

The Effect of Facilities and Training on Employee Performance, with Organizational Commitment as an Intervening Variable

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ABSTRACT

Purpose: This study aims to analyze the direct and indirect effects of workplace facilities and training on employee performance, with organizational commitment as an intervening variable.

Research Method: Using an explanatory quantitative approach, this study employed a population of 120 active employees at the Dompu Regency Education, Youth, and Sports Office, with saturation sampling (census). Primary data were collected via a Likert-scale questionnaire and analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS).

Results and Discussion: Workplace amenities and training have been shown to have a positive and significant impact on employee performance. Training also significantly increases organizational commitment, which, in turn, positively impacts performance; thus, commitment partially mediates the training-performance relationship. However, workplace amenities do not significantly affect organizational commitment, so their mediating effect on this relationship is rejected.

Implications: Local government administrators with limited regional budgets are advised to prioritize investment in human capital (training) to boost the skills and long-term commitment of civil servants. Future studies are recommended to explore the moderating effects of leadership styles.

Originality: This study offers a novel perspective by examining the limitations of the Resource-Based View in the post-autonomy local public sector, empirically demonstrating that tangible assets (infrastructure) do not automatically translate into intangible assets (affective commitment) without a personal approach.

Keywords: workplace facilities; training; organizational commitment; employee performance; public sector.

1. Introduction

Employee performance is a crucial factor in determining the success of public sector institutions, particularly those that serve the basic needs of the general public, such as the education sector. Theoretically, the achievement of optimal performance can be explained through the integration of the Resource-Based View (RBV) (Wernerfelt, 1984)—further developed by Barney (2001)—and Becker's Human Capital theory (1986). Based on the RBV approach, an organization will possess a competitive advantage and superior performance if it can manage its internal resources—both tangible ones, such as work facilities and infrastructure, and intangible ones, such as employee competencies and



commitment—as valuable strategic assets that are difficult to replace (Fajri *et al.*, 2017). Complementing this perspective, Human Capital theory asserts that people are not merely passive factors of production, but rather investment assets; where knowledge, skills, and problem-solving capabilities accumulated through interventions such as training are directly proportional to increased productivity (Fajri *et al.*, 2017; Saptaria *et al.*, 2021; Firmansyah *et al.*, 2026). Therefore, human resources whose capabilities are continuously honed and supported by a conducive work environment will produce maximum output. For government organizations, the demands of bureaucratic reform require every civil servant to work quickly, accurately, and adaptively. Unfortunately, the reality on the ground often reveals an imbalance between high-performance expectations and the support the organization actually provides. In this context, adequate physical work facilities and intellectually sustainable training programs are believed to be the two main drivers directly impacting employees' day-to-day operational capabilities.

Based on initial observations and findings at the Dompu Regency Office of Education, Youth, and Sports (Dikpora), several empirical phenomena were identified indicating suboptimal employee performance. Some of these indicators are evident in the frequent failure to meet administrative deadlines and in slow responses to public complaints regarding educational services. The root of this problem is strongly suspected to be related to limited work facilities—such as outdated computer equipment and an unstable internet network—as well as the lack of equitable access to technical training programs for employees at various levels (Rizqi & Kuswinarno, 2024). These conditions not only hinder the technical completion of tasks but also, psychologically, begin to erode employees' sense of commitment and responsibility toward their agency's vision and mission.

Various studies have highlighted the importance of work facilities and training for employee performance, thereby building a comprehensive understanding in the field of human resource management. Research by Kinanda *et al.* (2024) and Nurhayati *et al.* (2026) confirms that the availability of modern, ergonomic facilities is significantly and positively correlated with the speed and accuracy of administrative employees' work. This is reinforced by a study by Amalia *et al.* (2025), which found that inadequate physical facilities in local government agencies directly contribute to a decline in daily motivation and productivity. In line with this, a study conducted by Mariska & Sudiarto (2025) at PT Global Shinsei Indonesia in Bekasi City showed that competency training consistently increased employee productivity by up to 40%. These findings are supported by Huda (2024), Hardi *et al.* (2024), Haratua *et al.* (2025), and Putri & Utami (2026), who affirm that structured training programs are the strongest predictor for preventing stagnation in employee performance. This literature confirms that without infrastructure support and knowledge updates, employees will struggle to keep pace with the dynamics of modern work.

Furthermore, the current academic literature identifies organizational commitment as a vital element that bridges the gap between organizational support and individual work outcomes. Pujiati *et al.* (2025) found that employees who feel supported and given the space to grow through training tend to develop emotional bonds through a strong affective commitment to their workplace. It is this commitment that subsequently drives them to perform beyond minimum standards. Empirical evidence from Nurkholifa & Budiono (2022) and Oktavia *et al.* (2025) also indicates that organizational commitment significantly mediates the relationship between the physical work environment and performance. This is supported by the findings of Setiawanto *et al.* (2025), who concluded that training interventions and facility improvements will not have a maximum impact on long-term performance if

an increase in institutional commitment does not accompany them; employees with adequate facilities but minimal commitment have been shown to perform only on a transactional basis.

