

Key Factors Influencing Instructor Performance at the Semarang Vocational Training and Productivity Center

Key Factors
Influencing Instructor
Performance

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ABSTRACT

This study analyzes the influence of individual characteristics, organizational commitment, and work motivation on instructors' work performance, with work discipline as a moderating variable. The study was conducted at the Semarang Vocational and Productivity Training Center, using a quantitative method with data from 75 instructors through a Google Form-based questionnaire. Data collection took place for 14 days in June-July 2024. The analysis used moderated regression with SPSS version 26. The results showed that individual characteristics, organizational commitment, and work motivation had a significant influence on work performance. However, work discipline did not moderate the relationship between work motivation and work performance. However, work discipline strengthened the influence of individual characteristics and organizational commitment on performance. These findings indicate that instructors with high work motivation are able to achieve optimal performance without the need for additional reinforcement from work discipline.

Keywords: Individual Characteristics, Organizational Commitment, Work Motivation, Work Discipline

ABSTRAK

Penelitian ini menganalisis pengaruh karakteristik individu, komitmen organisasi, dan motivasi kerja terhadap prestasi kerja instruktur, dengan disiplin kerja sebagai variabel moderasi. Studi dilakukan di Balai Besar Pelatihan Vokasi dan Produktivitas Semarang, menggunakan metode kuantitatif dengan data dari 75 instruktur melalui kuesioner berbasis Google Form. Pengumpulan data berlangsung selama 14 hari pada Juni-Juli 2024. Analisis menggunakan regresi moderasi dengan SPSS versi 26. Hasil penelitian menunjukkan bahwa karakteristik individu, komitmen organisasi, dan motivasi kerja memiliki pengaruh signifikan terhadap prestasi kerja. Namun, disiplin kerja tidak memoderasi hubungan antara motivasi kerja dan prestasi kerja. Meski demikian, disiplin kerja memperkuat pengaruh karakteristik individu dan komitmen organisasi terhadap prestasi. Temuan ini mengindikasikan bahwa instruktur dengan motivasi kerja tinggi mampu mencapai prestasi optimal tanpa perlu penguatan tambahan dari disiplin kerja.

Kata kunci: Karakteristik Individu, Komitmen Organisasi, Motivasi Kerja, Disiplin Kerja.

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INTRODUCTION

Employees are a vital element in the success of an organization. Organizations with employees who have the ability, commitment, and creativity tend to achieve their goals more easily (Uno & Lamatenggo, 2022). Bernardin & Russell (2013) refer to work performance as the result of activities that support organizational goals, making it an indicator of employee dedication, commitment, and adaptability to challenges. The Semarang Center for Vocational Training and Productivity (*Balai Besar Pelatihan Vokasi dan Produktivitas/BBPVP*), under the Indonesian Ministry of Manpower, plays an important role in improving the quality of the workforce. Since its establishment in 1951, BBPVP has undergone a significant transformation, now focusing on vocational training, productivity, competency certification, and instructor development in accordance with the Decree of the Indonesian Minister of Manpower Number 01 of 2022. BBPVP employee performance is a major factor in the success of this institution. Annual evaluations are carried out to ensure employee performance meets standards. In addition to routine tasks, instructors are encouraged to participate in the National Instructor Skills Competition (*Kompetisi Keterampilan Instruktur Nasional/KKIN*), a prestigious event to improve the competence and quality of vocational training. KKIN also functions as a forum for skills development.

However, BBPVP faces obstacles in optimizing instructor performance. Data shows that only 1.48% of instructors performed well in 2019, increasing to 2.25% in 2022. Although this institution is ready to compete, achievements have not been maximized, so an in-depth study is needed to identify factors for improving performance. This study includes individual characteristics, organizational commitment, work motivation, and discipline as moderating variables. Robbins & Judge (2016) explain that individual characteristics, such as personality and values, affect performance. Employees with stable and responsible personalities tend to perform better. Malayu (2007) added that strong organizational commitment increases employee loyalty and work enthusiasm. Work motivation, according to Sondang (2008), is the main driver of achieving optimal results. Highly motivated instructors are more proactive in completing their tasks. Previous studies have shown differences in results regarding the influence of these factors on performance. For example, individual characteristics, organizational commitment, and work motivation are significant to performance (Rawung et al., 2014; Darsana & Putra, 2017; Dessy et al., 2018). However, Priyantini (2019) found that individual characteristics were not significant, indicating a research gap.

