



JOB PLACEMENT AND TRAINING QUALITY ON EMPLOYEE PERFORMANCE: ORGANIZATIONAL COMMITMENT IN ISLAMIC BOARDING SCHOOLS

Mastur¹, Wawan Prahiawan², Roni Kambara³, Fajar Suryono⁴, M. Wanri

Wahyudin⁵,

Universitas Darunnajah, Jakarta ^{1,4}

Universitas Sultan Ageng Tirtayasa, Banten^{2,3}

Institut Ummul Quro Al-Islami, Bogor⁵

mastur@darunnajah.ac.id

ABSTRACT

This study aims to examine the influence of employee placement and training quality on employee performance in Islamic boarding schools (pesantren), with employee commitment as a mediating variable. The main issue addressed is the low effectiveness of placement and training in enhancing employee performance and graduate quality. The study employed a quantitative approach with a causality design. The population consisted of 83 pesantren employees, all included using a saturated sampling technique. Data were collected through questionnaires, interviews, documentation, and direct observation. Data analysis was conducted using Partial Least Squares (PLS), including outer model testing for validity and reliability and inner model assessment to evaluate relationships among variables and mediation effects. The results indicate that employee placement has a positive but not significant effect on performance, while training quality has a positive and significant impact. Both placement and training significantly influence employee commitment, which in turn mediates the relationships between placement and training and employee performance. The mediation is partial for placement and full for training quality, highlighting the crucial role of commitment in enhancing HR intervention effectiveness. Employee performance can be optimally improved through effective placement and high-quality training if supported by strong employee commitment. Pesantren should adjust placement and training strategies to strengthen loyalty, motivation, and dedication, thereby sustainably improving graduate quality.

Keywords: Job placement; Training quality; Employee commitment; Employee performance; Pesantren; Mediation

INTRODUCTION

Islamic boarding schools (pesantren) as educational institutions hold an increasingly strategic role in responding to modernization demands and global competition. Pesantren are not only centers for moral development and reinforcement of religious values but are also required to provide professional, adaptive, and responsive educational services that align with contemporary developments. According to the Ministry of Religious Affairs data as of October 4, 2025, the number of pesantren in Indonesia has reached 42,391 institutions (Nouvan, 2025). This substantial figure indicates that pesantren have significant potential to contribute to national human resource development. However, the large number of pesantren also presents challenges in ensuring institutional sustainability and enhancing the quality of educational governance.



In this context, employee performance including administrative staff, program managers, and general subject teachers plays a critical role in ensuring the operational continuity of pesantren. Proper job placement aligned with employee competencies and training programs designed based on actual needs constitute strategic managerial steps to improve work professionalism. Strengthening human resources appropriately forms part of the pesantren's strategy to remain adaptive and competitive in the face of technological advancements, evolving education quality standards, and societal expectations for graduate quality.

Human resources are a central factor in the development of educational institutions, including pesantren. The noble vision and mission of pesantren can only be realized through competent, committed human resources capable of contributing to organizational goals (Mukhibat, 2012). Effective HR development has been shown to enhance employee performance, where performance serves as a key indicator of the pesantren's success in achieving strategic objectives (Lolowang et al., 2016; Saranya & Deva, 2025). Therefore, pesantren must ensure that employees can provide optimal contributions in response to increasingly complex and competitive job demands.

With the advancement of modern management, performance evaluation methods in various organizations have transformed toward technology- and data-based approaches to increase objectivity. For example, the Analytic Hierarchy Process (AHP) model is applied to strengthen the accuracy of employee performance assessment (Islam & Periaiah, 2023). Machine learning is also being adopted to predict employee performance more accurately and support sustainable HR development (Nithiyashree et al., 2025). Performance evaluation integrated with organizational strategy is believed to create sustainable competitive advantage. Thus, performance improvement should not only focus on individual factors but also encompass work environment, leadership, organizational culture, and fair evaluation systems adaptive to future technological developments (Hendri, 2025).

