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The Effect of Training on Organizational Commitment Impacts Primary School Teacher Performance in Central Lombok Regency

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Abstract

Finding out how elementary school teachers in Central Lombok Regency fare after receiving training and committing to their organization is the main goal of this study. Using a mixed-methods approach, this study surveyed 361 educators about their experiences in the classroom. The findings were based on an adjustment to Morgan's hypothesis made using the Warwick and Lininger formula. Questionnaires are used as a data collecting tool, while Structural Equation Modeling using Partial Least Squares is used for analysis. The research found that: (1) Training has a direct positive and significant effect on organizational commitment (T-Statistics: 32.016, P-Values: 0.000); (2) Training has a direct positive and significant effect on teacher performance (T-Statistics: 5.756, P-Values: 0.000); (3) Organizational commitment has a direct positive and significant effect on teacher performance (T-Statistics: 18.685, P-Values: 0.000); (4) Training has a positive and significant indirect effect on teacher performance (T-Statistics: 7.556, P-Values: 0.000). This study found that teacher effectiveness is directly impacted by training and organizational commitment. The impact of professional development on educators' efficiency and effectiveness may be moderated by organizational commitment. Suggestions for enhancing organizational commitment and training in order to improve teacher performance.

Keywords: Training, Organizational Commitment, Teacher Performance

INTRODUCTION

In order to ensure that the country has access to human resources that can contribute to its growth, the quality of education must be high, and this is where teachers come in. Therefore, educators must possess unique skills and knowledge in the domain of teaching. Consistent with this, according to (Usman, 2010), certified educators are those who have completed postsecondary coursework and have worked as educators for a while (Undang-Undang No. 14, 2005). Skills grounded in complex scientific ideas and theories are essential for this line of work. (2) Highlight specific areas of competence in line with their occupation. (3) Insist on sufficient training for educators. (4) The social implications of the work are taken into consideration. Allows growth that is in harmony with life's rhythms. (6) Follow a set of principles that govern their conduct while doing their jobs. (7) Working with long-term clientele, such healthcare providers and their patients or educators and their pupils. (8) Publicly acknowledged for meeting a need in the community via the provision of essential services.

Teachers that are competent in their fields will be able to work with students as mentors, trainers, and learning managers, passing on valuable information, values, and skills. Educators who are passionate about learning as well as teaching will be more equipped to keep up with scientific and technological developments, and they will also be more likely to seize chances to incorporate these innovations into their lessons, enhancing student engagement and achievement. reached target as anticipated (Peraturan Mendiknas No. 16, 2007). Teacher performance is internally determined by competence, motivation and high commitment in carrying out tasks (Aslam et al., 2022). The outcomes of teacher competence exams administered to certified educators are one indicator of that profession's quality. Professionalism in the classroom is a sign of a well-performing educator who has mastered four core competencies: professional, pedagogical, personality, and social. Two areas of competence, educational and professional, are evaluated (Hayati et al., 2020).

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Education Report Card was released in April 2022 as the Merdeka Belajar Episode 19 policy by the Ministry of Education, Culture, Research and Technology. The National Assessment is a compilation of results from the Learning Environment Survey, Character Survey, and Minimum Competency Assessment. Indicators for elementary and secondary school programs are organized along five aspects in the education report card. The five aspects include the following: (1) relevant and high-quality learning outcomes for students; (2) equitable access to high-quality education; (3) professional competence and effectiveness of educators; (4) relevant and high-quality learning experiences for students; and (5) open, honest, and responsible administration of educational institutions.

