IAPJ
INTERNATIONAL ACTIVA-PASSIVA JOURNAL
MAGISTER MANAJEMEN-UNISSULA

The Role of Professional Competence, Training, and Continuance Commitment on The Performance of Teacher Human Resources at Private Vocational Schools in The Center of Excellence in Pemalang Regency

Rizaldi Harimus Marinda

Faculty of Economic, Universitas Islam Sultan Agung (UNISSULA) Semarang, Indonesia, E-Mail: rizaldiharimusmarinda.std@unissula.ac.id

Abstract. *This study aims to examine the roles of professional competence, training, and continuance commitment on teacher human resource (HR) performance. The population comprised all teachers at private Vocational High Schools (SMK) designated as Centers of Excellence in Pemalang Regency, totaling 555 teachers. Purposive sampling was used to select participants based on specific criteria, resulting in a sample of 111 teachers. Data were collected using a questionnaire with a 1–5 interval scale. Analysis using SEM-PLS indicates that professional competence is positively and significantly related to teacher HR performance. Furthermore, effective training is positively associated with improvements in teachers' task effectiveness—namely planning, instruction, evaluation, and work productivity. In turn, higher effectiveness in these teaching tasks is positively related to teacher HR performance. Continuance commitment also shows a positive and significant relationship with teacher HR performance. These findings have important implications for Organizational Change Theory, particularly within educational institutions. Specifically, teachers who possess strong professional competence, receive effective training, and exhibit continuance commitment are more likely to plan, implement, and evaluate learning effectively, which leads to optimal teacher HR performance.*

Keywords: *Continuance; Competence; Professional: Training; Teacher HR.*

1. Introduction

Education plays a rolecrucial in maintaining the continuity of a dignified nation and state, while supporting the progress of a country. The Indonesian government has affirmed its commitment to enlightening the lives of its people, as stated in the Preamble to the 1945 Constitution.

This commitment is reinforced through Law Number 20 of 2003 concerning the National Education System, which emphasizes that national education aims to advance and develop the potential of students to become individuals who believe in and fear God Almighty, have noble character, are physically and mentally healthy, knowledgeable, skilled, innovative, and independent, so that they can become democratic and responsible citizens. It also aims to enlighten the life of the nation while ensuring a high-quality, equitable education system that meets the demands of the industrial world.

According to the 2023 Global Talent Competitiveness Index (GTCI), Indonesia ranks 80th out of 134 countries worldwide. This ranking indicates that Indonesia's human resource capabilities still lag behind those of other countries. Education is an effort to prepare people for life in society. Therefore, various changes must be considered and anticipated through efforts to improve the education and learning process, so that the output can be capable and competitive in facing various things that occur in changes in society. Therefore, education must be able to develop creative and innovative responses to create a competitive advantage (Saragih et al., 2020). The quality of education is verydepends on the quality of educators as the main actors in the teaching and learning process (Darling-Hammond, 2023). Vocational High Schools (SMK) are secondary education institutions that emphasize the development of students' abilities so that they have adequate skills after completing their studies at school. The government has also launched a new initiative for vocational schools, namely the SMK Center of Excellence program. This initiative involves collaboration between the Ministry of Education and Culture and local governments to improve the quality and suitability of vocational schools to the needs of the business and industrial world (DUDI). The Center of Excellence program is a key government strategy in advancing vocational education that focuses on the demands of industry and the labor market (Ministry of Education and Culture, 2023). This is achieved through systematic alignment of vocational education with the business, industrial, and work worlds, while also acting as a center of excellence, quality development, and reference for other vocational schools (Minister of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024).

According to Simanjuntak (2016), performance is the level of achievement of results from carrying out certain tasks. Each person's performance is influenced by many factors that can be classified into three groups: individual competence, the individual competence of the person concerned, organizational support, and management support. The performance of the teacher's role in relation to the quality of education must begin with themselves (Ekawati et al., 2018). As individuals, teachers are the embodiment of themselves with all the unique characteristics that correspond to their position as holders of the teaching profession (Baro'ah, 2020).

