



# The Impact of Education and Training on the Creative Performance of Public Servants in Indonesia: An Analysis of the Mediating Role of Work Commitment

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## **ABSTRACT**

This study investigates the relationship between education and training and the creative performance of civil servants in Indonesia, with a particular focus on the mediating role of work commitment. Using a sample of 115 civil servants covering various ages, genders, education levels, and working periods, this study revealed that education and training significantly increase work commitment and creative performance. The novelty of this study lies in its analysis of work commitment mediation, which has not been widely explored in the context of civil servants in Indonesia. The findings suggest that work commitment significantly mediates education and training with creative performance, indicating that effective education and training programs must embrace aspects that support work commitment development. In terms of uniqueness, this study highlights the importance of education and training in facilitating work commitment as a catalyst for creative performance. This approach is rarely integrated with public sector human resource development models. This research benefits practitioners and policymakers in improving the effectiveness of education and training programs. Public sector organizations can develop a more holistic strategy focusing on skill development and strengthening employees' emotional bond with their organization by understanding the importance of work commitment in supporting creative performance. This research contributes to the human resource management literature by offering a new framework to optimize the creative potential of civil servants, thereby providing insights for improving public services in Indonesia.

**Keywords:** Impact of Education; Training; Creative Performance; Public Servants.

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## **Introduction**

This research departs from the understanding that the creative performance of civil servants has a vital role in increasing efficiency and innovation in the Indonesian public sector. In global challenges and international competition, the Indonesian government strives to improve public service quality through various programs, including education and training for civil servants. Although many studies have explored the impact of education and training on employee performance, few have focused on aspects of creative performance and how work commitment plays a role as a mediator in the process (Ali et al., 2019). The uniqueness of this study aims to fill the knowledge gap by examining more deeply the influence of education and training on the creative performance of civil servants in Indonesia, especially the role of work commitment mediation (Chiu & Chen, 2016).

The underlying phenomenon revolves around the observation that, although the Indonesian government routinely implements various education and training programs to improve the competence of civil servants, there is still a gap in the creative performance produced by employees within their scope of work. The critical role of creative performance in driving innovation and improving public services demands a deeper understanding of the factors that influence this performance (Tajeddini et al., 2020). In particular, there is a need to

explore how education and training can facilitate creative performance and the role of work commitment as mediating factors in the process (Chaubey et al., 2022). This phenomenon suggests a gap between investment in training programs and expected creative performance outcomes, raising questions about the effectiveness of such programs and the mechanisms through which they affect employee creative performance, which is the main focus of the study.

The novelty of the research lies in its focus on creative performance as a crucial but often overlooked performance dimension in research related to human resources in the public sector. In addition, using work commitment as mediation variable provides a new perspective in understanding the influence of education and training on creative performance (Al-Ajlouni, 2021). This enriches the existing literature by offering empirical evidence on how and why education and training can improve the innovative performance of civil servants through increased work commitment. An essential benefit of the results of the study is to provide insight for policymakers and human resource practitioners in the public sector on the importance of designing and implementing education and training programs that improve technical competence and support the development of creativity and work commitment of employees (Vasudevan, 2013). The research findings can be used to formulate more effective training strategies, ultimately contributing to improved performance and innovation in public services.

The theoretical contribution by integrating the theory of work commitment in the context of the influence of education and training on creative performance can help expand the theoretical understanding of the factors that affect creative performance in the public sector (Ting et al., 2021). As well as provide empirical evidence to support existing theories. This research not only fills in the gaps in the literature on the impact of education and training on creative performance in the public sector but also offers practical guidance for human resource development in the sector. By understanding the critical role of work commitment as a mediator, government agencies can be more effective in designing training programs that improve public service quality through creativity (Sudrajat & Andhika, 2021). But also strengthen employee commitment and loyalty to the organization.

## **Theory and Hypothesis**

### **Literature Review**

Education and training is a crucial instrument in human resource development, especially in the public sector. Previous research has shown that training contributes significantly to improving employee competence, affecting individual and organizational performance (Gunawan et al., 2018). In the context of civil servants, education and training are designed not only to improve technical and administrative skills but also to develop the soft skills needed to answer complex job challenges (Gunawan et al., 2024). Although the literature has extensively

examined the influence of education and training on general performance, there is still a vast space for research on its impact on employee creative performance.