Luthans et al. (2021) highlighted the importance of work discipline as a factor that strengthens the relationship between employee engagement and performance. In the context of BBPVP, discipline is expected to increase the impact of individual characteristics, organizational commitment, and work motivation on instructor performance. This study aims to analyze the influence of these three factors, with work discipline as a moderator, to support the optimization of BBPVP Semarang HR. Theoretically, the results of the study can enrich the study of Human Resource Management. Practically, it is expected to provide guidance for BBPVP instructors in improving work performance and supporting success in KKIN.

LITERATURE REVIEW

Goal Setting Theory suggests that individuals are motivated to focus on achieving certain goals (Locke & Latham, 2006; Miles, 2012). These goals have two aspects: internal and external. Internal aspects include desires, beliefs, values, emotions, and intrinsic motivation, while external aspects involve social drives, resources, and incentives from the environment. This theory states that individuals who have clear goals will be more focused in achieving them, which can increase success in completing tasks, especially if the goals are specific, measurable, and challenging. Goal Setting Theory has been shown to be effective in driving performance, especially when individuals have the ability to achieve goals and receive feedback and rewards. Goals can be set by leaders or workers themselves, as long as the details and reasons for setting

goals are clear. This theory emphasizes the importance of specific and challenging goals to improve performance, and is relevant in addressing performance problems, such as those that occurred at (*Balai Besar Pelatihan Vokasi dan Produktivitas/BBPVP*) Semarang. In this context, three main factors influence performance, namely individual characteristics, organizational commitment, and work motivation.

Instructors who have characteristics such as ability, personality, and experience are more likely to achieve challenging goals. Organizational commitment also plays a role, where instructors who are tied to the organization will be more dedicated to achieving organizational goals. Work motivation is also important as an internal drive for instructor initiative and work enthusiasm. Work discipline can strengthen the relationship between individual characteristics, commitment, and work motivation to achievement, so that instructors are expected to achieve optimal efficiency and effectiveness. Research related to the relationship between these factors is important to improve the work performance of (*Balai Besar Pelatihan Vokasi dan Produktivitas/BBPVP*) Semarang instructors in the National Instructor Skills Competition (*Kompetisi Keterampilan Instruktur Nasional/KKIN*) event. Work performance reflects the results achieved by individuals in their duties for the organization. Ruky (2002) describes achievement as the result of work. While Desky (2023) explains performance as the implementation of tasks based on ability within certain limits. Mangkunegara & Prabu (1993) and Bernardin & Russell (2013), refer to performance as the result of work measured against certain standards.

Performance appraisal is a systematic review of performance to assess effectiveness (Muchinsky, 2006). This assessment serves as a formal evaluation conducted by the supervisor. Blanchard & Spencer (1983), stated that employee performance appraisal aims to measure whether standards have been met or exceeded, as a basis for promotion, motivation, training, and other administrative decisions. Performance appraisal also helps distinguish high and low performing employees. Motivation, according to Ilmi & Juliana (2023), is the drive that drives someone to achieve goals. KBBI defines motivation as the drive that arises within oneself to achieve goals. Romaniuc & Bazart (2015) distinguish motivation into intrinsic, which comes from within, and extrinsic, which comes from outside. Good motivation encourages employees to contribute more effectively to the organization.