The results for elementary school teachers in Central Lombok Regency, West Nusa Tenggara Province, were 46.39% (poor category), according to the 2021 Education Report Card. This is quite similar to the average results for West Nusa Tenggara Province, which were 46.40%, very near to average. At the national level, the average result is 48.79%. The results of elementary school instructors in Central Lombok Regency continue to be dismal, according to the data. Here are the findings on the effectiveness of elementary school teachers in Central Lombok Regency, derived from December 2022 observations and interviews with the Head of the Regency's Teacher and Education Personnel Service: Among the following: (1) the percentage of teachers who taught according to academic qualifications was 42.45%, which is in the low category; (2) the percentage of teachers who used lesson plans was 54.67%, which is in the low category; (3) the percentage of teachers who used learning media was 46.80%, also in the low category; (4) the percentage of teachers who engaged in contextual learning was 56.50%; (5) the percentage of teachers who routinely evaluated learning outcomes was 61.42%, which is in the sufficient category; (6) the percentage of teachers who implemented enrichment and remedial programs based on assessment results was 45.92%, which was in the low category; and (7) the percentage of teachers who arrived early to class was 47.25%, which was in the low category. All things considered, these numbers point to poor teaching performance among primary school educators in Central Lombok Regency.

Leadership is one of several variables that contribute to the poor performance of teachers in the Central Lombok area. It is the job of the school administrator to provide direction and guidance to students and faculty. The principal is the highest-ranking official in the school and has a significant impact on the students' academic performance; as such, he or she needs strong administrative abilities, unwavering dedication, the ability to adapt to changing circumstances, and the fundamental knowledge to run an effective school. For school administrators to fulfill their leadership responsibilities and create programs that boost teacher performance and help the school reach its objectives, they need to have a firm grasp of performance management. The ability to think conceptually is essential for school leaders who want to enhance teacher and organizational performance. In light of the above, it is clear that principal-designed programs have a pivotal role in determining the success of every aspect of a school, including teacher effectiveness, staff efficiency, and student accomplishment in the classroom (Aslam et al., 2022).

Professionalism in the classroom is one of the factors that affects student achievement. Training is one kind of program that helps teachers strengthen their professional skills. Both new and current workers benefit greatly from training. Training is defined as the process of methodically altering employee behavior in order to accomplish corporate objectives (Veithzal Rivai, 2004:226). Training is also defined as the process by which employees acquire new competencies in the areas of knowledge, conduct, and skill (Simamora, 2001:286) (Dalimunthe et al., 2020).

Training according to (Armstrong, 2006: 280) is the use of well-thought-out strategies to enhance the learning process. Training must adhere to certain formal criteria in order to be effective. These include: a. enhancing skills; b. providing a variety of skills; c. preparing employees to carry out complex or specialized tasks; d. providing them with the knowledge they need to carry out their duties; and e. providing a well-rounded education that includes induction activities, information technology, and communication. Training in the three aspects of (a) cognitive or information-providing method, (b) emotional approach, and (c) behavioral/experimental approach is defined by (Michael M. Harris, 2008: 185). According to this theory, training should focus on four main areas: technical competency, character attributes, environmental conditions,

and family dynamics. A person or employee's ability to recognize and adapt to changes in cultural norms and personal style may be enhanced by training (Robbins, 2006: 83). A higher awareness of change and (a) knowledge of one's own conduct are the primary training aspects that need to be established.

Training is defined by Dugan Laird, Sharon S. Naquin, and Elwood F. Holton (2003: 6) as an experience, discipline, or treatment (programme) that leads to a change in behavior that is in keeping with what has been decided. Criteria that must be satisfied by training: first, investing in new technology; second, standardizing processes; and third, creating innovative performance enhancements. Training, on the other hand, is defined by Schermerhorn (2003: 307) as a program of instruction that aims to build competence in the workplace. In order to be considered training, an element must include: a. a plan for acquiring new skills and enhancing existing ones; and b. enhancements to existing abilities.

Teachers need a dedication to doing a good job in the classroom in addition to the training component. A person's attitude toward the organization they join is connected to their organizational commitment. This outlook is associated with how one views the organization's objectives and their level of active participation in completing tasks. An individual's output is directly proportional to the level of dedication they demonstrate. Workers that are really committed to their company will always offer their all for it. Employees who put forth a lot of effort tend to be more work focused. Employees with a strong sense of belonging to the company are more likely to pitch in when needed and work well with others.

