpha > 0.60$ (Ghozali, 2019).

Table 2. Results of the Reliability Test of Research Instruments

Variabel	Cronbach's Alpha	Information
X1 (Teaching Competence)	0,888	Reliable (Excellent)
X2 (Learning Materials)	0,880	Reliable (Excellent)
X3 (Learning Tools)	0,828	Reliable (Good)
Y (Employee Motivation)	0,829	Reliable (Excellent)

Cronbach's Alpha value of the entire variable > 0.8 indicates the instrument used is consistent and trustworthy to measure the research construct.

3.1.3 Classical Assumption Test

a. Normality Test

The Kolmogorov Smirnov test showed a Sig. value of 0.275 (> 0.05), indicating normal distributed data.

Table 3. Normality Test Results (One-Sample Kolmogorov Smirnov Test)

Number of Respondents (N)	68
Mean	85,56
Hours of deviation	8,218
Nilai Sig. (2-tailed)	0,275
Conclusion	Normally distributed data

b. Multicollinearity Test

The Tolerance value > 0.10 and VIF < 10 indicate that there is no multicollinearity between independent variables.

Table 4. Multicollinearity Test Results

Variabel	Tolerance	VIF
X1 (Teaching Competence)	0,531	1,884
X2 (Learning Materials)	0,538	1,859
X3 (Learning Tools)	0,690	1,450
Result	No multicollinearity	

c. Heteroscedasticity Test

The results of the Glejser test showed that all variables had a significance value of > 0.05 , so that no symptoms of heteroscedasticity were found. This signifies homogeneous residual variance across the prediction level.

3.1.4 F Test (Simultaneous)

The F test aims to assess the co-influence of the variables X1, X2, and X3 on Y.

Table 5. Test F Results (Simultaneous)

Model	Sum of Squares	df	F
Regression	182,544	3	22,676
Residual	171,735	64	
Result	significant ($\alpha < 0,05$)		

Nilai F-hitung 22,676 dengan Sig. 0,000 ($< 0,05$) membuktikan bahwa ketiga variabel independen secara simultan berpengaruh signifikan terhadap motivasi pegawai.

3.1.5 T test (Partial)

The results of the t-test showed that the three independent variables had a significant effect on employee motivation, with a significance value of < 0.05 each..

Table 6. Results of the t-test (partial)

Variabel	t-hitung	Sig.	Keterangan
X1 (Teaching Competence)	3,858	0,000	significant
X2 (Learning Materials)	2,947	0,004	significant
X3 (Learning Tools)	3,556	0,001	significant

Thus, the higher the teacher competence, material quality, and learning facilities, the higher the motivation of employees in participating in training.

3.1.6 Determination Coefficient Test (R²)

The determination coefficient test yielded an Adjusted R² of 0.493, meaning that 49.3% of the variation in employee motivation could be explained by all three independent variables, while 50.7% was explained by factors other than the model.

Table 7. Determination Coefficient (R²) Test Results

R	R Square	Adjusted R ²	Std. Error of Estimate
0,718	0,515	0,493	1,638

3.2 Discussion

Based on the first hypothesis (H₁) that teacher competence has a positive influence on employee motivation in participating in training, the results of the study show a significant influence. These findings are in line with research by Pantih, Khaq, & Suwarno (2025) which found that instructors who have good pedagogical and interpersonal skills are able to increase participants' motivation in personnel development programs. However, several meta-analysis studies have stated that teacher competence alone is not enough to increase participants' motivation to the maximum if the learning material does not meet the needs of participants (Tamam, 2022). Therefore, although teacher competence is proven to be important in the context of employee training, its effectiveness needs to be strengthened by other factors such as the relevance of the material and supporting facilities.

The second hypothesis (H₂) states that learning materials have a positive effect on employee motivation, and the results of the study confirm that learning materials have a higher significance than teacher competence. These findings are consistent with the ARCS model (Keller, 2010) which underscores the importance of material relevance to trigger learning motivation. In addition, an empirical study by Marewo, Agustin & Rahmadani (2020) found that training programs with regularly updated materials and adjusted to work demands are able to increase participants' attendance levels, active participation, and motivation. Thus, designing materials that meet the needs of the employee context is very strategic to maximize training results.

The third hypothesis (H₃) states that learning facilities have a positive influence on employee motivation, and the results of the study show that this variable has the most dominant influence. This is supported by the research of Putra & Putra (2024) which emphasizes that modern learning facilities, including digital facilities, multimedia, and interactive spaces—have a real impact on motivation levels in the training of public servants. In addition, research by Asy'ari & Indiyati (2024) highlights that a conducive learning environment with the support of technology and adequate facilities can reduce learning barriers, increase participant comfort, and strengthen the desire to be actively involved in training. Therefore, training institutions need to allocate budgets and strategies to improve learning facilities to obtain optimal participant motivation.

The fourth hypothesis (H₄) tests the simultaneous influence of teacher competencies, learning materials, and learning facilities on employee motivation, and the results show that the three variables collectively have a significant effect on motivation with an adjusted R² determination coefficient of approximately 49.3%. This figure suggests that almost half of the variation in participants' motivation can be explained by a combination of these three main factors. A systematic study by Tamam (2022) confirms that models that integrate aspects of instructors, content, and learning environments are most effective in increasing the motivation of trainees. Thus, an integrated and holistic training design involving teacher competence, material relevance, and supporting facilities is the key to the success of employee training programs.

4. CONCLUSION

Based on the results of data analysis, this study proves that the three independent variables of teacher competence, learning materials, and learning facilities have a significant effect on employee motivation in participating in training. Validity and reliability tests showed that all research instruments were valid and consistent, with Cronbach's Alpha values above 0.8 indicating a high level of reliability. The results of the classical assumption test also show that the regression model meets the BLUE (Best Linear Unbiased Estimator) criteria, without any violations of normality, multicollinearity, or heteroscedasticity. The F-test proved a significant simultaneous influence, while the t-test confirmed that each partially independent variable made a positive contribution to increasing employee motivation. An Adjusted R² value of 0.493 indicates that 49.3% of employee motivation variations can be explained by all three variables studied, while the remaining 50.7% are influenced by other factors outside the model, such as work environment, organizational policies, or individual intrinsic factors. Theoretically, these results reinforce the view that effective training depends not only on the content of the material, but also on the competence of the facilitator and the support of adequate means of learning. Therefore, training institutions need to increase the capacity of instructors, update the curriculum based on the needs of participants, and ensure conducive facilities so that employee motivation and performance can continue to develop sustainably.

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