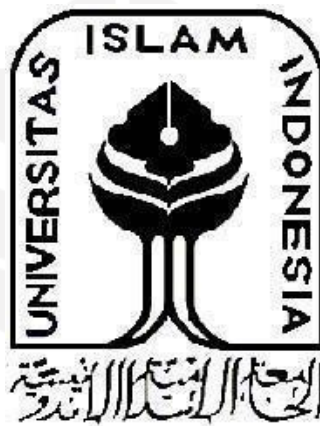


**THE INFLUENCE OF TRAINING AND ORGANIZATIONAL  
COMMITMENT ON EMPLOYEE PERFORMANCE THROUGH JOB  
SATISFACTION**

**(A Case Study at PT. Inti Beton)**

**A THESIS**

**Presented as Partial Fulfillment of the Requirements to  
Obtain the Bachelor Degree in Management Department**



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2022**

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**A BACHELOR OF DEGREE THESIS**

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Defended before the Board of Examiners on  
and Declared Acceptable

Board of Examiners  
Examiner I

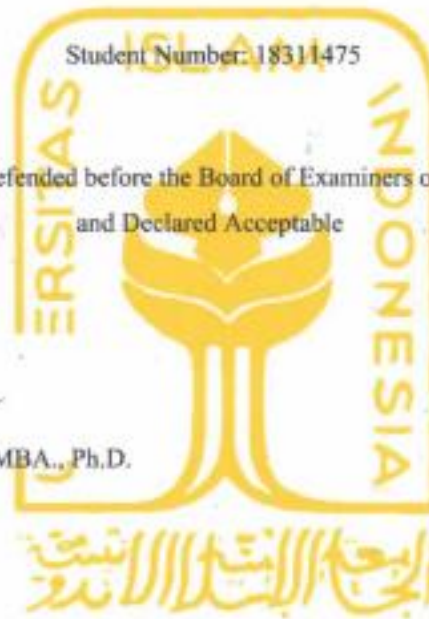


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## DECLARATION OF AUTHENTICITY

Herein I declare the originality of the thesis; I have not presented anyone else's work to obtain my university degree, nor have I presented anyone else's words, ideas or expression without acknowledgement. All quotations are cited and listed in the bibliography of the thesis.

If in the future this statement is proven to be false, I am willing to accept any sanction complying with the determined regulation or its consequence.

Yogyakarta, July 18, 2022

Writer,



Rahesti Halilintar

**The Influence of Training and Organizational  
Commitment on Employee Performance through  
Job Satisfaction (A Case Study at PT. Inti Beton)**

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**ABSTRACT**

*The purpose of this study is to determine training and organizational commitment that affect employee performance through job satisfaction in PT. Inti Beton. The research method was quantitative. The population was 41 employees, and the sample was the entire population. Questionnaires were used as the research instrument. The data analysis technique used is IBM SPSS Statistics software. Analysis techniques used in this research were t-test, f test, simple and multiple regression analysis, and path analysis.*

*The study found that training and organizational commitment had a significant and positive influence on employee performance, and training and organizational commitment had a significant and positive influence on job satisfaction. It indicates that job satisfaction mediates the relationship between training and organizational commitment to employee performance which means that the indirect influence of training and organizational commitment on employee performance is greater than the direct influence.*

*Keywords: Training, Organizational Commitment, Employee Performance, Job Satisfaction*

## ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh pelatihan dan komitmen organisasi pada kinerja karyawan melalui kepuasan kerja di PT. Inti Beton. Metode penelitian yang digunakan adalah metode kuantitatif. Populasi penelitian berjumlah 41 karyawan, dan sampelnya adalah seluruh populasi. Instrumen penelitian yang digunakan adalah kuesioner *online* yang disebarakan melalui google form. Teknik analisis data yang digunakan adalah *software* IBM SPSS Statistics yang meliputi uji t, uji f, analisis regresi sederhana dan berganda, serta analisis jalur.

Hasil penelitian menunjukkan bahwa pelatihan dan komitmen organisasi berpengaruh signifikan dan positif terhadap kinerja karyawan, dan pelatihan dan komitmen organisasi berpengaruh signifikan dan positif terhadap kepuasan kerja. Hal ini menunjukkan bahwa kepuasan kerja memediasi hubungan antara pelatihan dan komitmen organisasi terhadap kinerja karyawan yang berarti bahwa pengaruh tidak langsung pelatihan dan komitmen organisasi terhadap kinerja karyawan lebih besar daripada pengaruh langsung.

Kata Kunci : Pelatihan, Komitmen Organisasi, Kinerja Karyawan, Kepuasan Kerja

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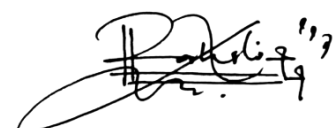
In the preparation of this scientific work, of course, there are struggles and challenges for the writer. The author realizes that fluency in the preparation of scientific papers is none other than thanks to prayer, effort, tawakal, support, assistance, and very great guidance from various parties. Therefore, the author would like to express my deepest gratitude to

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Yogyakarta, July 18, 2022



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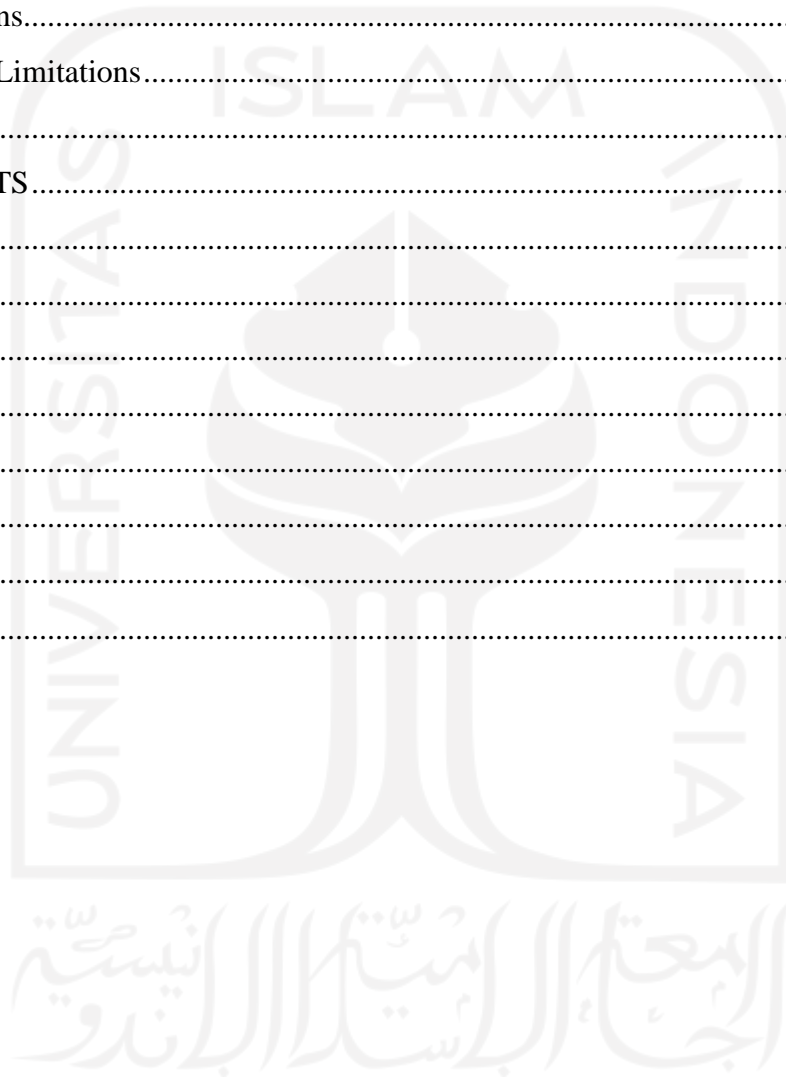
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# CHAPTER I

## PRELIMINARY

### 1.1 Background

Researchers and practitioners in human resource development (HRD) have long been interested in enhancing performance and boosting loyalty to firms. This is due to the fact that in highly competitive business contexts, firms depend on committed people and their sustained performance for sustainable success. According to Meyer & Allen (1991), organizational commitment is defined as “a psychological state that (a) characterizes the employee's relationship with the organization, and (b) has implications for the decision to continue or discontinue membership in the organization”. One of the ultimate objectives of the HRD field, according to Swanson and Holton (2001), is performance. Many other researchers have discovered that commitment is strongly associated with positive workplace outcomes including job satisfaction (Carmeli and Freund, 2003), and performance (Mowday). *et al.* 1979).

Performance is the appearance of the work of employees and inside an organization. The look of the work is not restrained to employees who preserve useful or structural positions but additionally to all employees in the organization, based on Ilyas (1999). According to Combs *et al.* (2006), they believe that employee performance is considered a commitment, job satisfaction, and HR practices. Based on Payaman Simanjuntak (2005), Stating performance is the level of success of results for the implementation of certain tasks. Company performance is the level of success of outcomes for the members to acquire organization goals. Performance management is the overall activity performed to enhance the performance of an organization, including

the performance of every person and work institution inside the organization. Based on Bernardin and Russel (2002), training is the systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job.

The performance of workers and organizational commitment have recently been impacted by enhanced technology, accelerated globalization, and rapid market changes.

According to Armstrong (2001), training is the systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job. Flippo (1984) states that training is the act of increasing the knowledge and skills of an employee for doing a particular job. The information and skills that individuals need to do their jobs effectively and quickly become outdated, furthermore unstable business conditions no longer ensure lifetime employment. In order to do this,

firms have increased their attention on employee learning because it boosts organizational commitment (Bulut and Culha, 2010) and competitiveness through expanding employees' skills (Wetherington and Daniels, 2013).

Apart from several factors of company success, the job satisfaction achieved by employees is an important thing to pay attention to. Locke (1976) defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". While according to Luthans theory (2006), job satisfaction can be reached if there is a good salary, promotion opportunity, supervision, and colleague skills. So it can be concluded that positive emotions including the comfort of doing work are important and determines job satisfaction.

The author involved employees at Inti Beton as the object of research. They are led by Ir. Hermawan Ardiyanto, M.B.A. as the founder and CEO of JIS Corp (PT. Inti Beton), who focuses on precast concrete products and concrete engineering for the Yogyakarta, Central Java, East Java, NTT, and Timor Leste areas.

In 2010 PT. Inti Beton developed its business by producing precast concrete products to meet the increasing demand for precast concrete products in Central Java and DIY.

In 2014 all construction activities were discontinued to focus on precast concrete production. In order to be better known and facilitate marketing, PT. Inti Beton branded its products under the name INTICON.

PT. Inti Beton itself is a sister company of PT Java Inti Sarana. The line of business is relatively the same, namely the production of precast concrete, however, the scope of business of PT. Inti Beton is expanded to the development and production of molding technology and batching plants. Precast concrete produced by PT. Inti Beton is a product with centrifugal technology such as Reinforced Concrete Pipe (RCP), spun pile, pile, and types of precast construction such as bridge girders, slabs, and sheet piles. The culvert type precast is possible to be produced by PT. Inti Beton for areas where it is no longer possible to reach the PT Java Inti Sarana plant in Yogyakarta.

PT. Inti Beton was established in 2013 in Yogyakarta Indonesia. Armed with experience in the precast concrete industry, this company specializes in developing technology supporting the industry. The development of the construction market which is high and will continue to grow in the long term is the basis for the company's consideration to focus on this field. In general, supporting technology providers in Indonesia are still very rare, so to meet the needs they are still imported through the import route from Europe and China.

Related to statement above, to keep the company move forward, it is very important to boost employees performance by facilitating their employee especially training. Some training that is held by this company such as Hammer Test and Axle Test, Building Information Modeling, Structural Engineer (Certification), Batching Plant Calibration (scales etc.), K3 Tiemaker, K3 Lifting Aircraft, Emergency response,

Handling of B3 and B3 Waste, First Aid, General Taxation, VAT, PPh, SPT, Public Speaking, Marketing Communications, Team Building, Personal Development, English, Visual communication design (Corel Draw, Adobe Photoshop, Adobe Illustrator), Ms. Excel, Archivist, Trainer of Trainee.

Research on employee performance has been done before. Previous studies have shown different empirical results. The research of Yu *et al.* (2019) found that job satisfaction and self-efficacy fully mediated the relationship between training and whistleblowing. The research of Ocen, Francis, and Angundaru (2017) found that there is a positive relationship between training and employee commitment, a positive relationship between training and job satisfaction, and a positive relationship between job satisfaction and employee commitment. Hendri's research (2019) found that job satisfaction and organizational commitment have a significant effect on employee performance. Ampofo Research. T. (2020) found job satisfaction and work engagement partially mediated the effects of organizational embeddedness, organizational links, fit and sacrifice on affective commitment. Compared to previous studies, the results of previous studies are still inconsistent, so research on training and employee commitment is interesting to re-examine. What's new in this research are 1) Adding job satisfaction as a mediating variable, 2) Adding employee performance variables that have never been studied extensively together using a mediating variable in the form of job satisfaction variables.

For this reason, the authors are interested in conducting research entitled "**The Influence of Training and Organizational Commitment on Employee Performance through Job Satisfaction (A Case Study at PT. Inti Beton)**".

## **1.2 Problem Formulation**

1. Does training have a positive and significant effect on employee performance?
2. Does organizational commitment have a positive and significant effect on employee performance?
3. Do training and organizational commitment have a positive and significant effect on employee performance?
4. Does training have a positive and significant effect on job satisfaction?
5. Does organizational commitment have a positive and significant effect on job satisfaction?
6. Do training and organizational commitment have a positive and significant effect on job satisfaction?
7. Does employee performance have a positive and significant effect on job satisfaction?
8. Can job satisfaction mediate the effect of training on organizational commitment?
9. Can job satisfaction mediate the effect of training on employee performance?

## **1.3 Research Purposes**

Based on the formulation of the problem above, the researcher has the following objectives:

1. To find out whether training has a positive and significant effect on employee job satisfaction.
2. To find out whether organizational commitment has a positive and significant effect on employee job satisfaction.
3. To find out whether training and organizational commitment has a positive and significant effect on job satisfaction.
4. To find out whether training has a positive and significant effect on employee

performance.

5. To find out whether the organizational commitment has a positive and significant effect on employee performance.
6. To find out whether training and organizational commitment has a positive and significant effect on employee performance.
7. To find out whether job satisfaction can mediate the influence of the training and organizational commitment on employee performance.

#### **1.4 Benefits of Research**

1. For company,

It is hoped that it can provide broader knowledge of the influence of training and organizational commitment on employee performance through job satisfaction at the company studied.

2. For researchers

With this research, it can be used as an opportunity for writers to learn to produce scientific work. In addition, another benefit that can be obtained is that researchers can increase knowledge of matters relating to training, organizational commitment, employee performance, and job satisfaction.

3. For other parties

The results of this study are expected to be used as a reference for further research as input, additions, and considerations in developing further on similar topics.





## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Previous Research

A research conducted by Yu, Sirsat, and Neal (2019) under the title “Linking food safety training with whistle-blowing: The mediation roles of job satisfaction and self-efficacy” aims to develop a validated food safety whistle-blowing scale and examine how training influences food handlers’ whistle-blowing involving the mediating roles of job satisfaction and food safety self-efficacy and the moderating roles of organization type and gender. Samples of 734 food handlers from the food service industry and 306 food handlers from the food processing industry were recruited. A two-step psychometric process was conducted. The results showed that job satisfaction and self-efficacy fully mediated the relationship between training and whistleblowing.

Research was conducted by Ocen, Francis, and Angundaru (2017) under the title “The role of training in building employee commitment: the mediating effect of job satisfaction.” The purpose of this research is to establish the role of training in building employee commitment and the task of job satisfaction in the association between training and employee commitment in the banking sector in Uganda. This quantitative research used correlation, regression, and MedGraph to investigate the hypotheses. The conclusion of this research shows that there is a positive relationship between training and employee commitment, a positive relationship between training and job satisfaction and a positive relationship between job satisfaction and employee commitment.

Research conducted by Hendri (2019) under the title “*The mediation effect of job satisfaction and organizational commitment on the organizational learning effect of the employee performance*” is to test the effect of organizational learning on employees’ job satisfaction, the effect of organizational learning on the employees’ organizational commitment, the effect of the organizational learning on employees’ performance, the effect of job satisfaction on the employees’ performance and the effect of organizational commitment on employees’ performance in PTPN XIII (Limited Liability Company) in West Kalimantan. This quantitative research used 130 employees as a sample. The conclusion of this research shows that job satisfaction and organizational commitment have a significant effect on employee performance.

Research conducted by Mwesigwa, Tusiime, and Ssekiziyivu (2020) under the title “*Compensation, Job Satisfaction and Employee Performance in Health Services*” aims to analyze the compensation, job satisfaction, and employee performance of a Private Hospital in Jakarta. The quantitative analysis method was used to collect the data from 82 employees of a Private Hospital in Jakarta. The result shows that compensation has a positive effect on job satisfaction and employee performance, and job satisfaction does have a positive implication on the employee performance in Private hospitals in Jakarta.

A research implemented by Ampofo (2020) under the title “*Mediation effects of job satisfaction and work engagement on the relationship between organizational embeddedness and affective commitment among frontline employees of star-rated hotels in Accra*” draws on social exchange theory to examine the effects of organizational embeddedness and its dimensions of fit, links, and sacrifice on affective commitment, and mediating effects of job satisfaction and work engagement on the relationships. Samples of the present study consisted of 274 full-time frontline

employees selected from four 4–star and one 5–star hotel in Ghana with PROCESS Macro to test hypotheses. The results show that job satisfaction and work engagement partially mediated the effects of organizational embeddedness, and organizational links, fit, and sacrifice on affective commitment.