Furthermore (Sopiah, 2010) in the research journal Nana Triapnita Nainggolan, et.al (2020) discovered that organizational commitment is the unwavering will of members to live out organizational life in line with the established standards that are advantageous and promote good conduct. would like. There are three parts to organizational commitment, as stated by Allen and Meyer (1990): emotional, normative, and continuation. Employees' feelings, sense of belonging, and investment in their company make up the emotional component. How an employee feels about his responsibilities to the company makes up the normative component, while his attitude toward keeping the company running smoothly makes up the continuation component.

One sign that this professional dedication is being put into practice is when: (1) one remains focused on the job at hand and the work perspective. (2) Ease a lot of complicated jobs and responsibilities. (3) Work and task completion oriented. (4) Determine the significance of each activity and occupation. The following traits are indicative of this: (1) A will to succeed and a desire to do one's best in order to build and preserve the organization's reputation. Ensure compliance with different organizational and government regulations in order to support management (supervisors). (3) Deploying the fundamental principles of the company.

"The Effect of Training on Organizational Commitment on Teacher Performance in Central Lombok" was the title of the study that aimed to address the issue of teacher performance in Central Lombok by drawing on theoretical studies and the detailed findings of empirical research. The overarching goal of this study is to catalog the relationships between the independent and dependent variables; more specifically, we want to know: (1) how training affects organizational commitment; (2) how training affects teacher performance; and (3) how training and organizational commitment interact to affect teacher performance in Central Lombok district.

The following picture shows the study hypothesis model that was designed to learn how training, an external variable, affects organizational commitment (Y1) and teacher performance (Y2), an internal variable, among elementary school teachers in the Lombok district.

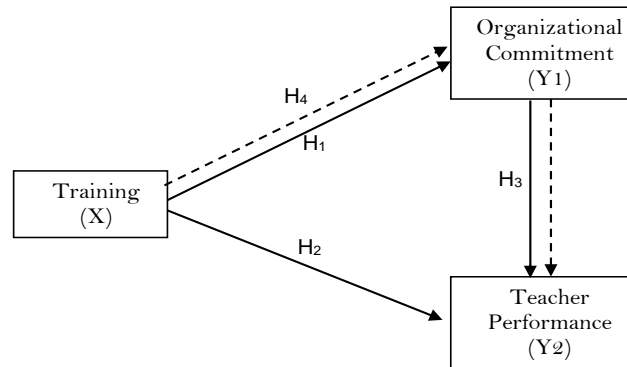


Figure 1 Constellation of research variables

H₁: **Training has a direct effect on organizational commitment**

Effective teacher training improves their skills and competencies in teaching and classroom management. When teachers feel more competent in their work, they tend to be more committed to the organization that provides the training. Through training, teachers can acquire new skills and knowledge that enable them to make a greater contribution to achieving organizational goals. This can increase commitment because teachers feel they have a significant role in the success of the organization.

Study (Harsono & Khasanah, 2021) sets out to ascertain, in part, how training and competence impact teachers' commitment and, in part, how training and competency impact teachers' commitment. The study included 35 educators as participants. Questionnaires were used to gather data. Descriptive analysis, statistical analysis (including reliability and validity tests), classical assumption testing (including normality, heteroscedasticity, and multicollinearity tests), and hypothesis testing (including partial and simultaneous tests, as well as coefficient of determination) are all utilized in the data analysis. According to the findings, there is a substantial relationship between teacher commitment and both the training and competence factors, and these two variables have a significant influence on teacher commitment when considered together. Corresponding research was carried out by (Djajadi, 2020)

H₂: **Training has a direct effect on teacher performance**

Teacher training in order to improve their competence needs to continue to be carried out in order to update teachers' abilities and skills in carrying out teaching duties. Teacher training provides an opportunity to improve teaching skills and knowledge in the subjects taught. Teachers who have better skills in teaching and a deeper understanding of the subject matter tend to provide better teaching. In addition, training helps teachers understand and apply effective learning methods. They can learn innovative teaching strategies, uses of educational technology, and approaches that suit student needs.