Although the literature review indicates a well-established correlation among these variables, empirical and theoretical gaps remain to be bridged. The majority of previous studies have focused on the private sector, state-owned enterprises (SOEs), or central-level institutions that have high budgetary flexibility for procuring facilities and providing extensive training (Nurkholifa & Budiono, 2022; Rizqi & Kuswinarno, 2024; Kinanda *et al.*, 2024; Nabilah *et al.*, 2025; Oktavia *et al.*, 2025; Pujiati *et al.*, 2025; Setiawanto *et al.*, 2025). Meanwhile, studies on the local public sector—particularly at the regency level, which is constrained by regional autonomy and the strict Regional Revenue and Expenditure Budget (APBD), such as in Dompu Regency—remain very limited. Furthermore, many previous studies have examined the partial and direct effects of facilities and training on performance (Ndaumanu *et al.*, 2017), without fully considering the role of organizational commitment as an internal psychological mechanism mediating these relationships within a single, simultaneous model.

These gaps in prior research call for new empirical evidence. This study challenges and expands upon the assumptions of Ndaumanu *et al.* (2017) by arguing that in work environments with limited facilities, training alone is insufficient as a sole predictor of performance; organizational commitment is necessary as an intervening variable. If employees have high commitment, infrastructure limitations may be offset by their dedication—or vice versa. Therefore, comprehensive testing of the mediation model at the Dompu Regency Education, Youth, and Sports Office is highly relevant to filling the gap in the literature on local educational service institutions.

Based on this gap analysis, the research question in this study is: How do facilities and training influence employee performance, both directly and indirectly through organizational commitment, at the Dompu Regency Education, Youth, and Sports Office? The objective of this study is to analyze the significance of the relationships among facilities, training, organizational commitment, and employee performance, both in their simultaneous relationships and in partial correlations. The novelty of this study lies in integrating the Resource-Based View model with organizational psychology (commitment) within the context of post-autonomy regional educational bureaucracy. Previous researchers have not extensively explored this area. To provide a systematic overview, this article is organized into several sections: an introduction covering the background and objectives; a literature review and hypothesis development; research methods; results and discussion; and, finally, conclusions and managerial implications.

2. Literature Review and Hypothesis Development

2.1 Literature Review

2.1.1 Grand Theory

This study is grounded in the integration of two major perspectives: the Resource-Based View (RBV) and Human Capital Theory. The RBV approach, developed by Wernerfelt (1984) and Barney (2001), posits that an organization will achieve competitive advantage and superior performance if it can manage its internal resources—both tangible assets, such as work infrastructure, and intangible assets, such as employee competencies and commitment—as valuable strategic assets. Complementing this, Becker's (1986) Human Capital Theory asserts that people are investment assets; interventions to enhance



knowledge and skills are directly proportional to increases in organizational productivity. The integration of these two theories is supported by Fajri *et al.* (2017) and Saptaria *et al.* (2021), who state that human resources whose capabilities are honed and who are supported by a conducive work environment will produce maximum output.

2.1.2 Work Facilities

Work facilities refer to all physical and non-physical resources and infrastructure provided by an organization to support the smooth operation of its business and employee activities. According to the Resource-Based View (RBV), the availability of adequate facilities is a crucial tangible element that supports operations, consistent with the findings of Kinanda *et al.* (2024) and Nabilah *et al.* (2025), which highlight the importance of physical infrastructure in enhancing productivity. Research by Amalia *et al.* (2025) also confirms that the lack of facilities can lead to a decline in daily motivation within government agencies. Comprehensively, the work facilities variable in this study is measured through five main indicators, which include: availability of facilities, namely the sufficiency of tools and equipment to support tasks; condition and suitability, namely the physical condition and operational readiness of equipment without damage; technological up-to-date status, namely the availability of hardware (such as computers) and internet connectivity that meet modern work standards; workplace comfort, namely the layout, lighting, and ergonomic aspects that support health; and accessibility, namely the ease with which each employee can reach and utilize these facilities and infrastructure.

2.1.3 Training

Training is a systematic organizational effort to transfer knowledge, update technical skills, and enhance employees' problem-solving abilities so they can keep pace with the dynamics of modern work. In accordance with Human Capital Theory, training programs are a key investment in developing operational competence, the effectiveness of which has been demonstrated in the public sector by Hardi *et al.* (2024), Huda (2024), and Haratua *et al.* (2025). Comprehensively, the training variable in this study is measured through five key indicators, which include: training objectives, namely the clarity of the competency goals to be achieved; relevance of materials, namely the alignment of instructional materials with operational task requirements; instructor quality, namely the instructors' competence and mastery of the subject matter; training methods, namely the appropriateness of the approach used to deliver the material so that it is easy to understand and apply; and program equity, namely equal access and opportunities for participation for all employees.

2.1.4 Organizational Commitment

Organizational commitment is a psychological mechanism and a vital element that bridges the forms of organizational support—namely, resources and training—and individuals' behavioral outcomes, which, from the perspective of the Resource-Based View (RBV), are considered strategic intangible assets. Studies by Pujiati *et al.*, (2025), Nurkholifa & Budiono (2022), Mahmud (2024), Mahmud *et al.*, (2024), Irwansyah *et al.*, (2024), Ningsih *et al.*, (2025), Oktavia *et al.*, (2025), Mahmud (2025), and Evi *et al.*, (2026) confirm that employees with high levels of commitment not only perform at a transactional level but also possess a deep sense of attachment to their organization. Comprehensively, this variable is measured through three main indicators, which include: affective commitment—that is, the emotional

bond, sense of belonging, and employees' identification with their workplace; normative commitment, which reflects employees' sense of moral responsibility or ethical obligation to remain dedicated to and support the organization's vision and mission; and continuance commitment, which refers to employees' awareness of and consideration regarding the losses or costs they would incur if they decided to leave the organization.