Research conducted by Jaworski, Ravichandran, Karpinski & Singh (2018) under the title “The effects of training satisfaction, employee benefits, and incentives on part-time employees’ commitment” surveyed part-time hotel employees to determine if training method and duration impacted training satisfaction also the impact of benefits and incentives received, and training satisfaction on job commitment. Samples of 120 employees were analyzed by (SPSS) version 23.0. On- the-job training and job shadowing were found to impact training satisfaction while selective benefits and incentives and training satisfaction impacted commitment.

Based on the results of previous studies, it can be explained that training is a variable that affects employee commitment. Researchers replicated the research of Ocen, Francis, and Angundaru (2017) to reaffirm the effect of training on employee commitment. However, the researcher developed the previous model by adding employee performance and job satisfaction variables, referring to Hendri (2019) research examined the mediation effect of job satisfaction and organizational commitment on the organizational learning effect of employee performance. The difference with Ocen, Francis, and Angundaru (2017) are as follows:

1. In previous studies, only two variables were used, while in this study, they used or combined four variables, namely training, employee commitment, employee performance, and job satisfaction.
2. Previous studies did not use mediation, while this study used job satisfaction mediation.
3. The location of the previous research was in the banking sector in Uganda, while this study was carried out in PT. Inti Beton.
4. The data analysis technique in previous studies used correlation, regression, and Med Graph to investigate the hypotheses, while this study used t-test, f test, simple and multiple regression analysis, and path analysis.

## **2.2 Theoretical Foundation**

### **2.2.1 Training**

#### **2.2.1.1 Definition of Training**

Corporate training is a function of human resource management that aims to provide the organization's employees with the knowledge and skills required to be successful. In turn, the growth of employees also contributes to the success of the business.

According to Schmid (2009) training is teaching, or developing in oneself or others, any skills and knowledge or fitness that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, productivity and performance.

Meanwhile, Armstrong (2001) defines training as the systematic development of the knowledge, skills, and attitudes required by an individual to perform adequately a given task or job. According to Schmidt (2009) training can be defined as peoplefeeling, planning activities, organized activities, developing knowledge, skill, impression, and attitude.

According to Flippo (1984), training is the act of increasing the knowledge and skills of an employee for doing a particular job.

Erasmus (2018) defines training as the planned acquisition of knowledge, the development of skills, and abilities through programs held by the company.

From the opinions of experts that have been stated, it can be concluded that employees can improve their effectiveness in their existing roles by participating in training programs to obtain specialized knowledge or skills. In contrast to an immediate job position, employee development is more comprehensive and places a greater emphasis on employee development and future performance.

#### **2.2.1.2 Objectives of Training program**

The chief aim of formal education for the manager is to increase his ability to learn from experience. The second aim is to increase his ability to help his subordinates to learn from experience (Armstrong, 2001).

According to McGregor, there are three different purposes for training, i.e

- Acquiring Intellectual Knowledge.

An electrical engineer may need more knowledge than he now possesses about circuit design. A new employee may require knowledge of company policies.

- Acquiring Manual Skills.

The development of a manual skill requires practice, experience, and feedback. Guidance can expedite learning through the trial-and-error technique, but learning cannot occur in advance of the person performing and receiving signs



that indicate if the attempts were successful. The essential effort will not be made except employees need to do so.

- **Acquiring Problem Solving Skills.**

The manager's work involves problem solving a lot. These involve making a variety of additional decisions in addition to planning and coordinating his own decision making and subordinate's actions.

### **2.2.1.3 Phases of Training**

1. **Decide If Training is Needed.**

Businesses need to have their staff well-trained in order to compete effectively. The first step in the training process is a basic one to determine whether a problem can be solved by training.

Training is conducted for one or more of these reasons:

- required legally or by order or regulation,
- to improve job skills or move into a different position,
- for an organization to remain competitive and profitable.

The assessment consists of three levels of analysis: organizational, task, and person.

- **Organizational Analysis:** It examines the many types of issues that an organization is facing and their locations throughout the company.
- **Task/Operational Analysis:** An operational analysis defines the types of abilities, habits, and standards of performance expected of incumbents for a specific position.
- **Personnel Analysis:** Examining how well each employee is doing the job is the goal of the personnel analysis. The employee that requires training ought to receive it. No matter their skill levels, assigning all employees to a training program is a waste of organizational resources and puts those that do not require training in an unpleasant situation. Clarified training objectives that are relevant to the regions found in the task analysis must be hard, precise, doable, and understood by all participants.

2. Determining What Type of Training is Needed.

Employees themselves can offer useful insight into the kind of training they require. Training should focus on those steps in which improved performance is needed. This avoids unnecessary time lost and focuses the training to meet the needs of the employees.

3. Identifying Goals and Objectives.

Once the employees' training needs have been identified, employers can then prepare for the training.

Although learning objectives do not always need to be documented, they should be well-defined and well-thought-out before the training even starts in order for it to be as effective as possible.

4. Implementing Training.

Professionals having knowledge and skill in the subject matter should lead the training.

Employees should be able to understand the training's structure and purpose once it is delivered. Employees are given the opportunity to engage in the training process and put their knowledge and/or skills to use.

Encouragement should be given to workers to participate in the training process by providing their knowledge and expertise, participating in discussions, asking questions, and learning through practical experiences. and even through role-playing exercises.

- On the job: Training is given on the actual job site with the genuine tools of the trade.
- Off the job: The delivery of training takes place away from the actual job site. Any notable hall room or auditorium will do, but the necessary training environment equipment and resources must be present or set up there.

5. Evaluation of the Training Program.

One way to make sure that the training program achieves its objectives is by using an evaluation of the training by both the employee and the instructors. A means of evaluating the training's effectiveness should be one of its essential sources.



The way to measure the effectiveness, i.e

- Participants' Opinions: Asking participants to evaluate a training program is a low-cost method that yields rapid feedback and suggestions for enhancements.
- The extent of Learning: To ascertain what the training program participants have learnt; several companies give administer tests.
- Behavioral Change: Although tests may reasonably correctly reflect what has been learnt, they provide little insight into intended behavioral changes.
- The accomplishment of Training Objectives: Determining the degree to which stated objectives have been accomplished is yet another method of assessing training programs.
- Benchmarking: Benchmarking makes use of the best practices of other businesses to assess and enhance training initiatives.
- A Case for Simplicity: The impact and beneficial change that the training has sparked are measured by value.

### **2.2.1.2 The Dimensions of Training**

According to Blandy and Freeland (2000) list indicators that might be used such as

- Employment
- forecast employment
- unemployment levels
- vacancy levels
- labor sources
- recruitment and retention
- qualification profiles
- wages
- rates of investment and rates of market change

While according to Combs *et al.*, (2006) list indicators that might be used such as

- knowledge
- skills and abilities
- self-efficacy
- opportunity

According to Schmid (2009), list of indicators of training such as

- people feeling
- planning activities
- organized activities
- develop knowledge
- skill
- impression
- attitude

## **2.2.2 Organizational Commitment**

### **2.2.2.1 The Definition of Organizational Commitment**

Organizational commitment is described as a view of an organization members' psychology toward attachment to the organization being run. Organizational commitment is probable to be better amongst personnel who understand they have entered into selection making as it permits them to assist the organization and indicates that the member values the means of the organization. People have satisfaction and commitment for matters they assist form. There is an understanding of organizational commitment according to several experts, including

1. Meyer & Allen (1991) organizational commitment is defined as “a psychological state that (a) characterizes the employee's relationship with the organization, and (b) has implications for the decision to continue or discontinue membership in the organization”
2. Greenberg and Baron (2008) outline organizational commitment as a level that workers establish with the organization wherever they work, the degree of commitment they show, and their willingness to depart it.
3. Porter *et al.* (1974) strongly focused on the affective aspect by defining organizational commitment as “the relative strength of an individual's identification with and involvement in a particular organization”

High levels of organizational commitments are related to superior business performance, increased profitability, improved productivity, employee retention, customer satisfaction metrics, reduced customer churn, and above all improving the workplace culture.

### 2.2.2.2 The Dimensions of Organizational Commitment

By understanding organizational commitment through its dimensions, the following are the dimensions of organizational commitment according to several experts:

According to Meyer and Allen (1997), they use the tri-dimensional model to conceptualize organizational commitment in three dimensions namely affective, continuance and normative commitments. These dimensions describe the different ways of organizational commitment development and the implications for employees' behavior.

According to Kim *et al.* (2005) the dimensions of organizational commitment are:

- 1) employees' work efforts
- 2) cash incentives
- 3) awards
- 4) recognition
- 5) job promotion

According to Lee & Ok (2015) the dimensions of organizational commitment are:

- 1) social support
- 2) training
- 3) rewards
- 4) job satisfaction
- 5) work engagement

According to Rousseau (1998) the indicators of organizational commitment such as

- 1) care
- 2) support
- 3) loyal
- 4) committed
- 5) beneficial services
- 6) opportunities to learn

It can be concluded that the level of organizational commitment in its three dimensions (affective, normative and instrumental).

### **2.2.2.3 The Function of Organizational Commitment**

Organizational commitment plays a pivotal role in determining whether an employee will stay with the organization for a longer period of time and work passionately towards achieving the organization's goal.

According to Meyer and Allen (1991) theory of Three-Component Model (TCM), there are three distinct components of organizational commitment:

1. **Affective commitment:** This refers to a worker's emotional connection to the company. According to this section of TCM, if an employee exhibits a high level of active dedication, there is a good probability that they will remain with the company for a long time. Active commitment also refers to a worker's involvement in organizational tasks, such as attending meetings and debates, contributing insightful ideas or proposals that will benefit the business, being proactive at work, etc.
2. **Continuance commitment:** At this level of dedication, a worker might believe that quitting a company would be expensive. When an employee's degree of commitment increases over time, they desire to remain with the company for a longer amount of time because they feel obligated to do so because they have expended sufficient effort and have developed a strong emotional and mental bond with it.
3. **Normative commitment:** This level of dedication occurs when an employee believes that continuing to work for the company is the morally correct thing to do.

### **2.2.3 Employee Performance**

#### **2.2.3.1 The Definition of Employee Performance**

Employee performance is an important thing that every member of the organization must pay attention to. Work quality (accuracy, thoroughness, ability) workload (productivity level, time management, ability to complete tasks on time) work knowledge (skills and understanding of work) work relationships (ability to cooperate with others, communication skills). Achieving employee performance is one of the most important factors in employee performance. Successful employees can complete tasks on time, make sales, and build brands through positive customer interactions. This is because performance will have an impact on the operation of the

organization and improving employee performance can have a good impact on the organization.

1. Meyer *et al.* (2002) believes that performance is affected by affective commitment and emotional bond.
2. According to Combs *et al.* (2006), he believes that performance is considered a commitment; job satisfaction; HR practices
3. According to the description of Vroom's (1964), performance has close relationship with motivation and reward
4. The view of Davis and Daley (2008) is that good performance obtained from a continuous learning environment.

It can be concluded from some of the above definitions that performance is a real behavior, and everyone expresses it as work performance produced by employees based on their roles in the company. Employee performance is very important to the company's efforts to achieve its goals.

#### **2.2.3.2 Factors Affecting Employee Performance**

From an internal or external perspective, employee performance in an organization is affected by multiple factors. The four factors in Luthans theory (2006) describe the factors that affect performance is that:

1. Making work into something fun
2. Promoting fairness in terms of having a salary and promotion opportunities.
3. Adjusting the work of an employee in accordance with the skills they have.
4. Designing a job that is interesting and fun

According to the research of Mangkunegara (2011), the factors that achieve performance include:

1. Ability

From a psychological point of view, ability is divided into two categories, namely potential ability and employee ability. Employee ability is further divided into potential ability and actual ability.

2. Motivation (motivation)

The working conditions of employees can form motivation. The achievement of organizational goals is obtained from employees who have been transferred due to motivation.

Based on the above factors, if an organization wants to achieve high success, it must give priority to employee performance. Employee performance is an important matter that every member of the organization should pay attention to.

### **2.2.3.3 Employee Performance Indicators or Dimensions**

The dimension that exists in performance is a tool to measure company performance. According to Meyer *et al.* (2002) the dimensions of employee performance are:

1. Affective commitment  
Affective commitment facilitates creating a strong belief and acceptance of the goals and values of the organization
2. Emotional bond  
Emotional attachment to an organization as manifested by an individual's identification with, and involvement in, that organization.

According to Mathis and Jackson (2006) indicators for employee performance are :

1. The quantity produced is the quantity produced when the work is performed.
2. The quality of the result is the quality that the employee produces while doing the work.
3. The timeliness of results is the ability of employees to perform their work, regardless of whether they meet established regulations.
4. Attendance is the belief of employees who can attend the company on time.
5. The ability to work together is the ability of an employee to work with other employees when completing tasks and work.

According to Combs *et al.* (2006) indicators for employee performance are:

1. Commitment  
An employee who supports the goals and objectives of his desire to continue being a member of a certain organization.
2. Job satisfaction  
A measure of the level of satisfaction of workers with their type of work related to the nature of the job task, the work achieved.
3. HR practices  
Activities designed to implement the Human Resource Management function.

According to the mentioned indicators, researchers use Meyer *et al.* (2002) indicators or dimensions as well as indicators of affective commitment and emotional bond.

## **2.2.4 Job Satisfaction**

### **2.2.4.1 The Definition of Job Satisfaction**

Job satisfaction includes important aspects that have a close relationship between employees and what organizations give. According to Luthans (2005) Job Satisfaction itself is a state of being pleasant or positive emotions resulting from appraisal of work or experiences of someone's work.

Job Satisfaction results from employee perceptions of how good and how important the work is. With the job satisfaction, it will lead to an increase in an employee's commitment to the organization (Han *et al.*, 2012) so it can be said that the given job satisfaction by organizations such as salary, recognition, supervision, good cooperation with colleagues, as well as opportunities for growth (Luthans 2006) contribute the formation of an effective commitment to the organization.

In addition, Robbins and Judge (2009) defined job satisfaction as a person's overall attitude toward their work; in this case, it refers to how they interact with coworkers and superiors, adhere to organizational norms and policies, and perform their duties satisfactorily. Job satisfaction, according to Mathis and Jackson (2006), is a favorable emotional state that results from assessing a person's professional work experience. According to the research of Kim *et al.* (2005) job satisfaction can be reached through employees' work efforts, cash incentives, awards, recognition, and job promotion

Employees who do not get job satisfaction will never get psychological satisfaction, and eventually they will have negative attitudes or behaviors, which would affect their performance and also productivity. Vice versa, employees who report high job satisfaction tend to achieve higher productivity.

### **2.2.4.2 Factors Affecting Job Satisfaction**

When the company can find the factors that lead to increased employee job satisfaction, it will be easier for the company to achieve its corporate goals. According to Luthans (2005) factors affecting job satisfaction:

1. the job itself
2. compensation
3. supervision, promotion
4. working conditions
5. the work group and relations within it

Factors that have an effect on job satisfaction may be used as a benchmark for agencies to evaluate whether the employees are happy with the roles the corporation offers to them. If the corporation has the right job satisfaction, the desires set by the corporation may be achieved.

#### **2.2.4.3 Job Satisfaction Indicator**

The job satisfaction index is used to measure the satisfaction of employees while working in the company. The following are Robbins' (2003) views when formulating indicators:

1. Challenging work  
Employees tend to choose jobs that give them opportunities to use their skills and abilities, and provide various tasks, degrees of freedom, and feedback on their performance.
2. Appropriate awards  
Employees want to get a salary system and promotion policy that they think is fair, clear and in line with their expectations.
3. Decent working conditions  
Employees will feel happy when working in a safe, comfortable, clean and minimally distracting environment.
4. Supporting colleagues  
Having friendly and supportive colleagues can increase employee job satisfaction.

According to Luthans theory (2006), including:

1. The work itself. Seeing that the work here has the opportunity to perform the tasks we are interested in, the opportunity to learn and the opportunity to take responsibility.
2. Salary is a kind of income that can be collected, or it can be said that it is a kind of salary, so it is considered to be equivalent to the organization.
3. Promotion opportunities are organizations that provide employees with promotion or higher positions.
4. Supervision. Provide technical assistance and operational support as the company's supervisory capabilities.
5. Colleague. Colleagues have technical skills and provide a kind of social support.



The conclusion drawn from the above indicators is that job satisfaction can be improved through indicators above.

## **2.3 Relationship Between Variables**

### **2.3.1 Relationship between Training on Job Satisfaction**

High low job satisfaction is highly dependent on other factors, namely training programs. It cannot be denied that the success of an organization / company cannot be separated from the quality of human resources owned. Human resources with limited capabilities will not be able to face business competition. Schmid (2010) asserts that training and job satisfaction are one unit of measure construction.

Therefore, training and satisfaction have a very close relationship as a cause to reach good satisfaction needed training for every worker. In line with analysis conducted by Huang and Su (2016) research that shows job satisfaction is positively related to training.

***H1: It is assumed that there is a positive and significant effect of training on job satisfaction.***

### **2.3.2 Relationship between Organizational Commitment on Job Satisfaction**

One of the factors that influence organizational commitment is personal factors, and one of them is job satisfaction. Various research studies show that people who are relatively satisfied with their work will be more committed to the organization (Mathis and Jackson, 2011).

Huang and Hsiao (2007) stated that there is a significant and positive relationship between job satisfaction and organizational commitment. Employees will have a high organizational commitment when they are satisfied with their work, supervision, salary, promotion and co-workers (Harrison and Hubbard, 1998).

