

**INTERNATIONAL JOURNAL OF
CREATIVE RESEARCH AND STUDIES**

www.ijcrs.org

ISSN-0249-4655

**THE EFFECT OF TRAINING ON JOB SATISFACTION,
EMPLOYEE ENGAGEMENT, AND ORGANIZATIONAL
COMMITMENT AS MEDIATOR IN IMPROVING JOB
PERFORMANCE OF THE EMPLOYEE OF THE MINISTRY
OF DEFENCE OF THE REPUBLIC OF INDONESIA****Yuniar, Farida Jasfar, Sarfilianti Anggiany & Dita Oki Berliyanti**

Abstract

The aim of this research is to analyze the effect of training resulting from defence cooperation on job satisfaction, employee engagement, and organizational commitment as a mediator in improving job performance of the Ministry of Defence employees of the Republic of Indonesia. The research method used is a quantitative research method by using a structural equation model (SEM) data analysis method. The sample collected was 225 respondents who were employees of the Indonesian Ministry of Defence and had participated in training organized by the Indonesian Ministry of Defence in collaboration with friendly countries. The implementation of training as a result of defence cooperation based on defence diplomacy does have a significant effect on job satisfaction of the employees of the Ministry of Defence Republic of Indonesia with a value of 0.82 but have not significant effect to job performance, employee engagement and organizational commitment, which only scored -0,001, 0,007 and 0,007 so that policies are needed in order to foster emotional feelings of employees towards the organization (Ministry of Defense of the Republic of Indonesia) to improve their job performance.

Keywords: *training; job performance; job satisfaction; employee engagement; organizational commitment.*

Introduction

Defence diplomacy activities carried out by the Ministry of Defence can take the form of defence cooperation, exchange of military personnel, bilateral military training, contacts between senior military and civilian officials, the appointment of a Defense Attaché, training of foreign military and civilian personnel as disclosed by Cotey (2004). The goal of defence diplomacy, according to Muthana (2011), is to achieve political dialogue, defence and security strategies, preparation of defence cooperation agreements, transparency of

national military policy, professional contact personnel, change of perception, participation in maintaining UN peace or humanitarian assistance, strengthening defence relations to increase the influence and access to the formation of the desired defence, increase defence capabilities in the field of defence equipment. While Syawfi (2009) argues that there are three defence diplomacy agendas, namely confidence building measurements, promoting defence capability, and developing of defence industry. In terms of confidence building measurements are carried out to build mutual trust between neighboring countries. Meanwhile for defence capabilities, cooperation in military assistance, the purchase of weapons equipment, education and training of personnel, and many more. For defence industry, it is carried out in order to develop the domestic defence industry through joint production, technology transfer, joint research and activities in the context of building the independence of the domestic defence industry. (Syawfi, 2009).

As of 2018, there have been 18 countries agreeing to defence cooperation. While there are several countries that have made agreements on defence cooperation with Indonesia, this agreement has not been ratified through Parliament, such as the United States, Japan, and France. Even, Canada does not have a defence cooperation agreement but continues to conduct cooperation in the field of education and training with Indonesia.

According to the data from Personnel Bureau of the Ministry of Defence (for the period March 27, 2019), human resources at the Ministry of Defence are employees of the ministry of defence consisting of civil servants and soldiers of the Indonesian National Army (TNI). At present the number of Ministry of Defence employees is currently 4721 employees in total, with details of civil servants as many as 2823 and TNI as many as 1898. The number of civil servants occupying echelon III to echelon I positions is 194 people, while TNI who hold echelon III up to I are 1110 people (98.2%). In order to improve the performance of the Ministry of Defence staff, the Ministry of Defence conducts education and training both at home and abroad. Training from abroad can also be carried out in the country by cooperating between the Ministry of Defence and friendly countries, such as the United States, Australia and the United Kingdom. One of the defence diplomacy activities which has been put forth in a defence cooperation is to increase the performance of civilian and military personnel through education, training, exchanging officials both civil and military.