Commitment towards the organization also influences various behaviors within the organization to operate effectively according to the objectives. According to (M Rizal, Alam, & Asi, 2023), organizational commitment is an individual's attitude that reflects a willingness to remain part of the organization and play an active role in achieving its vision, mission, and values.pectation.

professional competence Teacher competency is a competency that involves the skills, knowledge, attitudes, and values that are essential to being an effective and qualified educator. Key elements of this competency include: Academic and Professional Knowledge, namely a deep understanding of the subjects taught along with related educational theories and practices. Teaching Skills, namely the ability to organize and carry out an effective learning process, including classroom organization, selecting appropriate teaching methods, and evaluating learning outcomes. Communication Skills, namely good interactions with students, parents, and colleagues, as well as delivering material clearly and impactfully. Classroom Management Skills, namely creating a supportive learning atmosphere, addressing discipline problems, and respecting diversity in the classroom. Educators who master professional competencies thorough lyadequate and receive continuous training to achieve maximum performance, which ultimately has a positive impact on the quality of graduates and the competitiveness of educational institutions (OECD, 2022)

Mangkunegara (2008:50) states that training is a short-term educational process that uses systematic and organized procedures in which non-managerial employees learn technical knowledge and skills for a limited purpose. In addition to competency requirements, to become more professional, every teacher is required to attend workshops or training related to planning, implementing, and assessing learning, such as lesson plan development, learning process design, and assessment evaluation. Such training provides new insights and innovative teaching techniques that are easy for teachers to adopt, thereby improving their abilities and enthusiasm for their work.

Specific training for the Center of Excellence Vocational School program is conducted by sending representative teachers. After the training, these representatives are tasked with training other teachers at the school. What should have lasted a week, this internal training was compressed into two days due to time constraints and busy teaching schedules. Sometimes, the training was held after school hours, so it did not run optimally. Furthermore, the civil servant recruitment system that accommodates private teachers has resulted in many private schools recruiting new teachers who have not been tested for competence, training that impacts students' scores on the Academic Ability Test (TKA) which is administered online. National SMK, especially Private SMK in 2025 in Pemalang Regency showed low average results below 50 (Ministry of Primary and Secondary Education Website, 2026) and the same thing happened to the relatively low absorption of graduates who were accepted in the world of work (Public Relations of Private SMK Pemalang, 2025).

Stud Previously, many studies have been conducted on the impact of professional competence, training, and organizational commitment on teacher performance. In 2021, Hartini, Rahmawati, and Erny Amriani Asmin stated that motivation, organizational commitment, and competence positively and significantly influence teacher HR performance. Then, in 2022, Siti Aisyah, Herni Widiyah Nasrul, and Firdaus Hamta studied the Influence of Education, Training, Competence, and Organizational Commitment on Teacher HR Performance with the results of Education having no effect on teacher HR performance, Training having no effect on teacher performance, Competence having an effect on HR performance and Organizational commitment having an effect on teacher performance. In addition, Adolf Bastian, Jamilah Aini Nasution, and Sri Wahyuni conducted a similar study in 2022, concluding that training, work motivation, and teacher competence influence teacher HR performance. All three studies showed that training variables had no effect on teacher HR performance, although in other studies training was shown to influence teacher HR performance. This is reinforced by the limitations of previous studies, which were general in nature and did not emphasize the unique context of the Center of Excellence Vocational Schools (Kurniawan, 2023; Muher, 2024). Furthermore, there are still few studies that examine the influence of competency. professionalism, training, and organizational commitment to teacher performance in vocational schools (Putri & Lubis, 2024).

2. Research Methods

This research is a quantitative research (explanatory research), namely research that highlights the influence of determining variables on other variables and aims to test the proposed hypothesis, where the description contains a focused description of the relationship of variables (Sugiyono, 2019). These variables consist of Professional Competence, Training, Continuance Commitment, and Human Resource Performance

3. Results and Discussion

3.1. Respondent Description

Based on data obtained from the questionnaire distribution, the following is a statistical description of the characteristics of respondents in the research conducted among teachers at the Center of Excellence Private Vocational School in Pemalang Regency. The respondents who were the subjects of the research are briefly described here to provide background on their situation and characteristics. From May 7 to May 30, 2026, one hundred and seventeen participants completed the study questionnaire. Respondents consisted of both Permanent Foundation Teachers (GTY) and Non-Permanent Foundation Teachers (GTTY).

