The Role of Organizational Commitment in Mediating the Effect of Training on Teacher Performance at SMP Negeri 1 Bandar, Bener Meriah Regency

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Abstract

This study aims to analyze the role of organizational commitment in mediating the effect of training on teacher performance at SMP Negeri 1 Bandar, Bener Meriah Regency. This study uses a quantitative approach with a survey method. The research population consisted of all 74 teachers at SMP Negeri 1 Bandar, Bener Meriah Regency, all of whom were included in the research sample. Data were collected through questionnaires and analyzed using Partial Least Square (PLS) with the help of the SmartPLS application. The results showed that training had a positive and significant effect on teacher performance and a positive and significant effect on organizational commitment. In addition, organizational commitment has a positive and significant effect on teacher performance. The results of the indirect effect test show that organizational commitment is able to mediate the effect of training on teacher performance, indicating that the training provided not only improves teacher competence but also strengthens teachers' commitment to the school organization, thereby optimally improving teacher performance. Based on these research results, it is recommended that schools improve the consistency and sustainability of training programs and strengthen teachers' organizational commitment so that the training implemented can have a maximum impact on improving teacher performance in a sustainable manner.

Keywords: Training, Work Discipline, Organizational Commitment, Teacher Performance.

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Introduction

Teacher performance is a major factor in determining the quality of education in schools. Teachers with high performance are able to carry out the learning process effectively, perform administrative tasks well, and contribute to the achievement of educational goals (Rahman & Lataruva, 2023). In junior high schools, such as SMP Negeri 1 Bandar Kabupaten Bener Meriah, teacher performance is a strategic aspect because it directly affects the quality of learning and student learning outcomes.

One important effort to improve teacher performance is through training. Training aims to improve teachers' professional and pedagogical competencies and skills so that they can adapt to developments in the curriculum, learning methods, and advances in educational technology (Yudiani et al., 2023). Training that is relevant, consistent, and sustainable is expected to improve teachers' ability to perform their duties optimally. However, several studies show that training does not always have a direct impact on performance if it is not supported by teachers' attitudes and commitment to the organization where they work.

In addition to training, organizational commitment is an important factor that influences teacher performance. Organizational commitment reflects the level of involvement, loyalty, sense of belonging, and willingness of teachers to strive for the advancement of the organization (Wibowo, 2022). Teachers with high organizational commitment tend to show greater responsibility, active involvement in school activities, and more optimal performance. Conversely, low organizational commitment can cause teachers to be less than optimal in implementing the knowledge and skills acquired from training.

Thus, organizational commitment is thought to act as a mediating variable that bridges the influence of training on teacher performance. Effective training not only improves competence but also fosters pride, loyalty, and attachment among teachers toward the school, which ultimately leads to improved performance (Wibowo, 2022; Yudiani et al., 2023). This is in line with the human resource management view that competency development must be followed by strengthening work attitudes and behaviors in order to achieve optimal results (Mangkunegara, 2021).

Based on this description, this study is important to analyze the role of organizational commitment in mediating the influence of training on teacher performance at SMP Negeri 1 Bandar, Bener Meriah Regency. The results of this study are expected to contribute theoretically to the development of educational management studies and provide practical recommendations for schools in designing effective, sustainable training programs oriented toward improving teacher commitment and performance.

Literature Review Teacher Performance Definition of Teacher Performance

According to Rahman and Lataruva (2023), teacher performance is the level of success of teachers in carrying out their professional duties and responsibilities, measured based on applicable work standards.

Factors Affecting Teacher Performance

According to Rahman and Lataruva (2023), teacher performance is influenced by:

1. Teachers' abilities and competencies
   Good competencies enable teachers to complete tasks with high quality.
2. Work motivation
   Teachers who are highly motivated tend to perform better.
3. Work discipline and responsibility
   Discipline ensures that work is completed on time and according to procedure.
4. Cooperation with coworkers
   Collaboration improves work effectiveness and learning quality.

Teacher Performance Indicators

Teacher Performance Indicators According to Rahman and Lataruva (2023)

1) Quantity of Work
   Describes the number of tasks and workload that teachers can complete in accordance with the standards set by the school.
2) Work Quality
   Indicates the quality of a teacher's work in carrying out teaching and professional tasks effectively and in accordance with standards.
3) Time Accuracy
   Reflects the teacher's ability to complete tasks and obligations on time according to the predetermined schedule.
4) Attendance and Discipline
   Demonstrates the level of teachers' compliance with working hours, attendance, and school regulations.
5) Cooperation
   Describes the teacher's ability to cooperate and collaborate with colleagues and school administrators.
6) Initiative and Responsibility
   Demonstrates teachers' proactive attitude in carrying out their duties and willingness to take responsibility for the work they undertake.