2.1.5 Employee Performance

Employee performance represents the quality and quantity of work an employee produces in carrying out their duties and responsibilities, serving as the final output of the management of tangible and intangible assets. In agencies that serve the needs of the general public, studies by Ndaumanu *et al.* (2017), Na-Nan *et al.* (2018), Mahmud (2024), Galu *et al.* (2025), Mahmud *et al.* (2025), and Putri & Utami (2026) indicate that performance achievement is a critical element determining the success of the bureaucracy, requiring officials to work quickly, accurately, and adaptively. Comprehensively, the measurement of employee performance variables in the context of the educational bureaucracy focuses on four main indicators, which include: work quality—that is, the accuracy, neatness, and conformity of administrative work outcomes with applicable operational standards; work quantity, namely the volume or target of tasks completed within a specific period; timeliness, namely the discipline and ability of officials to fulfill their obligations without exceeding established deadlines; and responsiveness, namely the speed and responsiveness of employees in serving, responding to, and resolving complaints and educational service needs from the public.

2.2 Hypothesis Development

2.2.1 The Impact of Workplace Amenities on Employee Performance

Based on the Resource-Based View (RBV) approach, adequate physical facilities directly and positively impact the smooth running of daily operations, as ergonomic, modern equipment enables work to be completed more efficiently. Research by Kinanda *et al.* (2024) and Ndaumanu *et al.* (2017) found empirically that the availability of facilities is significantly and positively correlated with the speed and accuracy of administrative work. Conversely, studies by Amalia *et al.* (2025) and Nurhayati *et al.* (2026) confirm that limitations in physical facilities lead to a decline in productivity. Based on this theoretical support and literature review, the following hypothesis is proposed:

H1: *Work facilities have a positive and significant effect on employee performance.*

2.2.2 The Impact of Training on Employee Performance

According to Human Capital Theory, the accumulation of knowledge gained through training interventions enables employees to adapt to ever-increasing job expectations and work more productively. A study by Mariska & Sudiarto (2025) demonstrates that competency-based training consistently boosts productivity by up to 40%, a finding also confirmed by Huda (2024), Hardi *et al.* (2024), and Putri & Utami (2026), who show that structured training prevents performance stagnation. Therefore, investment in training directly stimulates individual work outcomes. Thus, the hypothesis is:

H2: *Training has a positive and significant effect on employee performance.*



2.2.3 The Influence of Work Facilities on Organizational Commitment

Support in the form of facilities and infrastructure from an organization not only assists employees technically, in accordance with the principles of the Resource-Based View (RBV), but also psychologically fosters a sense of being valued, which, in turn, cultivates affective attachment. When an organization provides good work facilities and supportive tools, employees respond by developing emotional bonds and a sense of dedication to the organization's vision. This is supported by the findings of Nurkholifa & Budiono (2022) and Oktavia *et al.* (2025), which show that the physical work environment is an important predictor of employee commitment. Thus, the following hypothesis is formulated:

H3: *Workplace facilities have a positive and significant effect on organizational commitment.*

2.2.4 The Effect of Training on Organizational Commitment

In line with Human Capital Theory, employees interpret opportunities for self-development through training programs as a tangible expression of the organization's concern for their future careers. Pujiati *et al.* (2025) found that employees who feel they are provided with opportunities to grow through knowledge-based interventions tend to develop stronger affective commitment to their workplace. It is this sense of reciprocity that strengthens employees' emotional bonds and loyalty to their organization, leading to the following hypothesis:

H4: *Training has a positive and significant effect on organizational commitment.*

2.2.5 The Influence of Organizational Commitment on Employee Performance

As a valuable intangible asset, organizational commitment serves as an intrinsic driving force; highly dedicated employees have been shown not only to perform at a level that meets transactional obligations but also to be willing to work hard beyond the standard to achieve institutional goals. Evidence from various studies, such as Mahmud *et al.* (2024), Irwansyah *et al.* (2024), Mahmud (2024), Setiawanto *et al.* (2025), Oktavia *et al.* (2025), and Evi *et al.* (2026), consistently shows that the higher an employee's sense of responsibility and emotional attachment to their organization, the faster and more responsive they are to operational service demands. This strong relationship between organizational psychology and performance outcomes leads to the following hypothesis:

H5: *Organizational commitment has a positive and significant effect on employee performance.*

2.2.6 The Role of Organizational Commitment in Mediating the Effect of Work Facilities on Employee Performance

In the real-world context of bureaucracy, improvements in work infrastructure do not necessarily yield optimal and sustainable performance without a sense of belonging. Nurkholifa & Budiono (2022) and Oktavia *et al.* (2025) have specifically and empirically demonstrated that organizational commitment significantly mediates the relationship between the physical work environment and performance. This means that adequate workplace facilities will first foster the development of commitment, and it is this psychological commitment that, in turn, drives sustained increases in work productivity, leading to the following hypothesis:

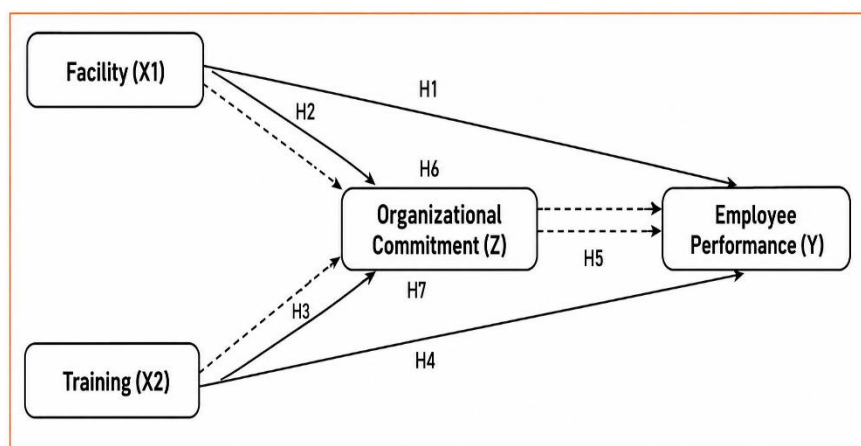
H6: Organizational commitment positively and significantly mediates the effect of workplace facilities on employee performance.

