
**THE INFLUENCE OF SELF-EFFICACY AND TRAINING ON
ORGANIZATIONAL COMMITMENT OF TEACHERS AT SMP NEGERI 19
PONTIANAK**



Syahrul¹

Universitas Muhammadiyah Pontianak, Pontianak, Indonesia
syahrul110518@gmail.com

Irfan Mahdi²

Universitas Muhammadiyah Pontianak, Pontianak, Indonesia
irfan.mahdi@unmuhpnk.ac.id

Abstract

The results show that the residual data are normally distributed, while the relationships between Self-Efficacy (X_1) and Training (X_2) with Organizational Commitment (Y) are linear. The multicollinearity test also indicates that there is no multicollinearity between the independent variables. The multiple linear regression analysis shows that both Self-Efficacy and Training have positive and statistically significant effects on Organizational Commitment, with Self-Efficacy demonstrating a relatively stronger contribution than Training. The multiple correlation coefficient ($R = 0.953$) indicates a very strong relationship between the independent variables collectively and Organizational Commitment. Furthermore, the coefficient of determination ($R^2 = 0.909$) indicates that 90.9% of the variation in Organizational Commitment can be explained jointly by Self-Efficacy and Training, while the remaining 9.1% is attributable to other factors not included in the model. Overall, the findings demonstrate that Self-Efficacy and Training are significant factors associated with teachers' Organizational Commitment. The results highlight the importance of strengthening teachers' confidence in their abilities and providing relevant and continuous training programs to support professional development and organizational commitment.

Keywords: Self-efficacy, Training, Organizational Commitment, Teachers, Public School, Human Resource Management

INTRODUCTION

According to UU No. 14. of 2005 concerning Teachers and Lecturers, a teacher is defined as a professional educator whose primary responsibilities include educating, teaching, guiding, directing, training, assessing, and evaluating students at various levels of education. Furthermore, Law No. 5 of 2014 concerning the State Civil Apparatus states that Civil Servants (PNS) are Indonesian citizens who meet specific requirements and are appointed by authorized personnel officers to occupy government positions. As professional educators and public servants, teachers are expected to demonstrate competence, commitment, and responsibility in carrying out their duties.

SMP Negeri 19 Pontianak, located on Jalan Ampera, Pontianak, West Kalimantan, implements the Merdeka Curriculum and holds an A accreditation status. During the 2020–2025 period, the school has been led by Mrs. Heppy Fitri Yenni, S.Pd. The institution employs approximately 39 civil servant teachers who play an important role in supporting educational quality and achieving school objectives.

Data from the 2021/2022 to 2023/2024 academic years indicate fluctuations in student enrollment. Based on interviews with the principal, changes in student numbers were influenced by the implementation of the government zoning system, which affected student admissions, as well as competition from nearby schools.

Student academic achievement also showed fluctuations during the observation period. According to the Regulation of the Minister of Education and Culture No. 5 of 2015, examination results are classified into several achievement categories. Interviews with the principal revealed that the utilization of learning facilities has not been optimal due to limited equipment availability. Several classroom projectors are no longer functioning properly, which affects the effectiveness of teaching and learning activities.

Another challenge faced by the school relates to student discipline. Various violations, such as lateness, fighting, incomplete uniforms, inappropriate language use, smoking, and bringing mobile phones to school, create additional challenges for teachers in maintaining effective classroom management.

According to UU No. 14. of 2005, teachers are required to plan and implement quality learning, continuously improve their qualifications and competencies, act objectively, uphold professional ethics, and maintain national unity. However, interviews with the principal indicated that some teachers still experience difficulties in managing emotions during classroom activities. Zein (2016) emphasized that emotional regulation is an important competency that can support teaching effectiveness and teacher professionalism.

Teacher participation in training programs also experienced fluctuations during the observation period. Training activities are designed to improve teachers' competencies, especially in utilizing instructional media, increasing innovation, creativity, and strengthening engagement in the learning process. Previous research by Purnawati et al. (2017) found that training has a positive and significant effect on organizational commitment.

