

The Role of Organizational Commitment in Mediating the Effect of Professional Development Training on Teachers' Instructional Innovation at SMP Negeri 1 Bukit Bener Meriah Regency

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Abstract

This study aims to analyze the role of organizational commitment in mediating the effect of professional development training on teachers' instructional innovation at SMP Negeri 1 Bukit, Bener Meriah Regency. This study employs a quantitative approach, with primary data obtained through the distribution of questionnaires to all teachers as respondents. The sample size for this study was 62 teachers, so a saturated sampling technique was used. Data analysis was conducted using the Partial Least Squares approach with the assistance of SmartPLS. The results of the outer model test showed that all indicators for the variables of professional development training, organizational commitment, and teacher instructional innovation had outer loading values above 0.70, so all indicators were deemed valid. The Cronbach's Alpha and Composite Reliability values for each construct were also above 0.70, so the research instrument was deemed reliable. The results of the inner model test showed that professional development training had a positive and significant effect on teachers' instructional innovation with a coefficient value of 0.256, a t-statistic of 2.691, and a p-value of 0.007. Professional development training also has a positive and significant effect on organizational commitment, with a coefficient of 0.358, a t-statistic of 3.617, and a p-value of 0.000. Furthermore, organizational commitment has a positive and significant effect on teachers' instructional innovation with a coefficient of 0.574, a t-statistic of 7.348, and a p-value of 0.000. The results of the indirect effect test indicate that organizational commitment mediates the effect of professional development training on teachers' instructional innovation, with a coefficient of 0.205, a t-statistic of 3.385, and a p-value of 0.001. Thus, organizational commitment is proven to act as a mediating variable in the relationship between professional development training and teachers' instructional innovation. This study confirms that teacher training will be more effective in promoting teaching innovation when accompanied by strong organizational commitment.

Keywords: Professional Development Training, Organizational Commitment, Teacher Innovation

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Introduction

Changes in the world of education require teachers not only to master the subject matter but also to be able to facilitate learning processes that are adaptive, creative, collaborative, and relevant to students' needs. These demands have intensified with the implementation of the Merdeka Curriculum, which emphasizes student-centered learning, differentiation, the use of technology, and the strengthening of 21st-century competencies. In this context, teaching innovation has become a critical need, as teachers are expected to develop methods, media, strategies, and learning approaches that are not monotonous but rather foster student participation, creativity, and problem-solving skills.

The urgency of teaching innovation is further highlighted by the 2022 PISA results in the area of creative thinking. The OECD reported that Indonesian students scored an average of 19 out of 60, lower than the OECD average of 33. Additionally, only 31% of Indonesian students achieved basic creative thinking skills, while the OECD average reached 78%. These data indicate that school learning still needs to be directed toward providing students with greater space to generate ideas, evaluate concepts, and solve problems creatively. This situation positions teachers as the key actors in determining whether the learning process can shift from routine patterns toward more innovative teaching practices (OECD, 2024).

The Indonesian government has provided various tools to promote improvements in learning quality, one of which is through the Education Report Card and the Merdeka Mengajar Platform. The Education Report Card serves as a reference for internal evaluation of educational institutions and data-driven planning, enabling schools to identify the most urgent issues to address based on their capacity. Meanwhile, the Merdeka Mengajar Platform is designed to help teachers enhance their professional competencies through teaching resources, self-paced training modules, inspirational videos, and a community for sharing best practices. However, the existence of these platforms and policies does not automatically lead to teaching innovation if teachers lack the readiness, organizational support, and strong commitment to implement them in the classroom (Gresinta, 2024).

Professional development training is a key strategy for enhancing teachers' ability to design and implement innovative learning. Training serves not only as a means of knowledge enhancement but also as a space for reflection, enabling teachers to update their teaching methods, select appropriate learning strategies, and integrate technology into learning activities. Maimun and Hakim (2021) found that digital technology has not yet been fully utilized in learning activities, and this situation impacts teachers' understanding of technology implementation models in schools and student achievement. This finding reinforces that professional development training remains an urgent need for teachers, particularly in addressing the demands of digital and innovative learning.

Recent research also indicates that appropriately designed training can enhance teachers' ability to modify learning strategies innovatively. Rostikawati et al. (2024) found that professional development programs structured through stages of reflection, identification, analysis, and modification can improve teachers' competence in developing innovative teaching strategies. The study's results indicate that 73.3% of teachers were able to follow the training stages optimally, although some teachers still required guidance due to differences in educational backgrounds and teaching experience. This implies that professional development training must be designed to be sustainable, contextual, and tailored to teachers' needs—not merely a formal activity that concludes once the training ends.

