



Unveiling Success: Exploring the Impact of Training and Commitment on Madrasah Tsanawiyah Principal Performance

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Abstract

This article delves deep into the complex web of relationships between training, commitment, and performance among heads of private Tsanawiyah Madrasahs in the beautiful West Lombok Regency, West Nusa Tenggara Province. Using a quantitative approach reinforced by path analysis, the researchers uncovered the causal relationships that shape the madrasah leadership landscape. The study underwent rigorous validation by drawing insights from a carefully curated data set covering over 170 madrasah heads, meticulously collected through customized questionnaires. It emerged as a beacon of reliability and validity. Through the lens of descriptive and inferential statistics, the findings of this study not only highlight the transformative potential of training and commitment but also offer a roadmap for education policymakers and school principals across the country, thereby sparking a collective effort to achieve excellence in madrasah education. Although rooted in the local context of West Lombok Regency, the implications of this research have an impact far beyond the district's borders, marking a new era of educational innovation and progress. In essence, this study underscores the importance of disentangling the complex factors that shape the principal performance landscape to realize a brighter future for madrasah education nationally.

Keywords: Training and Commitment, Madrasah Leadership, Principal Performance, Educational Innovation

Abstrak

Menjelajah ke wilayah yang belum dipetakan, penelitian ini menggali jauh ke dalam jaringan kompleks hubungan antara pelatihan, komitmen, dan kinerja di antara kepala Madrasah swasta Tsanawiyah di Kabupaten Lombok Barat yang indah, Provinsi Nusa Tenggara Barat. Dengan menggunakan pendekatan kuantitatif yang diperkuat dengan analisis jalur, para peneliti mengungkap hubungan sebab akibat yang membentuk lanskap kepemimpinan madrasah. Dengan mengambil wawasan dari kumpulan data yang dikurasi secara cermat yang mencakup lebih dari 170 kepala madrasah, dikumpulkan dengan cermat melalui kuesioner yang disesuaikan, penelitian ini menjalani validasi yang ketat, dan muncul sebagai mercusuar keandalan dan validitas. Melalui kaca mata statistik deskriptif dan inferensial, temuan penelitian ini tidak hanya menyoroti potensi transformatif dari pelatihan dan komitmen namun juga menawarkan peta jalan bagi para pembuat kebijakan pendidikan dan kepala sekolah di seluruh negeri, sehingga memicu upaya kolektif untuk mencapai keunggulan dalam pendidikan madrasah. . Meski berakar pada konteks lokal Kabupaten Lombok Barat, implikasi penelitian ini berdampak jauh melampaui batas kabupaten, menandai era baru inovasi dan kemajuan pendidikan. Intinya, penelitian ini menggarisbawahi pentingnya menguraikan faktor-faktor kompleks

yang membentuk lanskap kinerja kepala sekolah, sehingga dapat mewujudkan masa depan yang lebih cerah bagi pendidikan madrasah secara nasional.

Kata Kunci: *Pelatihan dan Komitmen, Kepemimpinan Madrasah, Kinerja Kepala Sekolah, Inovasi Pendidikan*

INTRODUCTION

Madrasah is a formal educational institution that organizes education in a structured and planned manner for all students. Currently, madrasahs continue to grow in line with the increasing public interest in sending their children to study in madrasahs. Therefore, the government and various parties, including the Ministry of Religious Affairs of the Republic of Indonesia, are trying to improve the quality of instruction in madrasahs through improvements in various aspects such as institutional management, curriculum, human resources, facilities, and systems.¹ Madrasah as a system has several components, including students, educators, facilities and infrastructure, curriculum, financing, management, and a school environment that involves families, communities, and government. All these components must function and support each other to achieve the educational goals of the madrasah.² The improvement of science, technology, and character in today's madrasah requires a madrasah head who is professional in managing the madrasah. Therefore, madrasah heads are faced with the tasks and challenges of developing education in a directed, planned, and sustainable manner.³ The madrasah principal has a key role in the organization of madrasah education. The quality of madrasah is highly dependent on the performance of madrasah principals. The performance of madrasah principals includes the demeanor of madrasah principals in carrying out their responsibilities and contributing to the accomplishment of madrasah aims.⁴

¹ Dahrina M, Warul Walidin, and Saifullah, 'Madrasa Principals' Strategies In Improving Teacher Performance In Islamic Elementary Schools In Banda Aceh (A Study Of Islamic Elementary Schools In Banda Aceh)', *Russian Law Journal* 11, no. 3 (2023): 2974–84; Adi Wibowo and Ahmad Zawawi Subhan, 'Strategi Kepala Madrasah Dalam Meningkatkan Mutu Pendidikan', *Indonesian Journal of Islamic Educational Management* 3, no. 2 (30 October 2020): 108–16, <https://doi.org/10.24014/ijiem.v3i2.10527>.