Organizational indicators also provide information related to employee commitment. Based on calculations using the absenteeism formula developed by Mathis and Jackson (2016), absenteeism rates decreased during the observation period. Huzna (2018) found that organizational commitment has a negative relationship with absenteeism, indicating that employees with higher commitment tend to demonstrate lower absenteeism levels.

Teacher performance assessments also showed positive trends. Civil servant teachers consistently achieved good performance ratings based on the Regulation of the Minister for Administrative and Bureaucratic Reform No. 6 of 2022, indicating that their work outcomes and behavior met organizational expectations.

Previous studies have highlighted the importance of psychological and organizational factors in improving employee outcomes. Yusra (2021) found that self-efficacy positively influences employee performance, while Safitri (2019) reported that training improves employee performance. Furthermore, Widayati and Triana (2020) found that organizational commitment contributes positively to employee performance. Studies by Janti (2016), Sulaefi (2017), and Septiani et al. (2016) also demonstrated relationships among self-efficacy, training, organizational commitment, and work discipline.

Considering these organizational conditions and previous research findings, examining factors that strengthen teachers' organizational commitment is important. Therefore, this study is entitled "The Influence of Self-Efficacy and Training on Organizational Commitment among Teachers at SMP Negeri 19 Pontianak."

REVIEW OF LITERATURE

Self-Efficacy

According to Bandura (1997) as cited in Fitriyah et al. (2019), self-efficacy refers to an individual's belief in his or her capability to organize and execute actions required to achieve desired outcomes. Individuals with high self-efficacy tend to approach challenges confidently, persist when facing difficulties, and remain motivated to achieve goals.

Fitriyah et al. (2019) explain that self-efficacy consists of three dimensions: magnitude, strength, and generality. These dimensions describe the level of task difficulty individuals believe they can accomplish, the strength of their confidence, and the extent to which their abilities can be applied across different situations.

Anggraini and Fauzan (2022) found that self-efficacy has a positive and significant effect on organizational commitment, indicating that employees with higher self-efficacy tend to show stronger commitment toward their organization.

Training

According to Said (2021), training is an organized learning activity designed to improve employee knowledge, skills, and competencies in order to support organizational objectives.

Priansa (2014) explains that training dimensions include training objectives, trainers, training materials, training methods, and training participants. Effective training programs should be designed according to organizational needs and employee characteristics.

Purnawati et al. (2017) found that training has a positive and significant effect on organizational commitment, indicating that appropriate training programs can strengthen employees' attachment and commitment toward their organization.

Organizational Commitment

According to Mathis and Jackson (2016), organizational commitment refers to the extent to which employees believe in organizational goals and values, and their willingness

to remain members of the organization. Employees with strong organizational commitment tend to demonstrate loyalty and contribute positively to organizational success.

Mathis and Jackson (2016) also explain that organizational commitment consists of emotional attachment, willingness to remain in the organization, and responsibility toward organizational objectives.

RESEARCH METHOD

This study employed a quantitative associative research design. According to Creswell (2023), quantitative research is a systematic approach that aims to examine relationships among variables through statistical analysis. The associative approach was selected because this study seeks to investigate the influence of self-efficacy and training on organizational commitment among civil servant teachers at SMP Negeri 19 Pontianak.

Data were collected through both primary and secondary sources. Primary data were obtained through interviews and questionnaires. According to Kallio et al. (2016), interviews are structured or semi-structured question-and-answer procedures conducted between researchers and respondents to obtain relevant information. In this study, interviews were conducted to gain preliminary insights into the factors influencing teachers' organizational commitment. In addition, questionnaires were used as the primary instrument for data collection. DeVellis (2016) defines a questionnaire as a systematically developed instrument designed to measure specific constructs. The questionnaire items were developed based on the dimensions of self-efficacy, training, and organizational commitment.