The questionnaire was distributed indirectly (a Google form link) to respondents via WhatsApp to all teachers at the Center of Excellence Private Vocational School in Pemalang Regency. After field data collection, 111 people responded to the questionnaire, representing the total population. The researchers kept the questionnaire responses confidential.

This study will evaluate and analyze the data obtained from the questionnaire. The following are the findings from this study's data collection:

Table "shows that the questionnaire distributed to 117 respondents, respondents who answered the research questionnaire via Google Forms in accordance with the provisions were 111 respondents (94.87%), meaning that most respondents had high enthusiasm to contribute positively to the research to be conducted by the researcher and respondents provided their views and experiences in carrying out the work."

The characteristics of the respondents in this study include: gender, age, length of service and last education of the respondents.

1. Respondent Characteristics Based on Gender

The characteristics of respondents in this study can be explained based on gender below.

Table Description of Respondents Based on Gender

Information	Criteria	Amount	Percentage
Gender	- **Man**	**52**	**46.85%**
	- **Woman**	**59**	**53.15%**

Source: Primary Data Processing Results, 2026

When broken down by gender, the survey found that male respondents made up 52.85% of the total, while female respondents made up 53.15%. An even distribution is crucial for creating an ideal learning environment. Key positive impacts include providing a diverse range of role models, varying teaching styles, and reinforcing the value of gender equality among students.

2. Respondent Characteristics Based on Age

An overview of the characteristics of respondents based on age in this study is presented in

Respondent Description Based on Age

Information	Criteria	Amount	Percentage
Age	- **20 - 25 years**	**3**	**2.70%**
	- **26 - 30 years old**	**23**	**20.72%**
	- **31 - 40 years old**	**56**	**50.45%**
	- **41 – 50 years old**	**27**	**24.32%**
	- **More than 50 years**	**2**	**1.80%**

Source: Primary Data Processing Results, 2026

The research data above shows that there is an uneven distribution for respondents based on the age range, namely 20-25 years as many as 3 respondents (2.70%), 26-30 years as many as 23 respondents (20.72%), 31-40 years as many as 56 respondents (50.45%), and 41-

50 years as many as 27 respondents (24.32%), and over 50 years of age there are only 2 respondents (1.80%). With the age range above reflecting the age with different but complementary characteristics. The above means that the average teacher at that age has mastered current competencies, is very adaptive, and easily understands current trends and student language, has mature emotional stability, masters classroom management, and successfully combines modern and traditional teaching methods, and has in-depth experience, is expert in resolving conflicts, and is a wise mentor for young teachers and students.

3. Respondent Characteristics Based on Length of Service

An overview of the characteristics of respondents based on work period/length of service in this study is shown in table below.

Respondent Description Based on Length of Service

Information	Criteria	Amount	Percentage
Years of service	**- 1 – 10 years**	**56**	**50.45%**
	- 11 – 20 years	**46**	**41.44%**
	- 21 – 30 years old	**9**	**8.11%**
	- 31 – 40 years old	**0**	**0%**
	- More than 30 years	**0**	**0%**

Source: Primary Data Processing Results, 2026

Referring to the table above, it shows that most respondents have a work period in the range of 1-10 years, as many as 56 respondents (50.45%), this means that in this work period, teachers have entered into mastery of newer competencies that support their abilities.

in carrying out the tasks given and the work period in the range of 1-10 years as many as 56 respondents (50.45%), this means that in this work period the teacher is more mature and stable in carrying out the tasks given and based on their experience they can provide views and make decisions wisely and complete tasks well.

4. Respondent Characteristics Based on Last Education

The characteristics of respondents in this study can be explained based on their last education in the table below.

Respondent Description Based on Last Education

Information	Criteria	Amount	Percentage

Last education	- **Diploma D1/D2/D3**	**0**	**0%**
	- **Bachelor's Degree / Diploma 4**	**97**	**87.39%**
	- **Postgraduate Masters**	**14**	**12.61%**

Source: Primary Data Processing Results, 2026

The table above shows that the number of respondents with higher education, namely Bachelor's degree (S1/D4), is more dominant, namely 97 respondents (87.39%) and none have lower education, which is reinforced by the large number of teachers with postgraduate education (S2), namely 14

respondents.(12.61%) in providing answers to the questionnaire that has been distributed by researchers, it can be understood that teachers with a high level of education and adequate training can have the ability to complete their work, namely: Strong mastery of material where teachers have a more mature scientific foundation, so they are able to explain difficult lesson concepts to be much easier for students to understand, research-based learning. Bachelor and Master graduates are accustomed to scientific methods, making them more critical in using data and research results to improve teaching methods, the use of many Learning Methods and Strategies, higher education also equips teachers with many choices of modern learning models, the preparation of Quality Teaching Materials, namely being proficient in compiling modules, materials, and exam questions that are weighted and in accordance with the latest curriculum developments.