Employee performance in pesantren has a direct impact on learning quality, graduate competence, and overall educational goals. Improving employee performance can enhance graduates' competencies (Subantari, 2021), increase student motivation (Pujoandika & Sobandi, 2012), maintain public trust (Widhiani, 2018), and meet stakeholder expectations (Endah, 2015). Hence, employee performance affects not only operational efficiency but also the pesantren's future competitiveness (Wirawan et al., 2019). Employees with high skills and commitment serve as primary drivers of the pesantren's competitive advantage (Ong & Mahazan, 2020), making performance improvement a strategic priority in pesantren management (Muis et al., 2018).

A key determinant of employee performance is job placement aligned with individual competencies. Placement based on skills, experience, and soft skills enables employees to understand their tasks and work effectively (Sugiono, 2021). Proper placement not only promotes performance improvement but also strengthens employee commitment to the organization (Maimunah et al., 2020). Conversely, misplacement can seriously affect the pesantren's goals, reduce productivity, and potentially cause organizational losses (Setiawan & Bagia, 2021). Therefore, pesantren must implement competency-based employee selection and placement strategies to achieve organizational objectives optimally (Sudiarditha et al., 2019).



In addition to placement, training is a crucial factor in enhancing employee performance. Training is considered an essential investment because it improves employees' skills, knowledge, and attitudes, leading to overall organizational performance enhancement (Bulut & Culha, 2010). Systematically designed training relevant to work requirements has been shown to increase confidence and competence in managing learning activities (Karaiskos et al., 2024). However, many pesantren face challenges in training implementation, such as budget limitations, lack of material relevance, and minimal post-training follow-up, which reduce its effectiveness in improving performance (Kalogiannidis et al., 2025). Misalignment of training content also widens the skill gap among employees in meeting digital-era professionalism demands (Zhukovskiy et al., 2019).

Beyond job placement and training, organizational commitment is a psychosocial factor influencing employee performance quality. Commitment reflects an individual's emotional attachment to the organization and willingness to contribute their best efforts (Klein & Park, 2015). Employees with high commitment tend to be more productive, loyal, and willing to exert extra effort for organizational success (Samad, 2011). Organizational commitment also plays a role in improving employee retention and reducing turnover, a common HR challenge in pesantren management (Mokoena et al., 2022). Thus, enhancing commitment becomes a key strategy for retaining high-quality employees.

Nevertheless, in practice, many pesantren have yet to optimize HR management. Job placement often fails to consider competency alignment with positions, and training programs have not effectively closed employee skill gaps. These conditions result in low commitment and declining employee performance, ultimately affecting pesantren competitiveness and graduate quality.

Therefore, investigating the influence of job placement and training quality on employee performance, with organizational commitment as a mediating variable, is highly relevant in the pesantren context. The findings are expected to provide empirical contributions and strategic recommendations for strengthening HR governance in pesantren, enabling institutions to face contemporary challenges and ensure sustainable development.

Employee Performance

Performance is the ultimate outcome of the work process, which not only emphasizes output but also considers how tasks are carried out effectively and efficiently (Wibowo, 2016). From a management perspective, performance serves as a crucial instrument to ensure that individuals and teams operate in alignment with organizational objectives through clear roles, adequate competencies, supportive work environments, and reward systems that promote productivity (Mukminin et al., 2019). In the context of pesantren, employee performance is understood as the tangible contribution in executing tasks in accordance with institutional standards, encompassing both educational services and operational management (Siahaan & Bahri, 2019).

As an indicator of organizational success, performance must be managed systematically so that employees can provide optimal contributions in response to dynamic and demanding work environments (Saranya & Deva, 2025). Training and development play a role in maintaining the relevance of employee competencies, although programs that



are not targeted often fail to produce meaningful performance improvements (Kalogiannidis et al., 2025).

Performance evaluation holds a strategic function for sustainable HR management. For organizations, evaluation outcomes can serve as a basis for competency development, job structuring, and compensation allocation. For employees, performance assessments enhance motivation, career opportunities, and loyalty to the institution. Referring to Zulhelmi & Susanti, (2017) and Maimunah et al., (2020), the performance indicators in this study include quality, quantity, timeliness, effectiveness, and independence in completing tasks professionally.