Organizational Commitment Understanding Organizational Commitment

Wibowo (2022) states that organizational commitment is a form of employee attachment demonstrated through a willingness to support organizational goals, remain part of the organization, and contribute optimally to their work.

Factors Affecting Organizational Commitment

According to Wibowo (2022)**

1) Job Characteristics
   Organizational commitment is influenced by the level of task clarity, job variety, and the meaning of work as perceived by individuals.
2) Individual Characteristics
   Background, personal values, length of service, and individual needs also influence an individual's level of commitment to the organization.
3) Organizational Characteristics
   Organizational structure, work culture, reward systems, and management policies play a role in shaping organizational commitment.
4) Leadership
   Leadership style and quality influence trust, loyalty, and individual engagement within the organization.
5) Work Experience
   Positive work experiences, such as fairness, recognition, and opportunities for growth, can increase organizational commitment.

Indicators of Organizational Commitment

According to Wibowo (2022) in his book Performance Management, organizational commitment can be seen from the following key indicators:

1) Employee Engagement
   Employees demonstrate active involvement in their work and organizational activities and have a sense of ownership of their tasks and responsibilities.
2) Willingness to Work for the Organization

Employees are willing to go the extra mile, work hard, and show high dedication to achieve organizational goals.

3) Desire to Stay
   Employees have a strong desire to maintain their membership in the organization and have no intention of moving elsewhere.
4) Pride in the Organization
   Employees feel proud to be part of the organization and positively associate their identity with the institution.

Training Definition of Training

According to Yudiani et al. (2023), training can be understood as an organization's effort to improve the skills and abilities of employees through systematic programs so that employees can perform their duties more effectively and contribute to performance improvement.

Factors Affecting Training

According to Yudiani et al. (2023)

1) Training Needs
   Training is influenced by the alignment between individual needs and organizational needs, so that the training material is truly relevant to the tasks and responsibilities of the participants.
2) Quality of Training Material
   Structured, up-to-date training materials that are in line with training objectives will enhance the effectiveness of the participants' learning process.
3) Instructor Competence
   Instructors who possess expertise, experience, and the ability to deliver material effectively play a crucial role in the success of training.
4) Training Methods
   Appropriate and varied training methods, such as discussions, simulations, and hands-on practice, can improve participants' understanding and engagement.
5) Training Facilities and Infrastructure
   The availability of adequate facilities, such as training rooms, learning media, and supporting technology, affects the smooth running and effectiveness of training.
6) Organizational Support
   Support from leadership and management, whether in the form of policies, funding, or motivation, is crucial to the success of training.

Training Indicators

According to Yudiani et al. (2023), training indicators consist of:

1) Training intensity/frequency
   The higher the training intensity, the higher the employee job satisfaction.
2) Consistency and sustainability of training
   Continuous training is associated with increased employee competence.
3) Relevance of training to work
   On-the-job and off-the-job training that is relevant to employees' tasks is part of training measurement.
4) Impact of training on employee capabilities
   Improved employee capabilities through training have an impact on performance.

Conceptual Framework

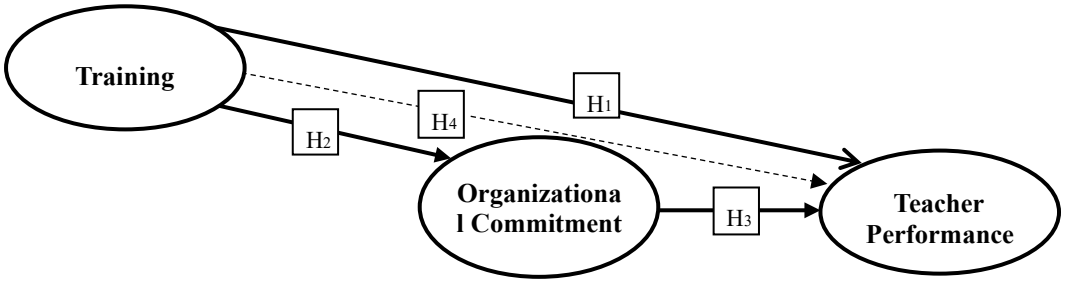

Figure 1. Conceptual Framework

Research Hypothesis

H_1 Training has a positive and significant effect on teacher performance at SMP Negeri 1 Bandar, Bener Meriah Regency.