2.2.7 The Role of Organizational Commitment in Mediating the Effect of Training on Employee Performance

When integrating human capital into organizational output, training interventions and knowledge updates have been shown to fail to yield maximum long-term performance benefits unless accompanied by increased institutional commitment, as demonstrated by Setiawanto *et al.* (2025). Training not only provides technical skills but also fosters emotional loyalty, which acts as a vital intervening variable. New skills acquired through training will only be fully and willingly applied in daily work if the employee has dedication and commitment to their organization, leading to the following hypothesis:

H7: Organizational commitment mediates the positive and significant effect of training on employee performance.

Figure 1. Theoretical Framework



Description:

- Direct Relationship
- - - - -→ Indirect Relationship (Mediation)

3. Research Method

This quantitative study using an explanatory research approach aims to test and explain the causal relationships among variables in accordance with the formulated hypotheses (Sugiyono, 2019). The population of this study comprises all active employees at the Dompu Regency Office of Education, Youth, and Sports (Dikpora). The sampling technique employed a census (saturated sampling) (Sugiyono, 2019), involving all 120 employees as respondents to minimize generalization bias and ensure data precision. Primary data collection was conducted by distributing a closed-ended questionnaire using a five-point Likert scale (1–5). The development of this instrument was based on the operationalization of variables derived from the grand theory, which specifically measured Work

Facilities through five indicators, Training through five indicators, Organizational Commitment through three indicators, and Employee Performance using four indicators, as structured in Table 1, to ensure the accuracy of construct metric data recording.

The data analysis technique used was Structural Equation Modeling based on Partial Least Squares (SEM-PLS) using SmartPLS software (Ghozali, 2021). The analysis procedure was conducted in two main stages (Hair *et al.*, 2014): evaluation of the outer and inner models. For the outer model, testing was conducted using convergent validity tests (factor loadings and Average Variance Extracted/AVE), reliability tests (Composite Reliability and Cronbach's Alpha), and discriminant validity tests using the Fornell-Larcker criterion and the Heterotrait-Monotrait Ratio (HTMT) (Fornell & Larcker, 1981; Henseler *et al.*, 2015). Meanwhile, the evaluation of the inner model and testing of the core hypotheses were conducted using the bootstrapping procedure to assess the significance of the t-statistic and p-value, which were then supplemented with measurements of the coefficient of determination (R-square), effect size (f-square) (Cohen, 1988), and predictive relevance (Q-square) to comprehensively confirm the quality, contribution, and predictive power of the structural model.

Table 1. Variables and Measurement

Variable	Code	Indicator	Primary Source
Employee Performance (Y)	EP.1	Work quality	(Na-Nan <i>et al.</i> , 2018; Ndaumanu <i>et al.</i> , 2017; Putri & Utami, 2026)
	EP.2	Work quantity	
	EP.3	Timeliness	
	EP.4	Responsiveness	
Organizational Commitment (Z)	OC.1	Affective commitment	(Nurkholifa & Budiono, 2022; Mahmud <i>et al.</i> , 2024; Pujiati <i>et al.</i> , 2025)
	OC.2	Normative commitment	
	OC.3	Sustained commitment	
Training (X2)	TR.1	Training objectives	(Hardi <i>et al.</i> , 2024; Huda, 2024; Haratua <i>et al.</i> , 2025)
	TR.2	Relevance of the material	
	TR.3	Quality of the instructor	
	TR.4	Training methods	
	TR.5	Program equity	
Work Facilities (X1)	WF.1	Availability of facilities	(Kinanda <i>et al.</i> , 2024; Nabilah <i>et al.</i> , 2025; Amalia <i>et al.</i> , 2025)
	WF.2	Conditions of suitability	
	WF.3	State-of-the-art technology	
	WF.4	Comfortable workspace	
	WF.5	Accessibility	

Source: Previous Research (2026)

4. Results and Discussion

4.1 Analysis Results

This study was conducted at a regional-level educational administrative agency, namely the Dompu Regency Office of Education, Youth, and Sports (Dikpora). The population and respondents involved in this study were all active employees at the agency, totaling 120 people. Sampling was conducted using the census method, or sampling by exhaustion, in which the entire population was included as research subjects to ensure data precision and minimize generalization bias within the scope of the regency-level agency.