Job Placement

Job placement is a strategic process of assigning individuals to positions that correspond with their abilities, skills, knowledge, and organizational needs, thereby improving work effectiveness and employee performance (Sudiarditha et al., 2019). Placement is relevant not only for new employees but also for existing staff assuming new responsibilities aligned with their competencies and readiness (Sugiono, 2021).. Successful HR management is often determined by the appropriateness of placement, as employees working in their field of expertise and education level tend to demonstrate better performance ((Siahaan & Bahri, 2019).

In practice, placement may take the form of promotion, transfer, or demotion. Promotion is granted to employees demonstrating integrity, work achievement, leadership, and competencies that support organizational development. Transfers serve as a means of refreshing or adjusting positions without changing structural levels, while demotion is applied as a form of guidance for employees who have not yet met performance standards.

For placement to be effective, principles of humanity, fairness, position suitability, and efficiency must be observed (Suwatno, 2003). Therefore, indicators such as education, knowledge, skills, and work experience form the primary basis for ensuring that employees are assigned to the most appropriate positions (Suwanto & Subyantoro, 2019).

Training Quality

Training is a vital strategy for enhancing employees' knowledge, skills, and attitudes, enabling them to perform tasks effectively and adapt to organizational dynamics. As an HR development investment, training not only addresses performance deficiencies but also expands employees' competencies in alignment with organizational needs (Bulut & Culha, 2010). Planned training allows for more targeted behavioral changes in accordance with service and productivity objectives.

The quality of training is a key determinant of successful competency improvement, as appropriate content, methodology, and delivery positively influence professionalism and work commitment (Marjaya & Pasaribu, 2019). However, in practice, gaps remain between training content and real-world challenges, particularly in the context of technological advancement and digital-era demands (Zhukovskiy et al., 2019).

Innovative and practical training—through direct interaction and continuous practice—is more effective in enhancing employees' self-efficacy compared to purely theoretical methods (Karaiskos et al., 2024). Consequently, alignment between training content and job requirements, trainer competence, and resource support constitutes the



primary indicators to ensure training contributes maximally to performance improvement and sustainable organizational competitiveness (Baporikar, 2022).

Employee Commitment

Employee commitment refers to an individual's willingness to be attached and contribute optimally to the organization through adherence to shared values, goals, and responsibilities (Afriyani et al., 2024). In the HR management perspective, commitment reflects the degree of loyalty and identification of employees with the organization, which drives active engagement in task execution and achievement of work targets (Ocen et al., 2017). In the pesantren environment, commitment is demonstrated through compliance with institutional rules, readiness to carry out responsibilities without delay, and a willingness to dedicate oneself continuously for institutional progress.

High employee commitment positively impacts the organization, including increased retention, reduced turnover, and the establishment of a productive work culture (Mokoena et al., 2022). Committed employees are also more likely to exhibit superior performance, contribute innovatively, and face organizational challenges constructively (Mihanović, 2021). Conversely, low commitment may reduce performance effectiveness due to increased absenteeism and weakened work motivation.

According to Mihardjo et al., (2020), employee commitment consists of three main dimensions: affective commitment, continuance commitment, and normative commitment. These dimensions form an essential foundation for evaluating the quality of employee-organization relationships and the sustainability of their contributions toward achieving institutional goals.

Hypothesis Development

Employee placement is the process of aligning individuals with positions that correspond to their abilities, knowledge, and skills, while also meeting organizational needs. Proper placement enables employees to work more efficiently, adapt quickly, and maximize their potential (Sudiarditha et al., 2019; Painem et al., 2022). Competency-based placement strategies have also been proven to support organizational productivity and stability (Khumaira & Safirin, 2025). Based on this rationale, the first hypothesis (H1) is formulated: The better the employee placement, the higher the employee performance in Islamic boarding schools.

Job-related training plays a crucial role in enhancing employees' knowledge, skills, and capabilities, which positively influences performance (Kulhari & Agarwal, 2019). Training quality reflects how well the training process is designed and implemented, serving as a key factor in improving employee competencies. Accordingly, the second hypothesis (H2) is proposed: The better the training quality, the higher the employee performance in Islamic boarding schools.