Although training is important, its impact on teaching innovation does not always occur immediately. Teachers who participate in training may not necessarily apply what they learned in the classroom if they lack an emotional connection, a sense of moral responsibility, and a desire to contribute to the school's progress. This is where organizational commitment becomes a critical variable. Organizational commitment reflects a teacher's attachment to the school, willingness to perform duties responsibly, and readiness to support the organization's goals. Asiyah et al. (2021) found that professional development has a significant positive effect on

teachers' work commitment, and work commitment also influences the quality of learning. These findings suggest that training can strengthen teachers' attachment to their work, and this attachment encourages teachers to conduct instruction more effectively.

Organizational commitment is also relevant as a mediating variable because teachers with high commitment tend to be more open to change, more responsible in developing instruction, and more prepared to apply new knowledge gained from training. Research by Yulianti, Kholik, and Ferine (2025) on teachers at SMP Negeri 1 Bandar, Bener Meriah Regency, showed that training has a significant positive effect on teacher performance and organizational commitment. The study also found that organizational commitment mediates the effect of training on teacher performance. Although the focus of the study was on teacher performance, the results provide an empirical basis that organizational commitment can serve as a mechanism linking training and changes in teachers' work behavior.

A similar phenomenon is also relevant to examine at SMP Negeri 1 Bukit in Bener Meriah Regency. According to data from the Ministry of Education, State Junior High School 1 Bukit is a public junior high school with NPSN 10105158, located at Jln. Masjid Babussalam Simpang Tiga Redelong, Bukit Subdistrict, Bener Meriah Regency, Aceh Province. As a public school within the basic education system, State Junior High School 1 Bukit is required to continuously improve the quality of its educational services in accordance with national education policies and the needs of students. On the other hand, research by Karmila, Mesra B, and Ferine (2025), also conducted at SMP Negeri 1 Bukit, indicates that training has a positive and significant impact on teacher performance and recommends the need for structured and sustainable training programs to optimally support the development of teachers' competencies.

A key issue identified in this study is the possibility that the professional development training teachers have participated in has not been fully translated into instructional innovations in the classroom. Teachers may have attended training—whether through school activities, subject-specific teacher communities (MGMP), self-directed learning, or digital platforms—but its application in teaching may vary significantly from one teacher to another. Some teachers may develop new methods, media, and approaches after training. Others may still maintain conventional teaching patterns due to time constraints, a lack of courage to try new methods, insufficient school environment support, or a low sense of ownership regarding organizational goals. This situation indicates that training alone is insufficient to guarantee the emergence of teaching innovations without strong organizational commitment.

Based on this discussion, this study is important because it examines the relationship between professional development training, organizational commitment, and teacher instructional innovation with a specific focus on the context of SMP Negeri 1 Bukit, Bener Meriah Regency. Previous research has extensively discussed the impact of training on teacher performance, professional development on the quality of learning, and organizational commitment on teachers' work behavior. However, studies that specifically position organizational commitment as a mediating variable between professional development training and teachers' instructional innovation within the context of SMP Negeri 1 Bukit still require further exploration. Therefore, this study is expected to provide both theoretical and practical contributions to educational human resource management, as well as to schools in designing teacher training that not only enhances competencies but also strengthens organizational commitment and fosters sustainable teaching innovation.

The research problem in this study can be formulated as follows.

1. Professional development training for teachers is already available through various programs, but its application in teaching innovation is not necessarily consistent among all teachers.
2. Teachers may understand the training material, but they may not necessarily have a strong motivation to apply it in their teaching if their commitment to the school remains low.
3. Teaching innovation requires organizational support, a collaborative culture, and a sense of ownership regarding the school's goals, not just teachers' technical skills.

4. Previous research in Bener Meriah has primarily focused on teacher training and performance, whereas the impact of training on teaching innovation through organizational commitment still requires specific examination.
5. SMP Negeri 1 Bukit, as a public school in Bener Meriah Regency, needs empirical data on the factors that drive teachers' instructional innovation so that training programs can be designed to be more effective, targeted, and sustainable.

Literature Review

Theoretical Framework

Teacher Instructional Innovation

Definition of Teacher Instructional Innovation

According to Shengnan Liu et al. (2024) in their systematic review of the concept of teacher innovation, teaching innovation encompasses the generation of ideas, development, implementation, evaluation, and modification of new practices undertaken by teachers to improve the quality of students' learning experiences, rather than merely minor modifications to standard teaching methods. They state that this innovation involves a combination of creativity, pedagogical knowledge, and deliberate actions designed to positively influence learning outcomes.