Thus, this study aims to analyze the effect of defence cooperation based on defence diplomacy on training in improving job performance. In this study also analyzed job satisfaction, employee engagement, and organizational commitment as a mediator in improving job performance of the employee at the Ministry of Defence of the Republic of Indonesia.

Literature Reference

Several studies have been conducted to analyze the factors that influence the increase in job performance, that job performance is important to be improved in achieving organizational goals and objectives. (Busro, 2018) Furthermore, job performance is influenced by job satisfaction (Hettiarachchi, 2014; and Abushashesh et al. 2019). Job Performance is also influenced by employee engagement. (Sendawula et al., 2018) and also influenced by organizational commitment (Ahmad et al., 2014) and Jafri and Lahmo (2013) and job performance is influenced by training as stated by Al Mzary et al. (2015) and Aliman (2017) in their research. According to Nashar et al. (2018), job satisfaction is very important to achieve organizational goals, by providing training can increase motivation for employees to improve their skills and can increase job satisfaction. Employee engagement is an important element in achieving organizational goals because the more employees are tied to their work, the more productive employees for their organizations. (Azeem et al., 2013). Organizational commitment is important because employees who have a high commitment to the organization tend to carry out their work at a higher level and work better for the success of the organization (Jafri and Lahmo, 2013).

Furthermore Busro (2018) states that training is an important tool for organizations to change employee job performance towards a better direction to achieve organizational growth and success. Training also has a very large role in providing provisions for employees to be more creative, innovative and improve job performance in achieving organizational goals. Related to training which is one form of defence cooperation as a manifestation of defence diplomacy aimed at improving organizational capabilities.

Methodology

From the above data it is known that the most dominant respondent is male by 76% with the highest education of S2 is 46.7%. Departments between Colonel and Lieutenant Colonel (equivalent to echelon IV and echelon III). The service period is dominated by more than 20 years in accordance with his rank. This shows that the respondents came from echelon IV and III officials from each work unit that received questionnaires. The data analysis method used in this study is the structural equation model (SEM). SEM is a collection of statistical procedures that explain the basis or foundation underlying the relationships that govern the covariances matrix between observed variables. (Riadi, 2017) Analysis was carried out with the help of the Statistical Package for Social Science (SPSS) Version 20 and Lisrel for Structural Equation Modeling (SEM) Version 8.30.

Results and Discussion

The research found that training influence negatively on job performance of the employee but it has a positive influence mediated by job satisfaction. Training has positive influence on employee engagement and organizational commitment. Table 1 shows the result of hypothesis testing:

Table 1: Hypothesis testing results - output regression weights

Keterangan	Estimate	P-Value
<i>Job satisfaction</i> ←----- <i>Training</i>	0,82	0,000
<i>Employee Engagement</i> ←----- <i>Training</i>	0,07	0,000
<i>Organizational Commitment</i> ←----- <i>Training</i>	0,07	0,000
<i>Job Performance</i> ←---- <i>Training</i>	-0,01	0,000
<i>Employee Engagement</i> ←---- <i>Job Satisfaction</i>	0,74	0,000
<i>Organizational Commitment</i> ←---- <i>Job Satisfaction</i>	0,09	0,000
<i>Job Performance</i> ←----- <i>Job Satisfaction</i>	0,34	0,000
<i>Organizational Commitment</i> ←---- <i>Employee Engagement</i>	0,31	0,000
<i>Job Performance</i> ←----- <i>Employee Engagement</i>	0,28	0,000

Hypothesis 1: *There is a positive effect of training on job satisfaction.*

Test results on the estimation parameters (standardized regression weight) the effect of training on job satisfaction shows a positive effect with a coefficient of 0.82 and a p-value of 0,000 meaning $0,000 < \alpha < 0.05$. Training influences for increasing confidence in the gain of knowledge and skills which are needed. Besides, training helps for improving skills and performance after participating in training, helping to work with other employees, increasing the ability to see problems from various aspects. Training influence for having confidence in improving quality after attending training, and closeness to people at work can provide job satisfaction for employees who are able to overcome the workload that is their responsibility.