Moreover, proper placement also affects employee commitment. Individuals assigned according to their experience, age, and educational background tend to be more loyal and motivated to support the organization (Maimunah et al., 2020; Widodo, 2020). Employees perceive that their contributions are valued, which enhances motivation and emotional attachment. Therefore, the third hypothesis (H3) is developed: The better the employee placement, the higher the employee commitment in Islamic boarding schools.

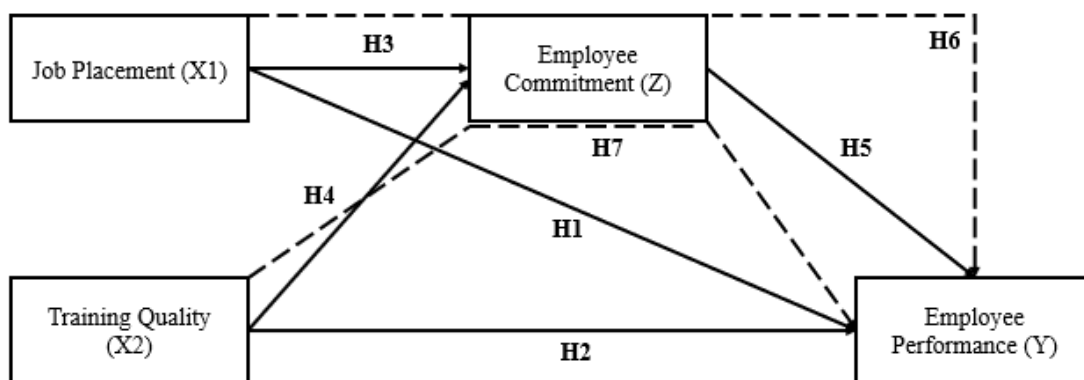


Training quality also influences the enhancement of employee commitment. Training programs that are relevant, easily accessible, and supported by supervisors can strengthen employees' emotional attachment and organizational loyalty (Mihardjo et al., 2020; Ryu, 2019). Effective training not only improves competencies and knowledge but also fosters positive behaviors that promote commitment. Hence, the fourth hypothesis (H4) is formulated: The better the training quality, the higher the employee commitment in Islamic boarding schools.

Employee commitment has a direct impact on performance. Highly committed employees believe in the organization's goals, are motivated to deliver their best performance, and exhibit a willingness to remain with the organization (Sharma & Taneja, 2018; Loan, 2020). Committed employees tend to be more productive, innovative, and contribute to the organization's competitive advantage. Based on this premise, the fifth hypothesis (H5) is proposed: The higher the employee commitment, the higher the employee performance in Islamic boarding schools.

Furthermore, appropriate placement and training contribute to enhancing employee commitment, which in turn drives productivity and work efficiency. In other words, placement and training quality have an indirect effect on performance through increased commitment. Therefore, the sixth and seventh hypotheses (H6 and H7) are developed: H6: Employee commitment mediates the relationship between placement and employee performance. H7: Employee commitment mediates the relationship between training quality and employee performance in Islamic boarding schools.

Figure 1 Framework of Research



RESEARCH METHODS

This study employs a quantitative method with a causality approach, aimed at examining the cause-and-effect relationships among variables. This method enables the researcher to determine the extent to which employee placement and training quality influence employee performance, both directly and indirectly through employee commitment as an intervening variable. The causality approach was chosen because it provides empirical insights into the contribution of each variable to improving employee performance (Ferdinand, 2014).

Based on theoretical review and hypothesis formulation, this study examines four variables. Job Placement (X1) and training quality (X2) are designated as independent variables, while employee commitment (Z) serves as an intervening variable, and employee



performance (Y) functions as the dependent variable. All variables are operationalized through specific indicators embedded in a structured questionnaire developed for this study.

The population consists of all employees of the Islamic boarding school, totaling 83 individuals. Using a saturated sampling technique, the entire population was included as the sample, resulting in a total of 83 respondents. Data were collected from two sources. Primary data were obtained through questionnaires covering employee placement, training, commitment, and performance, which were completed directly by respondents. Secondary data included additional information, such as employee profiles and other institutional records relevant to the research needs.