**H2: *It is assumed that there is a positive and significant effect of organizational commitment on job satisfaction.***

### **2.3.3 Relationship between Training on Employee Performance**

Training is closely related to the work abilities of employees which will improve employees' mastery in carrying out their work, which consequently will ultimately improve employee performance. Organizations certainly expect that by providing training, employees will have better performance. Snell & Bohlander (2013) training can be used for several purposes, one of which is to make employees faster in working, increasing knowledge, skills and attitudes so as to make the possibility of achieving higher success.

In line with research by Abugre and Anlesinya (2019), it shows that training and development and compensation and reward have a significant and direct positive effect on employee performance.

**H3: *It is suspected that there is a positive and significant effect of training on employee performance.***

### **2.3.4 Relationship between Organizational Commitment on Employee Performance**

The higher commitment of employees to the organization, the higher levels of performance. Highly committed employees can help an organization reach much more productivity than average or low commitment employees. Commitment to a good organization can improve one's performance in the company (Khan et al., 2010).

In the results of previous studies, there is a positive influence between organizational commitment on organizational change attitudes in the United Arab Emirates (Yousef, 2016).

**H4: *It is assumed that there is a significant effect of organizational commitment on employee performance.***

### **2.3.5 Relationship between Job Satisfaction on Employee Performance**

Job satisfaction and performance is a related relationship in an organization. Job satisfaction that is achieved when employee needs are met will be a motivation to improve employee performance. In line with the theory stated by Mathis and Jackson (2009) that employee performance is influenced by job satisfaction.

Research by Ali *et al.* (2019) shows that the job satisfaction factor has a significant direct positive relationship with both factors the employees' performance and the job happiness.

**H5: *It is assumed that there is a positive and significant effect of job satisfaction on employee performance.***

### **2.3.6 Relationship between Job Satisfaction as Mediating Variable of Training on Employee Performance**

Job satisfaction is achieved at work by gaining praise for work, placement, treatment, equipment, and a good working environment. Employees who prefer to enjoy job satisfaction at work will prioritize their work over their pay, even if pay is important. Research conducted by Kartikasari (2017) shows that job satisfaction can be the mediator between training on employee performance. These results indicate that job satisfaction is able to mediate the effect of training on employee performance.

Research Setiawan *et al.* (2021) shows that job satisfaction is able to mediate training on employee performance. Research by Maleka *et al.* (2020) shows a strong positive relationship between training and job satisfaction. Research by Sari *et al.* (2019) shows a positive relationship between training, employee performance, and job satisfaction.

**H6: *It is assumed that there is a significant mediating effect of job satisfaction on the relationship between training and employee performance.***

### **2.3.7 Relationship between Job Satisfaction as Mediating Variable of Organizational Commitment on Employee Performance**

Employees are satisfied with the work given by the company because it is in accordance with the skills or abilities of each employee. So that employees are responsible for their work and employees are more spirited in doing work to reach company targets. As in the financial sector, companies will provide training that supports employee skills so that they work in accordance with the work that has been given, Noer Hanifah (2016).

According to the research results of Argensia *et al.* (2014) job satisfaction has a positive and significant indirect effect on employee performance through organizational commitment with a positive effect. Furthermore, the results of research by Rosita and Yuniati (2016) show job satisfaction can have an instantaneous influence on employee performance and might have an indirect result on employee performance through organizational commitment.

***H7: It is assumed that there is a significant mediating effect of job satisfaction on organizational commitment and employee performance.***

## **2.4 Framework**

Theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge within the limits of critical bounding assumptions. The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists.

According to Kerlinger (1986), a theory can be used to successfully make predictions and this predictive power of the theory can help guide researchers to ask appropriate research questions.

The framework in this study will explain the influence of variables on the quality of training, organizational commitment, job satisfaction, and employee performance along with the indicators that will be used based on the theory of experts used in previous studies.

Previous research sources :

1.  $X_1 - Z$  = Huang and Su (2016); Maleka *et al.* (2020); Ocen *et al.*, G (2017); Yu and Neal (2019); Okechukwu (2017); Shen and Tang (2018)
2.  $X_2 - Z$  = Ashraf (2020); Cherif (2020); Hendri (2019); Huynh and Hua (2020); Mwesigwa (2020), Ryu and Moon (2019); Soomro and Shah (2019), Huang and Hsiao (2007), Yousef (2016)
3.  $Y - Z$  = Ali *et al.* (2019); Hidayah and Harnoto (2018); Paais and Pattihuru (2020); Pancasila *et al.* (2020); Ramli (2019); Shahzad *et al.* (2018); Sudiardhita *et al.* (2018)
4.  $X_1 \& X_2 - Z$  = Al-Sada *et al.* (2017); Ampofo (2020); Falcon *et al.* (2016); Jaworski *et al.* (2018); Lee and Welliver (2018), Kartikasari (2017), Setiawan *et al.* (2021), Argensia *et al.* (2014), Rosita and Yuniati (2016).

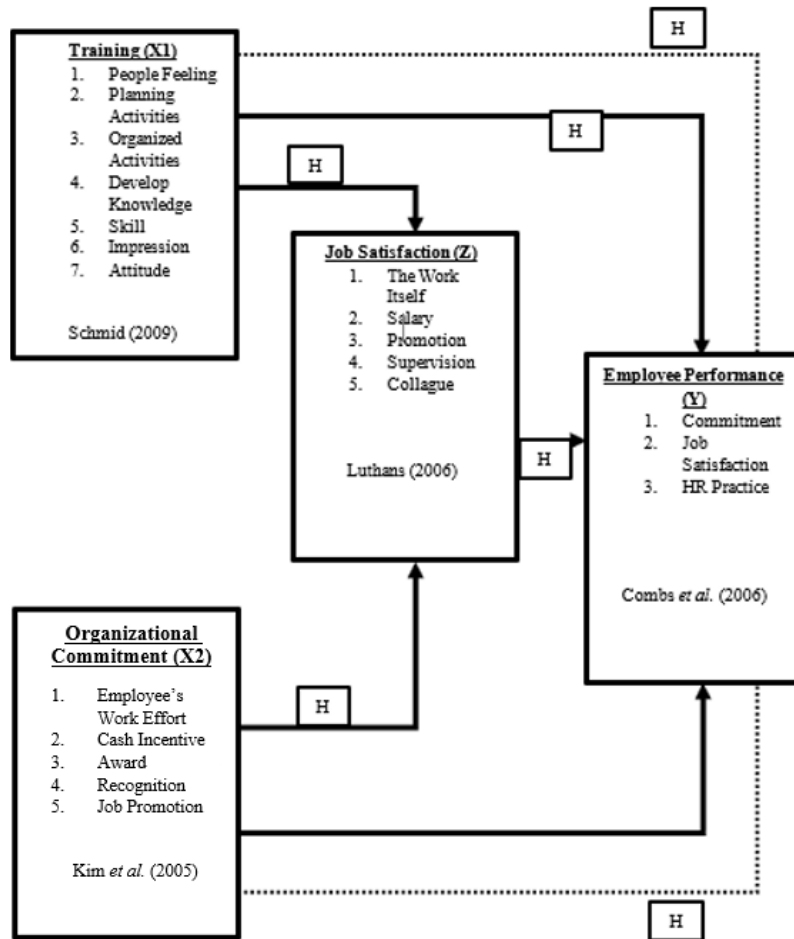


Figure 2.1 Research Framework

Source: Primary data, processed in 2022

Information:

1. The independent variables in this study are Training (X<sub>1</sub>) and Organizational Commitment (X<sub>2</sub>).
2. The dependent variable in this study is Employee Performance (Y).
3. The intervening variable in this study is Job Satisfaction (Z).

## 2.5 Research Hypothesis

A research hypothesis is a specific, clear, and testable proposition or predictive statement about the possible outcome of a scientific research study based on a particular property of a population, such as presumed differences between groups on a particular variable or relationships between variables. According to Sekaran (2006) it can be defined as something that is a temporary statement, but can be tested, which predicts what the authors expect to find in the author's empirical data. Specifying the research hypotheses is one of the most important steps in planning a scientific quantitative research study. A quantitative researcher usually states a priori expectation about the results of the study in one or more research hypotheses before conducting the study, because the design of the research study and the planned research design often is determined by the stated hypotheses.

H1: It is assumed that there is a positive and significant effect of training on job satisfaction.

H2: It is assumed that there is a positive and significant effect of organizational commitment on job satisfaction.

H3: It is suspected that there is a positive and significant effect of training on employee performance.

H4: It is assumed that there is a significant effect of organizational commitment on employee performance.

H5: It is assumed that there is a positive and significant effect of job satisfaction on employee performance

H6: It is assumed that there is a significant mediating effect of job satisfaction on the relationship between training and employee performance.

H7: It is assumed that there is a significant mediating effect of job satisfaction on organizational commitment and employee performance.

## CHAPTER III

### RESEARCH METHODS

#### 3.1 Research Approach

Researchers use quantitative design in the research process. Quantitative research is a method of investigating an objective theory by inspecting the connection according to variables (Creswell, 2009). These variables are measured, commonly in the form of an instrument, in order that numerical information may be analyzed using statistical procedures. Random sampling and research tools for data collection aim to show the hypothesis that has been set. In this study, the distribution of questionnaires to personnel at Inti Beton as a data collection tool. According to Sugiyono (2013) a questionnaire is a data collection method which is executed by giving a fixed number of questions or written statements to respondents to be answered. Meanwhile, according to Sekaran and Bougie (2009) "Questionnaire is a preformulated written set of questions to which respondents report their answers, commonly inside rather closely defined alternatives", that the questionnaire is fixed of written statements which have been formerly made, respondents will write their responses by choosing numerous options are available.

#### 3.2 Research Sites

The research was conducted online by contacting sources from PT. Inti Beton which is located in Jl. Kebon Agung No.184, Duwet, Trihanggo, Kec. Gamping, Kabupaten Sleman, Daerah Istimewa Yogyakarta.



### **3.2.1 Company Profile**

PT. Inti Beton was founded by Ir. Hermawan Ardiyanto, M.B.A. on 2010 in Yogyakarta by producing precast concrete products, to meet the increasing demand for precast concrete products in Central Java and DIY.

In 2014 all construction activities were discontinued to focus on precast concrete production.

Armed with experience in the precast concrete industry, this company specializes in developing technology supporting the industry. The development of the construction market which is high and will continue to grow in the long term is the basis for the company's consideration to focus on this field.

The exact location of PT. Inti Beton office in Yogyakarta is in Jl. Kebon Agung No.184, Duwet, Trihanggo, Kec. Gamping, Kabupaten Sleman, Daerah Istimewa Yogyakarta.

### **3.2.2 Vision and Mission of The Company**

- Vision

To become a precast concrete producer and a developer of supporting technology for the concrete industry with high quality standards and environmentally friendly and superior in Asia in 2018.

- Mission

- Produce precast concrete with quality and technology that can compete on a national and ASIA scale.
- Produce machinery products and supporting equipment for the concrete industry.
- Develop innovative, efficient and environmentally friendly technologies based on the development of science.

- Generate maximum added value in the products produced for customer satisfaction and the welfare of all stakeholders.

### 3.2.3 Company Structure

Commissioner	: Sri Wahyuni
President Director	: Ir. Hermawan Ardiyanto, MBA.
KAL Director	: Mulyati, S.E
Executive Officer	: Sonne Mohammadaner, B.BusMan
Head of KAL Division	: Safitri
Head of HRD Division	: Nurcahyo
Head of Marketing Division	: Ninik
Project Manager 1	: Setiawan
Project Manager 2	: Hariyanto

### 3.3 Population and Research Sample

#### 3.3.1 Population

Population is a group of people, events, or interests that the researcher wants to research (Sekaran and Bougie, 2009). The population in this study were all permanent employees of Inti Beton which are 41 permanent employees.

#### 3.3.2 Sample

The sample is part of a population consisting of several elected members (Sekaran and Bougie, 2009). Based on the theory stated by Roscoe (1975) that the appropriate sample size criteria used in research are in the range of 30 to 500. Meanwhile, if the research is carried out with multivariate analysis (multiple regression or correlation), the sample criteria used are ten times the number of variables. Therefore, some but not all of the population elements form a sample. The samples used in this study are 41 permanent employees of PT. Inti Beton.

### **3.3.3 Sampling Technique**

According to Sugiyono (2017) sampling can be done randomly or not randomly. Researchers used saturated sampling, where according to Sugiyono (2017) saturated sampling is a sample collection technique when all populations are used as samples. According to Siregar (2013), in taking samples from a population, there are two categories of sampling techniques, namely probability sampling and non-probability sampling. In this study, researchers used probability sampling techniques. According to Sekaran and Bougie (2009) probability sampling is when elements in the population have a known and non-zero chance of being selected as subjects in the sample. Probability sampling can be in the form of simple random sampling and complex probability sampling. Researchers use saturated sampling or census where the entire population is used as the sample.

### **3.4 Identification of Research Variables**

The definition of variables by Creswell (2009) which refers to the characteristics of an individual or organization that can be measured or observed and varies between individuals and organizations. Meanwhile, according to Sekaran and Bougie (2009), variables are anything that differentiates or brings variation to values. According to Siregar (2013), a variable is a concept that has various values, in the form of quantitative and qualitative, which can vary in value. Based on the conclusions of the three definitions, the research variable is a different behavior / attribute / value made by the researcher to draw conclusions. The variables used in this study are the training ( $X_1$ ) and organizational commitment ( $X_2$ ) as independent variables; job satisfaction ( $Z$ ) as the intervening variable and employee performance ( $Y$ ) as the dependent variable.

### 1. Independent Variable (X)

Independent variables or independent variables are variables that (may) cause, influence, or influence the results (Creswell, 2009). They are also called manipulated variables, antecedents, or predictors. Meanwhile, according to Siregar (2013), the independent variable is a variable that causes or affects other variables (dependent variable). Also often referred to as independent variables, predictors, stimuli, and antecedents. This study will use two independent variables, namely  $X_1$  as the training and organizational commitment as  $X_2$ .

### 2. Dependent Variable (Y)

The definition from Creswell (2009) for the dependent variable or dependent variable is a variable that depends on the independent variable, which represents the results and outcomes of the independent variables. Meanwhile, according to Siregar (2013) the dependent variable is a variable that is influenced or becomes a result of other variables (independent variables). This variable is also often called the dependent variable and endogenous. The dependent variable used in this study is employee performance.

### 3. Intervening Variable (Z)

Intervening or mediating variables are variables between the independent and dependent variables, and they mediate the effect of the independent variable on the dependent variable (Creswell, 2009). Meanwhile, according to Siregar (2013) the intervening variable is a variable that becomes the media in a Hypothesis Development of independent and dependent variables. In this study, the intervening variables used job satisfaction.

### 3.5 Operational Definition of Variables and Research Indicators

#### 3.5.1 Employee Performance (Y)

Employee performance is defined as how an employee fulfills their job duties and executes their required tasks. According to Combs *et al.* (2006), he believes that employee performance is considered a commitment, job satisfaction, and HR practices. It is a determining factor for employee performance.

Commitment points above related to the ability of employees to create a strong teamwork culture, the ability of an organization to communicate clear goals and expectations to the employees, and the ability of an organization to be transparent and encourage open communication.

Job satisfaction point from Combs *et al.* (2006) related to the ability to establish trust with senior management, the opportunity for employees to expand job benefits, and the ability of an organization to offer competitive compensation.

HR practices related to the ability of an organization to provide a safe, healthy and happy workplace, the opportunity for employees to do knowledge sharing, the ability to provide open house discussions and feedback mechanisms.

### **3.5.2 Job Satisfaction (Z)**

Job satisfaction is defined as the extent to which an employee feels self-motivated, content & satisfied with his/her job. According to the Luthans theory (2006), job satisfaction can be reached if there is good salary, promotion opportunity, supervision, and colleague skills.

Some points above can be defined to the work itself that related to opportunity to perform interesting tasks, opportunity to learn, and opportunity to take responsibility.

For salary point, it is defined to ability of organization to give proper income, ability of employee to understand the salary' agreement, ability of employee to work well based on salary that have been given.

While for promotion point is defined to ability of an organization to provide employees with promotion or higher positions, ability of employees to give good performance, ability of employees to face outcoming problems.

Supervision point is explained to the ability of an organization to provide technical assistance, ability of an organization to provide operational support as the company's supervisory capabilities, opportunity for employees to develop and evaluate performance.

Colleague point is explained to opportunity of colleagues to have technical skills, ability of colleagues to provide a kind of social support, and ability to work in a team.

### **3.5.3 Training (X<sub>1</sub>)**

Training is defined as various introductory efforts to develop workforce performance in the work carried out or also something related to their work. According to Schmid (2009) training can be defined as people feeling, planning

activities, organized activities, developing knowledge, skill, impression, and attitude.

People feeling point here can be explained as ability to control mood, ability to control emotions, and ability to respond something.

Organized activity point can be explained as ability to work on time, ability to manage activity, and ability to analyze work in detail

Develop knowledge here can be assumed as opportunity to add knowledge, ability to focus on job, ability to develop curiosity.

Skill here can be explained as ability to be willing to work hard, ability to provide mutual encouragement between colleagues and each other, and ability to work in a team

While attitude is assumed as creating harmony with colleagues, existence of a relationship that supports the leadership and employees, and existence of bonuses in return for a job.

#### **3.5.4 Organizational Commitment (X<sub>2</sub>)**

According to Kim *et al.* (2005) commitment is a form of dedication or obligation that binds a person to another person, certain thing, or certain action. It can be made voluntarily or forced, depending on each situation. Some people commit to something because they love what they do. Commitment can be reached if employees' work efforts, cash incentives, awards, recognition, and job promotion have been fulfilled.