² Muhammad Khakim Ashari et al., 'Considering Local Government Policies Related to Madrasah Diniyah Takmilyah in Indonesia', *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 3 (22 July 2023): 414–29, <https://doi.org/10.31538/tijie.v4i3.411>; Imron Arifin et al., 'Islamic Crash Course as a Leadership Strategy of School Principals in Strengthening School Organizational Culture', *SAGE Open* 8, no. 3 (1 July 2018): 2158244018799849, <https://doi.org/10.1177/2158244018799849>; Dian, Ilis Rosbiah, and Ari Prayoga, 'Implementasi Strategi Pemasaran Pendidikan Di Madrasah', *Dirasah : Jurnal Studi Ilmu Dan Manajemen Pendidikan Islam* 3, no. 1 (29 February 2020): 1–14, <https://doi.org/10.29062/dirasah.v3i1.73>.

³ Japaruddin Japaruddin et al., 'Upaya Kepala Madrasah Dalam Meningkatkan Eksistensi Madrasah Ibtidaiyah Swasta', *Journal Of Administration and Educational Management (ALIGNMENT)* 3, no. 2 (21 December 2020): 87–94, <https://doi.org/10.31539/alignment.v3i2.1346>; Supawi Suliswiyadi et al., 'Stigmatization Pesantren Radicalism-Terrorism: An Analysis of Curriculum Supervision Dysfunction', *Test Engineering and Management* 83 (31 August 2020): 1011–16.

⁴ Widhyanti Rosmaniar and Shahril Charil bin Hj Marzuki, 'Headmaster Instructional Leadership and Organizational Learning on the Quality of Madrasah and the Quality of Graduates the State Madrasah Aliyah at Jakarta Capital Region', *Higher Education Studies* 6, no. 1 (2016): 159–68; Enita Rosmika, Yuli Dwi Prastika, and Ari Kartiko, 'The Influence Of Principal's Leadership Style And Organizational Culture On Teacher Performance At MA Unggulan Hikmatul Amanah', *Fikroh: Jurnal Pemikiran Dan Pendidikan Islam* 15, no. 2 (29 June 2022): 213–30, <https://doi.org/10.37812/fikroh.v15i2.464>; Ari Kartiko et al., 'Peningkatan Kinerja Guru Melalui Budaya Organisasi Dan Kepemimpinan Servant Kepala Madrasah', *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman* 13, no. 1 (2024): 1–14, <https://doi.org/10.54437/urwatulwutsqo.v13i1.1323>.

The performance of madrasah principals is also influenced by factors such as talent, education, environment, motivation, work commitment, and others. Recruitment patterns that are not always under the competency standards of madrasah principals can also affect the commitment and performance of madrasah principals.⁵ Training is critical in improving the performance of madrasah principals. Training helps madrasah principals to develop their competence and understanding of their duties and functions. However, there are still many madrasah principals who have not received adequate training.⁶ Furthermore, the conduct of madrasah principals is also related to the commitment of human assets in the madrasah. Madrasah principals who do not feel ownership or have a weak commitment to their madrasah can affect their performance. Non-transparent recruitment is also a problem in the placement of madrasah principals.⁷

Observations in the field show that there are still shortcomings in the appointment and placement of madrasah principals, especially in private madrasahs. Thus, further research is needed to understand the impact of training and commitment on the performance of madrasah principals to improve the quality of education in madrasahs.⁸ Performance is the result of teacher and Employee contributions towards achieving organizational success. Training and commitment can influence the performance of madrasah principals. Training is a process to

Hassan Hijry and Asif Haleem, 'Study the Factors That Influence Employees Performance in SS Factory, Saudi Arabia', 2017; Robert Cardy and Brian Leonard, *Performance Management:: Concepts, Skills and Exercises* (Routledge, 2014); Fitriyana Fitriyana et al., 'Servant Leadership and Perceived Organizational Support for Lecturer Loyalty Through Empowerment', *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 1 (5 March 2023): 113–27, <https://doi.org/10.31538/tijie.v4i1.318>; Kiki Farida Ferine et al., 'An Empirical Study of Leadership, Organizational Culture, Conflict, and Work Ethic in Determining Work Performance in Indonesia's Education Authority', *Heliyon* 7, no. 7 (1 July 2021): e07698, <https://doi.org/10.1016/j.heliyon.2021.e07698>.

⁶ Rachma Nadhila Sudiyono et al., 'Meningkatkan Komitmen Dan Kinerja Dosen: Apa Peran Manajemen Perguruan Tinggi?', *EduPsyCouns: Journal of Education, Psychology and Counseling* 2, no. 1 (26 May 2020): 337–52; Isabel Buil, Eva Martínez, and Jorge Matute, 'Transformational Leadership and Employee Performance: The Role of Identification, Engagement and Proactive Personality', *International Journal of Hospitality Management* 77 (January 2019): 64–75, <https://doi.org/10.1016/j.ijhm.2018.06.014>; Wenxiao Bai et al., 'Organizational Structure, Cross-Functional Integration and Performance of New Product Development Team', *Procedia Engineering*, 13th Global Congress on Manufacturing and Management Zhengzhou, China 28-30 November, 2016, 174 (1 January 2017): 621–29, <https://doi.org/10.1016/j.proeng.2017.01.198>; Jeremy B. Landa and Morgaen L. Donaldson, 'Teacher Leadership Roles and Teacher Collaboration: Evidence From Green Hills Public Schools Pay-for-Performance System', *Leadership and Policy in Schools* 21, no. 2 (3 April 2022): 303–28, <https://doi.org/10.1080/15700763.2020.1759648>.