Multiple data collection methods were employed to ensure data completeness and reliability. First, structured questionnaires were distributed to gather quantitative data regarding the study variables. The questionnaire comprised two sections: respondent characteristics and statements related to the research variables. Second, interviews were conducted as a complementary method to obtain direct supporting information from relevant parties. Third, documentation studies were performed by reviewing institutional archives related to employee performance and organizational records. Finally, direct observations were conducted to strengthen understanding of the field conditions.

Data analysis was performed systematically through several stages, including data processing from questionnaires, interviews, and documentation. Statistical testing was conducted using SmartPLS 3.0 with the Partial Least Squares (PLS) approach, allowing simultaneous analysis of the measurement model (outer model) and structural model (inner model). Instrument testing involved validity and reliability assessments, complemented by descriptive statistical analysis to present the characteristics of respondents and research variables.

Descriptive statistics were used to illustrate the data through tables, graphs, and statistical measures, such as percentages and mean values (Ferdinand, 2014). The outer model evaluation was conducted by assessing validity and reliability using loading factors, average variance extracted (AVE), cross-loading, Cronbach's Alpha, and composite reliability (Ghozali, 2021). Indicators were considered valid and reliable if they met the established criteria.

The inner model evaluation involved examining R-square values to measure the contribution of exogenous variables to endogenous variables. The significance of effects was tested using bootstrapping, with t-statistics and p-values serving as the basis for decision-making. Hypothesis testing was conducted using t-statistics (>1.96 for $\alpha = 0.05$) and p-values (<0.05). To assess the mediating role of employee commitment, the Variance Accounted For (VAF) value was applied. A VAF greater than 0.50 indicates that employee commitment effectively mediates the relationship between the independent variables and employee performance within the research model.

RESULTS AND DISCUSSION

The quality of the data was assessed through validity and reliability tests using Partial Least Squares (PLS) with the outer model. Validity was evaluated through convergent and discriminant validity, while reliability was assessed using Cronbach's Alpha and Composite Reliability.



The validity test results indicate that all indicators have a loading factor greater than 0.70, meeting the convergent validity criteria (Ghozali, 2021). The Average Variance Extracted (AVE) values for each variable also exceed 0.50 (Table 1), indicating that the data are suitable for further analysis. Discriminant validity tested through cross-loading shows that the loading values of indicators are higher than their cross-loading, confirming the validity of all variables.

Table 1 Output Average Variance Extracted (AVE)

Variabel	Average Variance Extracted (AVE)
Employee Performance	0,758
Employee commitment	0,833
Training Quality	0,786
Job Placement	0,739

Reliability tests (Table 2) show that Cronbach's Alpha and Composite Reliability values exceed 0.70 for all variables, indicating that the instruments are consistent and reliable. Thus, the data meet the required quality standards and are ready for subsequent analysis.

Table 2 Output Cronbach's Alpha and Composite Reliability

Variabel	Cornbach's Alpaha	Composite Reliability
Employee Performance	0,920	0,940
Employee commitment	0,900	0,937
Training Quality	0,932	0,948
Job Placement	0,882	0,919

Results of Model Feasibility Assessment

The model's feasibility was assessed through the inner model to evaluate the influence of exogenous variables on endogenous variables. The R-square value was used as an indicator, categorized as strong (≥ 0.75), moderate (≥ 0.50), and weak (≥ 0.25) (Ghozali, 2021). The significance of effects was tested using t-values in SmartPLS, with thresholds of 1.65 ($\alpha = 10\%$), 1.96 ($\alpha = 5\%$), and 2.58 ($\alpha = 1\%$).

Table 3 Output R Square

Variabel	R Square	R Square Adjusted
Employee Performance	0,682	0,669
Employee commitment	0,565	0,553

The results indicate that the R-square values for employee commitment and performance are 0.565 and 0.682, respectively, which fall into the moderate category. This implies that 56.5% of employee commitment is explained by placement and training quality, while 68.2% of employee performance is explained by placement, training, and commitment, with the remaining variation influenced by other factors.