Employees' work efforts is defined as employees' ability to adapt to a new workplace, ability of employees to work in a place that is unfamiliar to them, and employees' ability to communicate with their new work environment

Cash incentives is explained as the ability of an organization to reward employees, ability of organization to give justice, ability of an organization to fit incentives with performance.

Awards is assumed as ability of organization to give best award to employee's performance, ability of employees to understand agreement, ability of organization to motivate employees.

Recognition is explained as ability of organization to publicly acknowledging employee, ability of employees to make the workplace feel more inclusive and human, and cooperation between employees in dealing with an emergency event.

Job promotion can be explained as ability of employees to face a problem, ability of employees to maintain discipline and work performance, calmness of employees in an existing problem.

### **3.6 Types of Data and Data Collection Techniques**

#### **3.6.1 Type of Data**

1. Secondary Data

According to Sekaran and Bougie (2009) secondary data is data that has been collected by researchers, data published in statistical and other journals, and information available from published or unpublished sources whether within or outside the organization, all of which can be useful to researchers.



## 2. Primary Data

According to Sekaran and Bougie (2009) primary data refers to data to be obtained from the first owner who then uses it to analyze and find solutions from the one under study.

### 3.6.2 Data Collection Technique

One of the techniques for collecting data in this study is by relying on a questionnaire. According to Sekaran and Bougie (2009), "Questionnaire is a preformulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives", that the questionnaire is a list of written statements that were previously formulated and then respondents state their responses.

Respondents will answer research questions that have been provided with a Likert scale. Based on the views of Sekaran and Bougie (2009) the Likert scale is designed to determine the magnitude of the influence of the subject in determining whether or not it agrees with a statement in 5 points with a guide point (anchor). With a Likert scale, the variables to be measured are translated into variable indicators. The weights used in each question are: 1 = Strongly Disagree; 2 = Disagree; 3 = Undecided; 4 = Agree; 5 = Strongly Agree.

## **3.7 Research Instrument Test**

### **3.7.1 Validity test**

According to Sekaran and Bougie (2009), there are several types of validity tests used to test the accuracy of the measure. Therefore, the validity test can be grouped into three parts as follows:

#### **1. Content Validity**

Ensure that measures include an adequate and representative set of items that reveal concepts. The more the item scale reflects the overall concept being measured, the greater the validity of the content.

#### **2. Criterion-related Validity**

This validity will be fulfilled if the measurement distinguishes individuals according to a criterion that is expected to be predicted. This can be done by producing concurrent validity, which is generated if the scale distinguishes individuals who are known to be different; that is, they produce different scores on the instrument.

#### **3. Construct Validity**

Prove how well the results obtained from the use of measures conform to the theory underlying the test design. This is assessed through convergent validity and discriminant validity. Convergent validity is met if the scores obtained with two different instruments measuring the same concept show high correlation. Meanwhile, discriminant validity is fulfilled if, based on theory, the two variables are predicted to be uncorrelated, and the score obtained by measuring it empirically proves this.

According to Sekaran and Bougie (2009) there are three ways to measure validity, namely:

1. Correlational analysis as in the case constructs concurrent and convergent validity.
2. Factor analysis with a multivariate technique that confirms the concept dimensions that have been operationally defined, and shows which items are most suitable for each dimension by establishing construct validity.
3. Conducting a multi trait matrix with multi-method correlation derived from measuring concepts of different forms and different methods.

The validity test in this study is the Pearson Product Moment Correlation Test with the formula according to Sugiyono (2015) :

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum x^2 - (\sum X)^2\}(n\sum Y^2 - (\sum Y)^2)}}$$

$$r_{xyz} = \frac{n\sum XYZ - (\sum X)(\sum Y)(\sum Z)}{\sqrt{\{n\sum x^2 - (\sum X)^2\}(n\sum Y^2 - (\sum Y)^2)(n\sum Z^2 - (\sum Z)^2)}}$$

Formula 3.1 Pearson Product Moment Correlation Test

Information:

$r_{XYZ}$  = correlation coefficient

X = The score in the item

Y = Total Score

n = Number of subjects

$\Sigma X$  = Total score of X

$\Sigma Y$  = Total score of Y

$\Sigma Z$  = Total Z score



### 3.7.2 Reliability Test

The reliability test based on Sekaran and Bougie (2009) is the reliability where the measurement shows that something is unbiased (error free) and therefore ensures consistent measurements over time and across various items in the instrument. Likewise, the opinion of Siregar (2013), reliability is to determine the extent to which the measurement results remain consistent, if two or more measurements are made of the same symptoms using the same measuring device. Testing the reliability of measuring instruments can be carried out externally or internally.

In this study, to test the reliability of an indicator, Cronbach's Alpha was used. In testing the reliability, the Cronbach Alpha technique is used for the type of interval data or essays. The test is decided if the value of Alfa Cronbach is  $> 0.60$  or 60%, then the indicator can be considered reliable by using the formula (Sugiyono, 2015) :

$$r_i = \frac{k}{(k-1)} \left\{ 1 - \frac{\sum si^2}{st^2} \right\}$$

Formula 3.2 Cronbach Alpha

Information:

$r_i$  = instrument reliability

$k$  = mean squared between subjects

$\sum si^2$  = mean squared error

$st^2$  = total variance

### **3.8 Data analysis method**

#### **3.8.1 Classic assumption test**

##### **1. Normality test**

Ghozali (2013) claims that the normality test is used to determine whether confounding or residual variables in the regression model have a normal distribution. The t test and F test are known to presuppose that the residual value follows a normal distribution. The statistical test will be invalid if the underlying assumptions are not met. Test data normality using the Kolmogorov Smirnov test used in each variable. The data of a study, the value of Asymp.Sig (2tailed), the residual variable is at a value above 5 or 0.05 percent, then it tests the normality test and vice versa.

##### **2. Heteroscedasticity Test**

The Heteroscedasticity Test, according to Ghozali (2013), is intended to determine whether there is an inequality in variance from one observation's residual to another's. Homoscedasticity and heteroscedasticity are terms used to describe how consistently different the residual variance from one observation to the next is. A homoscedasticity or absence of heteroskedasticity in a regression model indicates it is a good one. Most of the cross-sectional data contains a situation of heterosexuality because this data collects data that represents various sizes (small, medium and large).

##### **3. Multicollinearity Test**

Based on Ghozali (2013), the purpose of using the multicollinearity test is to measure whether the regression model finds a correlation between independent (independent) variables. To detect the presence or absence of multicollinearity in the regression model, the following analysis can be used :

- The  $R^2$  value generated by an empirical regression model estimate is very high, but individually, many independent variables do not significantly affect the dependent variable.
- Analyze the correlation matrix of independent variables. If there is a high enough correlation among the independent variables (generally above 0.90), then this is an indication of multicollinearity.
- Multicollinearity can also be seen from (1) the tolerance value and its counterpart (2) variance inflation factor (VIF). Tolerance measures the variability of the selected independent variable that is not explained by other independent variables. If there is a tolerance greater than 10 percent or VIF less than 10 percent, it is said that there is no multicollinearity.

### **3.8.2 Linear Regression Analysis**

According to Siregar (2013) linear regression is a tool that can be used to determine the effect of one independent variable or independent variable on a dependent variable. According to Siregar (2013), linear regression analysis is divided into two, namely :

#### **1. Simple Linear Regression**

According to Siregar (2013) simple linear regression can be used only for one independent variable and one dependent variable. The following is a simple linear regression formula according to Siregar (2013) :

$$Y = a + b_1Z$$

Formula 3.3 Simple Linear Regression

Information:

Y = Employee Performance

a = independent variable

Z = Job Satisfaction

a and b = constants

## 2. Multiple linear regression

This study uses regression analysis according to Sugiyono (2015), where multiple regression analysis is used by researchers if the researcher intends to predict how the dependent variable is going to be, if two or more independent variables are manipulated predictor factors. So, a multiple regression analysis will be carried out if the number of independent variables is at least 2. The regression equations in this study are:

- Regression Model I (Job Satisfaction): Regression analysis model I is used to determine how much influence of training and organizational commitment on job satisfaction.

$$\text{Equation: } Z = a + b_1X_1 + b_2X_2$$

Formula 3.4 Regression Model I

Information:

Z = Job Satisfaction

X<sub>1</sub> = Training

X<sub>2</sub> = Organizational Commitment

b<sub>1</sub> = Regression Coefficient

b<sub>2</sub> = Regression Coefficient



- Regression Model II (Employee Performance)

Regression analysis model II is used to determine how much direct influence of the variables of training and organizational commitment on employee performance.

$$\text{Equation: } Y = a + b_1X_1 + b_2X_2$$

Formula 3.5 Regression Model II

Information:

Y = Employee Performance

X<sub>1</sub> = Training

X<sub>2</sub> = Organizational Commitment

b<sub>1</sub> = Regression Coefficient

b<sub>2</sub> = Regression Coefficient

### 3.8.3 Hypothesis testing

#### 1. Individual Significant Test Parameters (t test)

According to Ghozali (2009), the statistical t test basically shows how far the influence of one independent variable individually is in explaining the dependent variable. Tests were carried out using a significance level of 0.05 ( $\alpha = 5\%$ ). Acceptance or rejection of the hypothesis is carried out with the following criteria :

- If the significant value is  $> 0.05$  then the null hypothesis is accepted (the regression coefficient is not significant). This means that partially the independent variable does not have a significant effect on the dependent variable.
- If the significant value  $< 0.05$ , the null hypothesis is rejected (significant regression coefficient). This means that partially the independent variable has a significant effect on the dependent variable.

#### 2. Simultaneous Significance Test (F Test)

The F statistical test, according to Ghozali (2009), essentially reveals if every independent or free variable present in the model has an impact on the dependent. Tests were carried out using a significance level of 0.05 ( $\alpha = 5\%$ ). To test this hypothesis, the F statistic is used with the following decision-making criteria :

- If the F value is greater than 4, then  $H_0$  is rejected at the 5% degree of confidence. In other words, we accept the alternative hypothesis which states that all independent variables simultaneously and significantly influence the dependent variable.

- Compare the calculated F value with F according to the table. If the value of Fcount is greater than the value of Ftable, then Ho is rejected and accepts Ha.

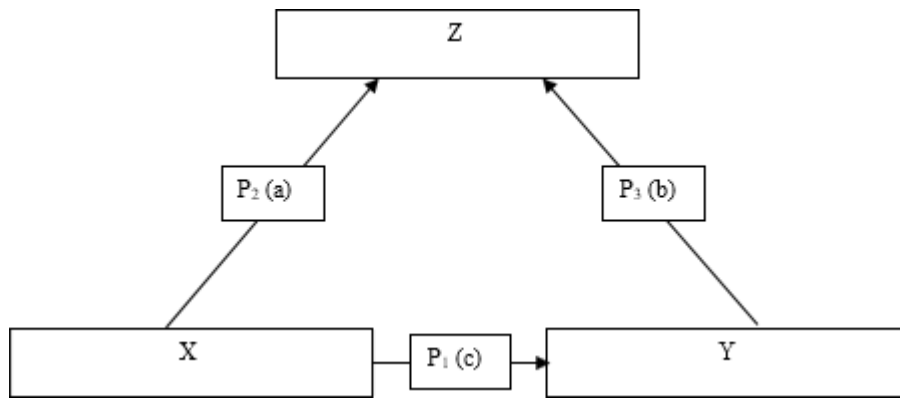
### 3. Coefficient of Determination ( $R^2$ )

Ghozali (2009) claims that the coefficient of determination ( $R^2$ ) essentially assesses how well the model can account for fluctuations in the dependent variable. The coefficient of determination ranges from zero to one. The low value of  $R^2$  indicates how little the independent variables can contribute to the explanation of the variance in the dependent variable. Almost all of the information required to forecast the variation in the dependent variable can be found in the independent variables when their value is near to one.

#### 3.8.4 Path Analysis

Ghozali (2016) in his book, that path analysis is used to test the effect of intervening or mediating variables, further path analysis is the continuation and expansion of multiple linear regression analysis and will use the Sobel test. The Sobel test is testing the mediation or intervening hypothesis with a procedure developed by Sobel (Ghozali, 2016).

Based on the variable relationship, the following is a research model in the form of a path diagram:



**Figure 3.1 Sobel Test**

Source: Ghozali (2016)

Information:

X = Training and Organizational Commitment (Independent Variable)

Z = Job Satisfaction (Mediation Variable)

Y = Employee performance (Dependent Variable)

$P_1(c)$  = the coefficient of the influence of the independent variable on the dependent variable

$P_2(a)$  = coefficient of influence of the independent variable on the mediating variable

$P_3(b)$  = coefficient of influence of the mediation variable on the dependent variable

## CHAPTER IV

### RESULTS AND DISCUSSION

This chapter describes the results of research on Training and Organizational Commitment on Employee Performance through Job Satisfaction in PT. Inti Beton. The questionnaires in this study were distributed as many as 41 questionnaires, the number of questionnaires returned was 41 questionnaires or the questionnaire return rate was 100 percent. This discussion includes a description of the characteristics of respondents, descriptions of research variables, regression testing and path analysis. The technique in processing the data used is SPSS 21 software.

#### 4.1 Research Instruments Validity and Reliability Test Results

##### 4.1.1 Validity Test Results

According to Sekaran and Bougie (2009), the measurement must comprise a sufficient and representative set of items that reflect the concept in order to pass the validity test. The stronger the content validity, the more accurate the item scale captures the overarching notion being assessed. A data's validity can be determined using a validity test. A questionnaire is used as a research tool in this study.

Validity test is calculated based on item analysis by correlating each score of each item with variable scores. The correlation technique uses Pearson Correlation, calculated using the SPSS version 21 computer program.

**Table 4.1**

**Distribution of Questions Based on Variables**

No	Variable	Total
1	Training	16
2	Organizational Commitment	15
3	Employee Performance	9
4	Job Satisfaction	15
Total Statement		55

Source: Primary data processed, 2022

The statement items for each variable were tested using the Pearson Product Moment correlation which compares  $r_{\text{count}}$  and  $r_{\text{table}}$ . Where  $r_{\text{table}} = 0,308$  ( $df = N-2, 41-2 = 39$ )

using a significance level of 5 percent or 0.05. The research instrument is said to be valid if  $r_{\text{count}}$  is greater than  $r_{\text{table}}$  ( $r_{\text{count}} > r_{\text{table}}$ ), if the value of  $r_{\text{count}}$  is less than  $r_{\text{table}}$  then the research instrument is invalid and considered invalid.

**Table 4.2**  
**Results of Training Validity Test Analysis (X<sub>1</sub>)**

No	Statement	$r_{\text{count}}$	$r_{\text{table}}$	Information
1	There is enthusiasm for training	0.669	0,308	Valid
2	There is interest in attending training	0.723	0,308	Valid
3	There is participation in the training process	0.767	0,308	Valid
4	There is a willingness to learn	0.678	0,308	Valid
5	There is an increase in the quality of work after training	0.781	0,308	Valid
6	There is an increase in ability and skills to manage activities	0.716	0,308	Valid
7	There is an increase in knowledge and ability to analyze work in detail	0.767	0,308	Valid
8	There are company facilities to increase employee knowledge	0.694	0,308	Valid
9	There are work environment that supports staff to focus on work	0.522	0,308	Valid
10	There is an opportunity to share knowledge with colleagues	0.785	0,308	Valid
11	There is skills training to deal with new things that happen at work	0.694	0,308	Valid
12	There is mastery of new skills after training	0.794	0,308	Valid
13	There is staff satisfaction with the skills training provided	0.628	0,308	Valid
14	Ability to behave according to work standards	0.772	0,308	Valid
15	Ability to apply training knowledge into attitudes to complete tasks	0.791	0,308	Valid
16	Ability to create a better attitude	0.852	0,308	Valid

**Source: Primary data processed, 2022**

Based on **Table 4.2**, it shows that all questionnaire items on the training variable (X<sub>1</sub>) proved to be valid because they had an  $r_{\text{count}}$  greater than  $r_{\text{table}}$  ( $r_{\text{count}} > r_{\text{table}}$ ).

**Table 4.3****Organizational Commitment Validity Test Analysis Results (X<sub>2</sub>)**

No	Statement	r <sub>count</sub>	r <sub>table</sub>	Information
1	There is an appropriate assignment load.	0.611	0,308	Valid
2	There is an appreciation for the achievements that employees get.	0.655	0,308	Valid
3	There is a deadline that matches the workload.	0.607	0,308	Valid
4	The ability of organization to reward employees.	0.794	0,308	Valid
5	There is a clear incentive system.	0.754	0,308	Valid
6	The provision of incentives in accordance with the workload.	0.761	0,308	Valid
7	There is a fair award.	0.802	0,308	Valid
8	The ability of employee to create healthy competition.	0.639	0,308	Valid
9	There are regular rewards to motivate employees.	0.662	0,308	Valid
10	The ability to create a workplace becomes more inclusive and human.	0.745	0,308	Valid
11	There is recognition of employee performance.	0.673	0,308	Valid
12	There is equality of recognition given.	0.669	0,308	Valid
13	There is the same opportunity.	0.770	0,308	Valid
14	There is a clear promotion system.	0.749	0,308	Valid
15	There is regular promotions	0.566	0,308	Valid

**Source: Primary data processed, 2022**

Based on the results of the validity test, there are 15 statements on the organizational commitment variable (X<sub>2</sub>) that are proven to be valid so that the statement items in **Table 4.3** can be used for further research in measuring organizational commitment variables.