Secondary data were obtained from organizational documents, including personnel records, attendance reports, and other administrative data provided by SMP Negeri 19 Pontianak. These data were used to support and complement the primary data collected from respondents.

The population of this study consisted of all 39 civil servant teachers employed at SMP Negeri 19 Pontianak in 2025. Since the population size was relatively small, this study employed a saturated sampling technique. According to Etikan (2016), saturated sampling is a sampling method in which all members of the population are included as research participants. Therefore, the sample size in this study was identical to the population size, consisting of 39 teachers.

This study involved two independent variables and one dependent variable. The independent variables were Self-Efficacy (X1) and Training (X2), while the dependent variable was Organizational Commitment (Y). Self-efficacy refers to teachers' beliefs in their ability to perform tasks effectively, whereas training refers to organized learning activities designed to improve knowledge and skills. Organizational commitment represents the level of teachers' attachment, loyalty, and willingness to remain within the organization.

The research instrument utilized a five-point Likert Scale ranging from 1 (strongly disagree) to 5 (strongly agree). According to Joshi et al. (2015), the Likert Scale is widely used to measure respondents' attitudes, perceptions, and opinions regarding specific phenomena. This scale enabled respondents to express their level of agreement with statements related to self-efficacy, training, and organizational commitment.

RESULTS AND DISCUSSION

Normality Test

Based on the One-Sample Kolmogorov–Smirnov test, the unstandardized residuals show a Test Statistic value of 0.115 with an Asymp. Sig. (2-tailed) value of 0.200, which is greater than the significance level of 0.05. In addition, the Monte Carlo significance value is 0.209 with a 99% confidence interval ranging from 0.198 to 0.219. Since the significance value exceeds 0.05, it can be concluded that the residual data are normally distributed.

Tabel 1
Normality test

Test	Value
N (Sample)	39
Test Statistic	.115
Asymp. Sig. (2-tailed)	.200 ^e

Linearity Test

The linearity test was conducted using ANOVA to determine whether the relationship between each independent variable (X1 and X2) and the dependent variable (Y) follows a linear pattern. The relationship is considered linear if the significance value in the Linearity row is less than 0.05 and the significance value in the **Deviation from Linearity** row is greater than 0.05.

1. Linearity Test for X2 → Y

Table 2
Linearity Test Results

Sources of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	100.571	10	10.057	4.468	< .001
Linearity	48.720	1	48.720	21.647	< .001
Deviation from Linearity	51.850	9	5.761	2.560	.087
Within Groups	63.019	28	2.251	—	—
Total	163.590	38	—	—	—

Based on the ANOVA results, the significance value in the Linearity row for X2 is $0.000 < 0.05$, indicating a linear relationship between training (X2) and organizational commitment (Y).

2. Linearity Test for X1 → Y

Tabel 3
Linearity Test

Sumber Variasi	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	148.366	8	18.546	36.546	< 0.001
Linearity	144.717	1	144.717	285.178	< 0.001
Deviation from Linearity	3.649	7	0.521	1.027	0.433
Within Groups	15.224	30	0.507	—	—
Total	163.590	38	—	—	—

The ANOVA table shows that the significance value in the Linearity row for X1 is $0.000 < 0.05$, meaning that the relationship between self-efficacy (X1) and organizational commitment (Y) is linear.

Based on the significance values in the Linearity rows for both independent variables, it can be concluded that the relationships between self-efficacy (X1) and organizational commitment (Y), as well as between training (X2) and organizational commitment (Y), are linear.

Multicollinearity Test

The multicollinearity test results show that self-efficacy (X1) and training (X2) do not exhibit multicollinearity, meaning the regression model meets the assumption of independent predictors.

