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“THE INFLUENCE OF INDUSTRIAL CULTURE, RESKILLING-UPSKILLING PROGRAMS, AND COMPETENCY TESTS ON SUSTAINABLE PERFORMANCE THROUGH INNOVATIVE WORK BEHAVIOR AS AN INTERVENIN VARIABLE IN TEACHERS AT SMKN 2 JEMBER”

Wijaya K¹, Cahyono D², Santoso B³, And Sahid N⁴

¹SMKN 2 Jember/Jl. Tawangmangu No.59 jember

^{2,3,4} Universitas Muhammadiyah Jember/Jl. Karimata

No.49, Jember, Jawa Timur, Indonesia

e-mail: kahfiw43@gmail.com

Abstract

Vocational education must adapt rapidly to industry, technology, and workforce demands. Teachers also have an important role in ensuring that teaching and learning remain current with developments in industry. In the efforts to strengthen industrial culture, competency development and improve teacher professionalism through competency certification, various programs have been implemented at SMKN 2 Jember. These initiatives are designed to assist teachers in better adapting their teaching methods to the evolving demands of the workplaces while also reinforcing the standard of vocational training.

This study is a relationship study between the dimensions of industrial culture, reskilling-upskilling programs, competency test innovative work behavior and sustainable performance for vocational teachers. Innovative work behavior is highlighted in particular because it indicates teachers' readiness to produce ideas, adopt novel techniques, and continuously enhance learning behavior. In vocational education, innovation is more vital as teachers have to awaken to the fast-paced development in technology and industry expectations.

The conversation focuses on how professional certification, ongoing competency development, and industrial values might help teachers sustain long-term professional performance.

According to the results, educational institutions should foster an atmosphere that promotes creativity, flexibility, and lifelong learning in addition to strengthening technical proficiency.

It is anticipated that these initiatives will improve the general standard of vocational education as well as the sustainability of teacher performance.

Keywords: Reskilling, Innovative Behavior, Industrial Culture, Competency Test, Sustainable Performance

INTRODUCTION

Over the past ten years, technological advancements have had a major impact on the structure and delivery of vocational education.

Employers now require different competencies due to the increasing use of automation, digital systems, artificial intelligence, and new industrial technologies.

Vocational schools are therefore expected to produce graduates who are not just technically proficient but also capable of adjusting to quickly evolving workplace situations.



Vocational High Schools (SMK) in Indonesia play a crucial role in producing human resources with the necessary skills to join the workforce. Vocational education must continue to be closely linked to industrial demands and technical advancements in order to accomplish this goal. In addition to curriculum design and school infrastructure, the effectiveness of this process also rely on teachers' capacity to maintain up-to-date professional competences and knowledge. It is required of teachers to serve as mentors, facilitators, and learning innovators who can convert industrial advancements into educational opportunities for pupils.

One of the vocational schools that actively works to improve the connection between education and business is SMKN 2 Jember. Maintaining learning relevance across multiple areas of expertise is a challenge for the school, which has twelve distinct vocational departments encompassing engineering, computer technology, design, and construction. In order to guarantee that students acquire knowledge and skills that reflect contemporary industrial situations, educators must constantly modify their teaching methods.

The creation of an industrial culture in the classroom is one initiative that has been extensively used in vocational education. The acceptance of workplace ideals, attitudes, and practices that are frequently used in industry is referred to as industrial culture. These values are demonstrated at SMKN 2 Jember through the application of the 5S principles, work discipline, adherence to occupational safety protocols, accountability in workshop operations, and quality-oriented work habits. Teachers and students learn about standards that are typical in industrial workplaces through these exercises.

However, industrial culture might not be enough to sustain long-term educational excellence on its own. As industrial technology advances, vocational educators must meet new competency standards. Technical expertise and knowledge that were deemed useful a few years ago might not be up to date with the demands of the industry today. As a result, educators require chances to develop their skills and broaden their professional horizons.

Reskilling and upskilling initiatives have taken on great significance in this context. Reskilling helps teachers to gain fresh knowledge consistent with the most recent technical developments and industry changes; upskilling seeks to improve and strengthen current skills. Engaging in training courses, workshops, internships, and other kinds of professional growth allows teachers to access updated information that supports the use of more efficient teaching techniques.