Results of Direct Effect Hypothesis Testing

Hypothesis testing was conducted by examining t-statistics and p-values through bootstrapping on models that had passed outer model (validity and reliability) and inner model assessments. A hypothesis is accepted if the t-statistic > 1.96 or the p-value < 0.05 (α = 5%). The results are presented in Table 4.

Table 4 Output Path Coefficients

Variabel	Cornbach's Alpaha	Composite Reliability
Employee commitment -> Employee Performance	4,023	0,000
Training Quality -> Employee Performance	2,087	0,037
Training Quality -> Employee commitment	3,811	0,000
Job Placement -> Employee Performance	1,471	0,142
Job Placement -> Employee commitment	3,171	0,002

Out of the five hypotheses tested, one was rejected: H1 regarding the effect of employee placement on performance, with t-statistic $1.471 < 1.96$ and p-value $0.142 > 0.05$. This result is influenced by the majority of employees having a high school education (60.5%) and suboptimal problem-solving skills.

The other four hypotheses were accepted:

- H2: Training quality has a positive and significant effect on performance ($T = 2.087$; $P = 0.037$).
- H3: Job Placement positively and significantly affects commitment ($T = 3.171$; $P = 0.002$).
- H4: Training quality positively and significantly affects commitment ($T = 3.811$; $P = 0.000$).
- H5: Employee commitment positively and significantly affects performance ($T = 4.023$; $P = 0.000$).

These results indicate that training quality and employee commitment have a strong influence on performance, while employee placement requires further attention regarding educational preparedness and skills.

Results of Intervening Variable Testing

The role of employee commitment as a mediator between placement and training quality on performance at pesantren was also tested. The results show that employee commitment significantly mediates these relationships.



Table 5 Output Specific Indirect Effects

Variabel				Cornbach's Alpaha	Composite Reliability
Training Quality	->	Employee		2,727	0,007
commitment	->	Employee			
Performance					
Job Placement	->	Employee		2,486	0,013
commitment	->	Employee			
Performance					

The mediation between placement and performance shows a coefficient of 0.191, t-statistic 2.486, p-value 0.013, with VAF 71.0%, indicating partial mediation. This suggests that appropriate placement enhances employee loyalty and motivation, which in turn improves performance.

Meanwhile, mediation between training quality and performance through commitment yields a coefficient of 0.258, t-statistic 2.727, p-value 0.007, with VAF 96.1%, indicating full mediation. This confirms that high-quality training, implemented with appropriate methods and full organizational support, effectively enhances performance through employee commitment.

Table 6 Mediation Effects

Mediation Test	Effect of Employee Placement on Employee Performance through Employee Commitment	Effect of Training Quality on Employee Performance through Employee Commitment
Direct Effect (a)	0,188	0,230
Indirect Effect (b)	0,368	0,498
Total Effect (c)	0,518	0,518
VAF (b/c)	0,710	0,961

In conclusion, employee commitment is a critical intervening variable that strengthens the influence of placement and training quality on performance.

The placement of employees in this study showed a positive but not yet significant effect on employee performance. This indicates that, although placement is carried out appropriately, its impact on improving graduate performance has not been optimal. This finding aligns with the studies of Maryati & Astuti, (2022) and Zulhelmi & Susanti (2017), which indicate that placement does not always have a significant effect on performance. Contributing factors include the predominance of employees with high school education and limited work experience (Setiawan & Bagia, 2021). This condition underscores the need to enhance employees' understanding of their responsibilities so that placement can contribute more effectively (Sugiono, 2021).

The results also show that training quality has a positive and significant effect on employee performance. Training designed according to job requirements can improve employees' abilities, skills, and performance, thereby supporting the quality of graduates. These findings are consistent with Iqbal et al. (2019) and Kulasekara et al. (2025), who emphasize the relevance of training in enhancing performance. Employees perceive the



training provided by the pesantren as effective and beneficial, which encourages motivation, competence development, and sustainable performance improvement.