⁷ Sutirman and Riana Isti Muslikhah, 'Students' Perceptions of Practicum Learning Media Used During the Covid-19 Pandemic', *Journal of Education Technology* 7, no. 1 (18 April 2023): 80–89, <https://doi.org/10.23887/jet.v7i1.50375>; Ikhsan Fuady, Moch Sutarjo, and Erna Ernawati, 'Analysis of Students' Perceptions of Online Learning Media During the Covid-19 Pandemic (Study of E-Learning Media: Zoom, Google Meet, Google Classroom, and LMS)', *Randwick International of Social Science Journal* 2 (31 January 2021): 51–56, <https://doi.org/10.47175/rissj.v2i1.177>; Ritimoni Bordoloi, Prasenjit Das, and Kandarpa Das, 'Perception towards Online/Blended Learning at the Time of Covid-19 Pandemic: An Academic Analytics in the Indian Context', *Asian Association of Open Universities Journal* 16, no. 1 (1 January 2021): 41–60, <https://doi.org/10.1108/AAOUJ-09-2020-0079>.

⁸ Junengsih Junengsih, Nancy Yusnita, and Widodo Sunaryo, 'The Role of Personality in Lecturer Engagement and the Effectiveness of Job Satisfaction as an Intervening', *West Science Business and Management* 2, no. 02 (28 June 2024): 337–42, <https://doi.org/10.58812/wsbm.v2i02.967>; Mariati Tirta Wiyata and Adita Ayustiana, 'Pengaruh Training Dan Development Terhadap Employee Performance Di PT. PAI Sukabumi (JX)', *Syntax Literate; Jurnal Ilmiah Indonesia* 5, no. 3 (20 March 2020): 90–99, <https://doi.org/10.36418/syntax-literate.v5i3.979>; Nienke Kool et al., 'Improving Communication and Practical Skills in Working with Inpatients Who Self-Harm: A Pre-Test/Post-Test Study of the Effects of a Training Programme', *BMC Psychiatry* 14, no. 1 (4 March 2014): 64, <https://doi.org/10.1186/1471-244X-14-64>.

improve skills and understanding, while commitment reflects the willingness to contribute to organizational goals. Therefore, this study will examine the impact of how training and commitment influence the performance of madrasah principals in the West Lombok district, West Nusa Tenggara.⁹

To enhance the quality of education in madrasah, it should be noted that the performance of madrasah principals has a very significant role. The madrasah principal holds the highest leadership position in the madrasah and has the main responsibility for managing the institution. Thus, efforts to improve the performance of madrasah principals are an important step in achieving the educational goals expected by all parties, including the government, students, teachers, and parents.¹⁰ Meanwhile, training plays an important role in preparing madrasah principals with the necessary competencies to perform their duties well. With proper training, madrasah principals can develop the knowledge and skills needed to manage madrasah effectively. Therefore, the government and related agencies need to ensure that madrasah principals receive adequate training.¹¹ Besides training, the commitment of madrasah heads also plays a key role in their performance. Commitment is the willingness to remain part of the organization and contribute fully to the achievement of organizational goals. A strong commitment will motivate madrasah principals to work well and focus on the success of the madrasah.¹² However, recruitment that does not meet competency standards and transparency in the placement of madrasah principals remains a problem. Thus, further research on the impact of training and commitment on the performance of madrasah principals in West Lombok district, West Nusa Tenggara, will help to better understand these dynamics and provide guidance to improve the quality of education in madrasahs.

This research will explore data and analyze the impact of training and commitment to improving the performance of madrasah heads, although in the previous section, many have

⁹ Dima H. Aranki, Taghrid S. Suifan, and Rateb J. Sweis, 'The Relationship between Organizational Culture and Organizational Commitment', *Modern Applied Science* 13, no. 4 (31 March 2019): 137, <https://doi.org/10.5539/mas.v13n4p137>; Sulakshna Dwivedi, Sanjay Kaushik, and Luxmi, 'Impact of Organizational Culture on Commitment of Employees: An Empirical Study of BPO Sector in India', *Vikalpa* 39, no. 3 (1 July 2014): 77–92, <https://doi.org/10.1177/0256090920140306>.

¹⁰ Muhammad Yaumi, Sitti Fatimah Sangkala Sirate, and Andi Anto Patak, 'Investigating Multiple Intelligence-Based Instructions Approach on Performance Improvement of Indonesian Elementary Madrasah Teachers', *Sage Open* 8, no. 4 (1 October 2018): 2158244018809216, <https://doi.org/10.1177/2158244018809216>; Saepulloh Saepulloh et al., 'Management of Teacher Performance Improvement in Realizing Professional Teachers', *International Journal of Social Science, Education, Communication and Economics (SINOMICS JOURNAL)* 1, no. 3 (31 August 2022): 333–56, <https://doi.org/10.54443/sj.v1i3.33>.