Creative performance, defined as the ability to produce new and useful work, is essential in promoting innovation and adaptation in a dynamic work environment (Ferreira et al., 2020). In the public sector, the creative performance of employees can contribute to developing innovative solutions to policy problems and improving the quality of public services (Gunawan et al., 2023). Research by Gunawan et al., (2024) work environment factors, such as organizational support and creative freedom, are essential in facilitating creative performance. However, little research still explores how education and training programs specifically affect creative performance in the public sector context.

Work commitment, which refers to the identification and emotional involvement of employees with their organization, has been identified as a critical factor in predicting various aspects of work performance (Gunawan, 2018b). Studies have shown that employees with a high level of work commitment tend to show better performance, including in aspects of creativity and innovation (Gunawan et al., 2017). In this study, work commitment is hypothesized as a mediating variable that strengthens the influence of education and training on creative performance. However, the existing literature is still limited in explaining the mechanisms through which work commitments mediate the relationship between education and training, as well as creative performance, marking significant knowledge gaps to explore.

Overall, the existing literature provides a solid theoretical basis for the importance of education and training, creative performance, and work commitment in human resource development in the public sector. However, further research is still needed to examine how these three elements interact to influence the creative performance of civil servants in Indonesia. This study aims to fill this gap by investigating the mediating role of work commitment in the relationship between education and training and creative performance, making a significant contribution to literature and practice in human resource development.

## **Education and Training, Work Commitment, Creative Performance**

### ***Hypothesis 1: Education and Training on work commitment are suspected to have a positive and significant effect***

In the framework of human resource development in the public sector, education and training (Diklat) is perceived as a catalyst that strengthens the work commitment of civil servants. Previous studies have shown that education and training contribute significantly to increased work commitment by providing employees with opportunities for continuous professional and personal development (Muleya et al., 2022). According to Meyer et al. (2004) Work commitment, which refers to the identification of employees with organizational goals and values as well as the desire to maintain membership in the organization, is an essential factor that affects various aspects of work performance. Effective education and training can improve employees' perception of the organization's support, increasing their commitment to the organization. This is because, through education and training, employees

feel the organization's investment in their career development and well-being, which strengthens their emotional bond and loyalty to the organization (Gunawan, 2018a; Nayak & Sahoo, 2015)

***Hypothesis 2: Education and Training on creative performance is suspected to have a positive and significant effect***

In the human resource development framework in Indonesia's public sector, the relationship between education and training and the creative performance of civil servants is an exciting and relevant research area (Bhat & Rainayee, 2019). Education and training is recognized as a vital instrument in improving employee capabilities, including aspects of technical competence and creativity and innovation necessary to face complex and changing work challenges (Amabile & Pratt, 2016). In this case, creative performance is defined as the ability to develop new and valuable solutions that can improve or overhaul processes, products, or services in the context of governance (Lumpkin et al., 2013).

The related literature suggests that education and training contribute to improving creative performance through several mechanisms (Ali et al., 2019). Education and training play an essential role in improving the creative performance of civil servants in Indonesia. However, to optimize these effects, there needs to be a holistic approach that integrates Education and Training with factors that support creativity and innovation in the workplace. Further research is required to identify best practices and implementation strategies to maximize synergies between education, training, and other supporting factors in improving creative performance in the public sector.

***Hypothesis 3: Work commitment to creative performance is suspected to have a positive and significant effect***

The work commitment of civil servants in Indonesia plays a crucial role in mediating the relationship between work environment factors and creative performance. This aspect is gaining increasing attention in the human resource development literature. According to Meyer and Allen (1997) Work commitment can be defined as the employee's desire to stay in the organization, which is driven by identification with the organization's goals and the desire to contribute to achieving those goals. Research conducted by Raineri (2016) shows that employees with high work commitment tend to be more motivated to participate in innovative and creative behaviors because they feel a more profound attachment and responsibility for the organization's success.