Figure 2. Path Coefficient

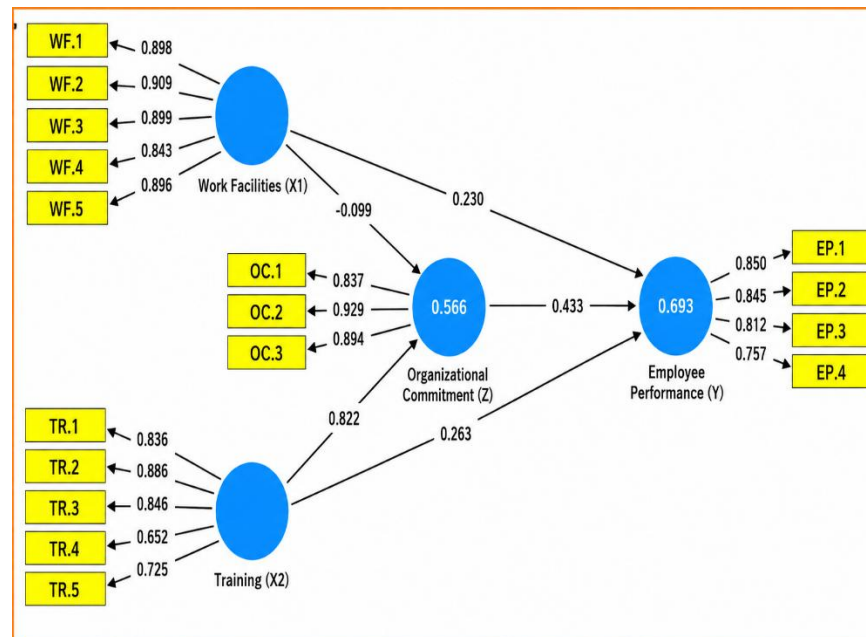


Table 2. Results of the Measurement Model Evaluation (Outer Model)

Variable	Indicator	Outer Loading	Cronbach's Alpha	Composite Reliability (CR)	AVE
Employee Performance (Y)	EP.1	0.850	0.833	0.889	0.667
	EP.2	0.845			
	EP.3	0.812			
	EP.4	0.757			
Organizational Commitment (Z)	OC.1	0.837	0.864	0.917	0.788
	OC.2	0.929			
	OC.3	0.894			
Training (X2)	TR.1	0.836	0.886	0.917	0.690
	TR.2	0.886			
	TR.3	0.846			
	TR.4	0.852			
	TR.5	0.725			
Work Facilities (X1)	WF.1	0.898	0.921	0.941	0.760
	WF.2	0.909			
	WF.3	0.898			
	WF.4	0.843			
	WF.5	0.806			

Source: Processed Primary Data (2026)

Based on the results of the measurement model (outer model) evaluation in Table 2, all research instruments met the criteria for convergent validity and reliability (Hair *et al.*, 2014). The criteria for convergent validity were convincingly met because all indicators had outer loadings above 0.70 (with the lowest value being 0.725 for instrument TR.5) and the Average Variance Extracted (AVE) values for all latent variables were found to be greater than the minimum standard of 0.50 (ranging from 0.667 to 0.788). Furthermore, the internal consistency of the measurement instrument for each construct was highly reliable, as evidenced by the Cronbach's Alpha and Composite Reliability (CR) values for the

variables Employee Performance, Organizational Commitment, Training, and Work Facilities, which consistently exceeded the required threshold of > 0.70.

Table 3. Discriminant Validity (Fornell-Larcker Criterion)

Variable	Employee Performance	Organizational Commitment	Training	Work Facilities
Employee Performance	0.817			
Organizational Commitment	0.762	0.887		
Training	0.773	0.750	0.831	
Work Facilities	0.690	0.573	0.805	0.872

Source: Processed Primary Data (2026)

Based on the criteria established by Fornell & Larcker (1981), the results in Table 3 indicate that the model meets the discriminant validity criteria well. The root-mean-square error of estimation (RMSE) values on the main diagonal—namely, Employee Performance (0.817), Organizational Commitment (0.887), Training (0.831), and Work Facilities (0.872)—are higher than the correlations among the other variables. These findings confirm that each construct is unique and non-overlapping, so the evaluation of the measurement model should proceed to the structural stage (inner model) (Henseler *et al.*, 2015).

Table 4. Discriminant Validity (Heterotrait-Monotrait Ratio / HTMT)

Variable	Employee Performance	Organizational Commitment	Work Facilities
Employee Performance			
Organizational Commitment	0.891		
Training	0.897	0.852	
Work Facilities	0.782	0.635	0.886

Source: Processed Primary Data (2026)

Based on the stricter testing criteria outlined by Henseler *et al.* (2015), the results of the Heterotrait-Monotrait Ratio (HTMT) evaluation in Table 4 confirm that the research instrument meets the criteria for discriminant validity very well. This is empirically demonstrated by the fact that all HTMT ratio values between latent variables fall below the critical threshold of 0.90; the highest value recorded was only 0.897 for the correlation between Training and Employee Performance. The fulfillment of this parameter further reinforces that each construct in this study is conceptually distinct and does not measure the same construct across variables, thereby ensuring that the quality of the measurement model (outer model) is highly robust before proceeding to the structural testing phase.

Table 5. Evaluation of the Quality of the Structural Model (Inner Model)

Endogenous Variables	R-square	Q-square	Exogenous Predictors (Direction)	f-square	Securities Categories
Employee Performance	0,693	0.428	Z → Y	0,265	Medium
			X2 → Y	0,051	Small
			X1 → Y	0,060	Small
Organizational Commitment	0,566	0.422	X2 → Z	0,547	Small
			X1 → Z	0,006	Very Small

Source: Processed Primary Data (2026)



Based on the criteria established by Hair *et al.* (2014), the evaluation of the inner model in Table 5 confirms that the structural model has excellent predictive quality. This is evidenced by the R-square values, with the exogenous variables accounting for 69.3% of the variation in Employee Performance (substantial category) and 56.6% of the variation in Organizational Commitment (moderate category). This model also has strong predictive validity because the Q-square values for both endogenous variables (0.428 and 0.422) are greater than zero. Furthermore, an analysis of the f-square effect size (Cohen, 1988) shows that Training (X2) contributes the strongest effect on Organizational Commitment (0.547), while Work Facilities (X1) contributes the weakest effect (0.006).