Work discipline shows individual compliance with organizational rules. Heijdrachman & Husnan (2018) describe discipline as obedience to orders. While Davis & Newstrom (1985) consider it a management tool to ensure standards are followed. Discipline indicators include punctual attendance, responsibility, and compliance with rules (Sondang, 2008). Research by Cancerina (2013); Wulandari et al. (2018), supports that organizational commitment and discipline contribute positively to employee performance, indicating that these factors affect performance in achieving organizational goals.

Individual characteristics include demographic factors such as age, gender, marital status, length of service, and education, as well as psychological aspects such as personality, ability, perception, attitude, and job satisfaction. These factors play an important role in influencing employee behavior, performance, and commitment in their duties. According to Ahmad (2021), work performance reflects a person's level of success in achieving certain targets. Instructors at Center for Vocational Training and Productivity (*Balai Besar Pelatihan Vokasi dan Produktivitas/BBPVP*) Semarang who participate in the KKIN event are expected to have good individual characteristics, such as high ability and commitment, to support achievement. Research also shows a significant influence between individual characteristics and work performance (Rawung et al., 2014; Dessy et al., 2018; Moses, 2014).

H1: Individual characteristics has a significant effect on work performance.

Organizational commitment shows employee loyalty and involvement in the organization, covering three main aspects: affective emotional involvement, continuance (consideration of losses if leaving), and normative obligation to stay. Baron et al. (1990) define this commitment as employee attachment reflected in loyalty and willingness to work optimally. Noe (2020) added that polite supervision and appreciation from superiors affect job satisfaction. According to Ahmad (2021), work performance is an achievement that is measured and assessed. Organizational commitment plays an important role in the success of the work of BBPVP Semarang instructors in KKIN through increasing innovation and dedication (Suniasuti et al., 2012; Wulandari et al., 2018; Tarjo & Nasir, 2020).

H2: Organizational commitment has a significant effect on work performance.

Work motivation has a significant influence on employee work performance, both through internal and external motivation. This motivation, which includes intrinsic aspects such as the need for achievement and extrinsic aspects such as praise and promotion, increases enthusiasm and dedication. Work performance, as explained by Ahmad (2021), reflects a person's level of success in their work. Rizal & Ratnawati (2012); Ilmi & Juliana (2023) also found that motivation has a positive effect on employee work performance. Strong motivation in BBPVP Semarang instructors in the KKIN event is believed to increase achievement, skills, and the quality of education provided.

H3: Work motivation has a significant effect on work performance.

This study shows that ability and positive attitude towards work are thought to be the main factors that improve performance, especially when employees have high competence and positive attitudes, resulting in better work performance (Bandura, 1977). Individual characteristics that are in accordance with the job also drive significant performance improvements, with work discipline as a reinforcing factor. Discipline strengthens the relationship between individual characteristics and work performance through consistent application. Mangkunegara & Prabu (1993), stated that discipline is an important key in supporting optimal performance. Soetrisno (2016) added that high discipline allows for effective application of skills. In the KKIN event, BBPVP Semarang instructors with high discipline are thought to have a higher chance of success. Research by Hasnakamilah & Purnomo (2023) supports that discipline has a positive effect on employee performance.

H4: Individual characteristics has a significant effect on work performance through work discipline.

Organizational commitment plays a positive role in improving employee performance through affective, continuous, and normative involvement that encourages loyalty and willingness to achieve organizational goals. Work discipline is also an important factor that is thought to strengthen the relationship between organizational commitment and performance. Discipline that includes compliance with rules and a positive attitude towards responsibility can ensure that employee commitment is reflected in achieving optimal results. According to Gibson et al. (1991) and Hakim (2015), organizational commitment is the identification and loyalty of workers to the organization. Research from Wicaksono et al. (2024), states that work discipline has a significant influence on performance, supported by research by Rozikin (2012) which found that discipline strengthens commitment to work performance.

H5: Organizational commitment has a significant effect on work performance through work discipline.