5. Respondent Characteristics Based on Employment Status

The characteristics of respondents in this study can be explained based on their employment status in the table below.

Respondent Description Based on Employment Status

Information	Criteria	Amount	Percentage
Employee Status	- **Permanent Foundation Teacher (GTY)**	**95**	**85.59%**
	- **Foundation Non-Permanent Teacher (GTTY)**	**16**	**14.41%**
	- **ASN**	**0**	**0%**

Source: Primary Data Processing Results, 2026

The table above shows that the number of respondents with the status of Permanent

Foundation Teacher (GTY) employees is more dominant in providing answers to the questionnaire that has been distributed by researchers, namely 85.59% compared to the status of Non-Permanent Foundation Teacher (GTTY) employees of 14.41%. with the status of Permanent Foundation Teacher (GTY) employees, teachers get better job security in terms of financial and future certainty which has an impact on increasing work focus where teachers become calmer, more patient, and more creative in preparing learning plans. In addition, long-term programs can run consistently, teachers can get to know the character of students and their environment very well and are loyal and voluntarily involved in school activities, committees, and other learning activities.

3.2. Descriptive Analysis of Research Data

Descriptive analysis of research data is an important part of communicating research results. Researchers will describe the characteristics of the respondents in the study sample and also determine how the respondents responded to the items.become an indicator as a medium to measure the variables of the research.

The purpose of descriptive analysis is to identify and observe trends in respondents' responses to the research instrument. Descriptive analysis will also be related to the analysis of the research data.

Respondents' responses to the survey conducted by the researcher were assessed based on predetermined weighting standards. The weightings based on respondents' answers to the research questionnaire were as follows:

1. Strongly Agree (SS) has a score of 5;
2. Agree (S) has a score of 4;
3. Disagree (KS) has a score of 3;
4. Disagree (TS) has a score of 2;
5. Strongly Disagree (STS) has a score of 1";

Researchers used a 1-5 scale for answer choices. Each statement can be calculated as follows: The maximum score given is 5, which represents "Strongly Agree." The minimum score given is 1, which represents "Strongly Disagree." The score range is 5-1 = 4.

Referring to table, it is shown that the results of respondents' responses to the professional competency variable obtained an average mean score of 4.12 which is included in the interval 3.68 - 5, this means that teachers responded well regarding the Professional Competence given to each teacher as a respondent. The highest response value of respondents with a mean score of 4.19 on the Potential indicator is very important for teachers to become learning teachers who are able to be enthusiastic and innovative in implementing the National Curriculum with a Deep Learning approach by developing new learning methods applied in learning activities that have an impact on better learning quality, high motivation to develop professional competencies with a focus on implementing the principles of the National Curriculum and Deep Learning. The indicator that received the lowest mean score was Insight, which obtained a mean score of 4.05.

These findings indicate that despite having the potential to implement the national curriculum with a Deep Learning approach, respondents felt that their insight regarding the national curriculum with a Deep Learning approach was still lacking.

a. Training

Response to Training

No	Indicator	N (Sample)	Min	Max	Mean	Standard Deviation	Interpretation
1	Instructor	111	1	5	4.05	0.72	**Tall**
2	Participant	111	1	5	4.09	0.65	**Tall**
3	Material	111	1	5	4.17	0.63	**Tall**
4	Method	111	1	5	4.23	0.70	**Tall**
	Average value				**4.14**		**Tall**