Hypothesis 2: *There is a positive effect of training on employee engagement.*

Test results on estimation parameters (standardized regression weight) the effect of training on employee engagement in order to increase job performance showed a positive effect with a coefficient of 0.07 and a p-value of 0,000 meaning $0,000 < \alpha < 0.05$. It means that the participation of employees in training increases self-confidence in work (vigor) so that employees feel happy working and proud of the work done (dedication).

Employees feel happy when they work with total (absorption). The employees feel participation in training help them in carrying out their work. There is a pride for employees who participate in certain training. There is a sense of respect by the organization that supports these employees to take part in the training so that it creates a sense of being attached to their work and a sense of pleasure working in the organization.

Hypothesis 3: *There is a positive effect of training on organizational commitment.*

Test results on the estimation parameters (standardized regression weight) the effect of training on organizational commitment shows a positive effect with a coefficient of 0.07 and a p-value of 0,000 meaning $0,000 < \alpha < 0.05$. It means that the participation of employees in training does not guarantee that the employee will forever remain as an employee in the organization. The emotional connection of employees to the organization is not very visible (affective commitment) so that many employees who have participated in the training choose to move to an institution that is not related to the skills gained from the training. While the employee's desire to make a high contribution to the organization is still apparent from the employee. However, it does not mean that if there is a better job offer elsewhere, the employee can leave the current job (normative commitment). Meanwhile, regarding the expenses that must be issued by an employee if the employee leaves the organization (continuance commitment) is not an excuse for the employee who wishes to move to a promising agency for their career development.

Hypothesis 4: *There is a positive effect of training on job performance.*

Test results on the estimated parameter (standardized regression weight) the effect of training on job performance showed a negative influence with a coefficient of -0.01 and a p-value of 0,000 meaning $0,000 < \alpha < 0.05$. It means that training participation gives employees confidence in understanding work-related theories (knowledge and skills) so that they can think creatively in carrying out work and are able to work with colleagues (team orientation). Employees always keep their knowledge and skills up to date and always recheck every job given (competencies). In addition, employees are always looking for new challenges in work and actively participate in discussions and work meetings (behavior). With this influence, the increase in employee job performance does not appear in the implementation of tasks even though they have just finished training to improve the ability, skills and knowledge of employees. The tendency for employees to maintain existing mechanisms in their work environment and not want to leave the comfort zone that already exists.

Hypothesis 5: *There is a positive effect of job satisfaction on job performance.*

Test results on the estimation parameters (standardized regression weight) the effect of job satisfaction on job performance showed a positive effect with a coefficient of 0.36 and a p-value of 0,000 meaning $0,000 < \alpha < 0.05$. It means that job satisfaction influences the increase in job performance related to cooperative relationships and trust in the work environment (job relations). The availability of a pleasant and comfortable physical environment and security in the workspace (working conditions and job security) create the ability of employees to overcome workloads that are his responsibility. Besides that, the employees carry out their work in accordance with applicable regulations cause employees to pay attention to the quality of their work and correct mistakes before being instructed by their leaders.

Hypothesis 6: *There is a positive influence on job satisfaction on employee engagement.*

Test results on the estimation parameters (standardized regression weight) the effect of job satisfaction on employee engagement shows a positive influence with a coefficient of 0.74 and a p-value of 0,000 meaning $0,000 < \alpha < 0.05$. It means that job satisfaction of the employees with opportunities for promotion, comfort, safety of the physical environment at work provided by the organization can increase enthusiasm, pride and happiness in daily work (vigor, absorption) and feel attached to their work (dedication).

Hypothesis 7: *There is a positive effect of job satisfaction on organizational commitment.*

Test results on the estimation parameters (standardized regression weight) the effect of job satisfaction on organizational commitment shows a positive effect with a coefficient of 0.09 and a p-value of 0,000 meaning $0,000 < \alpha < 0.05$. It means that job satisfaction fosters trust in the ability of employees to cope with workloads that are their responsibility, carry out work according to the rules, cooperation among people in the organization. Although, the trust of superiors does not support the employee to increase their commitment to the organization where they work. Employees feel less appreciated even though they have done their duties and functions according to their position. Success in completing work is a necessity and not an achievement.