¹¹ Muhammad Nawawi Fathullah et al., 'Management of Digital Literacy-Based Work Practice Training in The Boarding School Environment', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 4, no. 1 (23 January 2023): 1–11, <https://doi.org/10.31538/munaddhomah.v4i1.230>; Irwan Fathurrochman, Dina Hajja Ristianti, and Mohamad Aziz Shah bin Mohamed Arif, 'Revitalization of Islamic Boarding School Management to Foster the Spirit of Islamic Moderation in Indonesia', *Jurnal Pendidikan Islam* 8, no. 2 (2019): 239–58, <https://doi.org/10.14421/jpi.2019.82.239-258>; Claire-Marie Hefner, 'Models of Achievement: Muslim Girls and Religious Authority in a Modernist Islamic Boarding School in Indonesia', *Asian Studies Review* 40, no. 4 (1 October 2016): 564–82, <https://doi.org/10.1080/10357823.2016.1229266>.

¹² Ahmad Karim et al., 'The Effect of The Supervision of The Principal and The Professional Competency of Teachers on Teacher Performance in Private MI in Pacet District', *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 6, no. 3 (7 November 2021): 497–512, <https://doi.org/10.31538/ndh.v6i3.1686>; Mohzana Mohzana et al., 'Madrasah Principal's Strategy in Improving Student Recruitment Results at State Aliyah Madrasahs', *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 3 (17 July 2023): 389–400, <https://doi.org/10.31538/tijie.v4i3.425>.

conducted research on this theme, but not specifically researched in educational institutions, especially at the Madrasah Tsanawiyah level which of course has Different organizational characteristics when compared to private companies that are purely profit-oriented and different performance indicators are also opportunities to find something new in this research. The first aim of this research is to analyze training and performance, the second to analyze commitment to performance, and the last is to simultaneously analyze training and commitment through a quantitative approach. Based on previous research in the previous section, the first research hypothesis can be drawn: training has a positive impact on performance, the second hypothesis is that commitment has a significant influence on performance and the third hypothesis is that training and commitment simultaneously have a dominant influence on performance. These three hypotheses will then be tested and analyzed in the next section.

METHOD

The research was conducted at private Madrasah Tsanawiyah in West Lombok district, West Nusa Tenggara Province. Observations of the field were carried out in December 2021. The implementation time of this research was from February to April 2022. The method used in this research is a survey method using a quantitative approach and explaining causal relationships with path analysis. The main data collection tool and documentation used in this research is a questionnaire.

The research examines the target population of the Head of private Madrasah Tsanawiyah in West Lombok district, West Nusa Tenggara Province for the 2021/2022 academic year. The affordable population is the Head of private Madrasah Tsanawiyah in West Lombok district, namely 296 people. Sampling was executed using a basic random technique involving the drawing of lots. The sample to be used in this study amounted to 170 heads of Marasah Tsanawiyah.

In this research, to assess the reliability of the collected data, Tests for validity and reliability were conducted. To test the validity of the data, Utilize the correlation coefficient by contrasting the computed r values with the r table.¹³ If the r table value is smaller than the r table then it can be declared valid. The reliability test aims to measure the consistency of the research instrument by looking at the Cronbach alpha value, if the Cronbach alpha value obtained is more than 0.60 then the question item can be declared reliable and the question item can be used as an instrument in this research.¹⁴

The gathered data will thereafter undergo analysis to verify the veracity of the research idea. A traditional assumption test that includes tests for heteroscedasticity, multicollinearity,

¹³ Patrick Schober, Christa Boer, and Lothar A. Schwarte, 'Correlation Coefficients: Appropriate Use and Interpretation', *Anesthesia & Analgesia* 126, no. 5 (May 2018): 1763, <https://doi.org/10.1213/ANE.0000000000002864>.

¹⁴ L. E. Amendt et al., 'Validity and Reliability Testing of the Scoliometer', *Physical Therapy* 70, no. 2 (February 1990): 108–17, <https://doi.org/10.1093/ptj/70.2.108>; Roberta Heale and Alison Twycross, 'Validity and Reliability in Quantitative Studies', *Evidence-Based Nursing* 18, no. 3 (1 July 2015): 66–67, <https://doi.org/10.1136/eb-2015-102129>; Hamed Taherdoost, 'Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research', *International Journal of Academic Research in Management (IJARM)* 5 (2016), <https://hal.science/hal-02546799>.

normalcy, and linearity is suggested before the hypothesis is put to the test.¹⁵ The hypothesis is then examined using multiple linear regression analysis, the coefficient of determination test, the partial test (T-test), and the simultaneous test (F test), after performing the normality test. Analyzing multiple linear regression with the formula $Y = a + \beta_1X_1 + \beta_2X_2 + e$.¹⁶