Work discipline reflects an individual's willingness to follow organizational rules and standards in order to achieve company goals, either voluntarily or under duress. This aspect involves compliance, initiative, and a positive attitude in carrying out tasks. Work motivation, both intrinsic (drive to achieve) and extrinsic (rewards and praise), encourages employees to achieve goals and improve performance. According to Suharto (2005), motive is the drive that moves someone to act. Mangkunegara & Prabu (1993) stated that work discipline maintains behavior that is relevant to performance. Razak et al. (2018) found that motivation and work discipline positively affect performance.

H6: Work motivation has a significant effect on work performance through work discipline.

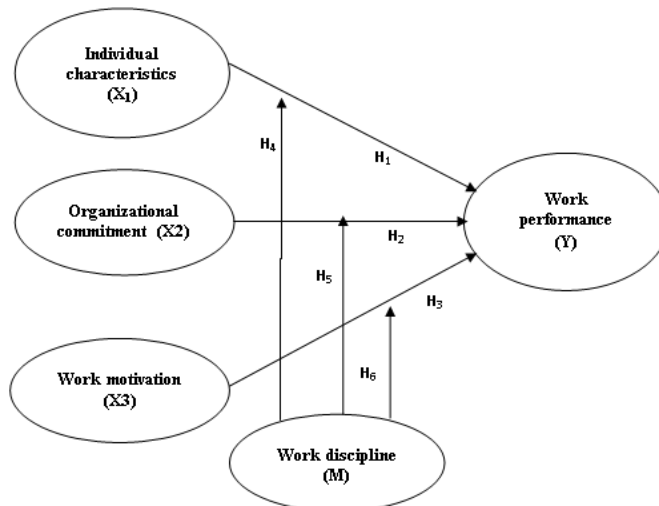


Figure 1. Conceptual Framework

METHODS

This research is explanatory, which aims to explain the influence between variables through hypothesis testing, especially the influence of independent variables (individual characteristics, organizational commitment, work motivation) on work performance as the dependent variable, with work discipline as a moderating variable. The data used are primary data obtained directly through questionnaires to Center for Vocational Training and Productivity (*Balai Besar Pelatihan Vokasi dan Produktivitas/BBPVP*) Semarang instructors, and the population of this study amounted to 75 people, all of whom were sampled using saturated sampling techniques (Sugiyono, 2010). The research variables consist of dependent variables (work performance), independent variables (individual characteristics, organizational commitment, work motivation), and moderating variables (work discipline). The operational definition of the variable is work performance measured by quantity, quality, knowledge, initiative, ability, speed, and work enthusiasm (Soetrisno, 2016). Individual characteristics include ability, values, attitudes, interests, and compliance (Fauziah, 2019). Organizational commitment includes working beyond targets, accepting tasks, pride, attention, and loyalty (Luthans et al., 2021). Work motivation involves performance progress, working conditions, task suitability, achievement opportunities, and leadership recognition (Handoko, 2008). Work discipline is measured by time discipline, responsibility, compliance with rules, appearance, and loyalty (Sondang, 2008). Data collection was carried out through a Likert scale-based questionnaire, with data analysis using the index method to calculate the value of respondent responses, validity tests, reliability, and classical assumptions (Ghozali, 2016). Hypothesis testing was carried out with a significance value to evaluate the effect of independent variables on the dependent variable. Moderated linear regression (MRA) was used to test the effect of interaction between independent and moderating variables, with the significance test criteria Sig <0.05 indicating a significant

effect. The coefficient of determination (R^2) was used to measure how much the independent variable was able to explain the variation in the dependent variable.

RESULTS

This study involved 75 Center for Vocational Training and Productivity (*Balai Besar Pelatihan Vokasi dan Produktivitas/BBPVP*) Semarang instructors as respondents using a census method, where the entire population was taken as a sample. Additional data were obtained from the instructors' personal characteristics table—including age, length of service, education, and gender—to evaluate their performance in the National Instructor Skills Competition (*Kompetisi Keterampilan Instruktur Nasional/KKIN*). A total of 77.33% of instructors were in the age range of 27-41 years, the ideal age for adaptation and competitive performance in KKIN. The majority of instructors had a work period of 2-11 years (62.67%). Instructors with shorter work periods tended to perform better in KKIN, indicating high motivation to compete. Of the total respondents, 54.67% were women, and 75% of the winners were women. This indicates that strong communication and collaboration skills contributed to their success. Most instructors had Bachelor's (76%) and Master's (17.33%) degrees, where higher education supported their performance in the competition. BBPVP Semarang only participated in 4 out of 10 fields in KKIN 2022, indicating the need for strengthening in various vocational fields. Overall, instructors were highly committed despite the decline in participation.