**Table 4.4**  
**Job Satisfaction Validity Test Analysis Results (Z)**

No	Statement	r <sub>count</sub>	r <sub>table</sub>	Information
1	The opportunity to perform interesting tasks.	0.720	0,308	Valid
2	The opportunity to learn.	0.857	0,308	Valid
3	The opportunity to take responsibility	0.828	0,308	Valid
4	There is regular payroll	0.774	0,308	Valid
5	There is a salary according to the workload	0.760	0,308	Valid
6	There is sufficient salary to meet daily needs	0.663	0,308	Valid
7	There is a chance for the same promotion	0.637	0,308	Valid
8	There is a detailed promotion system	0.619	0,308	Valid
9	There is a promotion that can increase morale	0.754	0,308	Valid
10	Any technical assistance provided	0.736	0,308	Valid
11	There is oversight in the job operating system	0.838	0,308	Valid
12	There is continuous work supervision	0.819	0,308	Valid
13	There is mutual support among co-workers	0.640	0,308	Valid
14	There is friendliness in the relationship between co-workers	0.709	0,308	Valid
15	There is cooperation with colleagues to solve problems	0.780	0,308	Valid

**Source: Primary data processed, 2022**

Based on **Table 4.4** the results of the validity test on the statement indicators on the job satisfaction variable (Z) are proved to be valid because it has an r<sub>count</sub> value greater than r<sub>table</sub> (r<sub>count</sub> > r<sub>table</sub>).



**Table 4.5****Employee Performance Validity Test Analysis Results (Y)**

No	Statement	$r_{\text{count}}$	$r_{\text{table}}$	Information
1	The ability of employee to create a good work environment.	0.627	0,308	Valid
2	There is a strong commitment and in accordance with the work.	0.651	0,308	Valid
3	The ability of organization to facilitate employee convenience	0.650	0,308	Valid
4	There is a sense of satisfaction after reaching the target	0.808	0,308	Valid
5	There is a clear work procedure that is provided	0.615	0,308	Valid
6	The similarity of treatment in the team	0.782	0,308	Valid
7	There are facilities for consultation	0.646	0,308	Valid
8	There is an opportunity to share knowledge.	0.808	0,308	Valid
9	There is feedback to improve performance.	0.786	0,308	Valid

**Source: Primary data processed, 2022**

Based on the results of the validity test in Table 4.5, it shows that all statements on the employee performance variable (Y) are proven valid because they have a  $r_{\text{count}}$  greater than  $r_{\text{table}}$  ( $r_{\text{count}} > r_{\text{table}}$ ).

#### 4.1.2 Reliability Test Results

According to Sekaran and Bougie (2009), the reliability test determines how accurate (unbiased) a measurement is and, as a result, ensures consistent measurement throughout time and across different instrument components. In other words, a measure's reliability provides information about the stability and consistency with which the instrument assesses a notion and aids in determining if a measure is appropriate.

Reliability testing in this study used the Cronbach Alpha method. If the Cronbach's Alpha value is greater than 0.6 then the answers from the respondents on the questionnaire as a measuring tool are declared reliable. Vice versa, if the Cronbach's Alpha value is less than 0.6 then the answers from the respondents on the questionnaire as a measuring tool are declared unreliable.

**Table 4.6**  
**Reliability Test Results**

No	Statement	Value of Cronbach's Alpha	Sig.	Information
1	Training (X <sub>1</sub> )	0.937	>0.6	Reliable
2	Organizational Commitment (X <sub>2</sub> )	0.924	>0.6	Reliable
3	Employee Performance (Y)	0.876	>0.6	Reliable
4	Job Satisfaction (Z)	0.942	>0.6	Reliable

Source: Primary data processed, 2022

Based on Table 4.6, Cronbach's Alpha values obtained from all research variables showed greater than 0.6 so that all variables were declared reliable. So that this research instrument is feasible to be used for further research.

#### **4.2 Descriptive Analysis**

According to Siregar (2013), descriptive analysis is the analysis of research data to test the generalization of research results based on one sample, descriptive analysis is carried out by testing descriptive hypotheses.

##### **4.2.1 Descriptive Analysis of Research Respondents**

Characteristics of respondents are used to provide an overview of respondent data, whether with different characteristics of respondents having the same opinion or not. In this study, the characteristics of the respondents were gender, age, education, years of service, marital status, position, and income.

##### **1. Characteristics of Respondents by Gender**

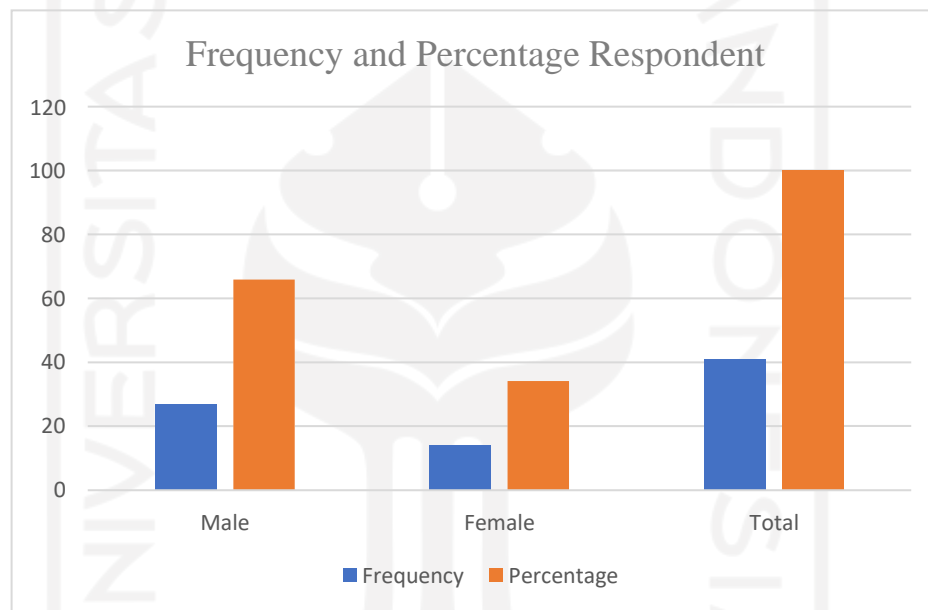
Based on the questionnaires that have been collected from 41 respondents, data about the gender of the research respondents were obtained. Characteristics of respondents by gender can be seen in **Table 4.7**.

**Table 4.7**  
**Characteristics of Respondents by Gender**

Respondent	Total Respondent	
	Frequency	Percentage
Male	27	66%
Female	14	34%
Total	41	100%

Source: Primary data processed, 2022

The category of respondents based on gender consists of 2 categories which are presented in **Figure 4.1** in the form of a diagram.



**Figure 4.1 Characteristics of Respondents by Gender**

Source: Primary data processed, 2022

Based on Table 4.7 and Figure 4.1 those respondents based on gender, it is known that most of the respondents were men with a total of 27 people or 66 percent, while the respondents were 14 people or 34 percent. This shows that most of the employees who work at PT. Inti Beton are men.

## 2. Characteristics of Respondents Based on Age

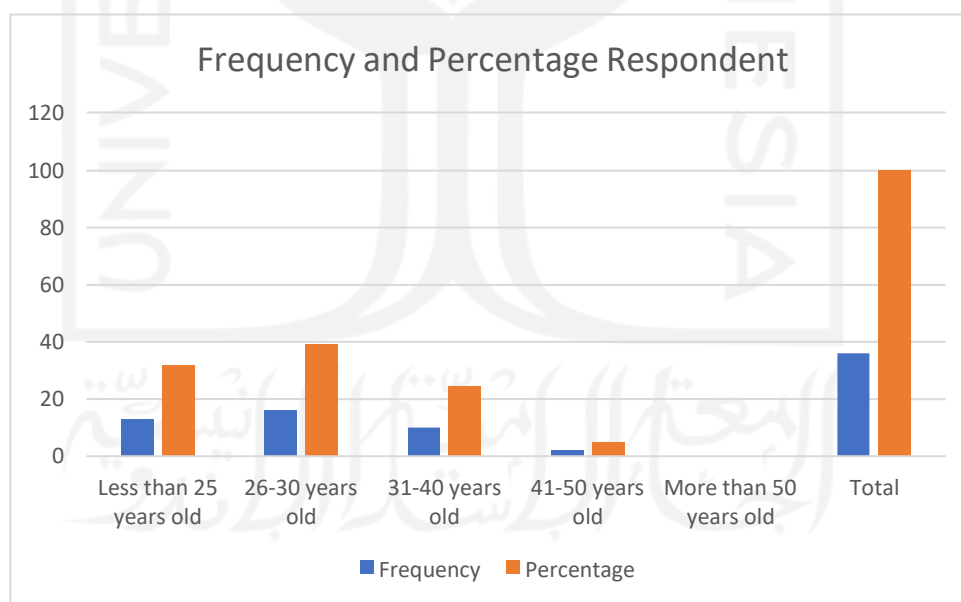
Based on the questionnaires collected from 41 respondents, data was obtained about the age of the research respondents. Characteristics of respondents by age can be seen in Table 4.8.

**Table 4.8**  
**Characteristics of Respondents Based on Age**

Age	Total Respondent	
	Frequency	Percentage
Less than 25 years old	13	31.7
26-30 years old	16	39
31-40 years old	10	24.3
41-50 years old	2	5
More than 50 years old	0	0
Total	41	100

**Source: Primary data processed, 2022**

The category of respondents based on age consists of 4 categories which are presented in **Figure 4.2** in the form of a diagram.



**Figure 4.2 Characteristics of Respondents by Age**

**Source: Primary data processed, 2022**

Based on Table 4.8 and Figure 4.2, it shows that the respondents aged 26-30 years were 16 people or 39 percent. This condition shows that most of the employees who work at PT. Inti Beton are of a productive age, it is hoped that they will have high morale so that the performance given to the company is maximized.

### 3. Characteristics of Respondents Based on Education Level

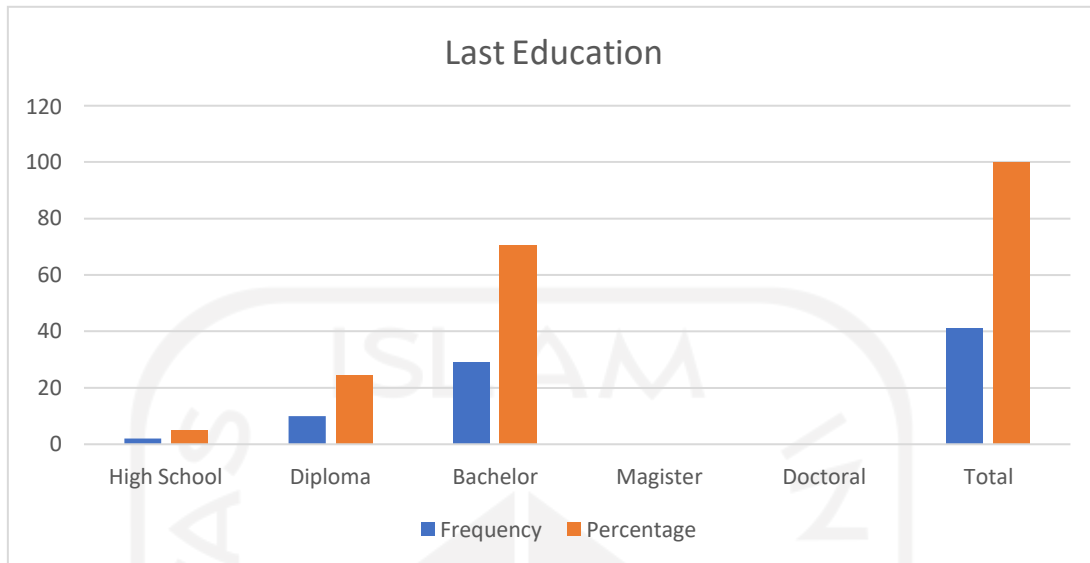
Based on the questionnaire obtained from 41 respondents, data was obtained about the education level of the research respondents. Characteristics of respondents based on education level can be seen in **Table 4.9**.

**Table 4.9**  
**Characteristics of Respondents Based on Last Education**

Education	Total Respondent	
	Frequency	Percentage
High School	2	4.9
Diploma	10	24.4
Bachelor	29	70.7
Magister	0	0
Doctoral	0	0
Total	41	100

**Source: Primary data processed, 2022**

The category of respondents based on education level consists of 5 categories which are presented in **Figure 4.3** in the form of a diagram.



**Figure 4.3 Characteristics of Respondents Based on Education**

Source: Primary data processed, 2022

Based on Table 4.9 and Figure 4.3, it is known that the majority of respondents have undergraduate education (bachelor), amounting to 29 people with a percentage of 70.7 percent. With the majority of these educational backgrounds, the company will acquire employees who have a background of knowledge and have good skills and can be accounted for.

#### 4. Characteristics of Respondents Based on Marital Status

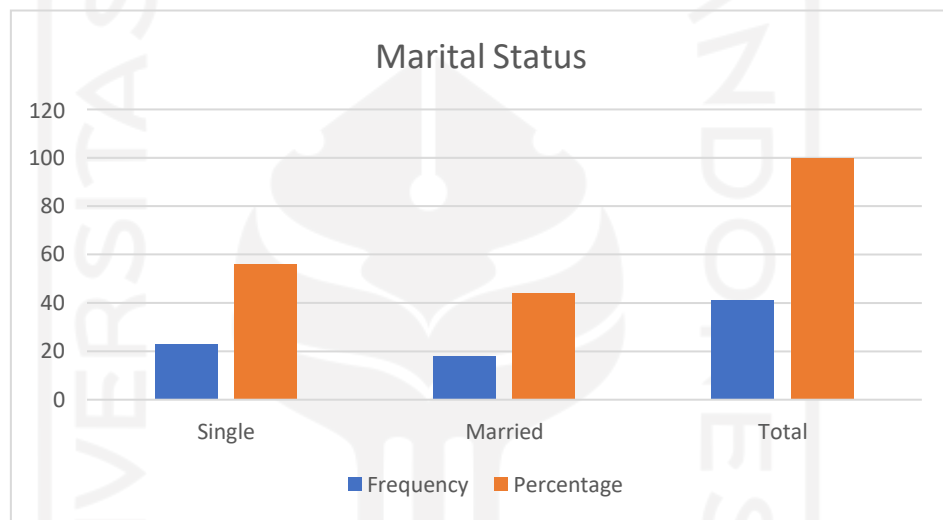
Based on the questionnaire obtained from 41 respondents, data was obtained about the marital status of the research respondents. Characteristics of respondents based on marital status can be seen in **Table 4.10**.

**Table 4.10**  
**Characteristics of Respondents Based on Marital Status**

Marital Status	Total Respondent	
	Frequency	Percentage
Married	18	44
Single	23	56
Total	41	100

**Source: Primary data processed, 2022**

The category of respondents based on marital status consists of 2 categories which are presented in **Figure 4.4** in the form of a diagram.



**Figure 4.4 Characteristics of Respondents Based on Marital Status**

Source: Primary data processed, 2022

Based on Table 4.10 and Figure 4.4 that of the 41 respondents, 56 percent or 23 people have single status, 18 people or 44 percent have married marital status. From these data it can be concluded that the majority of employees at PT. Inti Beton, Yogyakarta has unmarried status.

**5. Characteristics of Respondents Based on Working Period**

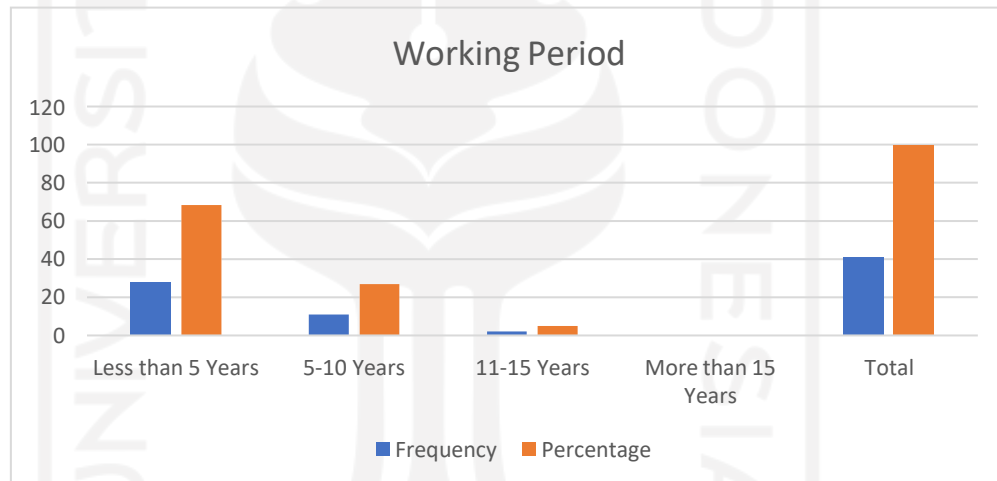
Based on the questionnaires collected from 41 respondents, data was obtained about the tenure of the research respondents. Characteristics of respondents based on years of service can be seen in Table 4.11.

**Table 4.11**  
**Characteristics of Respondents Based on Working Period**

Working Period	Total Respondent	
	Frequency	Percentage
Less than 5 Years	28	68.3
5-10 Years	11	26.8
11-15 Years	2	4.9
More than 15 Years	0	0
Total	41	100.00

Source: Primary data processed, 2022

The category of respondents based on years of service consists of 5 categories which are presented in **Figure 4.5** in the form of a diagram.