Professional competency certification is also very important in vocational training. Getting credentials formally confirms a person's professional ability and demonstrates that teachers follow particular industry standards. These credentials help teachers to maintain the caliber of their instruction, improve their reputation, and increase their professional confidence.

Although certificates, skill development, and industrial culture provide vital institutional support, teachers' sustained success mostly depends on their participation with these possibilities. One thing that might help to explain this process is creative work behavior. This phrase captures a person's readiness to create fresh ideas, make improvements, and use fresh approaches in their line of work. This creative conduct may show itself for vocational teachers in developing fresh learning materials, including technology into lessons, improving workshop techniques, and coming up with creative answers to problems in education.

Past studies have underlined the need of organizational culture, professional development, and creativity for improving learning results. However, little attention has been paid to how industrial culture, reskilling and upskilling programs, competency exams, creative work practices, and sustainable performance interact inside vocational training environments. Understanding these relationships is crucial as vocational teachers are expected to change with industry changes while yet maintaining educational quality.

Thus, this study looks at the relationships among industrial culture, reskilling and upskilling programs, competency exams, creative work behavior, and long-term performance for SMKN 2 Jember teachers. This research seeks to improve our knowledge of how vocational schools could support teacher professionalism and preserve educational quality in a time distinguished by continuous technical developments.

METHOD

Research Methodology

Using a quantitative approach, this study looks at the relationships between industrial culture, reskilling and upskilling efforts, competency evaluations, creative work behaviors, and ongoing performance among SMKN 2 Jember teachers. This approach was chosen as it lets the researcher look at the dynamics among different elements influencing teacher success in vocational education.

Research Background and Population

At SMKN 2 Jember, a vocational school offering several engineering and technology-oriented degree programs, the study was carried out. The study participants were effective teachers from twelve vocational fields: Automobile Technology, Motorcycle Engineering, Heavy Equipment Engineering, Computer and Network Engineering, Visual Communication Design, Electrical Power Installation, Power Plant Engineering, Mechatronics Engineering, Audio-Video Engineering, Mechanical Machining, Building Construction Drawing, and Building Information Modeling.

Every active teacher was part of the study as the population size was somewhat small and manageable. This option sought to compile a larger range of perspectives from teachers working in several vocational fields inside the school.

Gathering Information

Data was gathered via a structured survey meant to evaluate teachers' opinions on sustainable performance, creative work practices, competency evaluations, activities geared towards skill development, and industrial culture. The poll used a five-point Likert scale ranging from strongly opposed to strongly agreed.

Metrics on work ethic, safety awareness, professional responsibility, and workplace-related values were applied to evaluate industrial culture. Participation in training sessions, competency development programs, and exposure to new technologies helped to assess reskilling and upskilling efforts. Performance evaluations centered on professional skills certification and recognition experiences. Original work behaviors were the teachers' attempts to generate and implement fresh ideas; sustainable performance showed a consistent execution of their professional responsibilities throughout time.

Statistical Methodologies

The study sought to find how creative work behaviors help to close gaps between encouraging elements in the company and ongoing performance by investigating the relationships among the study variables. The findings were viewed in the context of professional difficulties teachers experience in adjusting to technical and industrial

developments inside vocational education. The analysis stage looked at how industrial culture, possibilities for competency development, and competency recognition might help teachers to be more ready to innovate and keep up their professional performance over time.

RESULTS AND DISCUSSION

Industrial Culture and Novelty in Work Behavior

The findings indicate that industrial culture is very important for promoting creative work methods among vocational teachers. Industrial culture at SMKN 2 Jember shows itself not just via official policies or managerial instructions. Rather, it is knitted into the fabric of daily activities including work discipline, adherence to safety rules, tool and resource responsibility, and quality-centric approach commitment.

These daily activities help teachers to develop their professional outlook. Regular engagement in a setting centered on continuous development and accountability helps teachers to get more skillful at identifying problems and applying useful solutions. Therefore, innovation is seen as an instinctive response to professional challenges rather than an additional assignment.

In vocational training, this situation is particularly relevant as teachers must connect classroom exercises to current industry standards. The quick developments in technology often call for changes in practical workshops, approaches, and curriculum. Usually more receptive to experimenting with fresh approaches and applying changes that might greatly improve their students' educational experiences are instructors who accept industrial ideas.