Indicators of Teacher Instructional Innovation

Indicators of Teacher Instructional Innovation according to Liu et al (2024):

- 1) Idea Generation
Teachers are able to generate new, relevant ideas to improve or enrich learning practices.
- 2) Idea Development
Teachers not only think creatively but also develop these ideas into concepts ready for implementation in the classroom.
- 3) Implementation of New Practices
Teachers apply new teaching methods, strategies, or techniques in real learning situations.
- 4) Evaluation and Reflection
Teachers assess the effectiveness of the new practices used and reflect on the learning outcomes achieved.
- 5) Modification and Adjustment
Teachers make adjustments or improvements to the innovations based on the evaluation, so that the practices become more effective.
- 6) Dissemination and Integration
Teachers share innovative practices with colleagues or consistently integrate these innovations into long-term lesson plans.
- 7) Impact
Innovations demonstrate tangible results or benefits in the learning process (e.g., increased student engagement, better understanding of the material).

Organizational Commitment

Understanding Teachers' Organizational Commitment

According to Meyer & Allen (2020), teacher organizational commitment is an individual's psychological bond to an organization that determines the extent to which the individual is willing to remain a member of the organization and actively contribute to the achievement of organizational goals.

Indicators of Teacher Organizational Commitment

- 1) Affective Commitment (Emotional Attachment)
Teachers feel a strong emotional bond with the school, demonstrating loyalty and positive engagement in school activities.
- 2) Normative Commitment (Moral Responsibility)

Teachers feel a moral and professional obligation to continue performing their duties at school, even if there are other opportunities outside of work.

3) Continuing Commitment (Continuity)

Teachers consider the professional and personal consequences of staying at the school, demonstrating a willingness to remain part of the organization due to long-term benefits.

Professional Development Training

Definition of Professional Development Training

Darling-Hammond et al. (2020): professional development training is a series of activities designed to enhance teachers’ professional competencies, both in pedagogical and managerial aspects, so that they are able to implement more effective and innovative teaching practices. In an educational context, this training is ongoing and focuses on direct application in the classroom.

Indicators of Professional Development Training

Indicators of Professional Development Training for Teachers according to Darling-Hammond et al. (2020):

1) Enhancement of Pedagogical Knowledge

Teachers acquire new knowledge about effective learning methods, strategies, and approaches.

2) Enhancement of Subject Matter Competence

Teachers deepen their mastery of subject content to become more competent in teaching the material to students.

3) Implementation of New Teaching Practices

Teachers are able to apply new strategies and methods learned from training in their daily teaching and learning activities.

4) Professional Collaboration and Reflection

Teachers engage in collaboration with peers and reflect on their own teaching practices for continuous improvement. Use of Technology and Learning Media.

Conceptual Framework

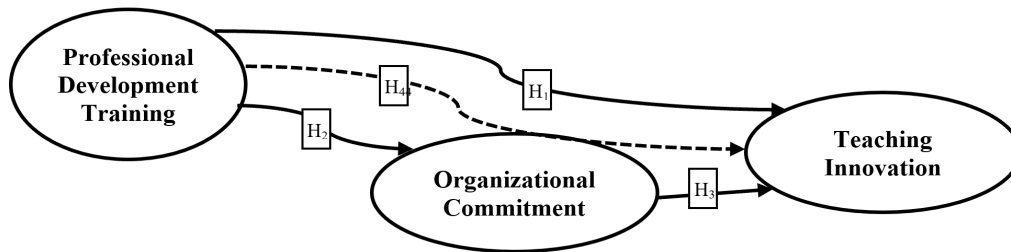


Figure 1. Conceptual Framework

Research Hypotheses

H1: Professional development training has a positive and significant effect on teachers’ instructional innovation at SMP Negeri 1 Bukit.

H2: Professional development training has a positive and significant effect on teachers’ organizational commitment at SMP Negeri 1 Bukit.

H3: Organizational commitment has a positive and significant effect on teachers’ instructional innovation at SMP Negeri 1 Bukit.

H4: Organizational commitment positively and significantly mediates the effect of professional development training on teachers’ instructional innovation at SMP Negeri 1 Bukit.

Research Methodology

Type of Research

The type of research used is quantitative research. According to Sugiyono (2022), quantitative research is defined as a method based on the philosophy of positivism, used to study a specific population or sample; sampling techniques are generally conducted randomly; data collection uses research instruments; and data analysis is quantitative/statistical in nature,

to test established hypotheses. This type of quantitative research was conducted to create a study aimed at adapting a research framework and analyzing the effects of professional development training and the work environment on teachers' instructional innovation, with organizational commitment serving as an intervening variable at SMP Negeri 1 Bukit, Bener Meriah Regency.