Table 6. Summary of Hypothesis Testing (Direct and Indirect Effects)

Hip	Relationship Paths	Sampel Asli (O)	T-Statistics	P-Values	Decision
Direct Relationship					
H1	Work Facilities → Employee Performance	0.230	2.410	0.016	Accepted
H2	Training → Employee Performance	0.263	2.405	0.017	Accepted
H3	Work Facilities → Organizational Commitment	-0.089	0.713	0.476	Rejected
H4	Training → Organizational Commitment	0.822	7.159	0.000	Accepted
H5	Organizational Commitment → Employee Performance	0.433	4.916	0.000	Accepted
Indirect Relationship (Mediation)					
H6	Work Facilities → Organizational Commitment → Employee Performance	-0.038	0.713	0.476	Rejected
H7	Training → Organizational Commitment → Employee Performance	0.356	4.015	0.000	Accepted

Source: Processed Primary Data (2026)

The results of the analysis confirm that of the seven hypotheses proposed, five were accepted and two were rejected. Specifically, Work Facilities (H1) and Training (H2) were found to have a positive and significant effect on Employee Performance. In addition, Training (H4) and Organizational Commitment (H5) also had strong, direct positive effects. However, the third hypothesis (H3) was rejected because Work Facilities were found to have no significant effect on Organizational Commitment (P-value 0.476 > 0.05). In the indirect (mediation) analysis, Organizational Commitment was found to significantly mediate the effect of Training on Employee Performance (H7 accepted; partial mediation, as the direct path H2 was also significant). Conversely, the mediating effect of Organizational Commitment on the relationship between Work Facilities and Employee Performance (H6) was rejected because it did not meet the statistical significance criterion.

4.2 Discussion

4.2.1 The Effect of Workplace Facilities on Employee Performance (H1)

The results of the statistical tests demonstrate that workplace facilities have a positive and significant effect on employee performance; therefore, the first hypothesis (H1) is fully accepted. This empirical finding confirms that the availability of operational equipment, the suitability of the building's physical condition, the comfort of the workspace layout, and the up-to-date nature of technology directly serve as the primary drivers in accelerating the completion of administrative tasks at the Dompu Regency Education, Youth, and Sports Office. Within the framework of the Resource-Based View (RBV) theory, as

articulated by Wernerfelt (1984) and Barney (2001), workplace facilities are positioned as tangible assets vital to creating efficiency and operational excellence. When civil servants (ASN) are provided with adequate support facilities that are adaptable to modern needs, various technical and procedural obstacles—such as delays in data entry due to outdated computer equipment or coordination issues caused by an unstable internet connection—can be effectively minimized. It is these ideal conditions that mechanically enable employees to execute their daily workloads, achieve quantitative targets with precision, and maintain service timeliness standards far more effectively.

These findings consistently support theoretical assumptions and reinforce the results of previous research reported by Ndaumanu et al. (2017), Kinanda et al. (2024), and Amalia et al. (2025). The discourse in these studies demonstrates that, in government bureaucratic service activities, meeting facility standards and creating a good physical work environment are no longer merely supplementary components for comfort but essential instruments that are the primary determinants of an institution's productivity levels. Conversely, the absence, damage, or unsuitability of physical infrastructure has been shown to lead to a loss of morale, resulting in delays in resolving technical issues in the field. Ultimately, local public agencies that fail to maintain or revitalize their infrastructure assets risk operational stagnation, which not only hinders internal performance but also degrades service quality and the image of government institutions in the public eye.

4.2.2 The Effect of Training on Employee Performance (H2)

Testing of the second hypothesis (H2) showed that training has a positive and significant effect on employee performance; therefore, this hypothesis is accepted unconditionally. This strong causal relationship is highly relevant and can be explained in detail within the framework of Human Capital Theory proposed by Becker (1986). This theory assumes that human resources are not merely passive factors of production but rather a focal point for the organization's long-term strategic investment. Through systematic development interventions—such as the equitable distribution of technical training programs, the development of materials relevant to job requirements, and guidance from qualified instructors—the organization actively enhances its staff's knowledge base, cognitive skills, and problem-solving capacity. In the context of district-level educational bureaucracies—which are currently marked by dynamic regulatory changes and significant demands for the digitization of public services—this enhancement of competencies is critical. Training directly enables employees to adapt more quickly to modern work activities, develop more tactical approaches to task completion, and reduce administrative errors and oversights in daily operations.

These findings are fully consistent with, and affirm, previous research by Mariska & Sudiarto (2025), Huda (2024), Hardi *et al.* (2024), and Putri & Utami (2026). These researchers consistently agree that training programs designed in a structured, continuous manner are the strongest empirical predictors of preventing performance stagnation, skill obsolescence, and a decline in employee motivation. Support for these findings within this institution further reinforces the claim that technical and conceptual competencies—continuously updated through knowledge-based interventions—are the most concrete response to the high expectations of bureaucratic reform. Equipped with up-to-date knowledge and skills, local government officials no longer rely on old, bureaucratic, and rigid routines or wait for repetitive instructions from their superiors. Instead, they have transformed into agile resources, possessing a high degree of initiative and being far more responsive in implementing all educational service policies for the public.