This shows that work commitment is not only crucial for employee retention but also as a driving factor for creative performance, which is very important in a dynamic and challenging work environment such as the public sector in Indonesia. Thus, strengthening work commitment through effective HR policies, such as continuous career development and organizational support, can be considered a key strategy to improve creative performance in the public sector (Waples & Friedrich, 2011). This research underscores the importance of

managing work commitments as a strategic asset to facilitate innovation and creativity in order to achieve organizational goals and improve public services.

***Hypothesis 4: Education and Training on creative performance through work commitment is suspected to have a positive and significant effect***

In Indonesia's public sector ecosystem, education and training have been recognized as essential factors that improve civil servants' skills and knowledge and facilitate creative performance through increased work commitment. Research conducted by Aboramadan et al., (2020) has shown that work commitment serves as an essential mediator that connects employee education and training experiences with their creative performance. This indicates that when civil servants feel the organization's investment in their professional development through education and training, it enhances their ability to contribute creatively and strengthens their commitment to the organization.

Furthermore, social exchange theory provides a sound theoretical framework for understanding how education and training can strengthen work commitment and, as a result, creative performance (Ishak et al., 2023). When civil servants perceive that there is a real investment from the organization in their career development through education and training, they tend to respond with a higher level of commitment to the organization, encouraging them to go beyond routine tasks and contribute innovative ideas and creative solutions—research in the context of Indonesia's public sector by Amabile et al. (2016). This view supports the idea that work commitment is crucial in motivating employees to apply the knowledge and skills gained from education and training in innovative and creative ways.

## **Research Method & Design**

This research method is designed to provide a comprehensive and empirical understanding of the influence of education and training on creative performance through work commitment, which significantly contributes to the literature on human resource development in the public sector.

This study adopts a quantitative approach to investigate the relationship between education and training and creative performance through the work commitment of civil servants in Indonesia. The quantitative approach was chosen because it allows for testing research hypotheses and analyzing causal relationships between research variables by collecting and analyzing numerical data (Mohajan, 2020). This study uses a cross-sectoral survey design, where data is collected at one point in time from a sample of civil servants participating in education and training in various government agencies in Indonesia. This design allows for assessing employees' perceptions of their education and training, work commitment, and creative performance.

The target population of this study is civil servants working in various government agencies taken from civil servants working in various public service institutions as many as 134,023 employees who serve in central Indonesia, namely South Sulawesi, who have



participated in education and training programs in the last 12 months. The sample will be selected using a stratification random sampling technique to ensure a fair representation of different departments and job levels. The sample size was determined based on the Krejcie and Morgan criteria to determine the minimum sample size of the known population of 115 employees, with a confidence level of 95% and a margin of error of 5% (Fashagba, 2022).

Data will be collected through an online questionnaire (Google Forms) developed based on related literature. The questionnaire will include items adapted from a scale that has been validated to measure education and training, work commitment, and creative performance. The five-point Likert scale will be used to assess respondents' responses to statements in the questionnaire. SEM PLS was used in this study because of the development of a new model, namely including intervening variables in the structure model to analyze the influence between variables (Sarstedt et al., 2021) Descriptive analysis will be used to describe the characteristics of the sample. Structural equation model (SEM) analysis with Partial Least Square (SEM-PLS) to test hypotheses about the relationship between education and training, work commitment, and creative performance will be used pathway analysis in SEM to test the direct and indirect effects (through work commitment) of education and training on creative performance (Hair et al., 2019).

## **Results and Discussion**

### **Demographic Characteristics**

Based on Table 1 (see *annexures*), the description of respondents from the study is an interesting demographic distribution of the research subjects. Most respondents were in the 41-50 age category, which accounted for 46.1% of the overall study population. This indicates that most of the subjects have reached a level of maturity in their careers and have significant work experience. From a gender perspective, there is a clear imbalance, with men making up 75.7% of respondents, which may reflect the demographic structure of the job sector studied. Respondents' education levels were dominated by those with a bachelor's degree, which comprised 75.7% of the sample, signaling that the study focused on populations with higher levels of education.