Tabel 4
Multicollinearity Test

Variabel	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
Konstanta (Constant)	0.350	1.944	–	0.180	0.858	–	–
X1	0.826	0.053	0.866	15.528	< 0.001	0.814	1.228
X2	0.128	0.041	0.172	3.087	0.004	0.814	1.228

Multiple Linear Regression Analysis

Multiple linear regression analysis was conducted to determine the effect of the independent variables (X₁ and X₂) on the dependent variable (Y). The results of the regression analysis are presented in the table above.

Tabel 5
Multiple Linear Regression

Model	Variabel	B	Std. Error	Beta	t	Sig.
1	Konstanta (Constant)	0.350	1.944	–	0.180	0.858
1	X1	0.826	0.053	0.866	15.528	< 0.001
1	X2	0.128	0.041	0.172	3.087	0.004

Based on the coefficients table, the regression equation obtained is:

$$Y = 0.350 + 0.826X^1 + 0.128X^2$$

Both independent variables, Self-Efficacy (X₁) and Training (X₂), have a positive and significant effect on Organizational Commitment (Y). Among the two variables, Self-Efficacy has the stronger influence, as indicated by its higher standardized regression coefficient ($\beta = 0.866$) and t-value (15.528), compared to Training ($\beta = 0.172$; $t = 3.087$).

Correlation Coefficient Analysis

The results of the Model Summary indicate that the regression model used in this study is highly effective in explaining the variation in the dependent variable. The multiple correlation coefficient ($R = 0.953$) indicates a very strong relationship between Self-Efficacy and Training collectively and Organizational Commitment. Furthermore, the coefficient of determination ($R^2 = 0.909$) shows that 90.9% of the variation in Organizational Commitment can be explained jointly by Self-Efficacy and Training, while the remaining 9.1% is explained by other factors outside the model. The Adjusted R^2 value (0.904), which is close to the R^2 , confirms the model's stability, and the relatively low standard error of the estimate (0.644) indicates good prediction accuracy. Overall, these results

demonstrate that the regression model is reliable and has a strong ability to explain variations in Organizational Commitment based on Self-Efficacy and Training.

Tabel 6
Correlation Coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.953	0.909	0.904	0.644

Coefficient of Determination (R^2) Analysis

The results of the regression analysis indicate that the model has a strong ability to explain the influence of the independent variables on the dependent variable. The correlation coefficient ($R = 0.953$) reflects a very strong positive relationship between Self-Efficacy and Training collectively and Organizational Commitment. Meanwhile, the coefficient of determination ($R^2 = 0.909$) indicates that 90.9% of the variation in Organizational Commitment can be explained jointly by Self-Efficacy and Training, while the remaining 9.1% is explained by other factors outside the model. The Adjusted R Square value (0.904) and the relatively low standard error of estimate (0.644) confirm the stability and predictive accuracy of the model. Overall, these findings demonstrate that the regression model is statistically reliable and that Self-Efficacy and Training significantly contribute to explaining variations in Organizational Commitment.

Simultaneous Influence Test (F-Test)

The F-test was conducted to determine whether Self-Efficacy (X_1) and Training (X_2) simultaneously have a significant influence on Organizational Commitment (Y). The results of the F-test are presented in Table 7.

Tabel 7
F-test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	148.667	2	74.333	179.319	< 0.001
Residual	14.923	36	0.415		
Total	163.590	38			

Based on Table 7, the regression model has a Regression Sum of Squares of 148.667, with a Mean Square of 74.333. The calculated F-value is 179.319, with a significance value of < 0.001. Since the significance value is lower than the significance level of 0.05 ($\alpha = 5\%$), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Therefore, Self-Efficacy (X_1) and Training (X_2) simultaneously have a significant influence on Organizational Commitment (Y).

The F-test results indicate that the regression model consisting of Self-Efficacy and Training is statistically significant in explaining variations in Organizational Commitment. In other words, the two independent variables, when considered simultaneously, contribute significantly to the variation in teachers' Organizational Commitment at SMP Negeri 19 Pontianak.