Hypothesis 8: *There is a positive effect of employee engagement on organizational commitment.*

Test results on the estimation parameters (standardized regression weight) the effect of employee engagement on organizational commitment shows a positive effect with a coefficient of 0.31 and a p-value of 0,000 meaning $0,000 < \alpha < 0.05$. It means that employees' enthusiasm for their work, pride and happiness and attachment to their work less influence in increasing organizational commitment of employees, because the desire to move from the organization where the employee works as much as the desire to remain in the organization and contribute to the organization.

Hypothesis 9: *There is a positive influence of employee engagement on job performance.*

Test results on the estimated parameter (standardized regression weight) the effect of employee engagement on job performance showed a positive influence with a coefficient of 0.24 and a p-value of 0,000 meaning $0,000 < \alpha < 0.05$. It means that employees are enthusiastic about their work, pride and happiness and their attachment to their work are believed to make employees work hard and pay attention to the quality of their work and correct mistakes if there are mistakes without being asked by the leadership. Feelings of attachment to the job make employees have a creative idea for the progress of the organization and work hard for finishing their jobs.

Hypothesis 10: *There is a positive effect of organizational commitment on job performance.*

Test results on the estimation parameters (standardized regression weight) the effect of organizational commitment on job performance showed a positive effect with a coefficient of 0.23 and a p-value of 0,000 meaning $0,000 < \alpha < 0.05$. It means that the employees have a strong sense of belonging, emotional attachment to the organization, and happiness to spend the rest of the career in the organization so that make them pay attention to quality in their work, strive to work hard in completing work, immediately correct mistakes without being ordered by the leadership, do the work according to the target. The employees also can communicate with colleagues and try extra to carry out their work. Thus, the loyalty of employees to the organization remains high according to their doctrine.

Hypothesis 11: *There is a positive effect of training on job performance mediated by job satisfaction.*

The direct effect of training on job performance obtained β value of -0.01. While the direct effect of training on job satisfaction was 0.82 and the direct effect of job satisfaction on job performance was 0.36. Meanwhile, the indirect effect of training on job performance through job satisfaction was $0.82 \times 0.36 = 0.2952$. Value $0.2952 > 0.01$, so it can be said that the indirect effect of training on job performance is stronger than the direct effect. It can be concluded that job satisfaction can act as a mediator in the relationship between training and increased job performance.

Hypothesis 12: *There is a positive effect of training on job performance mediated by employee engagement.*

The direct effect of training on employee engagement obtained β value of 0.07 and the effect of employee engagement on job performance of 0.24. Meanwhile, the indirect effect of training on job performance mediated by employee engagement was $0.07 \times 0.24 = 0.0168$. Value $0.0168 > 0.01$ which means that the indirect effect of training on job performance is stronger than the direct effect. It can be concluded that

employee engagement can act as a mediator in the relationship between training and increased job performance.

Hypothesis 13: *There is a positive effect of training on job performance mediated by organizational commitment.*

The direct effect of training on organizational commitment obtained β value of 0.07. While the direct effect of organizational commitment on job performance amounted to 0.23. Meanwhile, the indirect effect between training on job performance mediated by organizational commitment was $0.07 \times 0.23 = 0.0161$. Value $0.0161 > 0.01$ which means organizational commitment can act as a mediator in strengthening the relationship between training and job performance. It can be concluded that organizational commitment can act as a mediator in the relationship between training and increased job performance.

Table 2: The value of mediation variables that affect job performance

No.	Information	Estimation
1.	<i>Job performance</i> \leftarrow <i>Job satisfaction</i> \leftarrow <i>Training</i>	0,2595
2.	<i>Job performance</i> \leftarrow <i>Employee engagement</i> \leftarrow <i>Training</i>	0,0168
3.	<i>Job Performance</i> \leftarrow <i>Organizational commitment</i> \leftarrow <i>Training</i>	0,0161

Summary

Based on those results it can be concluded that: (1) Training has a negative effect on job performance. However, it has a positive effect on job satisfaction, employee engagement and organizational commitment. (2) The role of variable job satisfaction, employee engagement, and organizational commitment can mediate the effect of training on job performance. (3) In this study, the dominant factor influenced by training is job satisfaction from employees and the other dominant factor is job satisfaction influencing job performance. The most dominant variable value mediates the effect of training on job performance is job satisfaction.