Regarding the length of employment, most respondents (45.2%) have worked between 5-10 years, indicating that the average employee has enough work experience to provide valuable insights into education, training, and work commitment. Respondents with more than 15 years of service were the least, at just 14.8%, which may reflect career dynamics in the sector or a tendency to move or retire after reaching a certain point in their careers. These data show that the response to education and training and its influence on work commitment and creative performance can be influenced by age, gender, education, and length of work experience.

## Measurement Model

Data analysis was done by entering all employee data and testing *convergent validity*, *discriminant validity*, and significance tests. Measurement model evaluation evaluates the relationship between the construct and its indicators. The PLS measurement evaluation model is based on predictive measurements that have non-parametric properties. The measurement model or *outer model* with the reflective indicator is evaluated with *the convergent* and *discriminant validity* of the indicator and *the composite reliability* of the indicator block. (Hair et al., 2022).

The measurement model in this study consists of a reflective measurement model where variable education and training, work commitment, and creative performance are measured reflectively, according to Hair *et al.* (2021) The reflective model consists of a loading factor  $\geq 0.70$ , composite reliability  $\geq 0.70$ , and an Average Variance Extracted (AVE)  $\geq 0.50$ , as well as an evaluation of the validity of discrimination, namely the Fornell and Lacker criteria and HTMT (Heterotrait Monotrait Ratio) below  $\leq 0.90$ .

From the test output of Table 2 (see *annexures*), the loading factor of each relationship between indicators and their construction has a variable value. It can be said that the indicator value is above 0.70, so all indicators are valid, and no value shows below 0.70. From *Cronbach's alpha value for all exogenous constructs*, *endogenous* is very reliable because the value is above 0.70, so it has good validity and reliability. The calculation results of the PLS algorithm for the outer model show that the composite reliability value in Table 2 for each of the above constructs is excellent, which is above 0.70. The next test is to look at *the Average Variance Extracted (AVE)* value where the results obtained have a construct with good validity, namely with an AVE value above 0.50, which indicates that the AVE value of each construct is above 0.50.

So, it can be concluded in Table 2 that the variables of education and training, work commitment, and creative performance are measured by 5 (five) valid measurement items, namely the loading factor above 0.70, indicating that the measurement items are strongly correlated. The level of reliability is acceptable with a composite reliability value above 0.70, Cronbach's alpha above 0.70, and convergent validity shown by  $AVE > 0.50$  (Sarstedt et al., 2021).

After the evaluation for *convergent validity* is met, the next step is to conduct a test for *discriminant validity*. In Table 3 (see *annexures*), *Discriminant Validity* is carried out to ensure that each concept of each latent variable is different from other variables. Evaluation of the validity of discrimination needs to be carried out by looking at the Fornell and Lacker criteria as well as HTMT (Heterotrait Monotrait Ratio) (Sarstedt et al., 2021). Validity of discrimination is a form of evaluation to ensure that variables are theoretically different and empirically proven/statistically tested. The Cornell and Lacker criteria are that the AVE root of the variable is greater than the correlation between the variables (Hair et al., 2019) Recommended that the HTMT value be below 0.70. HTMT is considered more sensitive or accurate in detecting the validity of discrimination.



The test results in Table 3 show that the Creative Performance variable has an AVE root (0.857) with a more significant correlation with the Education and Training variable (0.815) and a more significant correlation with the Teamwork variable (0.877). The outer model looks at the square root value of the AVE of a construct compared to the correlation value between other constructs, called *discriminant validity*. If the square value of AVE is higher than the correlation between different constructs, then it can be concluded that the construct has *good discriminant validity* (Hair et al., 2019).

### **Structural Model**

Evaluation of the Structural Measurement Model is an evaluation of the testing of a research hypothesis (Hair et al., 2019). The variables of education and training, teamwork, and creative performance resulted in an analysis of the influence between the variables depicted in the path coefficient (see Figure 1 in *annexures*).