Partial Influence Test (T-Test)

The t-test was conducted to examine the partial effect of each independent variable, namely Self-Efficacy (X_1) and Training (X_2), on Organizational Commitment (Y). The results of the t-test are presented in Table 8.

Tabel 8
T-test

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	0.350	1.944	–	0.180	0.858
x1	0.826	0.053	0.866	15.528	< 0.001
x2	0.128	0.041	0.172	3.087	0.004

Based on Table 8, the results of the partial significance test are interpreted as follows:

1. Self-Efficacy (X_1)

Self-Efficacy has a regression coefficient (B) of 0.826, with a t-value of 15.528 and a significance value of < 0.001 . Since the significance value is lower than 0.05 ($\alpha = 5\%$), H_0 is rejected, and H_a is accepted. Therefore, Self-Efficacy (X_1) has a positive and significant partial influence on Organizational Commitment (Y). The positive regression coefficient indicates that an increase in Self-Efficacy is associated with an increase in Organizational Commitment, assuming the other independent variable remains constant.

2. Training (X_2)

Training has a regression coefficient (B) of 0.128, with a t-value of 3.087 and a significance value of 0.004. Since the significance value is lower than 0.05 ($\alpha = 5\%$), H_0 is rejected, and H_a is accepted. Therefore, Training (X_2) has a positive and significant partial influence on Organizational Commitment (Y). The positive regression coefficient indicates that an increase in Training is associated with an increase in Organizational Commitment, assuming the other independent variable remains constant.

Overall, the t-test results show that both Self-Efficacy (X_1) and Training (X_2) have positive and significant partial influences on Organizational Commitment (Y) among teachers at SMP Negeri 19 Pontianak.

Discussion

The Effect of Self-Efficacy on Organizational Commitment

The results of this study indicate that Self-Efficacy has a positive and statistically significant effect on Organizational Commitment among teachers at SMP Negeri 19 Pontianak. The regression analysis shows that Self-Efficacy has a relatively stronger contribution to Organizational Commitment than Training, as indicated by its higher standardized regression coefficient ($\beta = 0.866$), compared with Training ($\beta = 0.172$). The positive regression coefficient indicates that higher levels of Self-Efficacy are associated with higher levels of Organizational Commitment.

This finding suggests that teachers who have greater confidence in their abilities are more likely to remain committed to their organization and its objectives. Teachers with high self-efficacy tend to have greater confidence in dealing with challenges, adapting to changes, and maintaining motivation when performing their professional responsibilities. Such confidence may encourage teachers to persist in completing their duties and to remain actively involved in achieving organizational goals. Consequently, a stronger belief in one's own capabilities may contribute to a stronger sense of attachment and commitment to the organization.

This finding is consistent with Bandura's theory of self-efficacy, which explains that individuals' beliefs about their capabilities influence their attitudes, behaviors, and performance. Individuals who believe that they are capable of performing tasks effectively are more likely to approach challenges with confidence, persist when facing difficulties, and maintain their efforts toward achieving desired outcomes. In the context of teachers, these characteristics may support greater identification with organizational goals and stronger commitment to the organization.

The findings are also consistent with previous research. Anggraini and Fauzan (2022) found that Self-Efficacy has a positive and significant effect on Organizational Commitment. Similarly, Agustina and Mahdi (2025) reported that Self-Efficacy has a positive and significant influence on teachers' normative commitment. These findings suggest that teachers who have stronger confidence in their capabilities tend to demonstrate greater commitment to their organization. Therefore, the present study provides further empirical support for the relationship between Self-Efficacy and Organizational Commitment among teachers.

The standardized coefficient ($\beta = 0.172$) is lower than that of Self-Efficacy ($\beta = 0.866$), indicating that Training has a smaller relative contribution to Organizational Commitment than Self-Efficacy within the regression model. Nevertheless, the significant result demonstrates that Training remains an important factor associated with teachers' Organizational Commitment.