RESULTS AND DISCUSSION Hasil menyesuaikan tabel2 nya dan narasi

Findings

These results are used as instruments to collect data in field research. The results of the performance variable instrument trial of 36 items that have been tested, there are 5 invalid items with an instrument reliability coefficient of 0.906. The final instrument test on the training variable obtained 4 invalid items from the number of items that had been tested as many as 36, with an instrument reliability coefficient of 0.925. The results of the instrument trial for the commitment variable of the 36 items that have been tested, there are 5 invalid items with an instrument reliability coefficient of 0.939. The data analysis was carried out with descriptive and inferential statistics

The results of the reliability test can be seen in Table 1 below:

Table 1 Result Reliability Test

| Variable | Criteria | Cornbach's Alpha | Remark |
|-------------|----------|------------------|----------|
| Training | 0,60 | 0,906 | Reliable |
| commitment | 0,60 | 0,925 | Reliable |
| Performance | 0,60 | 0,939 | Reliable |

Source: Respondent recapitulation data

The overall reliability test results for each variable have a value greater than 0.6, which means that all instrument items can be used in this research because they have consistent and reliable answer results.

The results of the descriptive analysis can be presented in Table 2 below

Table 2 Descriptive Statistics Test Results

| | Descriptive | | | | | |
|-------------|-------------|-------|--------|--------|--------|--------|
| | N | Range | Minimu | Maximu | Mean | Std. |
| Training | 170 | 1 | 5 | 7 | 70.13 | 4.881 |
| Commitment | 170 | 3 | 7 | 1 | 94.82 | 7.197 |
| Performance | 170 | 4 | 9 | 1 | 126.94 | 10.017 |
| Valid N | 170 | | | | | |

According to the descriptive statistical tests, the training variable ranges from a minimum value of 59 to a maximum value of 75, averaging 70.13 and a standard deviation of 4.881. This indicates that training is considered high if the value exceeds 70.130. For the teacher

¹⁵ Glenn Fulcher and Fred Davidson, eds., *The Routledge Handbook of Language Testing* (London: Routledge, 2016), <https://doi.org/10.4324/9780203181287>.

¹⁶ Sugiyono, *Metode penelitian pendidikan: (pendekatan kuantitatif, kualitatif dan R & D)* (Alfabeta, 2008).

commitment variable, the minimum score is 74, the maximum score is 104, the average score is 94.820, and the standard deviation is 7.197. Thus, commitment is categorized as high if the score is above 94.820. The performance variable has the following values: 94 is the minimum, 140 is the highest, 126.940 is the average, and 10.017 is the standard deviation.. Therefore, performance is categorized as high if the value exceeds 126.940.

Positive Direct Effect of Training on Performance

According to the calculation results, exhibiting a correlation coefficient of 0.425 and a path coefficient of 0.282, it is evident that training has a direct positive effect on performance, as illustrated in Table 3 below.

Table 3 Relationship between Training and Performance

| Measurement | Value | Interpretation |
|--------------------------------|-------|--------------------------------|
| Correlation Coefficient | 0.425 | Moderate Positive Relationship |
| Path Coefficient | 0.282 | Moderate Positive Influence |

These results provide a clear picture of the strength and direction of the relationship and influence between the variables measured in the research. The resulting correlation coefficient shows that there is a moderate positive relationship. This means that an increase in one variable tends to be followed by an increase in another variable, but this relationship is not very strong. Meanwhile, the meaning of the path coefficient value is moderate positive influence. This means that the independent variable has a positive direct influence on the dependent variable, but this influence is not very strong.

Therefore, training provides advantages for employees as well as the organization by strengthening employee performance through the growth of their knowledge, skills, abilities, competencies, and behavior. As mentioned, training helps employees develop their knowledge, expertise, skills, and attitudes, enabling them to perform their job duties more professionally. Furthermore, training contributes to improving employee performance by facilitating better service delivery to the community in line with the authority of the respective agencies.

Positive Direct Effect of Commitment on Performance

According to the calculation results, with a correlation coefficient of 0.481 and a path coefficient of 0.373.

Table 4 Relationship between Commitment and Performance

| Measurement | Value | Interpretation |
|--------------------------------|-------|--------------------------------|
| Correlation Coefficient | 0.481 | Moderate Positive Relationship |
| Path Coefficient | 0.373 | Moderate Positive Influence |

This value of 0481 indicates a moderate positive relationship. This means that an increase in one variable tends to be followed by an increase in the other variable, but this relationship is at a moderate level, not very strong. The path coefficient value of 0.373 indicates that there is moderate positive influence. This means that the independent variable has a

positive direct influence on the dependent variable, but this influence is at a moderate level, not very strong.

There is an impact of work discipline, work motivation, and self-efficacy on employee performance, with t-values of 3.252, 3.599, 2.512, and 3.255, respectively. Organizational commitment has been demonstrated to mediate the effects of work discipline, work motivation, and self-efficacy on employee performance, with total indirect effects of 0.735, 0.541, and 0.428, respectively.

Positive Direct Effect of Training on Commitment

Based on the calculation results, which show a correlation coefficient of 0.384 and a path coefficient of 0.384, it can be concluded that training has a direct positive effect on commitment.