Research conducted by (Agus et al., 2021) in relation to the development of instructional resources for teachers. Plans and Syllabi for the Implementation of Learning are a Goal of Educational Planning That Has Great Importance for Teachers in Their Role as Educational Directors. Study (Ashoumi et al., 2020) namely research on Mind Mapping learning method training for subject teachers at MI Darul Ma'arif. Mind mapping learning method training independently by partners is the final activity of implementing this program. This activity aims to see the teacher's activity and skills in applying the mind mapping method. Activity. Research on the effect of training on teacher performance was also conducted by (Arigiyati et al., 2021).

H₃: **Organizational commitment has a direct effect on teacher performance**

Organizational commitment is a person's deep and personal investment in an organization's mission and values as it relates to their work towards realizing those objectives, In a 2006 study, Luthans According to the author, "organizational commitment" is the way in which employees consistently demonstrate their dedication to the organization's goals and values by their actions and words. Additionally, three elements demonstrate this kind of loyalty: (1) a person's great desire to stay a part of their organization; (2) their readiness to put in work for

the organization; and (3) their strong belief in and acceptance of the organization's principles and objectives. When workers have faith in and support for the organization's mission and values, as well as a strong desire to stay put, they are demonstrating organizational commitment. There is a correlation between teachers' levels of organizational commitment and their level of motivation to perform at a high level. Their commitment to their work as educators is bolstered by a sense of shared purpose with the organization. A more pleasant and welcoming workplace might be the result of strong organizational dedication. Teachers' motivation and well-being are influenced by this, which may have a favorable effect on their performance.

Research conducted by (Hayati, et al. (2020) seeks to ascertain the impact of organizational dedication and intrinsic motivation on the productivity of Sungai Rotan educators. The quantitative approaches used in this study are of a correlational nature. In this study, 44 individuals, all of whom are educators, make up the population. This study used a census sampling strategy to get a representative cross-section of the population. A questionnaire was used as the method of data collecting. Multiple linear regression and correlation analysis were used to examine the data. The study found that (1) organizational commitment negatively impacts teacher performance at Sungai Rotan 1 High School; (2) work motivation positively affects teacher performance at Sungai Rotan 1 High School; and (3) when organizational commitment and work motivation are combined, they negatively impact teacher performance at Sungai Rotan High School. 1. Organizational commitment and job motivation are necessary to increase teacher effectiveness, according to this study (Widyantara, 2019).

H₄: ***Training has an indirect effect on teacher performance through organizational commitment***

The goal of training in organizational or institutional development is to make human resources better able to serve the community with more expert services. In order for community people to actively engage in the transformation process, it is important to empower them via providing training. With the right training, one may put their existing skills and knowledge to better use. A person's work habits, outlook on work, and the information and knowledge they use on the job may all be impacted by training.

In contrast to less dedicated educators, dedicated teachers will have a good impact on the school. In order to boost performance, this dedication is crucial. Research The impact of organizational commitment on the performance of teachers is the focus of this study. First, organizational commitment positively and significantly affects teacher performance. Second, organizational commitment can mediate the effect of principal leadership on teacher performance, which in turn improves student learning.

METHODE

Research Design

Researchers need to use appropriate research methods in their studies. That way, the researchers can see exactly what the issues were and how they were resolved. Quantitative research methods were used in this investigation. The deductive-inductive method is important to quantitative research (Garson, 2016). Positively, the research procedures are founded on the idea of positivism; they aim to evaluate preexisting assumptions by collecting data from specific populations or samples using research equipment and analyzing it quantitatively and statistically (Surahman et al., 2016). Since this approach borrows heavily from positivism, we call it the positivistic technique (Koyan, 2017). All the hallmarks of a scientific method—namely, that it be concrete/empirical, objective, quantifiable, logical, and systematic—are present in this approach. Since the study data is numerical and the analysis is statistical, this approach is known as a quantitative technique (Zhou et al., 2019).