References

- Abuhashes, Mohammad *et.al.*, 2019, "Factors that effects employees job satisfaction and performance to increase customers' satisfaction" *Journal of Human Resources Management Research*, 2019, pp. 1-23.
- Ahmad, Naveed *et al.*, 2014, "Organizational Commitment and employee performance on the employee satisfaction" *International Journal of Learning, Teaching and Educational Research*, Vol. 1 No. 1, pp. 84-92.
- Aliman, Arief, 2017, "Education and training in Enhancing Performance of Indonesia Port Corporation Employees", *International Journal of Managerial Studies and Research* Vol. 5, Issue 1, , pp 24-27
- Al-Mzary, Maalu Mefleh Mohammed *et al.*, 2015, "Training and its impact on the performance of employees at Jordanian Universities from the perspective of employees: the case of Yarmouk University" *Journal of Education and Practice*, Vol. 6 No. 32, pp. 128-140.
- Asshiddiqie, Jimly, 2006, *Perkembangan dan konsolidasilembaga negara pascareformasi*, Jakarta: Setjen dan Kepaniteraan Mahkamah Konstitusi RI.

- Azeem, Malik Faisal *et al.*, 2013, "Connecting training and development with employee engagement: how does it matter?" *World Applied Sciences Journal* 28(5), pp. 696-703.
- Busro, Muhammad, 2018, *Teori-teorimanajemensumberdayamanusia*, Jakarta: Prenada Media Group.
- Cottey, Andrew and Forster, Anthony, 2004 *Reshaping defence diplomacy: new roles for military cooperation and assistance*, Adelphi Paper 365, London: Routledge.
- Hettiarachchi, H.A.H., 2014, "Impact of Job Satisfaction on Job Performance of IT Professional: with special references to Sri Lanka" *International Journal of Researc in Information Technology*, Vol. 2 Issue 4, pp. 906-916.
- Jafri, Md. Hassan and Lhamo, Tshering, 2013, "Organizational Commitment and work performance in regular and contract faculties of Royal Inoversity of Bhutan", *Journal of Contemporary Research in Management*, Vol. 8 no. 2.
- Kinne, Brandon J. (2018), "Defense Cooperation agreements and the emergence of a global security network", *International Organization* 72, Fall, pp. 799-837.
- Muthana, K., 2011, "Military Diplomacy", *Journal of Defence Studies* Vol. 5 No. 1, pp. 1-15.
- Nashar, Muhammad *et al.*, 2018, "Effect of training and job performance on job satisfaction in PT Garuda Indonesia Training Center", *Management Studies*, Vol. 6 No. 4, pp. 275-285.
- Riadi, Edi. 2017. *Statistik SEM: structural Equation Modeling dengan LISREL*. Yogyakarta: Andi Offset.
- Robbins, Stephen P. and Judge, Timothy A., 2017, *Organizational behavior*, 17th edition, Boston: Pearson.
- Sendawula, Kasimu *et al.*, 2018, "Training, employee engagement and employee performance: evidence from Uganda's health sector" *Cogent Business & Management* 5, pp. 1-12.
- Syawfi, Idil, 2009, *Aktifitasdiplomasiptahanan Indonesia dalampemenuhantujuan-tujuanpertahanan Indonesia (2003-2009)*, unpublished thesis, Jakarta: Universitas Indonesia.
- Tolulope, Ajayi and Joshua, Segun, 2016,"Manpower training and employee performance in public organizations: a study of Ogun state property and investment corporation (OPIC)", *The Public Administration and Social Policies Review*, VIII, 2 (17) December, pp. 19-37.