Table 5 Relationship between Training and Commitment

| Measurement | Value | Interpretation |
|-------------------------|-------|--------------------------------|
| Correlation Coefficient | 0.384 | Moderate Positive Relationship |
| Path Coefficient | 0.384 | Moderate Positive Influence |

A correlation coefficient of 0.384 indicates a moderate positive relationship. This means that an increase in one variable tends to be followed by an increase in the other variable, but the relationship is at a moderate level, not very strong. A path coefficient value of 0.384 signifies a moderate positive influence. This means that the independent variable has a direct positive effect on the dependent variable, but this effect is at a moderate level, not very strong.

Training is therefore one of several human resource practices that have a major impact on employee commitment. Providing training alone is not enough to influence employee commitment. There needs to be seriousness in the organization in analyzing and setting goals to be achieved in the training program that will have an impact on employee effort and performance. Training is one way to provide support and stabilization to someone who performs a task, to facilitate the implementation of the task.

Overall, the relationship between these variables is illustrated in Figure 1 below :

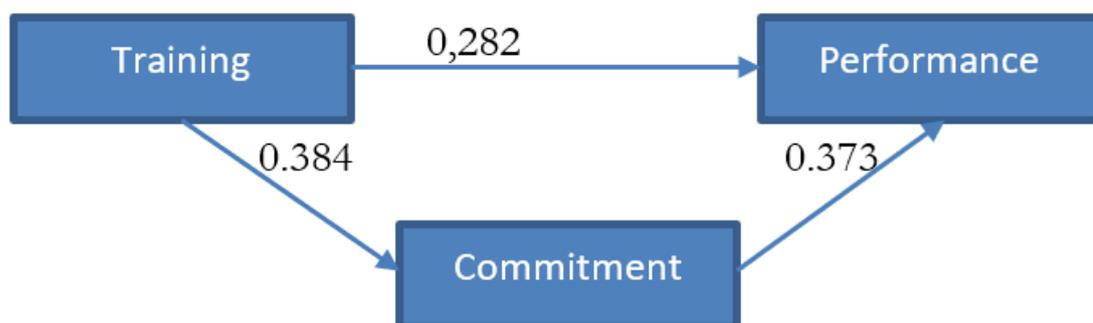


Figure 1 Path Analysis

Discussion

Positive Direct Effect of Training on Performance

The findings of this study align with the views of Nugroho & Paradifa, who assert that competency variables and motivation positively impact HR performance while training indirectly influences HR performance through competency-related factors.¹⁷ Likewise, the results of research from Jalal Rajeh According to the findings, employee performance is significantly impacted by training and career development, training positively and significantly influences career development, training has a positive and significant impact on employee performance, and career development positively and significantly affects employee performance are the four main findings.¹⁸

Training is an important strategy in developing human resources in various organizations, including educational institutions such as Madrasah Tsanawiyah. Participation in training allows employees to enhance their knowledge, skills, expertise, and attitudes, enabling them to perform their job duties more professionally. Training not only provides benefits for individual employees but also for the organization as a whole. In the context of Madrasah Tsanawiyah, training can help madrasa heads (principals) gain a deeper understanding of pedagogy, school management, educational technology, and various other aspects relevant to educational leadership.¹⁹ With knowledge and skills improved through training, madrasa heads can be more effective in planning, organizing, directing, and controlling various activities in the school environment.

Apart from that, training can also play a role in improving services to the community provided by Madrasah Tsanawiyah. Madrasa heads who have attended the training have better abilities in understanding community needs, communicating well, and managing resources efficiently. This allows them to provide better services following the authority and responsibilities of the madrasah.

Thus, training not only provides direct benefits for employees in terms of increasing individual competence and performance but also contributes to increasing organizational effectiveness and the services provided to the community. Therefore, investment in employee

¹⁷ Husameddin Harb, Serife Eyupoglu, and Laith Tashtoush, 'The Relationship Between Administrative Empowerment and Organizational Commitment: The Mediating Role of Job Satisfaction Amongst Academic Staff in Higher Education', *SAGE Open* 13 (25 December 2023): 1–19, <https://doi.org/10.1177/21582440231218229>; M. Ali Haidar, Mizanul Hasanah, and Muhammad Anas Ma'arif, 'Educational Challenges to Human Resource Development in Islamic Education Institutions', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 3, no. 4 (2022): 366–77, <https://doi.org/10.31538/munaddhomah.v3i4.309>; Khalil M. Dirani et al., 'Leadership Competencies and the Essential Role of Human Resource Development in Times of Crisis: A Response to Covid-19 Pandemic', *Human Resource Development International* 23, no. 4 (7 August 2020): 380–94, <https://doi.org/10.1080/13678868.2020.1780078>; Hastuti Mulang, 'The Effect of Competences, Work Motivation, Learning Environment on Human Resource Performance', *Golden Ratio of Human Resource Management* 1, no. 2 (13 July 2021): 84–93, <https://doi.org/10.52970/grhrm.v1i2.52>.

¹⁸ Jalal Rajeh Hanaysha, Fayeze Bassam Shriedeh, and Mohammad In'airat, 'Impact of Classroom Environment, Teacher Competency, Information and Communication Technology Resources, and University Facilities on Student Engagement and Academic Performance', *International Journal of Information Management Data Insights* 3, no. 2 (1 November 2023): 100188, <https://doi.org/10.1016/j.ijime.2023.100188>.