**Figure 4.5 Characteristics of Respondents Based on Working Period**

Source: Primary data processed, 2022

Based on Table 4.11 and Figure 4.5 above, it shows that most of the respondents who work at PT. Inti Beton has a working period of less than 5 years. This shows that the company has been entrusting new faces in their company for a long time and doing refreshments in the field of human resources. Thus, providing a fresh work atmosphere that facilitates the exchange of ideas in the work that increases organizational commitment and employee job satisfaction which will have an impact on their performance.



## 6. Characteristics of Respondents Based on Position

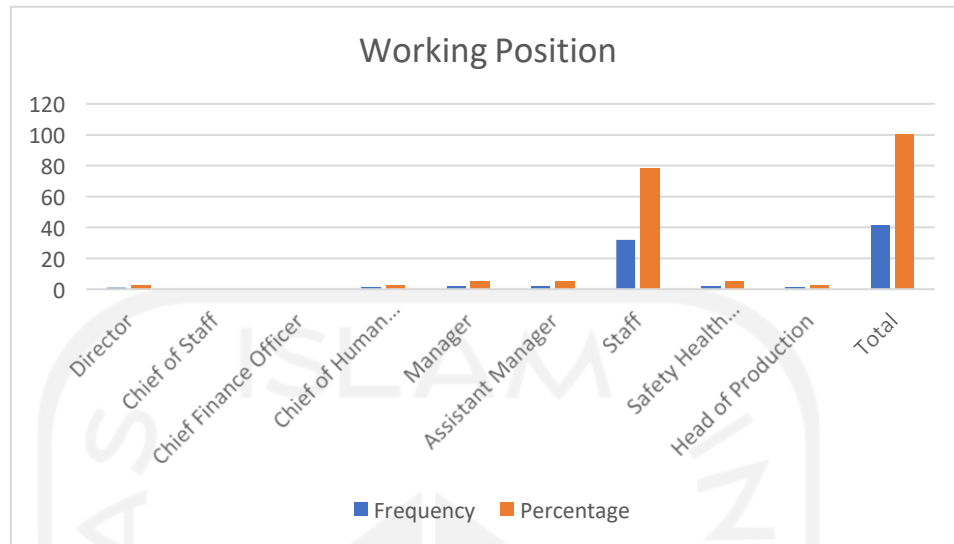
Based on the questionnaires collected from 41 respondents, data were obtained about the position of the research respondents. Characteristics of respondents based on position can be seen in **Table 4.12**.

**Table 4.12**  
**Characteristics of Respondents Based on Position**

Position	Total Respondent	
	Frequency	Percentage
Director	1	2.4
Chief of Staff	0	0
Chief Finance Officer	0	0
Chief of Human Resource	1	2.4
Manager	2	4.9
Assistant Manager	2	4.9
Staff	32	78.1
Safety Health Environment Officer	2	4.9
Head of Production	1	2.4
Total	41	100.00

**Source: Primary data processed, 2022**

The category of respondents based on position consists of 4 categories which are presented in **Figure 4.6** in the form of a diagram.



**Figure 4.6 Characteristics of Respondents by Position**

Source: Primary data processed, 2022

Based on **Table 4.12** and **Figure 4.6** that most of the respondents who work at PT. Inti Beton, Yogyakarta has a staff position of 32 people or 78.1 percent. This shows that the majority of respondents who participate have positions as staff.

#### 7. Characteristics of Respondents Based on Income

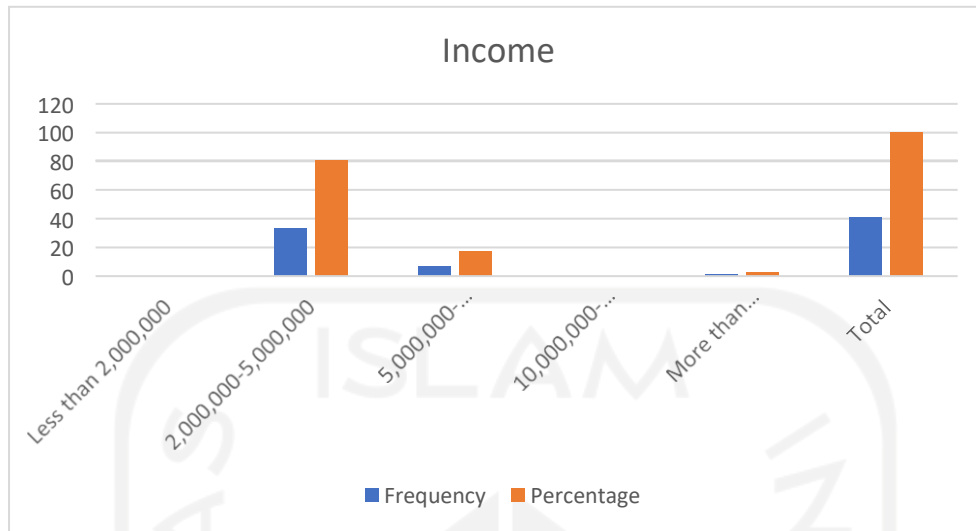
Based on questionnaires collected from 41 respondents, data on the income of research respondents was obtained. Characteristics of respondents based on income can be seen in **Table 4.13**.

**Table 4.13**  
**Characteristics of Respondents Based on Income**

Income	Total Respondent	
	Frequency	Percentage
Less than 2,000,000	0	0
2,000,000-5,000,000	33	80.5
5,000,000-10,000,000	7	17
10,000,000-15,000,000	0	0
More than 15,000,000	1	2.5
Total	41	100.00

Source: Primary data processed, 2022

The category of respondents based on income consists of 5 categories which are presented in **Figure 4.7** in the form of a diagram.



**Figure 4.7 Characteristics of Respondents Based on Income**

Source: Primary data processed, 2022

Based on Table 4.13 and Figure 4.7 that out of 41 respondents there are 80.5 percent of respondents earning Rp. 2.000.000 – Rp. 5.000.000, 17 percent of respondents earning Rp. 5.000.000 - Rp. 10.000.000, 2.5 percent of respondents earning more than 15.000.000 concluded that the majority of employees of PT. Inti Beton earn Rp. 2.000.000 - Rp. 5.000.000.

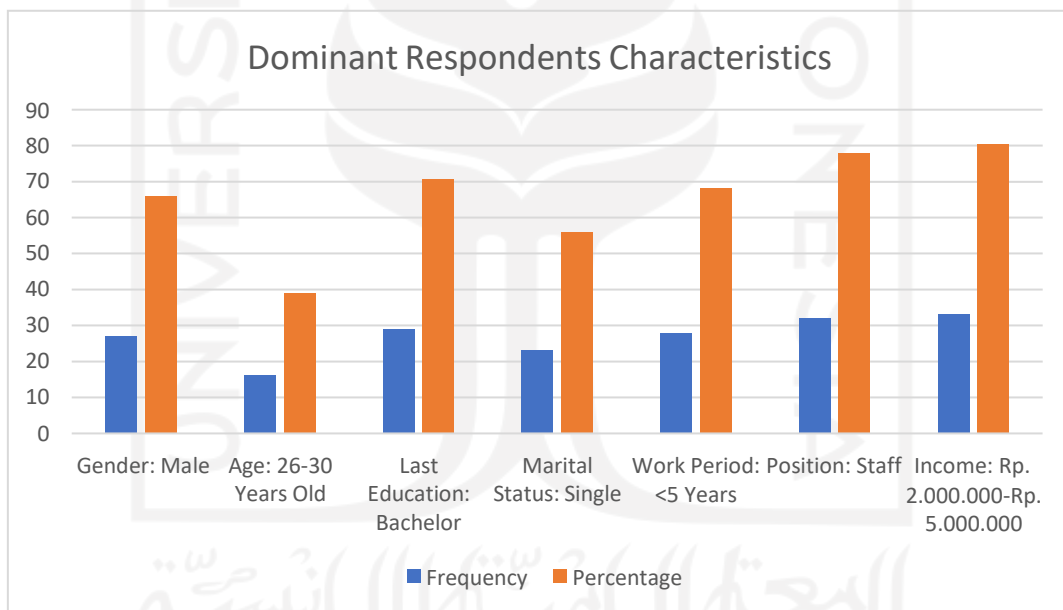
In order to facilitate understanding of the characteristics of the dominant respondents, the following is shown in Table 4.14 a summary of the dominant respondent groups from each characteristic.

**Table 4.14**  
**Recapitulation of Research Respondents Characteristics**

No	Characteristics	Dominant Characteristics	Frequency	Percentage
1	Gender	Male	27	66
2	Age	26-30 Years Old	16	39
3	Last education	Bachelor	29	70.7
4	Marital status	Single	23	56
5	Work period	< 5 Years	28	68.3
6	Position	Staff	32	78.1
7	Income	Rp. 2.000.000 - Rp. 5.000.000	33	80.5

Source: Primary data processed, 2022

The following is a recapitulation of the most dominant demographic data from 7 categories in the form of a diagram in **Figure 4.8**.



**Figure 4.8 Recapitulation of Research Respondents Characteristics**

Source: Primary data processed, 2022

From Table 4.14 and Figure 4.8 it can be seen that the most dominant respondent is male as many as 27 people, the dominant age is around 26-30 years old as many as 16 people, the most dominant last education is bachelor degree as many as 29 people, the most dominant marital status i.e. 23 people still single, the most dominant tenure is less than 5 years, 28 people, the most dominant position is staff as many as 32 people, and the most dominant income of Rp. 2,000,000-Rp. 5,000,000 as many as 33 people.

#### 4.2.2 Descriptive Analysis of Research Variables

According to the data that has been collected, the answers from the respondents who have been recapitulated are then analyzed to find out about the training, organizational commitment, employee performance, and job satisfaction in the company.

Interval = Maximum Grade – Minimum Grade Number of Classes

Interval =  $4 - 1 \div 5 = 0,60$

The following are the categories of each interval, namely:

**Table 4.15**

**Category Class Interval**

Interval	Category
1.00-1.60	Too low
1.61-2.21	Low
2.22-2.82	Medium
2.83-3.43	High
3.44-4.00	Too high

**Source: Primary data processed, 2022**

##### 1. Training (X<sub>1</sub>)

The following shows the respondent's assessment of the training variable at PT. Inti Beton as shown in Table 4.16.

**Table 4.16**  
**Distribution of Respondents' Answers About Training**

No	Statement	Mean	Category
<i>People responds</i>			
1	There is enthusiasm for training	3.17	High
2	There is interest in attending training	3.29	High
3	There is participation in the training process	3.51	Too High
4	There is a willingness to learn	3.51	Too High
<b>Mean</b>		<b>3.37</b>	<b>High</b>
<i>Organized activity</i>			
1	There is an increase in the quality of work after training	3.24	High
2	There is an increase in ability and skills to manage activities	3.34	High
3	There is an increase in knowledge and ability to analyze work in detail	3.44	Too High
<b>Mean</b>		<b>3.34</b>	<b>High</b>
<i>Develop knowledge</i>			
1	There are company facilities to increase employee knowledge	3.05	High
2	There are work environment that supports staff to focus on work	2.90	High
3	There is an opportunity to share knowledge with colleagues	3.37	High
<b>Mean</b>		<b>3.11</b>	<b>High</b>
<i>Skill</i>			
1	There is skills training to deal with new things that happen at work	2.98	High
2	There is mastery of new skills after training	2.98	High
3	There is staff satisfaction with the skills training provided	3.17	High
<b>Mean</b>		<b>3.04</b>	<b>High</b>
<i>Attitude</i>			
1	Ability to behave according to work standards	3.24	High
2	Ability to apply training knowledge into attitudes to complete tasks	3.27	High
3	Ability to create a better attitude	3.07	High
<b>Mean</b>		<b>3.20</b>	<b>High</b>

<b>Training</b>	<b>3.21</b>	<b>High</b>
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**Source: Primary data processed, 2022**

Based on table 4.16, it can be stated that the assessment response to the training variable ( $X_1$ ) has an average score of 3.21 which is in the interval (2.83-3.43) which is in the high category.

The highest training assessment is the Result Oriented indicator, which is 3.51. Thus it can be concluded that employees of PT. Inti Beton has the high training perception if there is employee participation in a good company and their performance within the company is well established.

Based on this explanation, data on the frequency of the variable training ( $X_1$ ) can be made, which is presented in Table 4.17 as follows:

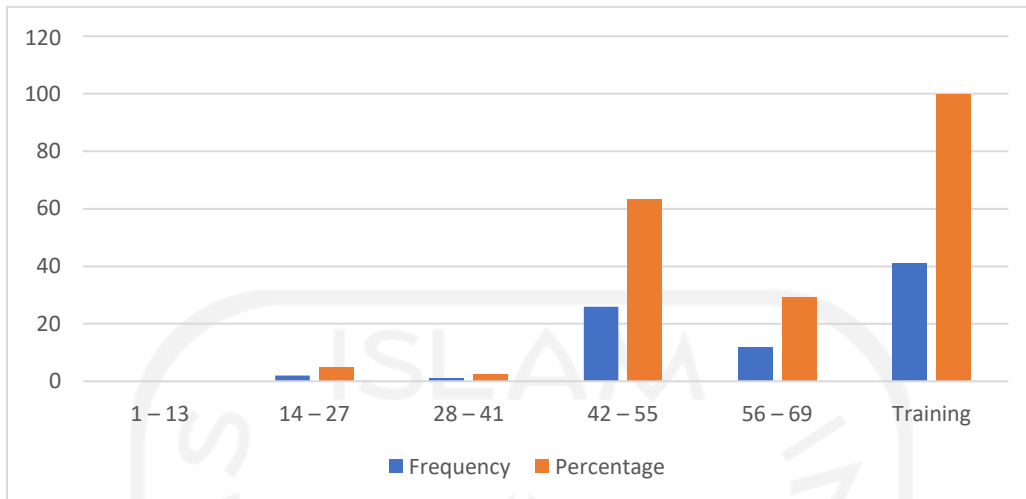
**Table 4.17 Results of Training Variable Frequency Analysis**

Range	Category	Frequency	Percentage
1 – 13	Very low	0	0.00
14 – 27	Low	2	4.88
28 – 41	Medium	1	2.44
42 – 55	High	26	63.41
56 – 69	Too High	12	29.27
Training		41	100.00

Source: Primary data processed, 2022

Based on table 4.17, it can be seen that the frequency of the most dominant training variable is "Too High", which is as many as 41 people.

Thus the results of the frequency analysis of the training ( $X_1$ ) variable can be seen in **Figure 4.9** as follows:



**Figure 4.9 Frequency Analysis of Training Variables**

Source: Primary data processed, 2022

Based on the results of the frequency analysis as many as 41 employee respondents who have been used as research respondents, as many as 2 respondents or 4.88 percent have a low level of training, 1 respondents or 2.44 percent have a medium level of training, 26 respondents or 63.41 percent have a high level of training, and 12 respondents have too high level of training. So, with the dominant frequency of respondents' answers in the high category, it is concluded that the employees of PT. Inti Beton has a high value of training.

## 2. Organizational Commitment ( $X_2$ )

The following is the respondent's assessment of the organizational commitment variables at PT. Inti Beton which can be seen in **Table 4.18**.



**Table 2.18****Distribution of Respondents' Answers About the Organizational Commitment**

No	Statement	Mean	Category
<b><i>Employees' work efforts</i></b>			
1	There is an appropriate assignment load	3.27	High
2	There is an appreciation for the achievements that employees get	2.76	Medium
3	There is a deadline that matches the workload	3.27	High
<b>Mean</b>		<b>3.10</b>	<b>High</b>
<b><i>Cash incentives</i></b>			
1	The ability of organization to reward employees.	2.71	Medium
2	There is a clear incentive system	2.34	Medium
3	The provision of incentives in accordance with the workload	2.66	Medium
<b>Mean</b>		<b>2.57</b>	<b>Medium</b>
<b><i>Awards</i></b>			
1	There is a fair award	2.98	High
2	The ability of employee to create healthy competition	3.02	High
3	Regular rewards to motivate employees	2.59	Medium
<b>Mean</b>		<b>2.86</b>	<b>High</b>
<b><i>Recognition</i></b>			
1	The ability of to create workplace become more inclusive and human	3.00	High
2	There is recognition of employee performance	3.00	High
3	There is equality of recognition given	3.00	High
<b>Mean</b>		<b>3.00</b>	<b>High</b>
<b><i>Job promotion</i></b>			
1	There is the same opportunity	3.34	High
2	There is a clear promotion system	2.90	High
3	Regular promotions	2.71	Medium
<b>Mean</b>		<b>2.98</b>	<b>High</b>
<b>Organizational Commitment</b>		<b>2.90</b>	<b>High</b>

**Source: Primary data processed, 2022**

Based on Table 4.18, it is stated that respondents assess the organizational commitment variable ( $X_2$ ) which has a score of 3.34 which is in the high category. This explains that the employee's assessment of the work environment in the company is declared to be good.

The highest organizational commitment assessment is on the lighting indicator, which is 3.10. Thus, it can be concluded that employees of PT. Inti Beton has the highest organizational commitment perception if employees are given the opportunity to maintain and care for lighting facilities in the field with the risk of their work.

Based on this explanation, data on the frequency of organizational commitment ( $X_2$ ) can be made which are presented in **Table 4.19**.