This finding is consistent with Purnawati et al. (2017), who found that Training has a positive and significant effect on Organizational Commitment. Effective training programs enable employees to develop their competencies, improve their work abilities, and support their involvement in achieving organizational objectives. Therefore, continuous and relevant training programs can support teachers' professional development while contributing to the strengthening of their commitment to the organization.

The Effect of Training on Organizational Commitment

The findings of this study indicate that Training has a positive and statistically significant effect on Organizational Commitment among teachers at SMP Negeri 19 Pontianak. The results show an unstandardized regression coefficient (B) of 0.128, a standardized regression coefficient (β) of 0.172, a t-value of 3.087, and a significance value of 0.004. Since the significance value is below 0.05, Training has a statistically significant partial effect on Organizational Commitment.

The positive regression coefficient indicates that higher levels of Training are associated with higher levels of Organizational Commitment. Training provides teachers with opportunities to improve their knowledge, skills, and professional competencies. Relevant and continuous training can help teachers become better prepared to perform their duties, adapt to changes in educational practices, and develop their professional capabilities. These experiences may increase teachers' confidence and motivation in carrying out their responsibilities, which can subsequently support their commitment to the organization.

The standardized regression coefficient for Training ($\beta = 0.172$) is lower than that of Self-Efficacy ($\beta = 0.866$). This indicates that Training has a smaller relative contribution to Organizational Commitment than Self-Efficacy within the regression model. However, the

statistically significant result demonstrates that Training remains an important variable associated with teachers' Organizational Commitment.

This finding is consistent with Purnawati et al. (2017), who found that Training has a positive and significant effect on Organizational Commitment. Effective training programs provide employees with opportunities to develop their competencies, improve their work abilities, and increase their involvement in achieving organizational objectives. In the context of teachers, continuous and relevant training can therefore support professional development while contributing to the strengthening of Organizational Commitment.

The Simultaneous Effect of Self-Efficacy and Training on Organizational Commitment

The results further demonstrate that Self-Efficacy and Training simultaneously have a significant effect on Organizational Commitment among teachers at SMP Negeri 19 Pontianak. Prior to hypothesis testing, the classical assumption tests confirmed that the regression model met all statistical requirements, including normality, linearity, and the absence of multicollinearity. Therefore, the regression results can be interpreted reliably.

The coefficient of determination ($R^2 = 0.909$) indicates that 90.9% of the variance in Organizational Commitment can be explained by Self-Efficacy and Training, while the remaining 9.1% is influenced by other factors that were not examined in this study. These findings demonstrate that both psychological factors and employee development programs play important roles in shaping teachers' organizational commitment. This finding is consistent with Mahdi and Ardiansyah (2026), who reported that self-efficacy has a positive and significant effect on employees' motivation, indicating that individuals with higher self-efficacy tend to display more positive work-related attitudes and behaviors. This evidence reinforces the argument that self-efficacy is an important psychological resource that can also contribute to strengthening teachers' organizational commitment.

Overall, the findings highlight the importance of enhancing teachers' self-efficacy and providing quality training opportunities. These strategies can help educational institutions build a more committed workforce that is willing to support organizational goals and contribute to long-term educational success.

CONCLUSION

Based on the results of data analysis and hypothesis testing, it can be concluded that Self-Efficacy and Training significantly influence Organizational Commitment among teachers at SMP Negeri 19 Pontianak. The classical assumption tests confirmed that the regression model is valid, reliable, and suitable for interpretation. The regression analysis shows that Self-Efficacy has the strongest partial effect on Organizational Commitment, indicating that teachers who believe in their capabilities tend to develop a stronger emotional bond and loyalty to the organization. Training also has a significant positive effect, demonstrating that structured and relevant professional development enhances teachers' commitment. The coefficient of determination ($R^2 = 0.909$) further indicates that the two independent variables collectively explain 90.9% of the variation in Organizational Commitment. Overall, this study emphasizes the importance of strengthening teachers' psychological readiness and providing effective training programs as strategic efforts to build a committed and high-performing educational workforce.

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