Research Subjects and Samples

The population is all research subjects (Gregory, 2014). In the context and across the period that we specify, the population consists of all relevant data (McNaughton & Cowell, 2018). Everything that a researcher pays attention to—events, objects, or individuals with comparable traits—makes up the population, which is seen as a study universe (Budiastuti & Bandur, 2018). One possible conclusion from these arguments is that in scientific research, the term "population" refers to the whole item used as a data source and its associated

attributes. A total of 5,685 primary school teachers from the Central Lombok area made up the population studied in this research.

The sample is part of the population, consisting of several members of the population (Fuentes et al., 2019). Since it would be impractical to collect data from the complete population, researchers in this study relied on a representative sample instead. The whole point of sampling is to draw conclusions about the population based on a subset of its members. Saving money, getting more precise findings, collecting data more quickly, and having access to components of the population are all advantages of sampling (Humaidi et al., 2020). Researchers employ a probability sampling methodology, which is a way of selecting a subset of a population at random from that larger population. Several factors were taken into account during sampling (Koyan, 2017). With a 95% confidence interval (d2) and a 5% significance threshold (z2), 361 instructors were randomly selected from a pool of 5,685 teachers for this study's sampling procedure, which relied on the Morgan table (Morgan, 1970)

Data Collection Technique

Data is information that can be identified, evaluated, and is pertinent to a certain program that is captured by media. The term "data collection" refers to the methodical and uniform process of gathering the necessary information. The writers rely on questionnaires as a means of data collection. A questionnaire is a collection of questions designed to elicit information about a topic or issue for research (Agung, 2014). In survey research in particular, questionnaires were sent out to persons who volunteered to answer research questions in order to collect data (Lijan Poltak Sinambela, 2014).

Research Instruments

Here, the writer poses questions in writing, and the responder provides written responses. A closed questionnaire, such as the one in the form is one in which the questions are multiple-choice or have pre-selected answers and the responder need only choose the one they want. The students were asked to fill out a questionnaire that measured instructional leadership, organizational commitment, and teacher effectiveness. Using the following weights for affirmative statement responses, the questionnaire makes use of the Likert scale model: Strongly Agree = 5, Agree= 4, Less Agree= 3, Disagree= 2, and Strongly Disagree= 1. Variables and indicators in the research instruments are shown in the following table

Table 1 The Grid of Research Instruments and Indicators

Variable	Indicator	Number of items
Training (X)	X1 Capabilities	6
	X2 Education	6
	X3 Practice	6
	X4 Knowledge	6
	X5 Skills	6
	X6 Attitude	5
Organizational Commitment (Y1)	Y1.1 Affective	8
	Y1.2 Normative	7
	Y1.3 Sustainability	6
	Y1.4 Make the organization successful	7
	Y1.5 Contribution to the organization	7
Teacher Performance (Y2)	Y2.1 Plan learning	6
	Y2.2 Carry out learning	9
	Y2.3 Relationship with students	5
	Y2.4 Learning assessment	8
	Y2.5 Assessment follow-up program	7

Researchers can gather data more efficiently with the use of the research device. Once the researcher has begun the process of collecting information in the field, the range of research equipment serves to get the data that is

needed. A device known as an instrument is required to measure the anticipated data (Surahman et al., 2016). The research instrument developed in this study was a questionnaire or questionnaire.

There are two types of questionnaires: those that ask for answers and those that provide options. The purpose of a traditional questionnaire is to elicit written responses from respondents based on their subjective experiences and opinions; in contrast, a multiple-choice questionnaire allows respondents to select one answer from a predetermined set of options. Each group, consisting of vocational instructors from different schools in Central Lombok Regency, was assigned the questionnaire at random.