In Table 4 (see *annexures*), the results of the R-square (R<sup>2</sup>) collinearity analysis are 0.721 (high) and 0.604 (high), according to Chin (1998) The qualitative interpretation value of R square is 0.19 (low influence), 0.33 (moderate/moderate influence), and 0.66 (high influence), so the results obtained in this study show that the qualitative interpretation value of R square is high influence. Furthermore, this study's Q-square collinearity analysis results obtained a Q-square of 0.516 (high) and 0.440 (high), according to Hair *et al.* (2019) The Q square value above 0 indicates that the model has predictive relevance but in Hair *et al.* (2019) The qualitative Q square interpretation values are 0 (low influence), 0.25 (moderate/medium influence), and 0.50 (strong influence).

This study explains the confidence intervals (CI) or the confidence interval of the magnitude of influence (path coefficient) between variables in the 95% confidence interval; the value obtained is 0.555 – 0.853. This value is related to the extent to which the minimum or maximum value of the influence between variables is generated. Finally, the estimation results show that the inner VIF value is around 1,000, and then the result of the measure used to check the collinearity is the inner VIF (variance inflated factor), whereas in Sarstedt. (2021) it is recommended below < 5.00 (no collinearity).

### **Hypothesis Testing Results**

The research results in Table 4 of the results of hypothesis analysis one show that the t-value calculated for the education and training variable on work commitment was 18,007 with a significance value of p-value 0.000. This shows that the t-value of the calculation is greater than the bootstrapping process, the statistical t-value is above 1.960, and the significance value is less than 0.050. The value of the path coefficients shows a positive sign of 0.779. In the confidence interval of 95%, the influence of education and training in increasing work commitment lies in the figure of 0.853. Therefore, it can be concluded that education and training positively and significantly affect work commitment. Based on the data analysis above, ***hypothesis 1 is accepted.***

The analysis results in hypothesis two show that the t-value for the education and training variable on creative performance is 4,259 with a significance value of p-value 0.000. This shows that the calculated t value is greater than the bootstrapping process, the statistical t value is above 1.960, the significance value is less than 0.050, and the path coefficients show a positive sign of 0.397. In the 95% confidence interval, the influence of education and training in improving creative performance lies at 0.561. Therefore, it can be concluded that education and training positively and significantly affect creative performance. Based on the data analysis above, ***hypothesis 2 is accepted.***

Furthermore, the analysis results in hypothesis three showed that the t-calculated value for the work commitment variable to creative performance was obtained at 5,721 with a significance value of p-value 0.000. This indicates that the calculated t value is greater than the bootstrapping process, the statistical t value is above 1.960, the significance value is less than 0.050, and the path coefficients show a positive sign of 0.507. In the confidence interval of 95%, the influence of teamwork in improving creative performance lies at 0.689. Therefore, it can be concluded that work commitment positively and significantly affects creative performance. Based on the data analysis above, ***hypothesis 3 is accepted.***

Finally, the analysis results in hypothesis four showed that the t-calculated value for the education and training variable on creative performance through work commitment was obtained at 5,264 with a significance value of p-value 0.000. This shows that the calculated t value is greater than the bootstrapping process, the statistical t value is above 1.960, the significance value is less than 0.050, and the path coefficients value shows a positive sign of 0.395. In the trust interval of 95%, the influence of education and training in improving creative performance through work commitment lies at 0.555. Therefore, it can be concluded that education and training positively and significantly affect innovative performance through work commitment. Based on the data analysis above, ***hypothesis 4 is accepted.***

## **Conclusion and Recommendation**

The results of hypothesis one research confirm that investment in education and training programs can significantly increase employee dedication and loyalty to their institutions. This shows that education and training are tools for improving technical competence and an important factor in building organizational commitment (Ridwan et al., 2020). The novelty of this research lies in its geographical and sectoral context, namely civil servants in Indonesia, which adds to the literature in the field of human resource management and organizational development in developing countries.

In particular, this research fills a knowledge gap on how education and training can be directed to improve skills and work commitment in Indonesia's unique cultural and administrative context. In terms of uniqueness, this study integrates work commitment as a mediator in the relationship between education & training and creative performance. Research conducted by Albrecht (2015) has shown a new perspective that work commitment can be a

critical link that facilitates the transition from improving individual competence to improving creative performance in organizations.

