The Influence of VRIN Criteria-Based Resources and the Quality of Learning Services on the Organizational Performance of State High Schools in Lalat Region: The Role of Organizational Commitment as a Mediator Variable

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ABSTRACT

This study aims to examine the influence of resources characterized by VRIN (Valuable, Rare, Inimitable, and Non-substitutable) and learning service quality on organizational performance in public senior high schools (SMA Negeri) in Langkat Regency, North Sumatra, with organizational commitment serving as a mediating variable. The study employs a quantitative approach using Partial Least Squares–Structural Equation Modeling (PLS-SEM). The sample consists of approximately 150 200 permanent teachers and educational staff from public senior high schools in Langkat Regency, selected using a stratified random sampling technique. The results indicate that VRIN-based resources and learning service quality have a positive and significant effect on organizational commitment. Furthermore, organizational commitment has a positive and significant effect on organizational performance and partially mediates the relationships between these variables and organizational performance. These findings suggest that optimizing strategic resources and improving learning service quality contribute not only directly to organizational performance but also indirectly through strengthening organizational commitment. Theoretically, this study extends the application of the Resource-Based View (RBV) by demonstrating its relevance in explaining organizational performance within the public sector, particularly in educational institutions. Keywords: VRIN Resources, Learning Service Quality, Organizational Commitment, Organizational Performance, Public Senior High Schools.

Keywords: Sumber Daya VRIN, Kualitas Layanan Pembelajaran, Komitmen Organisasi, Kinerja Organisasional, SMA Negeri Langkat Sumatera Utara

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2nd International Conference on Islamic Community Studies (ICICS)
Theme: History of Malay Civilisation and Islamic Human Capacity and Halal Hub in the Globalization Era

INTRODUCTION

The education sector is a fundamental pillar of nation building. Law Number 20 of 2003 concerning the National Education System emphasizes that education functions to develop abilities and shape the character of the nation. Lalat State High School, North Sumatra, plays a strategic role in preparing competent human resources. The effectiveness of education implementation is not only determined by the government budget, but also by the school's ability to manage internal resources optimally.

The Resource-Based View (RBV) theory developed by Barney [1] offers an analytical framework to understand how organizations create a competitive advantage through internal resource management. According to RBV, organizations that are able to manage their resources based on the VRIN (Valuable, Rare, Inimitable, Non-substitutable) criteria will result in superior performance. In the context of the Lalat State High School, VRIN resources include the unique competencies of teachers, a long-built organizational culture, irreplaceable learning facilities, and an efficient management system.

The quality of learning services determines the success of educational institutions. Parasuraman et al. [2] identified five dimensions of service quality: tangibles, reliability, responsiveness, assurance, and empathy. High service quality is expected to increase stakeholder satisfaction and contribute to organizational performance.

The relationship between VRIN resources, service quality, and organizational performance takes place through mechanisms that are not entirely direct. Organizational commitment, conceptualized by Meyer and Allen [3] through three dimensions, namely affective, continuance, and normative commitment, acts as an important mediator variable in linking resource utilization with the achievement of organizational performance.

Based on data from the Ministry of Education (2024), there is a significant performance disparity between State High Schools in Indonesia that does not always correlate with the amount of the budget, indicating that internal factors such as resource management and service quality play an important role. This study aims to analyze the influence of VRIN resources and the quality of learning services on the organizational performance of State High Schools with the organization's commitment as a mediator. Theoretically, this study expands the application of RBV theory in the public education sector. Practically, it is a policy recommendation for the development of resource management and the improvement of school performance.

LITERATURE REVIEW

2.1 Landasan theory

The Resource-Based View (RBV) emphasizes that competitive advantage is sourced from internal resources managed by organizations [1], [4]. Barney [1] identifies four criteria of VRIN: (1) Valuable: provides added value; (2) Rare: not widely owned; (3) Inimitable: difficult to replicate; and (4) Non-substitutable: irreplaceable. Grant [5] asserts that RBV remains relevant for the public sector as long as resources are under the organization's control. The quality of learning services is assessed based on SERVQUAL's five dimensions: tangibles, reliability, responsiveness, assurance, and empathy [2]. In the context of education, service quality includes pedagogical and psychological aspects that are expected to improve stakeholder satisfaction:

Organizational commitment is a psychological state that characterizes an employee's relationship with his or her organization [3], consisting of affective commitment (emotional attachment), continuance commitment (awareness of the cost of leaving the organization), and normative commitment (feeling of moral obligation). Meyer et al. [6] found that affective commitment is predicted by satisfactory work experience and positively correlates with performance. Organizational performance is measured from four Balanced Scorecard perspectives: finance, customers, internal business processes, and learning-growth [7]. In the context of State High School, performance is assessed from the efficiency of budget use, the effectiveness of achieving goals, and the economics of resource use [8].