Validity testing aims to assess the validity of the questionnaire, ensuring that each question reflects the measured aspect (Ghozali, 2016). Testing is done by comparing the calculated r value with the table r at a significance level of 5% and degrees of freedom (df) = $n - 2$, where n is the number of samples. Questions are considered valid if the calculated $r >$ table r (Ghozali, 2006). In this study, $df = 73$, with $N = 75$ samples, and an alpha level of 0.05 which produces an r table of 0.2272. Testing was carried out using IBM SPSS Statistics version 26 to ensure the validity of the indicators against the research variables.

Table 1. Validity Test

Variables	R Count	R Table	Information	
Work Performance (Y)	PK1	0.841	0.2272	Valid
	PK2	0.828	0.2272	Valid
	PK3	0.618	0.2272	Valid
	PK4	0.852	0.2272	Valid
	PK5	0.902	0.2272	Valid
	PK6	0.890	0.2272	Valid
	PK7	0.822	0.2272	Valid
Individual Characteristics (X1)	KI1	0.603	0.2272	Valid
	KI2	0.798	0.2272	Valid
	KI3	0.832	0.2272	Valid
	KI4	0.861	0.2272	Valid
	KI5	0.810	0.2272	Valid
Organizational Commitment (X2)	KO1	0.871	0.2272	Valid
	KO2	0.898	0.2272	Valid
	KO3	0.875	0.2272	Valid
	KO4	0.871	0.2272	Valid
	KO5	0.846	0.2272	Valid
Organizational Motivation (X3)	MK1	0.792	0.2272	Valid
	MK2	0.854	0.2272	Valid
	MK3	0.805	0.2272	Valid
	MK4	0.777	0.2272	Valid
	MK5	0.831	0.2272	Valid
Work Discipline (M)	DK1	0.869	0.2272	Valid
	DK2	0.867	0.2272	Valid
	DK3	0.891	0.2272	Valid
	DK4	0.816	0.2272	Valid
	DK5	0.846	0.2272	Valid

The results of the validity test on all variables used in this study showed that all statements used in the questionnaire were valid. This is evidenced by the calculated r-value of each indicator being greater than the r table; this can be interpreted that all indicators are appropriate as measuring tools.

Table 2. Reliability Test

Variables	Cronbach's Alpha	Information
Work Performance (Y)	0.946	Reliable
Individual Characteristics (X1)	0.838	Reliable
Organizational Commitment (X2)	0.917	Reliable
Work Motivation (X3)	0.870	Reliable
Work Discipline (M)	0.909	Reliable

The results of the reliability test show that each variable in the study has a Cronbach's Alpha value above 0.60. This indicates that the questionnaire instrument used has a good level of internal consistency. Thus, the questionnaire is declared reliable and suitable for use to measure the variables in the study. High reliability ensures that the data obtained from respondents can be trusted and produce accurate and accountable findings. This minimum standard Cronbach's Alpha value provides confidence that the questionnaire is able to provide consistent results if reused under similar conditions.