H_2 : Training has a positive and significant effect on teachers' organizational commitment at SMP Negeri 1 Bandar, Bener Meriah Regency.

H_3 Organizational commitment has a positive and significant effect on teacher performance at SMP Negeri 1 Bandar, Bener Meriah Regency.

H_6 : Organizational commitment mediates the effect of training on teacher performance at SMP Negeri 1 Bandar, Bener Meriah Regency.

Research Methodology Type of Research

The type of research used is quantitative research. According to this type of quantitative research, it is conducted to create a study that aims to adjust a study and to analyze training on teacher performance with organizational commitment as a mediating variable at SMP Negeri 1 Bandar, Bener Meriah Regency.

Research Location and Time

The research was conducted at SMP Negeri 1 Bandar, Bener Meriah Regency, located at Jalan Blangkejeren No. 1, Kampung Blang Trienggadeng, Bandar District, Bener Meriah Regency, Aceh. The research was conducted over a period of 3 months, from December 2025 to March 2026.

Population and Sample

According to Arikunto (2025), if the number of subjects is less than 100, it is better to take all of them so that the research is a population study. In this study, the population consists of all employees at SMP Negeri 1 Bandar, Bener Meriah Regency, with a total of 74 teachers, and the entire population will be used as the sample.

Research Data Sources

The data source used in this study is primary data.

Results Outer Model Analysis

Outer Model Analysis using the PLS Algorithm produced the following results: **Validity Test**

Table 1. Outer Loadings Values

	Organizational Commitment	Teacher Performance	Training

X1.1			0.809
X1.2			0.802
X1.3			0.867
X1.4			0.868
Y.1		0.707	
Y.2		0.883	
Y.3		0.700	
Y.4		0.825	
Y.5		0.860	
Y.6		0.892	
Z.1	0.793		
Z.2	0.731		
Z.3	0.843		
Z.4	0.822		

Source: Smart PLS Output, 2025

Based on the values in Table 1 above, which show the results of outer model testing through loading factor/outer loadings values, all indicators in each variable have a loading value ≥ 0.70. This indicates that each indicator is measured validly and strongly. Therefore, it can be concluded that all items in the questionnaire have met the validity criteria, as shown in the following figure.

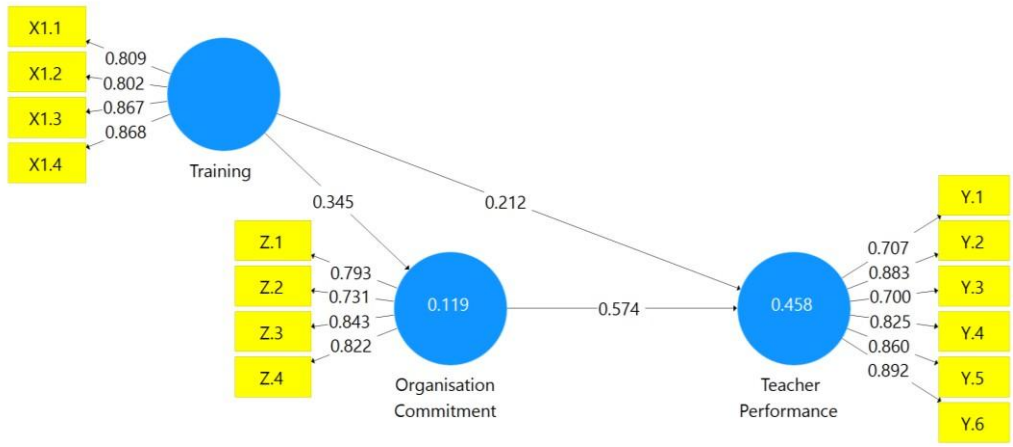

Figure 2. Outer Loading

Reliability Test

Table 2. Construct Reliability and Validity Test

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Organizational Commitment	0.810	0.814	0.876	0.638
Teacher Performance	0.897	0.909	0.922	0.665
Training	0.858	0.863	0.903	0.701

Source: Smart PLS Output, 2025

From Table 2 above, the reliability test results show that Cronbach's Alpha and Composite

Reliability values for all constructs are above 0.70. This indicates that all indicators have high internal consistency and are reliable in measuring their respective constructs. Thus, the research instrument is declared reliable and suitable for use in structural model testing.