Employee placement was also found to have a positive and significant effect on commitment. In other words, appropriate placement can enhance loyalty and organizational attachment. This result is in line with Maimunah et al. (2020), Widodo (2020), who stress that alignment of position with education background, knowledge, skills, and work experience is a key factor in increasing commitment. Employees perceive that placement in the pesantren is appropriate, which makes them feel valued, motivated, and more dedicated to carrying out their duties and supporting the achievement of the organization's vision and mission.

Moreover, training quality also positively and significantly affects employee commitment. Well-designed and high-quality training can enhance attachment, loyalty, and motivation toward the organization. This finding is consistent with Mihardjo et al. (2020), (Ryu, 2019), Hendri (2025), who emphasize that training methods tailored to needs and practical exercises strengthen commitment. Employees perceive that pesantren training is effective, bridges skill gaps, enhances motivation, and reinforces their dedication to supporting organizational goals.

Employee commitment has a positive and significant effect on performance, indicating that higher commitment leads to better performance outcomes. This finding aligns with Sharma and Taneja (2018), Kesuma et al. (2019), who highlight that employee loyalty and attachment drive productivity and accountability. Employees report relatively high commitment, suggesting that increased commitment directly contributes to performance. This relationship reflects the link between individual dedication and consistent organizational achievement.

Employee commitment was found to mediate the effect of placement on performance. This result aligns with Kamasturyani et al. (2019), which emphasize the role of commitment in strengthening the effect of placement. Highly committed employees demonstrate total work dedication, adherence to pesantren values, and contributions to organizational development. While the direct effect of placement on performance is positive but not significant, this underscores that placement only provides optimal impact when supported by employee commitment as an intervening variable.

Employee commitment also mediates the effect of training quality on performance. This finding is consistent with Wiraguna et al. (2022), Wiyana et al. (2021), which highlight the role of commitment in enhancing training effectiveness. Training that matches job requirements and addresses employee competency gaps increases commitment, which, in turn, promotes loyalty, work dedication, and perseverance in performance development. Therefore, training quality can achieve its optimal impact on performance when supported by employee commitment as an intervening variable.

CONCLUSION

Employee placement shows a positive but not yet significant effect on performance. This indicates that although the placement process is carried out appropriately, its impact on improving graduate quality has not been optimal. This condition occurs because some employees still have a secondary education level and limited work experience, resulting in their understanding and mastery of assigned tasks not being fully maximized.



Training quality has been proven to have a positive and significant effect on employee performance. Training designed according to job requirements can enhance employees' skills, understanding, and capabilities in completing tasks. Its impact is reflected in improvements in the quality, quantity, timeliness, and effectiveness of graduates, making training a crucial factor in promoting better work outcomes.

Employee placement also has a positive and significant effect on commitment. Proper placement increases loyalty, motivation, and attachment to the organization. Employees who are placed according to their abilities, experience, and expertise feel valued, more dedicated, and motivated to contribute optimally to supporting the vision and mission of the pesantren.

Training quality plays a vital role in enhancing employee commitment. Appropriate training methods and direct practice not only improve employees' understanding of their duties but also foster motivation, dedication, and a sense of responsibility. Employees become more committed, actively participate, and are ready to exert their best efforts to support the overall progress of the organization.

Employee commitment has a positive and significant effect on performance. Employees with high levels of commitment tend to work more productively, adhere to organizational values, and contribute optimally to the quality, quantity, timeliness, effectiveness, and independence of graduates. Commitment serves as a key factor linking individual dedication to tangible organizational achievements.

Furthermore, employee commitment acts as a mediator between placement and performance. Proper placement according to abilities and experience promotes increased commitment, which in turn strengthens employee performance. This means that the effectiveness of placement is only achieved when supported by motivated, dedicated, and highly committed employees in carrying out their responsibilities.

In addition, commitment mediates the effect of training quality on performance. Training that is relevant and tailored to needs enhances employee commitment, which drives total work dedication, loyalty, and graduate quality. Therefore, training can only have a maximal impact on performance when supported by high, consistent, and sustainable employee commitment.

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