The results support the great influence of organizational culture on encouraging creativity. A positive and inspiring setting helps people to investigate ideas, share ideas, and always improve their skills. Therefore, industrial culture in vocational colleges can provide a crucial foundation for creative-driven behavior.

Reskilling-Upskilling Programs and Creative Work Habits

The study also stresses how important reskilling and upskilling programs are for encouraging creative work behavior. Constant professional growth has become absolutely necessary since technology changes almost every field of employment. Teachers ought to keep current on progressive teaching methods, current industrial standards, and fresh technologies.

Participating in training programs, workshops, industrial placements, and skill development activities exposes teachers to knowledge and experiences not usually obtained from conventional instruction. These encounters help teachers to develop their perspectives and grow at ease with several approaches to handle instructional issues. Instructors in different vocational fields at SMKN 2 Jember face particular technical developments. For example, changes in digital media, automation technology, IT, and engineering call for constant modifications. Reskilling and upskilling initiatives help teachers to gain current information that can be turned into creative teaching methods and changes to workshop sessions.

Improved professional confidence also helps one to see the relationship between skill development and creative conduct. Teachers who feel well-equipped and knowledgeable usually are more relaxed when applying fresh approaches. They also tend to change teaching materials, use techniques more consistent with business realities, and embrace technology.

Reskilling and upskilling initiatives seem to support a whole process of professional growth rather than only as a way to enhance abilities. This approach promotes teachers' responsiveness to changes, curiosity, and flexibility—all of which are necessary qualities of creative work.

Ability Examinations and Creative Work Behavior

Apparently, competency evaluations help creative work behavior. Certification and recognition of abilities show that teachers have achieved certain industry standards. Apart from their main use, these tests could affect teachers' perspective of their own professional level.

Those teachers who pass competency exams usually discover they are more confident in applying their knowledge. This newfound confidence could inspire them to participate more actively in improving instructional techniques and embracing fresh approaches. Understanding the expectations in their fields can help teachers to be more professionally committed by helping them to see more clearly what they need to do.

Getting competency certification is very important for people working in vocational education since it proves that classroom techniques follow industry standards. Certified competent teachers usually have a better understanding of the most recent developments in technology and standards. This understanding helps one to use fresh methods that raise job readiness and teaching quality as well.

The study shows that proficiency tests ought not to be viewed just as administrative requirements. Combined with chances for professional development and a supportive work environment, competency certification can help vocational education institutions to encourage creativity.