**Table 4.19**

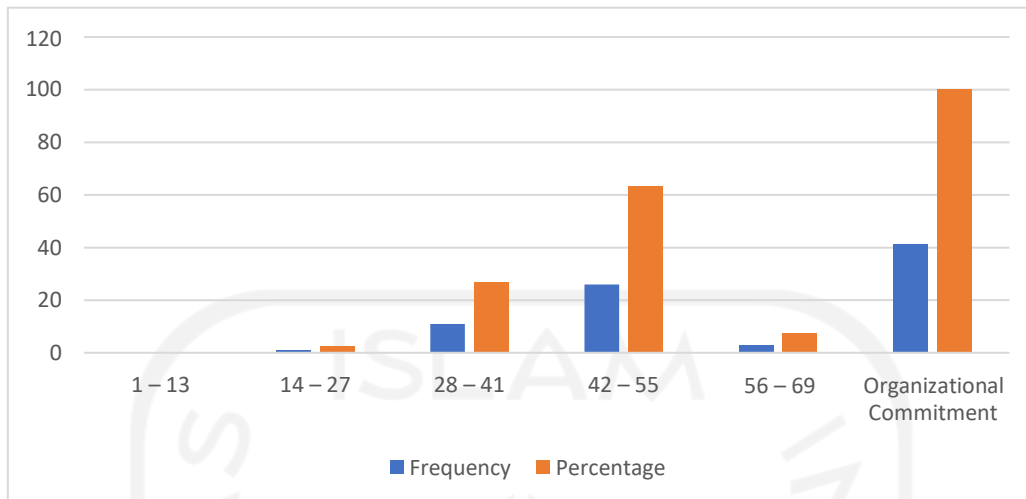
**Organizational Commitment Variable Frequency Analysis Results**

Range	Category	Frequency	Percentage
1 – 13	Very low	0	0.00
14 – 27	Low	1	2.44
28 – 41	Medium	11	26.83
42 – 55	High	26	63.41
56 – 69	Too High	3	7.32
Organizational Commitment		41	100.00

**Source: Primary data processed, 2022**

Based on **Table 4.19**, it can be seen that the frequency of the most dominant organizational commitment variable is "High", which is 26 people.

Thus the results of the acquisition of organizational commitment variable frequency ( $X_2$ ) can be seen in **Figure 4.10** as follows:



**Figure 4.10 Organizational Commitment Variable Frequency Analysis**

Source: Primary data processed, 2022

Based on the results of the frequency analysis, as many as 41 employee respondents who have been used as research respondents, as many as 1 respondent or 2.44 percent have a low organizational commitment level, 11 respondents or 26.83 percent have a medium organizational commitment level, 26 respondents or 63.41 percent have a high organizational commitment level, and the rest, 3 respondents have too high organizational commitment level. So, with the dominant frequency of respondents' answers in the medium category, it can be concluded that the employees of PT. Inti Beton have a high level of organizational commitment.

### 3. Employee Performance (Y)

The following shows the respondents' assessment of the performance of employees at PT. Inti Beton, which can be seen in **Table 4.20**.



**Table 4.20**  
**Distribution of Respondents' Answers About Employee Performance**

No	Statement	Mean	Category
<i><b>Commitment</b></i>			
1	The ability of employee to create a good work environment.	3.12	High
2	There is a strong commitment and in accordance with the work	3.27	High
3	The ability of organization to facilitate employee convenience.	2.88	High
<b>Mean</b>		<b>3.09</b>	<b>High</b>
<i><b>Job satisfaction</b></i>			
1	There is a sense of satisfaction after reaching the target	3.49	High
2	There is a clear work procedure that is provided	3.15	High
3	The equality of treatment in the team	3.10	High
<b>Mean</b>		<b>3.24</b>	<b>High</b>
<i><b>Human Resources Practices</b></i>			
1	There are facilities for consultation	2.95	High
2	There is an opportunity to share knowledge	3.17	High
3	There is feedback to improve performance	3.41	High
<b>Mean</b>		<b>3.18</b>	<b>High</b>
<b>Employee Performance</b>		<b>3.17</b>	<b>High</b>

Source: Primary data processed, 2022

Based on Table 4.20, it can be stated that the assessment response has a score of 3.17 which is in the interval (2.83-3.43). The highest employee performance appraisal is found in the job satisfaction indicator which is 3.24. Thus, it can be concluded that employees of PT.Inti Beton has the highest employee performance perception if there is customer satisfaction by the company.

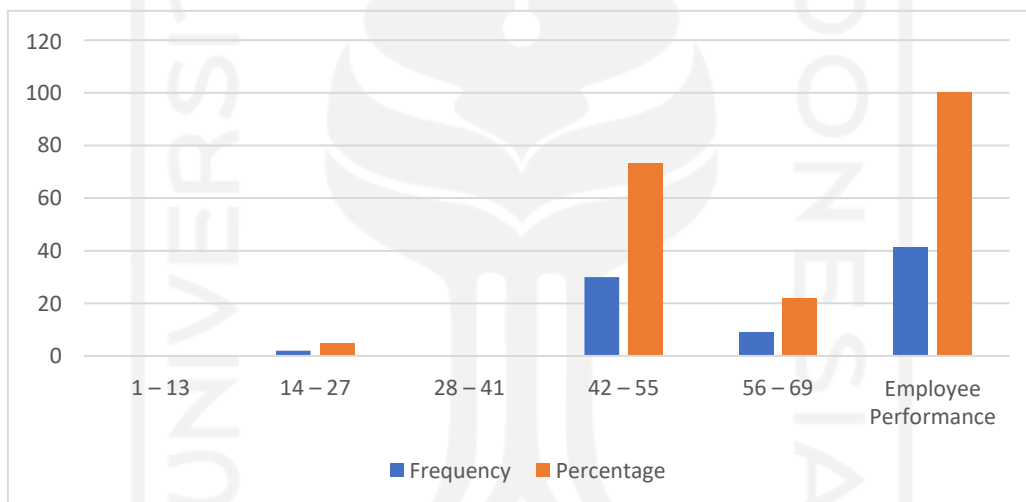
Based on this explanation, data on the frequency of employee performance variables (Y) can be made which are presented in **Table 4.21** as follows:

**Table 4.21 Frequency of Employee Performance Variables (Y)**

Range	Category	Frequency	Percentage
1 – 7	Very low	0	0.00
8 – 15	Low	2	4.88
16 – 23	Medium	0	0.00
24 – 31	High	30	73.17
32 – 39	Too High	9	21.95
Employee Performance		41	100.00

Source: Primary data processed, 2022

Based on the table above, it can be seen that the frequency of the most dominant employee performance variable is "high", which is as many as 30 people. Thus, the results of the frequency analysis of the employee performance variable (Y) can be seen in **Figure 4.11** as follows:



**Figure 4.11 Frequency Analysis of Employee Performance Variables**

Source: Primary data processed, 2022

Based on the results of the frequency analysis of 41 employees as research respondents, as many as 2 respondents or 4.88 percent have a low employee performance level, 30 respondents or 73.17 percent have a high employee performance level, and 9 respondents or 21.95 percent have a medium employee performance level. So, with the dominant frequency of respondents' answers in the high category, it can be concluded that the employees of PT. Inti Beton has a high level of employee performance.

#### 4. Job Satisfaction (Z)

The following shows the assessment of employee job satisfaction at PT. Inti Beton which can be seen in **Table 4.22**

**Table 4.22 Assessment of Employee Job Satisfaction at PT. Inti Beton**

N o	Statement	Mean	Category
<i>The work itself</i>			
1	The opportunity to perform interested tasks.	3.20	High
2	The opportunity to learn.	3.49	Too High
3	The opportunity to take responsibility	3.37	High
<b>Mean</b>		<b>3.35</b>	<b>High</b>
<i>Salary</i>			
1	There is regular payroll	3.46	Too High
2	There is a salary according to the workload	3.05	High
3	There is sufficient salary to meet daily needs	3.02	High
<b>Mean</b>		<b>3.18</b>	<b>High</b>
<i>Promotion</i>			
1	There is a chance for the same promotion	3.20	High
2	There is a detailed promotion system	2.76	Medium
3	There is a promotion that can increase morale	3.37	High
<b>Mean</b>		<b>3.07</b>	<b>High</b>
<i>Supervision</i>			
1	Any technical assistance provided	3.88	Too High
2	There is oversight in the job operating system	3.20	High
3	There is continuous work supervision	2.98	High
<b>Mean</b>		<b>3.02</b>	<b>High</b>
<i>Colleague</i>			
1	There is mutual support among co-workers	3.29	High
2	There is friendliness in the relationship between co-workers	3.54	Too High
3	There is cooperation with colleagues to solve problems	3.49	Too High
<b>Mean</b>		<b>3.44</b>	<b>Too High</b>
<b>Job Satisfaction</b>		<b>3.21</b>	<b>High</b>

Source: Primary data processed, 2022

Based on Table 4.22 it can be stated that the research response on the job satisfaction variable has an average score of 3.21 which is in the interval (2.83-3.43) or in the high category. The highest job satisfaction assessment is found in the opportunity to learn and supervision indicator of 3.88. Thus, it can be concluded that employees of PT. Inti Beton has the highest

job satisfaction perception if there is an opportunity to learn and work supervision including technical support that is suitable for employees.

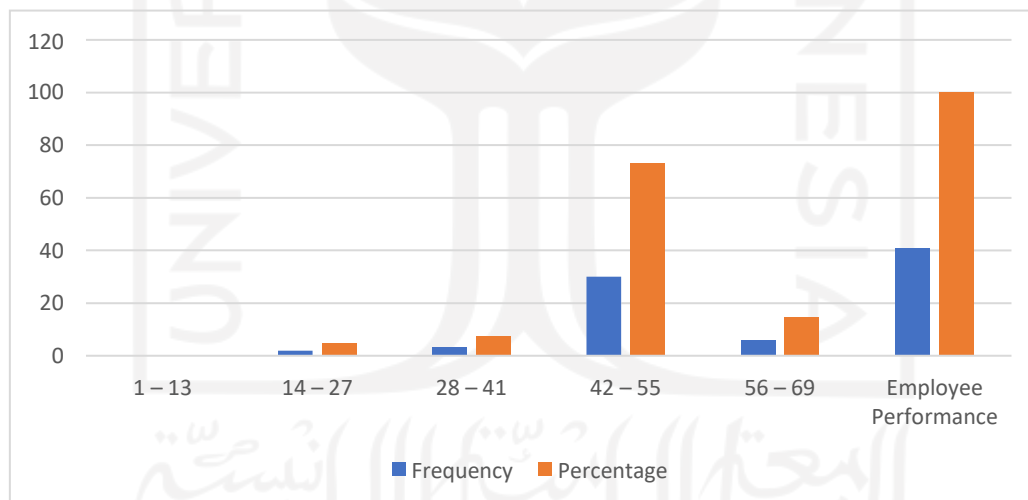
Based on this explanation, data on the frequency of job satisfaction variables (Z) can be made as seen in **Table 4.23**.

**Table 4.23 Frequency of Job Satisfaction Variables (Z)**

Range	Category	Frequency	Percentage
1 – 13	Very low	0	0.00
14 – 27	Low	2	4.88
28 – 41	Medium	3	7.32
42 – 55	High	30	73.17
56 – 69	Too High	6	14.63
Job Satisfaction		41	100.00

Source: Primary data processed, 2022

Based on Table 4.23, it can be seen that the frequency of the most dominant job satisfaction variable is "High", which is as many as 30 people. Thus, the results of the frequency analysis of the job satisfaction variable (Z) can be seen in Figure 4.12 as follows:



**Figure 4.12 Frequency Analysis of Job Satisfaction Variables**

Source: Primary data processed, 2022

Based on the results of the frequency analysis of 41 employee respondents who have been used as research respondents, as many as 2 respondents or 4.88 percent have a low level of job satisfaction, as many as 3 respondents or 7.32 percent have a medium level of job satisfaction, as many as 30 respondents or 73.17 percent have a high level of job satisfaction, and 6 respondents or 14.63 percent have very high level of job satisfaction.

The following is shown in **Table 4.24** recapitulation of descriptive characteristics of research variables, in order to facilitate understanding of descriptive characteristics of research variables.

**Table 4.24**  
**Recapitulation of Descriptive Characteristics of Research Variables**

No.	Variable	Mean	Category
1	Training	3.21	High
2	Organizational Commitment	2.90	High
3	Employee Performance	3.17	High
4	Job Satisfaction	3.21	High

**Source: Primary data processed, 2022**

**Table 4.24** shows a recapitulation of the categories of all research variables. Based on **Table 4.24**, it is known that the variables of the quality of training, organizational commitment, employee performance, and job satisfaction of PT. Inti Beton employees are categorized as high.

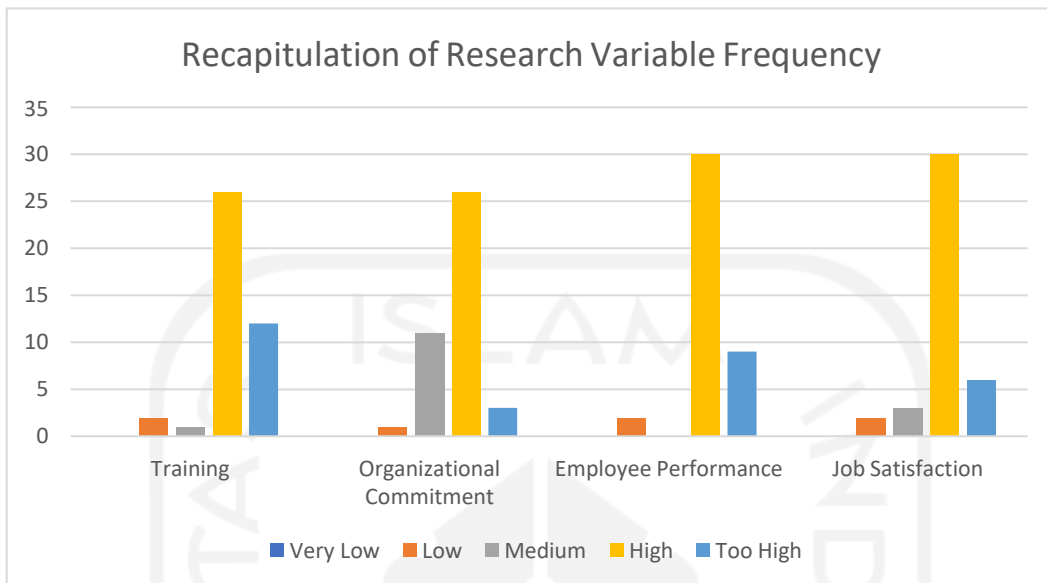
**Table 4.25**  
**Recapitulation of Research Variable Answers**

Category	Training		Organizational Commitment		Employee Performance		Job Satisfaction	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Very low	0	0.00	0	0.00	0	8.30	0	0.00
Low	2	4.88	1	2.44	2	4.88	2	4.88
Medium	1	2.44	11	26.83	0	0.00	3	7.32
High	26	63.41	26	63.41	30	73.17	30	73.17
Too High	12	29.27	3	7.32	9	21.95	6	14.63

Source: Primary data processed, 2022



Or the results of the recapitulation of the research variable frequency analysis data can be seen in **Figure 4.13**.



**Figure 4.13 Recapitulation of Research Variable Answer Frequency**

Source: Primary data processed, 2022

Based on **Table 4.25** and **Figure 4.13** above are the results of the recapitulation of the frequency of answers to research variables based on 41 research respondents. Based on Table 4.25 and Figure 4.13 respondents' answers to the variables of training, organizational commitment, employee performance, and job satisfaction are in the high category. It can be concluded that the employees of PT. Inti Beton has a high level of training, organizational commitment, employee performance, and job satisfaction.

### 4.3 Classic Assumption Test

#### 4.3.1 Heteroscedasticity Test

According to Ghozali (2013), the heteroscedasticity test is used to determine whether there is an inequality or difference between some observations and others in the regression model. If there is no difference, the test is still called homoscedasticity; if there is a difference, it is called heteroscedasticity. A good regression model is one with homoscedasticity or no heteroscedasticity. The method used to test heteroskedasticity in this study is the Glejser test.

**Table 4.26**  
**Heteroscedasticity Test Results**

**Coefficients•**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std.Error	Beta		
1	(Constant)	2.951	1.253		2.356	0.024
	Training	-0,020	0,034	-0.139	-0.588	0.560
	Organizational Commitment	-0,004	0,037	-0.027	-0.910	0.910

a. Dependent Variable: Res2

Based on **Table 4.26** the results of the heteroscedasticity test using the Glejser test showed a significance value of Organizational Commitment ( $X_2$ ) variable and Training ( $X_1$ ) variable more than 0.05 or 5 percent. Thus, it can be concluded that there is no heteroscedasticity in Organizational Commitment ( $X_2$ ) and Training ( $X_1$ ) so that it can be said that the heteroscedasticity test is fulfilled.

**4.3.2 Multicollinearity Test**

The multicollinearity test according to Ghozali (2013) is aimed at measuring whether the regression model found a correlation between the independent variables (independent variables). A good regression model should not have a correlation between the independent variables. If the independent variables are correlated with each other, then these variables are not orthogonal.

**Table 4.27**  
**Multicollinearity Test Results**

**Coefficients•**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std.Error	Beta			Tolerance	VIF
1	(Constant)	1.131	2.211		0.512	0.612		
	Training	0.429	0,061	0.743	7.072	<0.001	0.460	2.174
	Organizational Commitment	0.122	0,065	0.197	1.879	0.068	0.460	2.176

a. Dependent Variable: Employee Performance

Based on Table 4.27 above, it can be concluded that the processed data shows the tolerance value and Variance Inflation Factor (VIF) do not have multicollinearity problems. It is proven by the tolerance value more than 0.10. That is, it proves that the regression model does not contain multicollinearity problems.

### 4.3.3 Normality test

Ghozali (2013) claims that the normality test is used to determine whether the confounding or residual variables in the regression model have a normal distribution. The t test and F test are known to presuppose that the residual value follows a normal distribution. The statistical test is invalid if the assumption is broken.