Source: primary data processed 2026

Referring to table, it is shown that the results of the respondents' responses obtained for the Training variable have an average mean value of 4.14 which is in the good category with the highest respondent response value being a mean score of 4.23 for the Training Method indicator for the Center of Excellence Vocational School Teachers in the Pemalang Regency area, which shows that the high response means that the importance of the Training Method involves simulation or direct practice to strengthen understanding with Using a combination of presentations, discussions, and group work, and providing space for questions and answers can overcome the difficulties faced which can be applied in classroom learning activities because it is in accordance with the demands of new era educators who demand more activeness and creativity to produce products. learning and the teacher's function as a facilitator in the classroom. The indicator with the lowest score was the training instructor, with a mean score of 4.05, not far from the highest indicator score. These findings suggest that despite having a good training method, respondents felt that the national curriculum training instructors using the Deep Learning approach were still lacking and needed to be improved by involving more national instructors according to their expertise.

b. Organizational Commitment / Continuance Commitment

Response to Organizational Commitment / Continuance Commitment

Shows that the respondents' responses obtained an average mean score of 4.00. The highest response value for the Organizational Commitment / Continuance Commitment variable was a mean score of 4.11 for the indicator Still needing further work in other organizations. This relatively high response indicates that the respondents' data were taken

from teachers at the Private Vocational School Center of Excellence in Pemalang Regency. This is greatly influenced by several factors, including the important role of private teachers in supporting national education, but the financial rewards, job security, and policy support they receive are not yet comparable.with this role compared to ASN teachers who are already established in terms of finance and work status which is seen as being able to provide a clear future. The indicator that gets the lowest score is Individuals who devote their energy and time to developing themselves for the organization will find it very difficult to move to another organization due to the sense of investment they have given to the organization, namely the mean score of 3.86 is obtained. This confirms that according to the score obtained from teacher respondents at the Private Vocational School of Excellence Center of Pemalang Regency

Financial and future uncertainty causes teachers to be less than optimal in devoting their energy and time to developing themselves and to have a lack of sense of belonging to the organization.

Results of respondents' responses to the teacher human resource performance variable obtained The average mean score was 4.12, with the highest respondent response score of 4.15 on the indicator of success in developing learning plans and programs. This relatively high response indicates that teacher respondents at the Private Vocational School of Excellence Center of Pemalang Regency are able to develop learning plans and programs in a structured and timely manner using the national curriculum with a Deep Learning approach. Success in developing these learning plans and programs has a positive impact on the success of implementing learning. with methods that suit student needs, implementing enrichment programs, and successfully implementing remedial programs which can ultimately improve the performance of teacher human resources.

4. Conclusion

This research answers the differences in the results of previous research related to the role of professional competence, training, and Continuance Commitment on HR performance and answers the formulation of the research problem, namely How to improve teacher HR performance with the role of professional competence, training, and Continuance Commitment, namely as follows. 1. The Influence of Professional Competence and Training on Continuance Commitment at Private Vocational Schools of Excellence Centers in Pemalang Regency. Increasing teacher professional competence which includes knowledge, skills, insight, attitude, and potential has a double impact on continuance commitment, namely increasing the perception of exit costs due to career investment and benefits tied to the current position including allowances, career levels, status, recognition so that the feeling of staying in the school organization increases and at the same time can reduce perceived barriers where the greater the benefits tied to the current job, the higher the continuance commitment. Training influences continuance commitment as a process that increases skills, knowledge, and professional potential, training can increase continuance commitment by increasing organizational investment in teachers which includes skill-

upgrades, certification, structured experiences so that teachers feel the loss of benefits if they leave access to advanced programs, positions or related benefits. 2. The influence of professional competence, training, and continuance commitment on the performance of teacher human resources at the Center of Excellence Private Vocational School in Pemalang Regency. Teachers who have good professional competence, training, and continuance commitment will have a positive influence on the performance of teacher human resources to improve the quality of their work as educators. Professional competence is a collection of knowledge, skills, insights, attitudes, and potential reflected in the quality of planning and preparation of learning materials, adherence to standards, work discipline, and collaborative skills. Theoretically, improving competence enhances teachers' capabilities in carrying out planning, teaching, evaluation, and administration tasks, thereby directly increasing teacher productivity, effectiveness, and the quality of their performance in schools. Training is seen as an investment in human capital that enhances teachers' skills, knowledge, attitudes, and potential. Effective training transfers techniques and knowledge that can be immediately applied in the classroom, improving the quality of instruction and student learning outcomes. Training also fosters professionalism, responsibility, a continuous development orientation, and innovative capabilities, including the use of new technologies and pedagogies, thereby improving administrative and collaborative performance. Continuance commitment reflects a teacher's cost-benefit calculation of remaining at a school, considering career investment, position-related benefits, and the lack of alternatives. Teachers with high continuance commitment tend to reduce turnover and maintain experience and continuity in the learning process, which collectively can stabilize school performance.