¹⁹ Turgut Karakose, Hakan Polat, and Stamatios Papadakis, 'Examining Teachers' Perspectives on School Principals' Digital Leadership Roles and Technology Capabilities during the COVID-19 Pandemic', *Sustainability* 13, no. 23 (January 2021): 13448, <https://doi.org/10.3390/su132313448>.

training, including madrasa heads, is a very important investment for the progress and quality of education at Madrasah Tsanawiyah.

Positive Direct Effect of Commitment on Performance

The statistical analysis results reveal a significant correlation between work discipline levels and employee performance. The higher the level of work discipline possessed by employees, the better their performance will be. This indicates that employees who can maintain discipline in carrying out their duties and responsibilities have a greater possibility of achieving better performance. Findings from research show that work motivation has a significant influence on employee performance. The higher the level of work motivation that employees have, the better their performance will be. This confirms that employees who have high motivation tend to be more enthusiastic and efficient in carrying out their duties, which ultimately contributes to increased performance.²⁰

The results of the analysis show that self-efficacy also makes a significant contribution to employee performance. The higher the level of self-efficacy that employees have, the better their performance will be. This means that self-confidence and the ability to overcome challenges and obstacles at work can influence how well employees carry out their duties. Findings from the research also show that organizational commitment plays an important role as a mediator in the relationship between work discipline, work motivation, self-efficacy, and employee performance. Organizational commitment can indirectly mediate the influence of these internal factors on employee performance. This shows that employees who have a high level of commitment to the organization tend to show better performance.

Prior studies have demonstrated that organizational commitment, as measured by employee job satisfaction, has a favorable and significant indirect effect on performance. This indicates that workers with high organizational commitment levels typically experience more job satisfaction, which enhances performance. This is further supported by the fact that the t-count value is higher than the t-count table, which shows that organizational commitment acts as a major mediator in the relationship between worker performance and job satisfaction.

Harb et al, This indicates that job satisfaction has a significant direct impact on both organizational commitment and lecturer performance. Organizational commitment also directly and significantly impacts performance.²¹ However, the test results indicate that job satisfaction

²⁰ Yaumi, Sirate, and Patak, 'Investigating Multiple Intelligence-Based Instructions Approach on Performance Improvement of Indonesian Elementary Madrasah Teachers'; Michael Armstrong, *Armstrong's Handbook of Performance Management: An Evidence-Based Guide to Performance Leadership* (Kogan Page Publishers, 2022); Cardy and Leonard, *Performance Management*.

²¹ Hasan Hariri, Richard Monypenny, and Murray Prideaux, 'Teacher-Perceived Principal Leadership Styles, Decision-Making Styles and Job Satisfaction: How Congruent Are Data from Indonesia with the Anglophile and Western Literature?', *School Leadership & Management* 36, no. 1 (1 January 2016): 41–62, <https://doi.org/10.1080/13632434.2016.1160210>; Ari Kartiko et al., 'Improving Teacher Job Satisfaction Through Organizational Commitment and Organizational Citizenship Behavior in The Digitalization Era', *Nidbomul Haq: Jurnal Manajemen Pendidikan Islam* 8, no. 2 (15 October 2023): 315–27, <https://doi.org/10.31538/ndh.v8i2.3960>; Danial Danial, Nur Sari Dewi, and Kafrawi Kafrawi, 'The Development Model of Human Resources at Islamic Universities in Aceh', *Jurnal Ilmiah Peuradeun* 9, no. 1 (30 January 2021): 103–22, <https://doi.org/10.26811/peuradeun.v9i1.450>; Yusaini Yusaini et al., 'Covid-19's Effect on Lecturer Performance and Management Functions in Educational Implementation', *Jurnal Ilmiah Peuradeun* 12, no. 2 (30 May 2024): 613–38, <https://doi.org/10.26811/peuradeun.v12i2.1185>.

does not enhance performance through organizational commitment. Additionally, research by Erawati & Wahyono found a positive and significant relationship between work discipline, work motivation, and self-efficacy on organizational commitment, with t-values of 2.655, 2.705, and 2.775, respectively.²²

Positive Direct Effect of Training on Commitment

Additionally, Adam, Sanosra, and Susbiani discovered that a significant influence of organizational commitment on worker performance²³. This suggests that workers who show a great deal of dedication to the company typically perform better. Inangkaan, Adolfinia, and Walangitan found that simultaneously, employee training, Job satisfaction, and organizational culture both have a positive and significant impact on organizational commitment. In contrast, while employee training has a positive effect on organizational commitment, this effect is not significant. Job satisfaction and organizational culture, however, are significantly influential in enhancing organizational commitment.

Based on the research findings, it can be concluded that training is one of the key human resource practices that significantly influences employee commitment. However, providing training alone is not enough. Organizations also need to be serious in analyzing and setting goals to be achieved in training programs so that they have a significant impact on employee efforts and performance. Training is a way to provide support and consolidation to employees in carrying out their duties so that they can facilitate the implementation of these duties and increase their commitment to the organization.