Research Location and Time

The research was conducted at SMP Negeri 1 Bukit, located at Jalan Masjid Babussalam, Pasar Simpang Tiga Redelong, Bukit Subdistrict, Bener Meriah Regency, Aceh Province. The research was conducted over a period of 3 months, from April to July 2026.

Population and Sample

According to Arikunto (2025), if the population is less than 100, it is better to include all members so that the study constitutes a population study. In this study, the population consists of all teachers at SMP Negeri 1 Bukit, totaling 62 teachers, and the entire population was used as the sample.

Research Data Sources

The data source used in this study is primary data.

Data Collection Techniques

Data collection was conducted by distributing questionnaires to respondents using a Likert scale as the primary data source.

RESULTS AND DISCUSSION

Outer Model Analysis

The *Outer Model* analysis using *the PLS Algorithm* yielded the following:

Validity Test

Table 1. Outer Loadings Values

	Organizational Commitment	Professional Development Training	Teacher Teaching Innovation
X1.1		0.846	
X1.2		0.849	
X1.3		0.883	
X1.4		0.792	
Y.1			0.724
Y.2			0.869
Y.3			0.742
Y.4			0.816
Y.5			0.854
Y.6			0.877
Y.7			0.818
Z.1	0.898		
Z.2	0.826		
Z.3	0.857		

Source: Smart PLS Output, 2025

Based on the values in Table 1 above, the results of the outer model testing through factor loadings/outer loadings indicate that all indicators for each variable have loadings ≥ 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.

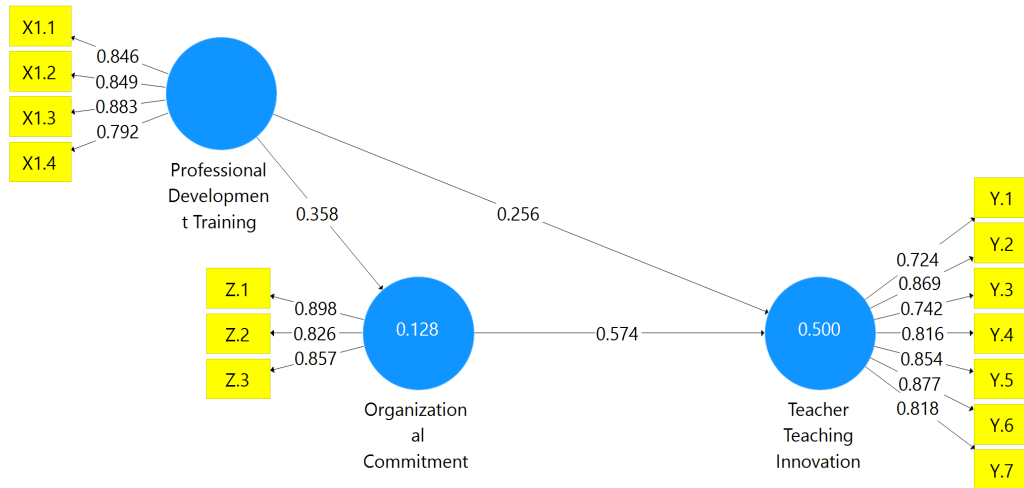


Figure 1. Outer Loadings

Reliability Test

Table 2. Construct Reliability and Validity Test

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Organizational Commitment	0.825	0.837	0.896	0.741
Professional Development Training	0.865	0.873	0.908	0.711
Teacher Teaching Innovation	0.916	0.926	0.933	0.666

Source: Smart PLS Output, 2025

From Table 2 above, the reliability test results show that the 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. Therefore, the research instrument is deemed reliable and suitable for use in structural equation modeling.

Coefficient of Determination (R²)

When evaluating a model using PLS, the process begins by examining the R-squared for each latent dependent variable. The table below presents the estimated R-square values using SmartPLS.

Table 3. R-Square Results

	R-Square	Adjusted R-Square
Organizational Commitment	0.128	0.115
Teacher Teaching Innovation	0.500	0.486

Source: Smart PLS, 2025

In Table 3, there are R-squared values for both dependent variables. For the organizational commitment variable, the R-squared value is 0.128; this means that professional development training accounts for 0.128 or 12.8%. The remainder is attributed to other variables outside the model. The R-squared value for teacher teaching innovation is 0.500, meaning that professional development training and organizational commitment account for 0.500 or 50%; the remainder is attributed to other variables outside the model.