Data Analysis Techniques

The research objectives of this dissertation and the features of model analysis suggest that this study's data analysis tool, the analysis technique model, should provide reliable results, particularly in terms of the predictive function of the variables under investigation. Using the "Structural Equation Model-Partial Least Square technique," researchers may examine how different factors influence the dependent variables. For forecasting, this model strategy works well. Ghozali found (Nasution et al., 2020) This approach encompasses various methods, including canonical correlation techniques, redundancy analysis, multiple regression, multivariate analysis of variance, and principle component analysis, among others. Application is also well-suited for high-complexity caus-predictive analyses, as previously discussed, and it has poor theoretical backing (Arya Pering, 2020).

RESULT AND DISCUSSION

Result

The Structural Equation Model-Partial Least Square analysis of the influence of training (X) Organizational Commitment (Y1) on and Teacher Performance (Y2) using the Smart application and the results of the analysis are presented in the following figure

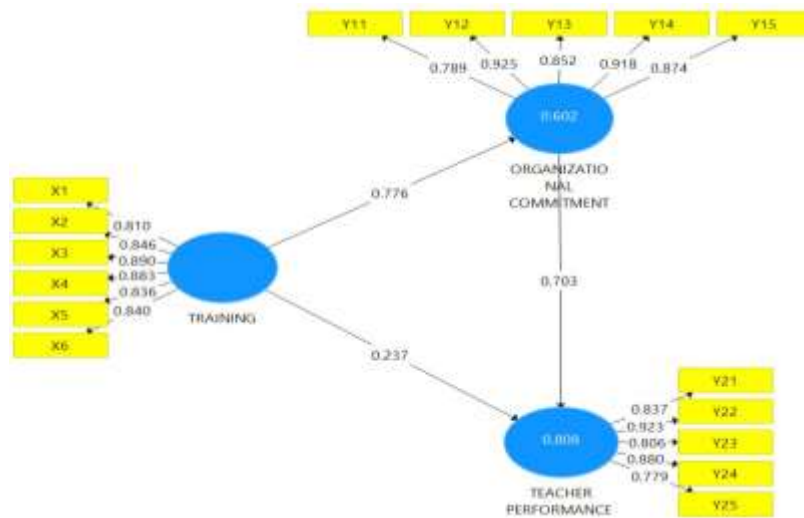


Figure 2 Structural Equation Model - Part Least Square

The following table displays the findings of the study of convergent validity, which was conducted as part of an outer loading assessment to ascertain if the indicators utilized to build the construct or latent variable fulfilled the valid criteria.

Tabel 2 Cross Loading Each Indicator of Training (X), Organizational Commitment (Y1) and Teacher Performance (Y2)

Variables to Indicators	Loading	Standard Deviation	T Statistics	P Values	Results
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X1 <- X-Training	0,810	0,024	33,983	0,000	Significant
X2 <- X-Training	0,846	0,015	55,613	0,000	Significant
X3 <- X-Training	0,890	0,015	61,093	0,000	Significant
X4 <- X-Training	0,883	0,014	64,262	0,000	Significant
X5 <- X-Training	0,836	0,021	39,171	0,000	Significant
X6 <- X-Training	0,840	0,017	50,449	0,000	Significant
Y11 <- Y1-Organzational Commitment	0,789	0,024	33,028	0,000	Significant
Y12 <- Y1-Organzational Commitment	0,925	0,007	130,084	0,000	Significant
Y13 <- Y1-Organzational Commitment	0,852	0,013	63,260	0,000	Significant
Y14 <- Y1-Organzational Commitment	0,918	0,009	104,772	0,000	Significant
Y15 <- Y1-Organzational Commitment	0,874	0,013	66,665	0,000	Significant
Y21 <- Y2-Teacher Performance	0,837	0,018	45,603	0,000	Significant
Y22 <- Y2-Teacher Performance	0,923	0,009	107,034	0,000	Significant
Y23 <- Y2-Teacher Performance	0,806	0,020	39,863	0,000	Significant
Y24 <- Y2-Teacher Performance	0,880	0,013	68,561	0,000	Significant
Y25 <- Y2-Teacher Performance	0,779	0,024	32,300	0,000	Significant