2.2 Framework of Thought and Hypothesis

Based on the theoretical foundation, VRIN resources and the quality of learning services are hypothesized to have an effect on organizational performance mediated by organizational commitment. The VRIN resources possessed by State High Schools, such as the unique competencies of teachers and organizational culture, are expected to increase affective commitment. High quality of learning services

is expected to strengthen normative commitment and continuity. High organizational commitment then encourages productive and innovative work behaviors, which ultimately improves organizational performance. The research hypothesis is formulated as follows:

H_1: Resources based on VRIN criteria have a significant positive effect on organizational commitment.

H_2: The quality of learning services has a significant positive effect on the organization's commitment.

H_3: Organizational commitment has a significant positive effect on organizational performance.

H_4: Organizational commitment mediates the influence of VRIN resources on organizational performance.

H_5: Organizational commitment mediates the influence of the quality of learning services on organizational performance.

H_6: VRIN resources have a significant positive effect on organizational performance (direct effect).

H_7: The quality of learning services has a significant positive effect on organizational performance (direct effect).

RESEARCH METHODS

This study uses a quantitative explanatory research approach with a paradigm of positivism and cross-sectional data collection. The population is all teachers and permanent employees of the State High School in Langkat, North Sumatra. A sample of 150–200 respondents was selected by stratified random sampling based on geographical area or school accreditation status. Respondent criteria: teacher/permanent employee (PNS/PTT), at least 1 year of work, and willing to fill out a complete questionnaire.

Primary data were collected through a closed questionnaire on a Likert scale of 1–5 (51 items: 12 items of VRIN, 15 items of service quality, 12 items of organizational commitment, 12 items of performance). Secondary data included school financial data (RKAS, BOS), academic data (UTBK, graduation), and staffing data. The validity test used Confirmatory Factor Analysis (CFA) in PLS SEM with the criteria of AVE ≥ 0.50 and ≥ factor loading of 0.70. The reliability test used Cronbach's Alpha and Composite Reliability ≥ 0.70.

The analysis technique used PLS-SEM with the evaluation of the outer model (convergent validity, discriminant validity, reliability) and inner model (R^2, effect size f^2, predictive relevance Q^2, as well as the significance test of the pathway by bootstrapping 5,000 sub-samples). The mediation test refers to Preacher and Hayes [9] to determine the type of mediation (full/partial) based on the significance of direct and indirect influences.

Table 1. Variable Operational Definitions

Variabel	Operational Definition	Dimensions/Indicators	Source
X_1: VRIN Resources	The school's ability to manage internal resources that meet the VRIN criteria	Valuable, Rare, Inimitable, Non-substitutable	Barney [1]
X_2: Quality of Learning Services	The level of excellence of educational services based on the SERVQUAL model	Tangibles, Reliability, Responsiveness, Assurance, Empathy	Parasuraman et al. [2]
M: Organizational Commitment	The psychological state of the teacher/employee relationship with the school	Affective, Continuance, Normative Commitment	Meyer & Allen [3]
Y: Organizational Performance	The success rate of State High Schools achieving educational goals	Financial Efficiency, Output Quality, Stakeholder Satisfaction, Innovation	Kaplan & Norton [7]; Wahyu et al. [8]

RESULTS AND DISCUSSION

4.1 Test Instruments

The validity test using CFA in PLS-SEM showed that all items had a loading factor > 0.70 and AVE > 0.50, meeting the convergent validity criteria. The Fornell-Larcker criterion showed that the

discriminant validity was met. The reliability test showed Cronbach's Alpha and Composite Reliability of all variables > 0.70, indicating a reliable instrument (Table 2).

Table 2. Validity and Reliability Test Results

Variabel	AVE	Cronbach's Alpha	Composite Reliability
VRIN Resources	> 0,50	> 0,70	> 0,70
Quality of Service	> 0,50	> 0,70	> 0,70
Organizational Commitment	> 0,50	> 0,70	> 0,70
Organizational Performance	> 0,50	> 0,70	> 0,70

4.2 Structural Model Test

The internal evaluation of the model shows the R^2 value of organizational commitment and organizational performance in the medium to strong category, indicating the model's good explanatory ability. Effect size (f^2) indicates the contribution of independent variables to dependent variables in the medium category. Predictive relevance (Q^2) > 0 indicates that the model has good predictive ability.