This adds a new dimension to understanding how human resources can be optimized in public-sector organizations (Nanang et al., 2023). The benefits of this research for practitioners and policymakers are significant. First, it provides empirical evidence to support allocating resources to education and training programs to improve employee commitment and performance. Second, these findings suggest that an integrated approach that considers employees' emotional and psychological factors, such as work commitment, may improve the effectiveness of education and training programs. Third, it offers insights into how public sector organizations in developing countries can design and implement human resource development programs that improve skills and strengthen employee engagement with the organization.

The research results for the second hypothesis, which shows that education and training have a positive and significant effect on the creative performance of civil servants, bring new insights into the literature on human resource development and organizational innovation. These findings confirm that investment in education and training not only improves the technical skills and knowledge of employees but also facilitates the improvement of creative performance, which is crucial in facing challenges and innovations in public services (Iqbal et al., 2019).

This shows that the approach to human resource development needs to be more comprehensive by including elements that support creative and innovative thinking skills. The findings of this study make a significant contribution to theory and practice in human resource management and organizational development, especially in the context of the public sector (Gould-Williams & Davies, 2005). This study reveals that education and training can be considered a catalyst that drives creative performance, an aspect that is relatively less explored in the context of civil servants.

Thus, this research fills a gap in the literature by highlighting the direct relationship between education and training and creative performance, offering a new perspective on these dynamics in the public sector. In terms of uniqueness, this research highlights the importance of designing education and training programs that focus on developing technical skills and encourage creative and innovative thinking. This challenges the conventional view that the public sector is often less dynamic than the private sector regarding innovation and creativity (Gunawan et al., 2024).

These findings support the need for a new paradigm in human resource development in the public sector, which emphasizes creativity and innovation as essential components of employee performance. The benefit of this research for policymakers and practitioners is that it provides strategic guidance on how to design and implement effective education and training programs to improve the creative performance of civil servants (Koch et al., 2006). This suggests that in order to achieve a higher level of innovation and responsiveness in public services, there needs to be a greater focus on developing creative and innovative thinking skills

among employees. Thus, this research makes a theoretical and practical contribution by providing concrete recommendations to improve the effectiveness of education and training programs in improving creative performance in the public sector (Tan et al., 2023).

The research results for the third hypothesis show that work commitment positively and significantly affects creative performance, expanding our understanding of performance dynamics in the public sector. These findings prove that employees' emotional and psychological involvement in their work and organization is crucial in driving creative output. It challenges the traditional assumption that work commitment only correlates with productivity and efficiency, pointing out that commitment is also an essential driver of innovation and creativity (Swales, 2002). The study's novelty lies in disclosing an explicit relationship between work commitment and creative performance in public sector settings, often considered conservative and bound to standard procedures (Koch & Hauknes, 2005).

By identifying work commitment as a critical factor in fostering creativity, the study offers a new perspective on how public organizations can design work environments that promote innovation. This shows that work commitment is not only the result of job satisfaction but can also be directed to improve employees' creative abilities (Eliyana & Ma'arif, 2019). In terms of uniqueness, this study highlights the importance of building work commitment not only through external factors such as incentives or recognition but also through the internal development of employees, such as giving them space to innovate and experiment (Hayton, 2005).

These findings suggest that work commitment can be enhanced through an environment that supports creativity, improving creative performance. It offers new insights into human resource management strategies that public organizations can use to stimulate innovation from within. The benefits of this research for practitioners and policymakers are significant, as it provides concrete directions on the importance of developing work commitments to improve creative performance. By understanding that work commitment can catalyze creativity, public organizations can focus more on building an organizational culture that supports exploration and innovation (Li et al., 2018). This will improve the effectiveness and efficiency of public services and enable public organizations to be more responsive to the rapidly changing needs of society and complex global challenges (Ndou, 2004).

The fourth hypothesis of this study reveals that education and training have a positive and significant effect on creative performance through the mediation of work commitment. These findings add a new dimension to our understanding of how education and training can facilitate creative performance, not directly, but through increased work commitment (Sweetman et al., 2011). This shows that effective education and training programs develop skills and knowledge and strengthen employees' emotional and psychological connections with their organizations, spurring creativity (Fischer & Montalbano, 2014).