Structural Model Testing (Inner Model)

Hypothesis Testing

Direct Effects Between Variables

Direct effects between variables are reflected

in the *path coefficient* values. The data analysis results show that the direct effect values can be seen in the following table.

Table 4. *Path Coefficients* (Direct Effects)

	Original Sample	T Statistics	P Values	Conclusion
Professional Development Training -> Teacher Teaching Innovation	0.256	2.691	0.007	Accepted
Professional Development Training -> Organizational Commitment	0.358	3.617	0.000	Accepted
Organizational Commitment -> Teacher Teaching Innovation	0.574	7.348	0.000	Accepted

Source: Smart PLS Output, 2025

Table 4 shows the following direct effect values:

1. Professional development training has a positive and significant effect on teachers’ instructional innovation, with a t-statistic of 2.691 (above 1.96) and a p-value of 0.007 (below 0.05). This means that professional development training has a real effect on teaching performance because the significance value is below 0.05. These findings are consistent with previous research, namely that human resource development training has a positive and significant effect on teachers’ instructional innovation (Tsiuniak et al., 2024).
2. Professional development training has a positive and significant effect on organizational commitment, with a t-statistic of 3.617 (above 1.96) and a significance level of 0.000 (below 0.05). This means that professional development training has a significant effect on organizational commitment because the significance level is below 0.05. These findings align with previous research, which indicates that human resource development training has a positive and significant effect on organizational commitment (Hosen et al., 2024).
3. Organizational commitment has a positive and significant effect on teachers’ instructional innovation, with a t-statistic of 7.348 (above 1.96) and a significance level of 0.000 (below 0.05). This indicates that organizational commitment has a significant effect on instructional performance because the significance level is below 0.05. These findings align with previous research, which indicates that organizational commitment has a positive and significant effect on teachers’ instructional innovation (Dzieńdziora et al., 2022).

Indirect Effects Between Variables

The indirect effects between variables can be seen in the *specific indirect effects* values. The data analysis results show that the indirect effect values are presented in Table 5 below.

Table 5. *Specific Indirect Effects*

	Original Sample	T Statistics	P Values	Conclusion
Professional Development Training → Organizational Commitment → Teacher Teaching Innovation	0.205	3.385	0.001	Accepted

Source: Smart PLS, 2025

Table 5 shows an indirect effect between variables, namely that professional development training has a positive and significant effect on teachers’ instructional innovation through organizational commitment, with a t-statistic value of 3.385 above 1.96 and a significance level of 0.001 below 0.05. Here, professional development training has a significant effect on teaching performance through organizational commitment because the significance value is below 0.05. This means that organizational commitment acts as an intervening variable between professional development training and teachers’ teaching innovation.

Conclusion

1. Professional development training has a positive and significant effect on teachers' instructional innovation at SMP Negeri 1 Bukit.
2. Professional development training has a positive and significant effect on teachers' organizational commitment at SMP Negeri 1 Bukit.
3. Organizational commitment has a positive and significant effect on teachers' instructional innovation at SMP Negeri 1 Bukit.
4. Organizational commitment mediates the effect of professional development training on teachers' instructional innovation in a positive and significant manner at SMP Negeri 1 Bukit.

Recommendations

1. Teachers' instructional innovations need to be continuously improved, as they are a tangible reflection of teachers' ability to deliver creative, adaptive learning experiences that meet students' needs. Schools are advised to encourage teachers to be more active in developing varied learning methods, utilizing learning media and technology, and designing more engaging and student-centered teaching strategies. Additionally, evaluations of innovative teaching practices should be conducted regularly to ensure that teaching innovation is not merely a fleeting trend but becomes an integral part of the school's professional culture.
2. Organizational commitment must be strengthened because this variable serves as a bridge between professional development training and the work environment and teachers' instructional innovations. Schools are advised to foster teachers' sense of ownership, loyalty, and responsibility toward the school through open communication, involving teachers in decision-making, and creating harmonious working relationships. Teachers with high organizational commitment are more likely to be willing to contribute to the fullest extent, support school programs, and demonstrate a willingness to continue innovating in their teaching.
3. Teacher professional development training needs to be conducted continuously, purposefully, and in line with the real needs of teachers at the school. Schools are advised to provide broader opportunities for teachers to participate in training, workshops, seminars, learning communities, and other competency-enhancement activities, particularly those related to learning innovation, teaching strategies, and the use of educational technology. Relevant and practical training will help teachers improve their professional skills, strengthen their commitment to the school, and encourage the creation of more effective teaching innovations.

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