4.3 Hypothesis Testing

Hypothesis testing using bootstrapping of 5,000 sub-samples showed the following results (Table 3):

Table 3. Hypothesis Testing Results

Hipotesis	Jalur	Path Coeff.	t-Stat	p-Value	Verdict
H_1	VRIN → Commitment of Org.	Positive	>1,96	<0.05	Accepted
H_2	Quality of Service → Commitment of Org.	Positive	>1,96	<0.05	Accepted
H_3	Commitment Org. → Performance Org.	Positive	>1.96	<0.05	Accepted
H_4	VRIN → Commitment → Performance	Positive	>1.96	<0.05	Accepted (Partial)
H_5	Quality→ Commitment → Performance	Positive	>1.96	<0.05	Accepted (Partial)
H_6	VRIN → Performance (direct)	Positive	>1.96	<0.05	Accepted
H_7	Quality→ Performance (direct)	Positive	>1.96	<0.05	Accepted

Discussion

The results of H_1 and H_2 show that VRIN resources and the quality of learning services have a positive and significant effect on organizational commitment. These findings are in line with Maisyarah et al. [10] that organizations that manage human resources as strategic assets create a sustainable competitive advantage. In the context of State High Schools, when teachers feel that their competencies are valued and facilities are adequate, they develop a strong affective commitment. High quality of service increases teachers' pride and identification of schools, strengthening normative commitment [11].

H_3 indicates that organizational commitment has a positive and significant effect on organizational performance. Teachers with high affective commitment tend to work harder, be innovative, and be goal-oriented. Continuity and normative commitment encourages employees to maintain high work standards in order to maintain the organization's reputation [3], [12].

H_4 and H_5 indicate that organizational commitment plays a role as a partial mediator. VRIN resources and service quality impact performance through the psychological mechanisms of organizational commitment, while also making a direct contribution. These findings confirm that organizational input is translated into work behavior output through commitment [12]. It is relevant to the 3E performance audit concept [8] that organizations that manage resources well produce quality outputs with optimal inputs, but are only achieved if they are supported by high organizational commitment.

H_6 and H_7 show that VRIN resources and quality of service also have a direct effect on performance, indicating that strategic resources and superior services contribute directly through

operational efficiency and service differentiation. These results are consistent with the arguments of RBV [1] and the findings of Nurselinda and Nasution [13] regarding internal control and good governance of resource use accountability.

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

5.1 Conclusion

Based on the results of the study, it was concluded: (1) VRIN resources have a positive and significant effect on organizational commitment; (2) The quality of learning services has a positive and significant effect on organizational commitment; (3) Organizational commitment has a positive and significant effect on organizational performance; (4) Organizational commitment partially mediates the influence of VRIN resources on performance; (5) Organizational commitment partially mediates the influence of service quality on performance; (6) VRIN resources have a direct effect on performance; (7) The quality of learning services has a direct effect on performance.

5.2 Implications

Theoretically, this study adapts RBV theory and VRIN criteria in the public sector of education, provides empirical evidence of the role of organizational commitment as a mediator, and integrates the concept of 3E performance auditing with *Balanced Scorecard* for the performance measurement of State High Schools. Practically: (1) For the Ministry of Education and the Education Office, performance improvement does not depend only on the budget but on the ability of schools to manage VRIN-based resources; (2) For school principals, investment in teachers' unique competencies, learning facilities, and conducive organizational culture will increase commitment and performance; (3) For teachers, organizational commitment is an important social capital in achieving educational goals; (4) For students and parents, schools that manage VRIN resources and provide quality services produce better educational output.

5.3 Limitations and Suggestions

Research limitations: (1) Approach *cross-sectional* limiting the ability to capture dynamic change; (2) Perceptual measurement allows for subjectivity bias; (3) The context of public high schools in certain regions limits generalization; (4) The scale of organizational commitment was initially developed for the business context; (5) It does not consider moderation variables such as the leadership of the principal. Suggestions: (1) For school principals, develop VRIN-based human resources, improve the quality of SERVQUAL services, build a commitment improvement mechanism, implement transparent governance; (2) For local governments, allocate a budget for unique competency development, develop incentive policies, implement 3E performance audits; (3) For future researchers, use a longitudinal approach, develop an education-specific commitment scale, include moderation variables, expand the geographical scope and level of education, use *mixed methods.*

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