4.2.3 The Influence of Work Facilities on Organizational Commitment (H3)

Contrary to initial conceptual expectations, the statistical analysis shows that the availability of work facilities does not significantly influence the formation of organizational commitment ($P\text{-value} > 0.05$), so the third hypothesis (H3) is rejected. This phenomenon offers an interesting explanation: within the context of local government bureaucracy, the provision of physical facilities tends to be viewed by civil servants (ASN) merely as a “basic right” for operational purposes or simply as meeting the minimum prerequisites for work, rather than as a stimulus that fosters deep emotional bonds (affective commitment). The limitations and obsolescence of physical facilities at the regency level—often unavoidable due to strict rationalization of the Regional Revenue and Expenditure Budget (APBD)—have not, statistically speaking, automatically eroded the commitment and dedication of these public servants. The loyalty and ethical commitment of these civil servants appear to be rooted more in deep-seated sociological and legal factors—such as professional oaths, the guarantee of stable civil service status (ASN), and a strong sense of normative responsibility to serve the public—and are by no means dictated by the luxury or physical completeness of the infrastructure where they work.

These highly distinctive empirical conditions within the local bureaucratic culture simultaneously refute and correct some claims from previous literature, such as the findings in the studies by Nurkholifa & Budiono (2022) and Oktavia *et al.*, (2025), which were predominantly conducted in the context of the corporate private sector or large-scale institutions with unlimited budgetary flexibility. This anomalous finding, in fact, contributes substantial academic novelty to the literature on the limitations of applying the Resource-Based View (RBV) to the local public sector. Empirical evidence from the Dompu Regency Education, Youth, and Sports Office clearly demonstrates that the unilateral provision of tangible assets, such as physical infrastructure, will not automatically translate into the formation of high-value intangible assets, such as loyalty and affective commitment. To maintain and foster institutional commitment amid the limitations of bureaucratic infrastructure, government organizations can no longer rely solely on or focus exclusively on the procurement of physical goods; rather, they absolutely require more intensive psychological interventions, the strengthening of a supportive leadership climate, and a more personalized and humanistic approach to human resource development.

4.2.4 The Effect of Training on Organizational Commitment (H4)

Statistical testing confirms a positive and highly significant effect of training on organizational commitment; thus, the fourth hypothesis (H4) is unequivocally accepted, as it shows the strongest effect size ($f\text{-square}$) within the entire structural model. Why is this the case? An explanation of this phenomenon is deeply rooted in the principles of social exchange and psychological reciprocity between individuals and their institutions. When a government agency earnestly allocates its resources and budget to involve employees in various competency development programs, civil servants perceive this as more than just an administrative routine; rather, they see it as a tangible signal of the organization’s concern for the certainty of their future career paths. It is this sense of being valued and supported that subsequently transforms work relationships—originally purely contractual and transactional—into deep emotional bonds and loyalty. These empowering human resources activities directly foster a sense of ownership (affective commitment) and a strong sense of self-identification

among employees, helping them achieve the grand vision and mission of the Dompu Regency Education, Youth, and Sports Office.

These empirical findings fully support the perspectives of previous studies presented by Pujiati *et al.* (2025) and Haratua *et al.* (2025). The statistical evidence from this study unequivocally underscores that implementing Human Capital theory through training interventions not only mechanically transfers technical skills (hard skills) but also fundamentally engages the affective realm of public servants. Bureaucratic institutions that consistently design and ensure equitable access to technical education for all levels of their staff have proven highly effective in securing their employees' moral dedication (normative commitment), keeping them loyal to the institution and reluctant to leave. Ultimately, this knowledge investment not only produces employees who are operationally agile but also simultaneously strengthens their continuance commitment—which remains the foundation for human resource stability amid the dynamic challenges of local-level public service.

4.2.5 The Influence of Organizational Commitment on Employee Performance (H5)

Statistical testing confirms that the fifth hypothesis (H5)—which states that organizational commitment has a positive and significant effect on employee performance—is fully accepted. In accordance with the Resource-Based View (RBV) framework, commitment is represented as a high-value intangible asset that acts as an intrinsic driving force for civil servants. Employees who possess a high level of affective commitment—that is, a sense of love and self-identification with the institution—as well as a strong normative commitment—that is, a moral calling to serve the public—have been empirically shown not to work merely to fulfill transactional obligations. It is this psychological attachment and deep sense of belonging that naturally drive them to take on extra responsibilities beyond their formal job descriptions willingly. This dedication manifests in initiatives to complete administrative tasks ahead of deadlines and in proactive efforts to ensure the highest quality of educational services for the broader community in Dompu Regency.

This finding of a very strong correlation affirms and enriches the empirical synthesis of a series of previous studies, as presented by Mahmud (2024), Irwansyah *et al.* (2024), Setiawanto *et al.* (2025), Oktavia *et al.* (2025), Mahmud *et al.* (2025), and Evi *et al.* (2026). Through these findings, the academic discourse in the field of public sector human resource management becomes increasingly sharp and clear: the creation of high performance within the local government bureaucratic ecosystem will never be sufficient if it relies solely on technical operational capabilities or the “ability to work.” Moreover, organizations absolutely require the full mental commitment, loyalty, and intrinsic sense of responsibility from their staff as a manifestation of the “willingness to work hard and wholeheartedly.” Employees who feel emotionally and morally bound to their agency will always possess the internal drive to voluntarily align their individual goals with institutional performance expectations, thereby ensuring that the wheels of public service continue to turn in a responsive manner and with a focus on the best possible outcomes.