5. References

Journals:

Afifuddin. (2014). Training as an effort to improve worker performance. Journal of Education and Training, 8(2), 101-112.

Allen, N.J., & Meyer, J.P. (1996). Affective, continuance, and normative commitment to the organization: An examination of construct validity. Journal of Vocational Behavior, 49(3), 252-276.

Amanda. WD, (2024). The Influence Of Academic Supervision and Professional Competence on Teacher Performance Through Work Commitment. EDUCATIVE JOURNAL: Journal of Educational Studies Vol. 9, no. 2.

Andayani., et al. (2021). The Effect of Human Resource Training and Development on Employee Performance at PT Pos Indonesia, Magelang City Branch. Ubhara Scientific Journal of Management, ISSN 1858-1358, 11.

Angraini, I., Parawangi, D., & Mustari, T. (2021). Organizational commitment in educational organizations. Journal of Educational Psychology, 12(3), 150-162.

Arif. & Fauzan, (2022). The Influence of Competence, Self-Efficacy, and Compensation on the Sustainability Commitment of Employees in the Production Department of

Hanchen Industrial Indonesia Semarang. EMBA Journal Vol. 10 No. 1 January 2022, Pages 1115-1126.

Azis, Y. (2020). Teacher performance and its influence on the quality of education. National Education Journal, 9(1), 5-12.

Bagus Handoko, et al. (2021). Training indicators in human resource development. Journal of Human Resource Management, 9(2), 36-49.

Darling-Hammond, L. (2023). Quality teaching and learning: The role of educators in improving education. Educational Research Journal, 15(2), 123-140.

Darling-Hammond, L., & Hyler, M. E. (2022). Effects of teacher training on teacher performance. Educational Research Review, 29, 100-115.

Ekawati, N., et al. (2018). The role of teacher performance in improving the quality of education. Indonesian Journal of Education, 7(1), 45-58.

Erdogan, B., Bauer, T. N., & Kara, E. (2022). The dark side of competence: Overqualification and job performance. Journal of Applied Psychology, 107(5), 789–805. https://doi.org/10.1037/apl0000965

Faudiah, et al. (2023). The Impact of Training and Development on Teacher Performance. Nidhomul Haq: Journal of Islamic Education Management Vol 8 Issue (3) 2023. DOI: https://doi.org/10.31538/ndh.v8i3.4361

Hafidulloh, S., et al. (2021). Teacher performance measurement: Indicators and implications. Journal of Educational Research, 13(2), 50-66.

Handoko, B., et al. (2021). Training indicators in human resource development. Journal of Human Resource Management, 6(2), 36-49.

Hartinia, H., Rahmawati, R., & Asmin, EA (2021). The influence of motivation, organizational commitment, and competence on teacher human resource performance. Journal of Educational Management, 10(3), 210-225.

Heryudantoa., & Suratman. (2021). The Influence of Commitment and Communication on Performance With Organizational Citizenship Behavior (OCB) as an Intervening Variable in Project Child Indonesia. Management Selection: Journal of Business & Management E-ISSN: 2829-754.

Indrianto, A., & Supomo, B. (2012). Measuring variables in social research. Journal of Research Methodology, 4(1), 12-23.

Iswan, I. (2021). Training as a technique for improving work skills. Journal of Educational Management, 14(3), 120-131.

Iswan, I. (2021). Training techniques for improving work competencies. Journal of Education and Training, 14(3), 120-131.

Ivancevich, JM, & Gomes, CF (in Pianda, 2018). Dimensions of employee performance. Journal of Business Administration, 16(1), 12-19.

Karimah, R. (2021). Indicators of continuance commitment in organizations. Journal of Organizational Psychology, 11(2), 101-114.

Khairiah, F. (2020). Teacher performance indicators in learning. Journal of Education, 7(2), 15-23.