Coefficient of Determination (R^2)

In assessing the model with PLS, we begin by looking at the R-square for each dependent latent variable. The table below shows the results of the Rsquare estimation using SmartPLS.

Table 3. R Square Results

	R Square	Adjusted R Square
Organizational Commitment	0.119	0.108
Teacher Performance	0.458	0.444

Source: Smart PLS, 2025

Table 3 shows the R-square values for both dependent variables. For the organizational commitment variable, the R-square value is 0.119, meaning that the influence of training is 0.119 or 11.9%, with the remainder attributable to other variables outside the model. The Rsquare value for teacher performance is 0.458, meaning that training, work discipline, and organizational commitment account for 0.458 or 45.8%, with the remainder attributable to other variables outside the model.

Structural Model Testing (Inner Model) Hypothesis Testing Direct Influence Between Variables

The direct effect between variables can be seen in the path coefficients. The data analysis results show the direct effect values in the following table.

Table 4. Path Coefficients (Direct Effects)

	Original Sample	T Statistics	P Values	Conclusion
Training -> Teacher Performance	0.212	2.454	0.014	Accepted
Training -> Organizational Commitment	0.345	3.918	0.000	Accepted
Organizational Commitment -> Teacher Performance	0.574	7,590	0	Accepted

Source: Smart PLS Output, 2025

The results in Table 4 show the following direct effect values:

1. Training has a positive and significant effect on teacher performance with a t-statistic value of 2.454 above 1.96 and a significance of 0.013 below 0.05, meaning that training has a real effect on teacher performance because the significance value is below 0.05. The results of this study are in line with previous studies, which found that training has a positive and significant effect on teacher performance (Mesra & Ferine, 2025).
2. Training has a positive and significant effect on organizational commitment with a t-statistic value of 3.918 above 1.96 and a significance of 0.000 below 0.05, meaning that training has a real effect on organizational commitment because the significance value is below 0.05. The results of this study are in line with previous studies, namely that training has a positive and significant effect on organizational commitment (Khan & Iqbal, 2020).
3. Organizational commitment has a positive and significant effect on teacher performance with a t-statistic value of 7.590 above 1.96 and a significance of 0.000 below 0.05, meaning that organizational commitment has a real effect on teacher performance because the significance value is below 0.05. The results of this study are in line with previous studies, namely that

organizational commitment has a positive and significant effect on teacher performance (Tampubolon & Indrawan, 2025).

Indirect Influence Between Variables

The indirect effect between variables can be seen in the specific indirect effects value. The data analysis results show the indirect effect value in Table 5 below.

Table 5. Specific Indirect Effects

	Original Sample	T Statistics	P Values	Conclusion
Training -> Organizational Commitment -> Teacher Performance	0.198	2.906	0.004	Accepted

Source:
Smart PLS, 2025

Table 5 shows the indirect effect between variables, namely: training has a positive and significant effect on teacher performance through organizational commitment with a t-statistic value of 2.906 above 1.96 and a significance value of 0.004 below 0.05, meaning that organizational commitment acts as an intervening variable between training and teacher performance.

Conclusion

1. Training has a positive and significant effect on teacher performance at SMP Negeri 1 Bandar, Bener Meriah Regency.
2. Training has a positive and significant effect on teachers' organizational commitment at SMP Negeri 1 Bandar, Bener Meriah Regency.
3. Organizational commitment has a positive and significant effect on teacher performance at SMP Negeri 1 Bandar, Bener Meriah Regency.
4. Organizational commitment mediates the effect of training on teacher performance at SMP Negeri 1 Bandar, Bener Meriah Regency.

Recommendations

1. Teachers' performance with the lowest score was "I always complete teaching and administrative tasks on time according to the schedule." Schools are advised to improve the timeliness of teachers' teaching and administrative tasks by setting clear schedules and deadlines, simplifying administrative burdens, and conducting regular monitoring and evaluation so that teachers' performance can be optimized.
2. Organizational commitment with the lowest score being "Willingness to Work for the Organization." Schools are advised to increase teachers' willingness to work for the organization by strengthening communication of the school's vision and goals, involving teachers in decision-making, and providing appreciation for teachers' contributions and performance so that organizational commitment can increase.
3. Training with the lowest value statement of "Consistency and Sustainability of Training". Schools are advised to improve the consistency and sustainability of training by developing planned and continuous training programs according to teachers' needs, as well as conducting regular evaluations so that training has a real impact on improving teacher performance.

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