Figure 1. Distribution of 80 Teachers at SMKN 2 Jember

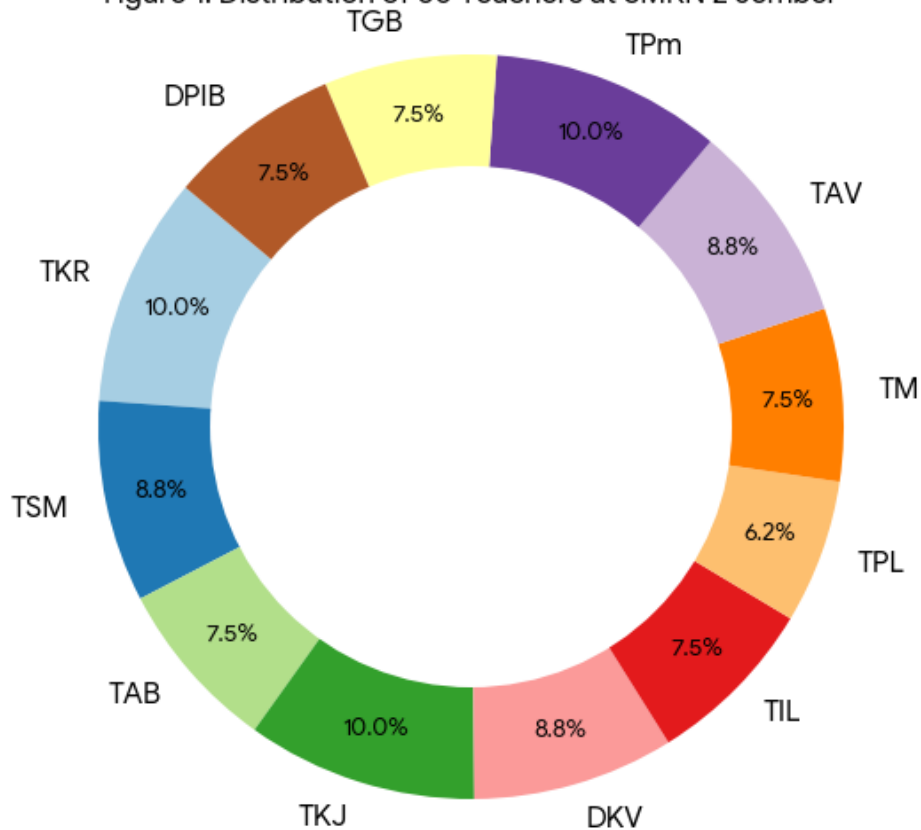


Table 1. Operational Definition of Variables

Variable	Code	Indicators
Industrial Culture	X1	Work discipline, Safety compliance (K3), 5S Principles, Professional ethics.
Reskilling-Upskilling	X2	Training frequency, Technical skill updates, Industry internship participation.
Competency Test	X3	Certification validity, Technical mastery validation, Professional recognition.
Innovative Behavior	Y1	Idea generation, Creative teaching methods, Proactive problem solving.
Sustainable Performance	Y2	Quality consistency, Long-term goal achievement, Professional resilience.

Figure 2. Path Analysis Structural Model Output

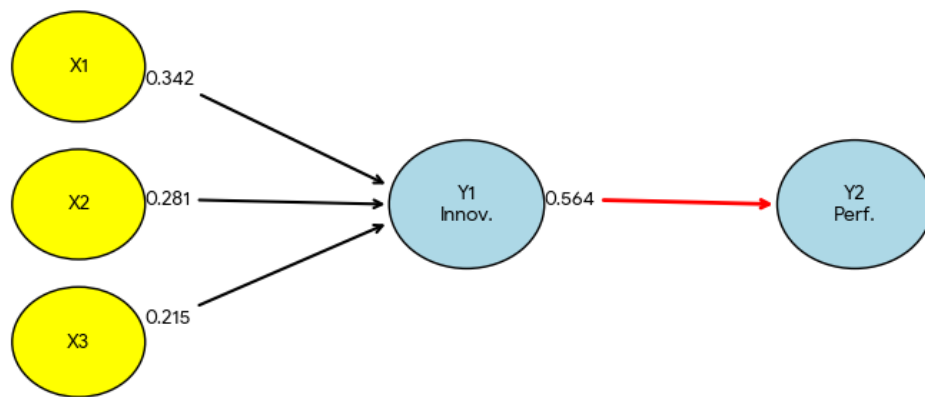


Table 2. Path Coefficient and Hypothesis Testing Results

Hyp.	Relationship	Coeff ()	T-Stat	P-Value	Result
H1	Industrial Culture Innovative Behavior	0.342	4.120	0.000	Supported



H2	Reskilling-Upskilling Innovative Behavior	0.281	3.850	0.001	Supported
H3	Competency Test Innovative Behavior	0.215	2.940	0.003	Supported
H4	Innovative Behavior Sustainable Performance	0.564	7.210	0.000	Supported
H5	Indirect: X1 Y1 Y2 (Mediation)	0.193	3.450	0.001	Supported

CONCLUSION

In the field of vocational education, this study looks at the links among industrial culture, reskilling and upskilling initiatives, competency tests, creative work methods, and sustainable performance. It emphasizes the need of developing a school environment in sync with industry developments that supports continual professional growth.

Professionalism and work routines inspired by industrial culture help teachers to seek improvements in their daily activities. Reskilling and upskilling initiatives provide teachers with means to update their knowledge and adapt to technical changes; competency tests help to establish professional recognition and reinforce compliance with quality standards.

The conversation also highlights the vital role of creative work methods in maintaining performance over time. Educators ready to brainstorm ideas, add improvements, and change their teaching approaches are better able to satisfy the changing needs of business and education.

For vocational institutions, projects meant to improve educational standards ought not only focus on building competencies. Equal attention has to go on creating a setting that encourages lifelong learning, teamwork, and creativity. Following these projects helps schools improve teacher professionalism and help to sustain educational results.

Future studies may look more closely at these connections inside several vocational education contexts and look at other elements influencing teacher innovation and career development.



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