Khusna, Apriono, and Putri. (2025). The Role of Continuance Commitment as a Moderating Variable: The Effect of Work Environment and Organizational Justice on Employee Performance: Can Sustainable Commitment Enhance Its Moderating Role? Examining the Effects of Work Environment and Organizational Justice on Employee Performance. Journal of Business & Applied Management Online https://journal.ubm.ac.id/index.php/business-applied-management/ DOI: 10.30813/jbam.v18i1.7895

Kota, RA, et al. (2021). Human resource performance in organizations. Human Resource Management Journal, 18(3), 145-157.

Kurniawan, D. (2023). Study of the influence of training on the performance of teacher human resources in vocational schools. Journal of Vocational Education, 4(2), 88-99.

Kurniawan, D., et al. (2024). Continuance commitment in employees: An educational perspective. Journal of Education and Management, 14(4), 55-68.

Kurniawan, D., et al. (2024). The effect of continuance commitment on teacher performance. Journal of Education and Management, 14(4), 55-68.

Kurniawan, M., et al. (2024). Study of sustainable commitment in vocational education. Journal of Educational Research, 14(2), 32-46.

Lashari et al. (2024). Impact of Training on Organizational Commitment: An Evidence from General Universities of Sindh. Research Journal of Social Sciences & Economics Review Vol. 5, Issue 3. DOI: https://doi.org/10.36902/rjsser-vol5-iss3-2024(57-67

Liana. E. (2025). Determining Factors Affecting Organizational Development: Analysis of Training, Intrinsic Motivation, Organizational Commitment, and Learning Agility. IJAM: International Journal of Advanced Multidisciplinary. Vol. 4, No. 2, DOI: https://doi.org/10.38035/ijam.v4i2

M. Rizal, Alam, SM, & Asi, E. (2023). Organizational commitment in improving work effectiveness. Journal of Organizational Management, 14(1), 25-40.

Meyer, J. P., & Parfyonova, N. M. (2022). Relationship between training and continuance commitment. Organizational Behavior Review, 10(3), 300-315.

Muher, S. (2024). The influence of training and competence on the performance of vocational school teachers. Journal of Education and Training, 3(1), 34-46.

Mumfarida et.al. (2024). The Influence Of Leadership Style, Professional Competence And Organizational Culture On Teacher Performance In The Era Of Independent Learning With Work Commitment As An Intervening Variable (Study At Vocational School Nu 07 Kendal). COSTING: Journal of Economics, Business and Accounting 7(6):7661-7679.

Mustajabah & Suhermin. (2025). Motivation and Competence as Predictors of Teacher Performance: A Mediation Study by Innovative Work Behavior. MBI: Journal of Management and Business Informatics. Vol. 5, no. 2, January - June (2025).

Pianda, G. (2018). Employee performance evaluation based on Ivancevich and Gomes dimensions. Journal of Management, 15(1), 10-21.

Piotrowska, M. (2022). Job attributes affect the relationship between perceived overqualification and retention. Future Business Journal (2022) 8:38, https://doi.org/10.1186/s43093-022-00147-3

Purnomo et.al. (2023). The Influence Of Training And Work Experience On Performance With Competence As An Intervening Variable In The Head Of The Technical Implementing Unit Pt. Indonesian Railways. International Journal of Social Service and Research, Vol. 08. https://doi.org/10.46799/ijssr.v3i8.499

Putri, S., & Lubis, R. (2024). Analysis of the influence of professional competence, training, and organizational commitment on the performance of vocational school teachers. Journal of Education and School Management, 12(1), 55-68.

Rahayu, S., & Susanto, A. (2021). The effect of training on continuance commitment in the education sector. Journal of Human Resource Development, 10(2), 34-45.

Rahman. M et al., (2024). The Impact of Teacher Competency, Transformational Leadership of School Principals, and Organizational Culture on Teacher Performance. International Journal of Social Science and Education Research Studies ISSN(print): 2770-2782, ISSN(online): 2770-2790.

Rahmawati, N. (2020). Teacher professional competence: Definition and main aspects. Journal of Education, 8(3), 67-75.

Rina Roviana et al., (2025). Effect of Employee Competency on Employee Performance Moderated by Organizational Community. Journal Of Business Management and Economics Development Volume 3 Issue 02 https://doi.org/10.59653/jbmed.v3i02.1610

Riska Ristiana, Asep Jamaludin, & Nandang. (2024). Employee loyalty in organizations. Journal of Psychology and Management, 8(1), 25-37.