Table 3. Multicollinearity Test

Model	Un-Std. Coef. B	Un-Std. Coef. Std. Error	Std. Coef. Beta	t	Sig.	Tolerance	VIF
(Constant)	-1.250	1.453		-0.860	0.392		
Individual Characteristics	0.282	0.120	0.189	2.338	0.022	0.309	3.240
Organizational Commitment	0.523	0.138	0.377	3.785	0.000	0.203	4.920
Work motivation	0.159	0.087	0.112	1.824	0.072	0.536	1.867
Work Discipline	0.490	0.114	0.345	4.298	0.000	0.313	3.200

The results of the analysis in Table 3, the multicollinearity test data using IBM SPSS Statistics version 26 show tolerance values for Individual Characteristics (X1) 0.309, Organizational Commitment (X2) 0.203, Work Motivation (X3) 0.536, and Work Discipline (M) 0.313, all > 0.100. The VIF values of each variable are X1 3.240, X2 4.920, X3 1.867, and M 3.200, all <10.00. Based on these results, no symptoms of multicollinearity were found.

Table 4. Normality Test

N		75
Normal Parameters ^{a,b}	Mean	.000000
	Std. Deviation	1.83788173
Most Extreme Differences	Absolute	.096
	Positive	.096
	Negative	-.094
Test Statistic		.096
Asymp. Sig. (2-tailed)		.083 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

The results of the analysis using SPSS show the value of the One-Sample Kolmogorov-Smirnov Test with Asymp. Sig. (2-tailed) of 0.083, which is greater than the significance level of 0.05. This indicates that the data in this study meet the assumptions of a normal distribution. This normal distribution is important as a requirement for conducting certain statistical analyses, especially those based on parametric so that the results of the analysis can be considered valid and representative.

Thus, the data used can be relied on for further testing, ensuring accurate interpretation and valid conclusions in the context of the study.

Table 5. Heteroscedasticity Test and T-test

Variable	Model	Un-std. Coef. B	Un-std. Coef. Std. Error	Std. Coef. Beta	t	Sig.
Heteroscedasticity Test	(Constant)	2.403	0.972		2.473	0.016
	Individual Characteristics	-0.104	0.081	-0.272	-1.292	0.200
	Organizational Commitment	-0.003	0.092	-0.007	-0.028	0.978
	Work motivation	0.003	0.058	0.007	0.043	0.965
	Work Discipline	0.049	0.076	0.135	0.646	0.521
T-Test of Equation I	(Constant)	-0.044	1.591		-.027	0.978
	Characteristics of Individual X1	0.283	0.134	0.190	2.103	0.039
	Organizational Commitment X2	0.853	0.128	0.615	6.655	0.000
	Work Motivation X3	0.255	0.094	0.179	2.709	0.008
T-Test of Equation II	(Constant)	6.765	2.243		3.016	0.004
	Individual Characteristics	2.253	0.589	1.513	2.825	0.000
	Organizational Commitment	3.531	0.719	2.548	3.914	0.000
	Work motivation	0.557	0.374	0.391	1.491	0.141
	Characteristics of DiskerIndividuals	0.130	0.030	2.127	3.334	0.000
	Diskor Organization Commitment	0.152	0.037	2.303	3.163	0.000
	Diskor Work Motivation	0.039	0.020	0.968	1.962	0.054

The results of the analysis in Table 5 show that the significance value of the variables Individual Characteristics (X1), Organizational Commitment (X2), Work Motivation (X3), and Work Discipline (M) are each greater than 0.05, so that there is no heteroscedasticity. Based on the moderation regression analysis, equation I indicates that Work Performance is influenced by Individual Characteristics ($\beta_1 = 0.190$), Organizational Commitment ($\beta_2 = 0.615$), and Work Motivation ($\beta_3 = 0.179$). All three have a positive influence, meaning that an increase in these variables increases Work Performance. In equation II, the role of Work Discipline as a moderating variable strengthens the relationship between the independent variables and Work Performance. The value of its influence increases with Individual Characteristics ($\beta_1 = 2.127$), Organizational Commitment ($\beta_2 = 2.303$), and Work Motivation ($\beta_3 = 0.968$). Thus, Work Discipline strengthens the positive relationship between the independent variables and Work Performance.