These results follow the results of research conducted by Tsani & Prasetyo which states that training and competency variables have a positive and significant effect on achievement motivation.²⁴ Training variables have a positive and significant effect on organizational commitment, while competency variables have a positive and significant effect on organizational commitment, and achievement motivation variables and organizational commitment have a positive and significant effect.

Furthermore, the results of research from Adam, Sanosra, and Susbiani assert that employee competence has a significant impact on organizational commitment, that education and training have a significant impact on employee performance, that organizational commitment has a significant impact on employee performance, and that education and training have a significant impact on employee performance.²⁵ Likewise, the outcomes of the study that

²² Mirzon Daheri et al., 'The Effect of Principal Leadership and Work Discipline on Teacher Performance', *Nidbomul Haq: Jurnal Manajemen Pendidikan Islam* 8, no. 3 (23 November 2023): 412–23, <https://doi.org/10.31538/ndh.v8i3.3937>; F. Ródenas et al., 'Education and Training for Parents Today, Discipline and Wellbeing for Children Tomorrow', *Procedia - Social and Behavioral Sciences*, 5th World Conference on Educational Sciences, 116 (21 February 2014): 2248–51, <https://doi.org/10.1016/j.sbspro.2014.01.553>; Ródenas et al.

²³ Amelia Amelia and Annisa Wahyuni Arsyad, 'The Influence of Leadership Style, Education and Training (Diklat) and Work Discipline on Perumdama Tirta Kencana Employee Performance, Samarinda City', *Eduvest - Journal of Universal Studies* 4, no. 1 (20 January 2024): 226–42, <https://doi.org/10.59188/eduvest.v4i1.1013>.

²⁴ Anies Arfiana Tsani and Anton Prasetyo, 'Pengaruh Pelatihan Dan Kompetensi Terhadap Komitmen Organisasi Melalui Motivasi Berprestasi Sebagai Variabel Intervening', *Jurnal Ilmiah Mahasiswa Manajemen, Bisnis Dan Akuntansi (JIMMBA)* 2, no. 3 (30 June 2020): 466–75, <https://doi.org/10.32639/jimmba.v2i3.491>.

²⁵ Muhammad Irham Adam, Abadi Sanosra, and Arik Susbiani, 'Pengaruh Pendidikan Dan Pelatihan Serta Kompetensi Terhadap Komitmen Organisasi Dan Kinerja Pegawai', *Jurnal Sains Manajemen dan Bisnis Indonesia* 10, no. 1 (6 July 2020): 109–23, <https://doi.org/10.32528/jsmbi.v10i1.3393>.

was done by Sania Khan state that simultaneously employee training, job satisfaction, and culture have a positive and significant effect on organizational commitment.²⁶ Partially, employee training has a positive but insignificant effect on organizational commitment, organizational commitment is positively and significantly impacted by job satisfaction, and it is positively and significantly impacted by organizational culture.. Suggestions for BPJS Ketenagakerjaan Manado Menantang to further improve employee training, job satisfaction, and organizational culture so that organizational goals are achieved.

CONCLUSION

The study outcomes are consistent with findings from previous studies, which show that factors such as competence, motivation, job satisfaction, and organizational culture also affect employee performance and commitment. Training is one of the vital parts of HR management that has a significant impact on employee commitment and performance. However, the success of training depends on the organization's seriousness in planning, implementing, and measuring its impact. Thus, the finding of this study confirmed that investment in employee training and development can provide great benefits to the organization, such as improved employee performance and commitment. Training not only improves knowledge and skills but also strengthens the bond between employees and the organization, which in turn contributes to the organization's success.

This research provides important contributions both practically and theoretically. These findings can guide Madrasah Tsanawiyah and other educational institutions to develop effective strategies for improving employee performance through training, increasing commitment, job satisfaction, and organizational culture. Theoretically, this research enriches the human resource management literature by identifying key mechanisms that link training and other organizational factors with employee performance. These findings will encourage further research and practical application in various organizational contexts.

This research may still be limited in generalization because it focuses on Madrasah Tsanawiyah or other educational institutions. The results may not fully apply to various types of organizations outside the educational context. Other limitations Other variables not included in this study, such as macroeconomic factors or other external factors, can also influence employee performance and commitment. Finally, with temporal limitations, research may only look at the short-term consequence of Workforce training for performance and commitment without considering the long-term effects of investment in training. Given the limitations of this research, we recommend that future researchers involve various types of organizations outside educational institutions, such as industry, public services, or the private sector, to expand the generalizability of the findings, including variables such as macroeconomic conditions, industry regulations, or market trends. That can influence employee performance and commitment and examine the long-term consequence of investment in employee skills training and commitment to obtain a more all-encompassing understanding of its impact.

²⁶ Sania Khan et al., 'Does Corporate Social Responsibility Moderate the Nexus of Organizational Culture and Job Satisfaction?', *Sustainability* 15, no. 11 (January 2023): 8810, <https://doi.org/10.3390/su15118810>.

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