4.2.6 The Mediating Role of Commitment on the Effect of Work Facilities on Performance (H6)

Based on the results of the inner model analysis and bootstrapping tests, the sixth hypothesis (H6), which tested the mediating role of organizational commitment, was statistically rejected. This phenomenon is a logical consequence of rejecting the third hypothesis (H3), which found that workplace facilities had no significant influence on organizational commitment. Consequently, organizational



commitment automatically loses its predictive power as an intervening variable in the relationship between facility improvements and performance enhancement. This finding describes a highly rational managerial reality: within the Dompu Regency Education, Youth, and Sports Office, the availability of adequate infrastructure accelerates task completion purely for technical and functional reasons, not due to a surge in affective loyalty. Simply put, the provision of modern, high-specification computer equipment will indeed enable civil servants to process data much more quickly; however, these physical facilities do not automatically transform them into public servants who are more devoted, emotionally attached, or loyal to their institution's vision.

The failure to demonstrate this mediating effect yields highly contradictory results when compared with previous empirical syntheses, particularly the studies by Nurkholifa & Budiono (2022) and Oktavia *et al.* (2025), which were largely conducted in the context of large-scale private corporations. However, this empirical discrepancy offers a highly valuable theoretical contribution (novelty) to the expansion of Resource-Based View (RBV) research in the realm of local public-sector bureaucracy. The results of this study sharply highlight the reality that in local government agencies—whose operations are severely constrained by autonomy regulations and strict budget rationalization (APBD)—the management of physical facilities should be positioned purely and proportionally as a technical instrument to drive efficiency and the smooth execution of tasks. Tangible assets, such as work facilities, have proven insufficiently relevant when used as psychological tools to stimulate affective commitment. Therefore, to foster long-term loyalty among their staff, policymakers in local government agencies must formulate additional, more humanistic, intangible approaches that address employees' emotional needs.

4.2.7 The Mediating Role of Commitment in the Effect of Training on Performance (H7)

The test of the seventh hypothesis (H7), which examined the mediating effect, was statistically significant, confirming partial mediation. This empirical finding convincingly demonstrates that organizational commitment serves as a critical intervening variable in bridging the impact of training on employee performance outcomes. This relationship fully confirms the strength of the integration between the Resource-Based View (RBV) framework and Human Capital Theory within a single causal model. Through training programs, institutions essentially inject new knowledge and technical capabilities into their staff; however, these skills risk evaporating or remaining merely passive cognitive knowledge if not supported by a strong willingness (commitment) to implement them in the operational workplace. This approach operates on a psychological level: participation in training first sparks a sense of being valued, a sense of belonging, and a moral sense of responsibility among employees (commitment); it is through this solid foundation of commitment that the newly acquired competencies and skills are then voluntarily translated into genuine, persistent, and sustainable work productivity.

This comprehensive conceptual finding tangibly reinforces the main argument and is fully consistent with the findings of Setiawanto *et al.* (2025) and Pujiati *et al.* (2025). The evidence of a partial mediating role in this model provides a sharp managerial insight: while technical training interventions have been shown to mechanically and directly boost performance outcomes, the effectiveness and sustainability of these outcomes will be amplified when the bureaucracy simultaneously succeeds in fostering employees' loyalty and emotional attachment to the institution's vision and goals. An employee will apply their new skills most effectively when they feel recognized and have an emotional bond with the organization they serve. This finding ultimately offers a long-term strategic managerial

prescription for the bureaucratic reform agenda in local government agencies: that budgetary investment in human resource development (HRD) programs must always go hand in hand with systematic efforts to strengthen organizational commitment, in order to ensure the emergence of a civil service that is not only technically intelligent and adept but also possesses a sincere and unwavering dedication to public service.

5. Concluding Remarks and Recommendation

This study was motivated by the suboptimal performance of employees at the Dompu Regency Education, Youth, and Sports Office due to limited facilities and training. Through SEM-PLS analysis of a full census of 120 employees, the test results showed that work facilities and training have a direct, positive, and significant effect on employee performance. Organizational commitment was also found to mediate the relationship between training and performance partially. However, work facilities do not significantly affect organizational commitment, thereby nullifying the mediating role of commitment in that pathway.

This study offers a novel contribution by integrating the Resource-Based View and organizational psychology within the context of the post-autonomy local public sector. Theoretically, it demonstrates that purely physical facilities act as drivers of technical operations rather than as shapers of psychological loyalty. In practical terms, these findings provide strategic insights for local governments. Amid limited local budgets, investment in human resource development (training) is essential because it not only boosts technical proficiency but also fosters long-term commitment among civil servants to support bureaucratic reform.

The main limitation of this study is the scope of the sample, which included only 120 administrative staff at a single district-level agency; therefore, generalizations to larger-scale sectors must be made with caution. For future research, it is recommended that the survey scope be expanded to various cross-sectoral local agencies to test the consistency of this structural model. Future researchers are also recommended to explore the inclusion of intervening variables or other moderators—such as leadership style, work culture, or technological adaptation—to develop a more holistic framework for understanding public sector performance.

Statement of Use of Generative AI

During the preparation of this work, the author used generative artificial intelligence tools to support the scientific writing process. Grammarly was used to check grammar, refine writing style, and improve clarity in scientific writing. All interpretations, analyses, and conclusions presented in this study are the sole responsibility of the author.

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