Table 6. Results of the Determination Coefficient of Equations I and II

Model	R	R Square	Adj. R Square	Std. Error
Equality I	0.906	0.821	0.814	2.109
Equality II	0.938	0.879	0.869	1.772

Based on Table 6, Equation I show an adjusted R square of 0.814, which means that 81.4% of the variation in work performance is explained by the independent variables (Work Motivation X3, Individual Characteristics X1, Organizational Commitment X2), while other variables outside the research model influence the remaining 18.6%. In Equation II, an adjusted R square of 0.869 shows that 86.9% of the variation in work performance is explained by the independent variables moderated by work discipline (M), while other variables outside the research model also influence the remaining 13.1%.

Table 7. F Value of Equations I and II

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1452.406	3	484.135	108.807	0.000 ^b
Residual	315.914	71	4.449		
Total	1768.320	74			
Regression	1554.745	6	259.124	82.502	0.000 ^b
Residual	213.575	68	3.141		
Total	1768.320	74			

The calculated F values are 108.807 and 82.502, respectively, with a significance level of 0.000 < 0.05. This indicates that the null hypothesis (Ho) is rejected, which means that the overall regression model is significant. The first model shows that the dependent variables, namely Work Motivation (X3), Individual Characteristics (X1), and Organizational Commitment (X2), have an effect on the independent variable of Work Performance (Y). The second model shows the same effect but with these variables moderated by Work Discipline (M), which also has an effect on the independent variable of Work Performance (Y).

Table 8. Hypothesis Test Results

Variables	Std. Coefficient	t	Sig.	Information
X1 >< Y	0.190	2.103	0.039	H1 Accepted
X2 >< Y	0.615	6.655	0.000	H2 Accepted
X3 >< Y	0.179	2.709	0.008	H3 Accepted
X1 >< M >< Y	2.127	3.334	0.000	H4 Accepted
X2 >< M >< Y	2.303	3.163	0.000	H5 Accepted
X3 >< M >< Y	0.968	1.962	0.054	H6 Rejected

The results of the analysis of Table 8 show that individual characteristics (X1), organizational commitment (X2), and work motivation (X3) significantly affect work performance (Y). The significance value of each variable, which is 0.039 for X1 and 0.000 for X2, strengthens the acceptance of the first (H1) and second (H2) hypotheses. Work motivation (X3) has a significance value of 0.008, so the third hypothesis (H3) is also accepted. Moderation of work discipline (M) strengthens the influence of individual characteristics (X1) and organizational commitment (X2) on work performance, as evidenced by a significance value of 0.000. Thus, the fourth (H4) and fifth (H5) hypotheses are accepted. On the other hand, work discipline does not moderate the relationship between work motivation (X3) and work performance because the significance value is 0.054, so the sixth hypothesis (H6) is rejected. In general, increasing individual characteristics, organizational commitment, and instructor work motivation contribute positively to work performance in the KKIN competition.

DISCUSSION

Research shows that individual characteristics greatly affect the work performance of Center for Vocational Training and Productivity (*Balai Besar Pelatihan Vokasi dan Produktivitas/BBPVP*) Semarang instructors in the National Instructor Skills Competition (*Kompetisi Keterampilan Instruktur Nasional/KKIN*) competition. The better the individual characteristics, such as skills, knowledge, attitudes, and experience, the higher the instructor's work performance. According to Robbins & Judge (2016), personality traits such as high awareness and emotional stability are positively related to performance. The results of the questionnaire showed the importance of technical competence, honesty, discipline, and time management. In addition, instructors need to have physical and mental endurance, creativity, and the ability to adapt and collaborate, and a passion for learning. Instructors who have these characteristics can achieve maximum results in KKIN. This study is in line with previous studies, all of which found a significant influence of individual characteristics on work performance (Rawung et al., 2014; Moses, 2014; Dessy et al., 2018).