Rohmah, N. (2020). Definition and measurement of employee performance. Journal of Performance Management, 9(2), 98-107.

Royani, I. (2022). The Effect of Human Resource Training and Development on Teacher Performance at SMK Plus Desa Nusantara (PDN) Sanggau Regency. Indonesian Multidisciplinary Journal, Volume 1. Journal homepage: https://jmi.rivierapublishing.id/

Sabrina, T. (2021). The purpose of training in human resource development. Indonesian HRD Journal, 12(3), 115-126.

Saragih, B. (2008). Teacher professional competence. Journal of Education, 7(1), 44-53.

Saragih, B., et al. (2020). Education in the face of social dynamics: Preparing a competitive generation. Indonesian Journal of Education, 9(2), 112-124.

Siti Aisyah, Nasrul, HW, & Hamta, F. (2022). The influence of education, training, competence, and organizational commitment on teacher human resource performance. National Education Journal, 11(4), 150-165.

Sulaeman. (2022). Professional teachers and pedagogical competence. Journal of Education, 8(4), 78-89.

Sulila, D., et al. (2023). Training as a method for improving teacher performance. Journal of Applied Education, 7(1), 40-53.

Sulistyorini & Wening. (2025). The Effect of Technical Competence on Employee Performance: A Systematic Literature Review. Edunity: Social and Educational Studies Volume 4 Number 6, June 2025.

Sunarto. (2022). Training objectives and their impact on worker productivity. Journal of Management, 15(4), 98-107.

Supardi (in Khairiah, 2020). Teacher performance indicators. Journal of Education, 7(2), 15-23.

Trust, T., & Whalen, J. (2020). Impact of training on teacher performance. International Journal of Educational Development, 34(5), 55-70.

Usman (in Hafidulloh et al., 2021). Teacher performance measures. Journal of Educational Research, 13(2), 57-62.

Widodo. (2022). Population and samples in social research. Journal of Research Methods, 10(1), 20-28.

Widya Ulfa, et al. (2024). Teacher professional competence in National Education Standards. Indonesian Journal of Education, 14(1), 33-45.

Wulandari, S. (2021). Teacher professional competence in the context of Indonesian education. National Education Journal, 12(3), 45-58.

Yusuf, & Syarif. (2018). Definition and indicators of continuance commitment. Journal of Organizational Psychology, 10(1), 15-27.

Books:

Abdillah, W., & Hartono, J. (2015). Partial least squares (PLS): An alternative to structural equation modeling (SEM) in business research. Yogyakarta: Andi.

Barnawi, & Arifin, Z. (2020). Concepts and indicators of teacher performance. Yogyakarta: Pustaka Pelajar.

Barnawi, & Arifin, Z. (2020). Teacher performance: Concepts and indicators. Yogyakarta: Pustaka Pelajar. (Catatan: Referensi ganda/sama dengan nomor 2).

Baro'ah, T. (2020). The role of teachers as stakeholders in the teaching profession. Jakarta: Pustaka Pendidikan.

Bunyamin et al., (2025). The Influence of Teacher Commitment on Performance and Its Impact The Impact of National Education Quality in the Context of Achieving SDGs 4 (Quality Education). Proceedings of the 2025 National Seminar on Postgraduate Schools: 11-17 ISSN 26866404 Semarang State University.

Ghozali, I. (2018). Multivariate analysis application with IBM SPSS 25 program (8th ed.). Semarang: Diponegoro University Publishing Agency.

Kurniawan, M., et al. (2024). Continuance commitment and its influence on human resources. Jakarta: Pustaka Pendidikan.

Mangkunegara, AP (2008). Corporate human resource management. Bandung: Remaja Rosdakarya.

Nawawi, H. (2022). Human resource management. Yogyakarta: Gava Media.

OECD. (2022). Educator competencies for effective teaching: Insights and analysis. OECD Publishing.

Prosiding Seminar (1 Referensi)

Purwanto, A. (2021). Sampling in educational research. Yogyakarta: Yogyakarta State University Press. (referring to Arikunto, 2021)

Robert, P., & Jackson, K. (2016). Training and workforce development. London: Routledge.

Simanjuntak, TM (2016). Performance concept and measurement. Jakarta: PT RajaGrafindo Persada.

Sugiyono. (2019). Quantitative, qualitative and R&D research methods. Bandung: Alfabeta.