Discriminant Validity

Discriminant validity depicts the route that a latent construct takes in order to explain how much it discriminates against other latent constructs; concurrently, discriminant validity asserts that a latent construct can account for more variation in measured variables than in unmeasured constructs, which is associated with measurement error (Budiastuti & Bandur, 2018), The evaluation results show a correlation between constructs based on discriminant validity as in the following table.

Table 3 Discriminant Validity of Each Indicator on Training (X), Organizational Commitment (Y1) and Teacher Performance (Y2)

Variables	X-Training	Y1-Organzational Commitment	Y2-Teacher Performance
X-Training	0,851		
Y1-Organzational Commitment	0,776	0,873	
Y2-Teacher Performance	0,782	0,817	0,847

Table 3 shows that the indicator has a higher cross-loading on the construct than other constructs on either the left or the right, indicating that Discriminant Validity has been met. Training (X) is an exogenous variable in this study, whereas organizational commitment (Y1) and instructor performance (Y2) are endogenous factors.

Next, we have Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE). The internal consistency of a construct and Cronbach's Alpha are measured by composite reliability, which is a reflecting indication. Using a minimal value for Average Variance Extracted (AVE) in conjunction with Discriminant Validity (DV) reveals the construct's viability. The following table displays the data analysis findings.

Tabel 4 Average Variance Extracted (AVE), Composite Reliability,

and Cronbach's Alpha Composite

Variables	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
X-Training	0,924	0,926	0,940	0,725
Y1-Organizational Commitment	0,921	0,923	0,941	0,763
Y2-Teacher Performance	0,900	0,904	0,926	0,717

All three of these reliability metrics—Cronbach's Alpha, rho, and Average Variance Extracted (AVE)—must be more than 0.70 in order to be considered valid. It may be concluded that the Reliability criteria have been satisfied by Training (X), Organizational Commitment (Y1), and Teacher Performance (Y2). To find out how the independent variable affects the dependent variable, both directly and indirectly, we may use the findings of this study to evaluate our hypotheses.

A single independent variable, Training (X), and two dependent variables, Organizational Commitment (Y1), which acts as a mediator, and Teacher Performance Intention (Y2), make up this research. For each dependent variable in the structural model that emerges from PLS processing, R-square is required. To examine the impact of external latent constructs on internal variables, R-square Adjusted Predictive Prevalence is used. In the table below, you can see the structural model and Goodness of Fit findings.

Table 5 R-Square Value Endogenous Construct of Organizational Commitment (Y1) and Teacher Performance(Y2)

Dependent Variable	R Square	Adjusted Square	R Addition
Organizational Commitment (Y1)	0,763	0,763	strong
Teacher Performance(Y2)	0,880	0,880	strong

Models are considered strong or excellent when their R-Square values are between 0.67 and 1.00; intermediate structural models have values between 0.34-0.66; while poor models have values below 0.33. Organizational Commitment (Y1) and Teacher Performance (Y2) both have significant R-Square values of 0.763 and 0.884, respectively, according to the table data. The Q² or Q-square test of Geiser may be computed using the resultant R² in the following way.

$$Q^2 = 1 - \{(1-R1^2) (1-R2^2)\}$$

$$Q^2 = 1 - \{(1-0,763) (1-0,880)\}$$

$$Q^2 = 1 - 0,028$$

$$Q^2 = 0,972$$

Elementary school teachers in Central Lombok have a Q² value of 0.972, which indicates that the research constructs of training (X) and organizational commitment (Y1) account for 97.2% of the variation in their performance. Other variables account for the remaining 2.8%. The findings of the evaluation and the direct influence test, which were used to determine if the research variables were directly influencing one another, are shown in the table below.