Research on the work performance of Center for Vocational Training and Productivity (*Balai Besar Pelatihan Vokasi dan Produktivitas/BBPVP*) Semarang instructors in the KKIN competition shows that individual characteristics have a significant effect on work performance, with work discipline as a moderator. Work discipline strengthens this relationship, so that instructors with strong characteristics such as ability and positive attitudes will be more motivated to achieve. In line with Bandura's theory (1977), which states that individuals with high self-discipline are better able to regulate their behavior, this study supports the view that work discipline moderates the influence of individual characteristics on performance. Soetrisno (2016) also emphasized that good discipline improves employee performance. Luthans et al. (2021) stated that work discipline can strengthen the relationship between employee engagement and performance outcomes. This finding is consistent with the study of Hasnakamilah & Purnomo (2023), which found that work discipline has a positive effect on performance.

Research on the performance of BBPVP Semarang instructors in the KKIN competition shows that organizational commitment has a significant effect on instructor work performance. The higher the organizational commitment, the higher the instructor's performance. Instructors who are committed tend to be more innovative, effective, and dedicated in improving performance at KKIN. This is in line with Malayu (2007), who stated that commitment is acceptance of the goals and values of the organization, as well as a strong desire to remain in the organization. Noe (2020) added that supervision from superiors affects job satisfaction and performance, especially if it is done well, provides rewards, and supervision is sufficient. Questionnaire data shows that increased commitment can be supported by open communication, training, and adequate resources. This study is in accordance with the findings of Suniastuti et al. (2012) and Tarjo & Nasir (2020), which also stated that organizational commitment significantly affects work performance.

Research on the performance of BBPVP Semarang instructors shows that organizational commitment affects work performance and is influenced by work discipline, which functions as a reinforcing factor (Robbins & Judge, 2016). Discipline strengthens commitment, encourages innovation, and increases instructors' chances of success in the KKIN competition. According to Luthans et al. (2021), work discipline acts as a moderator in the relationship between commitment and performance, and this is reflected in the results of the studies of Wicaksono et al. (2024) and Rozikin (2012), which emphasize that work discipline strengthens commitment, resulting in a significant increase in instructor work performance.

Research shows that instructor work motivation at BBPVP Semarang plays a significant role in improving work performance, especially in the KKIN competition. Good motivation, both intrinsic and extrinsic, encourages instructors to work more enthusiastically, achieving and even exceeding expected standards. This motivation not only spurs employee action but also affects its quality. Instructor motivation supports work performance through preparation, skill development, and knowledge that support success in competitions and improve the quality of education provided. Based on the questionnaire, participation in KKIN increases motivation, self-confidence, and competence. This finding is in line with research by Rizal & Ratnawati (2012) and Ilmi & Juliana (2023), which states that work motivation has a positive impact on employee work performance.

Research on the performance of BBPVP Semarang instructors in the KKIN competition shows that work motivation has a positive effect on achievement without the need to be moderated by work discipline. This means that the higher the instructor's motivation, the better their work performance in the competition, without the direct influence of work discipline. This result is different from previous studies, such as by Razak et al. (2018) that motivation, discipline, and job satisfaction have a significant impact on performance. Instructors with good work motivation, both intrinsic and extrinsic, tend to experience a strong drive to achieve, allowing them to compete well in

KKIN without additional support from work discipline because motivation is already deeply embedded in them.

CONCLUSION

This study examines the application of Goal Setting Theory in improving instructor performance at Center for Vocational Training and Productivity Semarang. The results show that specific, measurable, and challenging goals can improve performance, with the influence of individual characteristics such as age, length of service, motivation, organizational commitment, and discipline. Motivation is the main factor that drives performance, while organizational commitment increases the spirit of achieving goals. Work discipline strengthens the relationship between individual characteristics and achievement, but does not moderate the relationship between motivation and performance because motivation is already quite high. Managerial implications include training for individual development, strengthening organizational commitment, increasing motivation through rewards, enforcing discipline, and periodic evaluations. Limitations of the study include limited generalization, the influence of respondent subjectivity, and cross-sectional design. Further research is suggested to include a wider sample, qualitative approach, new moderating variables such as leadership style, and a longitudinal approach to understand dynamic change.

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