The novelty of this finding lies in exploring the mediation mechanism of work commitment in the relationship between education training and creative performance. It provides essential insights into the dynamic workings behind this process, offering evidence that investment in

human resources through education and training can result in more than just an increase in technical competence. (Hatch & Dyer, 2004). By integrating work commitment as a mediating variable, this study broadens our understanding of the factors that affect creative performance, particularly in the context of public sector organizations (Ismail et al., 2019).

In terms of uniqueness, this study distinguishes itself by highlighting the critical role of work commitment as a link between education/training and creative performance. This shows that effective human resource development in the public sector requires more than just the transfer of knowledge and skills; It also requires building an emotional bond and identification with the organization. (Albrecht et al., 2015). This challenges traditional views and paves the way for new approaches to designing education and training programs that are informative and transformative. (Robertson, 2005).

This research benefits policymakers and practitioners by offering concrete strategies for improving creative performance through education and training designed to build work commitment. By focusing on holistic human resource development, which includes both technical and emotional aspects, public organizations can create an environment conducive to innovation. (Joo et al., 2013). This will improve the performance of individuals and organizations and strengthen public organizations' ability to adapt and respond to ever-changing challenges with creative and innovative solutions. (Boylan & Turner, 2017).

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## Annexures

TABLE 1: Respondent Description

Description	Quantity	%
<b>Age (years)</b>		
18-30	13	11.3
31-40	28	24.3
41-50	53	46.1
>50	21	18.3
<b>Gender</b>		
Male	87	75.7
Female	28	24.3
<b>Education</b>		
High School	4	3.5
Diploma	5	4.3
Bachelor's degree	87	75.7
Master's degree	19	16.5
<b>Length of employments (years)</b>		
1-5	22	19.1
5-10	52	45.2
10-15	24	20.9
>15	17	14.8

TABLE 2: Validity and Reliability

Construct/Indicator	Item reliability		Convergent Validity		
	Loading Factor		CA	CR	AVE
ET	X1	0.814	0.862	0.901	0.646
	X2	0.786			
	X3	0.888			
	X4	0.710			
	X5	0.809			
WC	Z1	0.807	0.914	0.916	0.744
	Z2	0.887			
	Z3	0.878			
	Z4	0.845			
	Z5	0.894			
CP	Y1	0.808	0.904	0.908	0.725
	Y2	0.913			
	Y3	0.790			

Y4	0.826
Y5	0.913

Note. AVE: average variance extracted; CR: composite reliability. CA: Cronbach's alpha, ET: Education and Training, WC: work commitment, CP: Creative Performance

**TABLE 3: Discriminant validity criteria Fornell & Lacker results dan HTMT (Heterotrait Monotrait Ratio) results**

<b>Fornell &amp; Lacker</b>	<b>CP</b>	<b>ET</b>	<b>TW</b>
CP	0.857	-	-
ET	0.814	0.815	-
TW	0.826	0.799	0.877
<b>HTMT (Heterotrait Monotrait Ratio)</b>	<b>CP</b>	<b>ET</b>	<b>TW</b>
CP	-	-	-
ET	0.900	-	-
TW	0.900	0.877	-

Note. ET: Education and Training, TW: Teamwork, CP: Creative Performance

**TABLE 4: Hypothesis Testing Results**

<b>Hypothesis</b>	<b>Path Coefficients</b>	<b>t-statistics</b>	<b>p value</b>	<b>Result</b>	<b>97.5 % CI</b>	<b>VIF</b>	<b>R square</b>	<b>Q Square</b>
ET → WC	0.779	18.007	0.000	H1 Accept	0.853	1.000	0.721	0.516
ET → CP	0.395	4.259	0.000	H2 Accept	0.561	1.000		
WC → CP	0.507	5.721	0.000	H3 Accept	0.689	1.000	0.604	0.440
ET → CW → CP	0.395	5.264	0.000	H4 Accept	0.555			

Note: → shows a relationship, CI: confidence intervals, VIF: variance inflated factor, ET: Education and Training, WC: work commitment, CP: Creative Performance

FIGURE 1: PLS-structural equation modelling results