Table 6 Results of Hypothesis Testing of Influence Between Variables

Influence Between Variables	Loading	Standard Deviation	T Statistics	P Values	Results
X-Training -> Y1-Organzational Commitment	0,776	0,024	32,016	0,000	Accepted
X-Training -> Y2-Teacher Performance	0,237	0,041	5,756	0,000	Accepted
Y1-Organzational Commitment -> Y2-Teacher Performance	0,703	0,038	18,685	0,000	Accepted
X-Training -> Y1-Organzational Commitment -> Y2-Teacher Performance	0,545	0,031	17,556	0,000	Accepted

Based on the results of the analysis in the table above, the research results are explained as follows;

(1) The results of the analysis of the direct relationship between training (X) and organizational commitment (Y1) are shown by a coefficient of 0.776 and a T statistic of 32.016 > 1.96 with P Values 0.000 < 0.05, it is said that training has a direct positive and significant effect on organizational commitment, This means that if training is increased it will have an impact on increasing organizational commitment.

(2) A T statistic of 5.736 > 1.96 and P Values of 0.000 < 0.05 demonstrate the outcomes of the investigation into the direct correlation between training (X) and instructor performance (Y2). The coefficient for this association is 0.237. Theoretically, training improves educators' effectiveness in the classroom. In other words, if training is improved, teacher performance will also improve.

(3) A T statistic of 18.683 > 1.96 and P Values of 0.000 < 0.05 demonstrate the findings of the investigation of the direct association between organizational commitment (Y1) and teacher performance (Y2). The coefficient is 0.703. Teachers' output is supposedly positively and significantly correlated with their level of organizational commitment. This would suggest that an uptick in organizational commitment would result in an uptick in teacher output.

(4) A T statistic of 17,556 > 1.96 and P Values of 0.000 < 0.05 depict the outcomes of the investigation into the indirect connection between training (X) and teacher performance (Y2) via organizational commitment (Y1). The coefficient for this association is 0.545. Some claim that training improves teachers' effectiveness in a roundabout way by inspiring them to become more invested in their organizations.

DISCUSSION

Here we will provide the following discussion of study findings based on hypothesis testing results about the direct and indirect effect of the independent variable on the dependent variable:

(1) Training has a direct positive and significant effect on organizational commitment, meaning that if programmed training is carried out for teachers automatically, teacher motivation and enthusiasm will increase and ultimately teacher commitment to the school will increase. This is in line with research conducted by (Suriansyah et al., 2020)

(2) The quality of education in schools can only rise if teachers are consistently and positively trained, as training has a direct and substantial beneficial influence on teacher performance. Other studies corroborate the findings of this one. (Tengko et al., 2021)

(3) There is a positive and statistically significant relationship between organizational commitment and teacher performance. This means that a teacher's dedication to their school has a direct impact on their performance; on the other hand, a lack of dedication will have the opposite effect. The findings of this study are consistent with those of oleh (Hayati et al., 2020)

- (4) Training indirectly affects teacher performance in a favorable and statistically meaningful way via organizational commitment. This might mean that training can indirectly boost teachers' performance if their dedication is excellent, and this is particularly true if training is done regularly in the classroom.

Training affects organizational commitment and teacher performance in a direct and meaningful way, according to this study. Beyond that, there is a clear and substantial relationship between organizational commitment and teacher performance. Thus, organizational dedication might act as a go-between when it comes to training's indirect effect on teachers' performance.

CONCLUSION

We can conclude the following from the data and discussion: (1) Training affects organizational commitment in a direct and positive way; (2) Training affects teacher performance in a direct and positive way; (3) Organizational commitment affects teacher performance in a direct and positive way; (4) Training affects teacher performance indirectly through organizational commitment.

In order to raise the bar for primary school educators in the Central Lombok region, this study suggests focusing on two key areas: training and dedication. Through the use of indicators and local knowledge, this study may serve as a reference for future scholars.

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