**Table 4.28**  
**Normality Test Results**

**One-Sample Kolmogorov-Smirnov Test**

N		Unstandardized Residual	41
Normal Parameters <sup>a,b</sup>	Mean		0
	Std.Deviation		2.1368472
Most Extreme Differences	Absolute		0.094
	Positive		0.079
	Negative		-0.94
Test Statistic			0.094
Asymp.Sig.(2-tailed)			.200 <sup>d</sup>
Monte Carlo Sig. (2-tailed) <sup>e</sup>	Sig.		0.474
	99% Confidence Interval	Lower Bound	0.461
		Upper Bound	0.487

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

**Table 4.28** shows the results of the One Sample Kolmogorov-Smirnov Test which shows a significant value of 0.474. From the table it is known that using data that is normally distributed because the resulting significant value is greater than 0.05.

#### 4.3.4 Recapitulation of Classical Assumption Test Results

The summary of the results of the classical assumption test is presented in Table 4.29 with the aim of facilitating understanding, as follows:

**Table 4.29 Recapitulation of Classical Assumption Test Results**

No.	Variable	Classic Assumption Test Results		
		Normality Test	Multicollinearity Test	Heteroscedasticity Test
1	X <sub>1</sub>	Normal	0.460 < 0.10	Heteroscedasticity does not occur
2	X <sub>2</sub>	Normal	0.460 < 0.10	Heteroscedasticity does not occur
3	Y	Normal	-	-
4	Z	Normal	-	-

Source: Primary Data Processed, 2022

#### 4.4 Multiple Linear Regression Analysis

##### 4.4.1 Multiple Linear Regression Testing Using Two Independent Variables, namely Training and Organizational Commitment on Employee Performance

In this study, it uses multiple linear regression analysis to obtain the results of the alleged hypothesis of the influence of training and organizational commitment on job satisfaction. The results of the calculation of multiple linear regression analysis are attached in Table 4.30.

**Table 4.30**

##### Results of Multiple Linear Regression Training and Organizational Commitment on Employee Performance

###### Coefficients•

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.131	2.211		0.512	0.612
Training	0.429	0.061	0.743	7.072	<0.001
Organizational Commitment	0.122	0.065	0.197	1.879	0.068

a. Dependent Variable: Employee Performance

Based on **Table 4.30**, it can be seen that the form of the multiple linear regression equation model is as follows:

$$Z = a + b_1X_1 + b_2X_2 + e_1$$

$$Z = 1.131 + 0.429X_1 + 0.122X_2 + e_1 \dots\dots\dots (1)$$

Information :

Y = Employee Performance

a = Constant

X<sub>1</sub> = Training

X<sub>2</sub> = Organizational Commitment

e<sub>1</sub> = Residual Value

Based on the results of the above equation, it can be interpreted as follows:

1. Constant Value (a)

The constant value of 1.131 indicates that if there is enhancement in the independent variables consisting of organizational commitment and training or equal to zero, then the amount of employee performance is 1.131.

2. Training (X<sub>1</sub>)

The quality of training (X<sub>1</sub>) has a positive regression coefficient of 0.429 which means that training has a positive relationship with employee performance (Y), so the better the quality of training will lead to an increase in employee performance of 0.429 assuming all other variables are constant or zero.

3. Organizational Commitment (X<sub>2</sub>)

Organizational commitment (X<sub>2</sub>) has a positive regression coefficient of 0.122, which means organizational commitment has a positive relationship with employee performance. So that the better the organizational commitment will cause job satisfaction to increase by 0.122 assuming all other independent variables are constant or fixed.

4. Multiple Coefficient of Determination Results ( $R^2$ )

**Table 4.31**  
**Coefficient of Multiple Determination of Training and Organizational Commitment on Employee Performance**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.898 <sup>a</sup>	0.807	0.797	2.19236

a. Predictors: (Constant), Organizational Commitment, Training

b. Dependent Variable: Employee Performance

$$e_1 = \sqrt{(1 - R \text{ Square})}$$

$$e_1 = \sqrt{(1 - 0.797)}$$

$$e_1 = 0.203$$

Information:

$e_1$  : Residual Value

Based on Table 4.31, it shows the value of Adjusted R Square obtained is 0.797. This means that 79,7 percent of employee performance can be explained by training ( $X_1$ ) and organizational commitment ( $X_2$ ) variables. While the remaining 20.3 percent is influenced by other variables that are not included in this research model.

**4.4.2 Multiple Linear Regression Testing Using Two Independent Variables, namely Training and Organizational Commitment on Job Satisfaction**

In this study, regression analysis was used to obtain the results of the alleged hypothesis of the effect of Training and Employee Commitment on Employee Performance through Job Satisfaction. The results of the calculation of multiple linear regression analysis are shown in **Table 4.32**.

**Table 4.32**  
**Multiple Linear Regression Analysis Training and Organizational**  
**Commitment on Job Satisfaction**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	0.911	3.514		0	0.797
Training	0.151	0.146	0.153	1	0.308
Organizational Commitment	0.330	0.108	0.313	3	0.004
Employee Performance	0.880	0.257	0.516	3.426	0.002

a. Dependent Variable: Job Satisfaction

Based on Table 4.32, it can be made a multiple linear regression equation as follows:

$$Z = a + b_1X_1 + b_2X_2 + c_1Y + e_2$$

$$Z = 0.911 + 0.151X_1 + 0.330X_2 + 0.880Y + e_2 \dots\dots\dots (2)$$

Information:

Z = Job Satisfaction

a = Constant

X<sub>1</sub> = Training

X<sub>2</sub> = Organizational Commitment

Y = Employee Performance

e<sub>2</sub> = Residual Value

Based on the multiple linear regression equation (2), it can be interpreted as follows:

1. Constant Value (a)

The constant value of 0.911 indicates that if there is enhancement in the variables of training and organizational commitment on employee performance through job satisfaction are 0.911.

2. Training (X<sub>1</sub>)

Training (X<sub>2</sub>) has a positive effect on job satisfaction (Z) with a regression coefficient of 0.151. The coefficient value of 0.151 can be interpreted that if the quality of training increases by one unit, the amount of job satisfaction will increase by 0.151 with the assumption that all other independent variables are constant or fixed.

3. Organizational Commitment ( $X_2$ )

Organizational commitment ( $X_2$ ) has a positive effect on job satisfaction ( $Z$ ) with a regression coefficient of 0.330. The coefficient value of 0.330 can be interpreted that if the organizational commitment variable increases by one unit, the job satisfaction will increase by 0.330 assuming all other independent variables are constant or fixed.

4. Employee Performance ( $Y$ )

Employee performance ( $Y$ ) has a positive effect on employee performance ( $Y$ ) with a regression coefficient of 0.880. The coefficient value of 0.880 can be interpreted that if the quality of training increases by one unit, the amount of job satisfaction will increase by 0.880 assuming all other independent variables are constant or fixed.

5. Multiple Coefficient of Determination Results ( $R^2$ )

**Table 4.33**  
**Coefficient of Multiple Determination Training and Organizational Commitment on Employee Performance**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.916 <sup>a</sup>	0.838	0.825	3.472

a. Predictors: (Constant), Employee Performance, Organizational Commitment, Training

$$e_2 = \sqrt{(1 - R \text{ Square})}$$

$$e_2 = \sqrt{(1 - 0.838)}$$

$$e_2 = 0.162$$

Information:

$e_2$  : Residual Value

Based on Table 4.33, it shows the value of Adjusted R Square obtained is 0.838. This means that 83.8 percent of satisfaction can be explained by training variables ( $X_1$ ) and organizational commitment ( $X_2$ ). While the remaining 16.2 percent is influenced by other variables that are not included in this research model.



#### 4.4.3 Simple Linear Regression Testing Using One Independent Variable, namely Job Satisfaction on Employee Performance

The results of the multiple linear regression test of job satisfaction on employee performance are shown in **Table 4.34** as follows:

**Table 4.34**  
**Simple Linear Regression Results Job Satisfaction on Employee Performance**

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	3.571	2.139		1.169	.103
(Constant)	0.518	0.044	0.884	11.838	<0.001
Job Satisfaction					

a. Dependent Variable: Employee Performance

Based on **Table 4.34**, it can be made a multiple linear regression equation as follows:

$$Y = a + b_1Z + e_3$$

$$Y = 3.571 + 0.518Z + e_3 \dots\dots\dots (3)$$

Information:

Y = Employee performance

a = Constant

Z = Job Satisfaction

e<sub>3</sub> = Residual Value

Based on the results of the above equation, it can be interpreted as follows:

1. Constant (a)

The constant value of 3.571 indicates that if there is enhancement in the job satisfaction variable, the performance of employees are 3.571.

2. Job Satisfaction (Z)

The job satisfaction variable has a positive regression coefficient of 0.518, which means it shows that job satisfaction (Z) and employee performance (Y) have a positive relationship. So that the better job satisfaction will lead to an increase in employee performance by 0.518 assuming all other variables are constant or fixed.

### 3. Multiple Coefficient of Determination Results ( $R^2$ )

**Table 4.35**

**Coefficient of Multiple Determination of Job Satisfaction on Employee Performance**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.884 <sup>a</sup>	0.782	0.777	2.29818

a. Predictors: (Constant), Job Satisfaction

The results of the coefficient of determination in the regression model with adjusted R square values of 0.782 or 78.2 percent, it can be interpreted that 78.2 percent of employee performance can be explained by the job satisfaction variable. while the remaining 21.8 percent is influenced by other variables that are not included in this research model.

#### 4.5 Hypothesis Testing

Decision making or hypothesis testing in this research is using t test (partial) and F test (simultaneous). The results of the t test (partial) and the F test (simultaneous) in this study can be seen as follows:

##### 4.5.1 Effect of Quality of Training and Organizational Commitment on Job Satisfaction

**Table 4.36**

**Training and Organizational Commitment Linear Regression Analysis Test Results on Job Satisfaction**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.907	3.966		0.481	0.633
Training	0.528	0.109	0.537	4.858	<0.001
Organizational Commitment	0.438	0.117	0.415	3.755	<0.001

a. Dependent Variable: Job Satisfaction

**1. Hypothesis 1 : It is assumed that there is a positive and significant effect of training on job satisfaction.**

- Hypothesis 1

Ho: There is positive but not significant effect of training on job satisfaction.

Ha: There is positive and significant effect of training on job satisfaction.

- Criteria

If sig.  $< 0.05$  then Ho is rejected and Ha is accepted.

If sig. research  $> 0.05$  then Ho is accepted and Ha is rejected.

- Result

The results of hypothesis testing indicate the magnitude of significance is  $0.000 < 0.05$  so that Ho is rejected and Ha is accepted.

- Conclusion

Based on the results of hypothesis testing, it can be concluded that hypothesis 1 which reads "**It is assumed that there is a positive and significant effect of training on job satisfaction**" is **proven**.

**2. Hypothesis 2: It is assumed that there is a positive and significant effect of organizational commitment on job satisfaction.**

- Hypothesis 2

Ho: There is a positive but not significant effect of organizational commitment on job satisfaction.

Ha: There is a positive and significant influence of organizational commitment on job satisfaction.

- Criteria

If sig.  $< 0.05$  then Ho is rejected and Ha is accepted.

If sig. research  $> 0.05$  then Ho is accepted and Ha is rejected.

- Result

The results of hypothesis testing indicate the magnitude of significance is  $0.000 < 0.05$  so that Ho is rejected and Ha is accepted.

- Conclusion

Based on the results of hypothesis testing, it can be concluded that hypothesis 2 which reads "**It is assumed that there is a positive and significant effect of organizational commitment on job satisfaction**" is **proven**.

**3. It is suspected that there is a positive and significant effect of training on employee performance**

**Table 4.37**

**F-Test Results of the Variable Quality of Training and Organizational Commitment on Job Satisfaction**

ANOVA<sub>0</sub>

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2168.361	2	1084.180	70.132	<.001 <sup>b</sup>
Residual	587.444	38	15.459		
Total	2755.805	40			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Organizational Commitment, Training

- Hypothesis 3

Ho: There is a positive but not significant effect between organizational commitment and training on job satisfaction.

Ha: There is a positive and significant effect between organizational commitment and training on job satisfaction.

- Criteria

If sig. < 0.05 then Ho is rejected and Ha is accepted.

If sig. research > 0.05 then Ho is accepted and Ha is rejected.

- Result

The results of hypothesis testing indicate the magnitude of significance is 0.000 < 0.05 so that Ho is rejected and Ha is accepted.

- Conclusion

Based on the results of hypothesis testing, it can be concluded that hypothesis 3 which reads " **3. It is suspected that there is a positive and significant effect of training on employee performance**" is proven.

#### 4.5.2 The Influence of Training and Organizational Commitment on Employee Performance

Table 4.38

#### Test Results of Multiple Linear Regression Analysis Training and Organizational Commitment on Employee Performance

##### Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.131	2.211		0.512	0.612
Training	0.429	0.061	0.743	7.072	<0.001
Organizational Commitment	0.122	0.065	0.197	2.879	0.068

a. Dependent Variable: Employee Performance

#### 4. Hypothesis 4: It is assumed that there is a significant effect of organizational commitment on employee performance

- Hypothesis 4

Ho: There is positive but not significant effect of training on employee performance.

Ha: There is a positive and significant effect of training on employee performance.

- Criteria

If the level of sig. research  $< 0.05$ , then Ho is rejected and Ha is accepted.

If the level of sig. research  $> 0.05$ , then Ho is accepted and Ha is rejected.

- Result

The results of hypothesis testing indicate the magnitude of significance is  $0.000 < 0.05$ , so Ho is rejected and Ha is accepted.

- Conclusion

Based on the results of hypothesis testing, it can be concluded that hypothesis 4 which reads " **It is assumed that there is a significant effect of organizational commitment on employee performance**" is **proven**.

**5. Hypothesis 5: It is assumed that there is a positive and significant effect of job satisfaction on employee performance**

- Hypothesis 5

Ho: There is positive but not significant effect of organizational commitment on employee performance

Ha: There is a positive and significant effect of the organizational commitment on employee performance.

- Criteria

If the level of sig. research  $< 0.05$ , then Ho is rejected and Ha is accepted.

If the level of sig. research  $> 0.05$ , then Ho is accepted and Ha is rejected.

- Result

The results of hypothesis testing indicate the magnitude of significance is  $0.000 < 0.05$ , so Ho is accepted and Ha is rejected.

- Conclusion

Based on the results of hypothesis testing, it can be concluded that hypothesis 5 which reads " **It is assumed that there is a positive and significant effect of job satisfaction on employee performance**" is proven.

**6. Hypothesis 6: It is assumed that there is a significant mediating effect of job satisfaction on the relationship between training and employee performance**

**Table 4.39**

**F Test Results of Training and Organizational Commitment on Variables on Employee Performance**

ANOVA<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	763.550	2	381.775	79.430	<0.001 <sup>b</sup>
Residual	182.645	38	4.806		
Total	946.195	40			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Organizational Commitment, Training

Source: Primary data processed, 2022

- Hypothesis 6

Ho: There is positive but not significant effect between organizational commitment and training on employee performance

Ha: There is a positive and significant influence between organizational commitment and training on employee performance

- Criteria

If the level of sig. research  $< 0.05$ , then Ho is rejected and Ha is accepted.

If the level of sig. research  $> 0.05$ , then Ho is accepted and Ha is rejected.

- Result

Hypothesis testing shows a significant number of  $0.000 < 0.05$ , so Ho is rejected and Ha is accepted.

- Conclusion

Based on the above calculations, it can be concluded that hypothesis 6 which reads **"It is assumed that there is a significant mediating effect of job satisfaction on the relationship between training and employee performance "** is proven.

#### 4.5.3 The Effect of Job Satisfaction on Employee Performance

**Table 4.40**

**Test Results Simple Regression Analysis of Job Satisfaction on Employee Performance**

Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	3.571	2.139		1.669	0.103
(Constant)	0.518	0.044	0.884	11.838	<0.001
Job Satisfaction					

a. Dependent Variable: Employee Performance

#### **7. Hypothesis 7: It is assumed that there is a significant mediating effect of job satisfaction on organizational commitment and employee performance**

- Hypothesis 7

Ho: There is positive but not significant effect of job satisfaction on employee performance

Ha: There is a positive and significant effect of job satisfaction on employee performance

- Criteria

If the level of sig. research  $<0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted.

If the level of sig. research  $> 0.05$ , then  $H_0$  is accepted and  $H_a$  is rejected.

- Result

The results of hypothesis testing indicate the magnitude of significance is  $0.000 < 0.05$ , so  $H_0$  is rejected and  $H_a$  is accepted

- Conclusion

Based on the above calculations, it can be concluded that the first hypothesis which reads "**It is assumed that there is a significant mediating effect of job satisfaction on organizational commitment and employee performance**" is proven.

#### 4.6 Path Analysis

Path analysis in this study was used to determine the effect of job satisfaction variables in mediating the relationship of organizational commitment to employee performance and the effect of job satisfaction variables in mediating the relationship between training and employee performance.

##### 1. Path Analysis Model I

**Table 4.41 Path Analysis Model I**

**Coefficients\***

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.131	2.211		0.512	0.612
Training	0.429	0.061	0.743	7.072	<0.001
Organizational Commitment	0.122	0.065	0.197	2.879	0.068

a. Dependent Variable: Employee Performance

Source: Primary Data Processed, 2022

Standardize coefficients for training variable is 0.743 and organization commitment variable is 0.197 that can be used to form path analysis diagram I.



**Table 4.42 Adjusted R Square Path Analysis Model I**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.898 <sup>a</sup>	0.807	0.797	2.19236

a. Predictors: (Constant), Organizational Commitment, Training

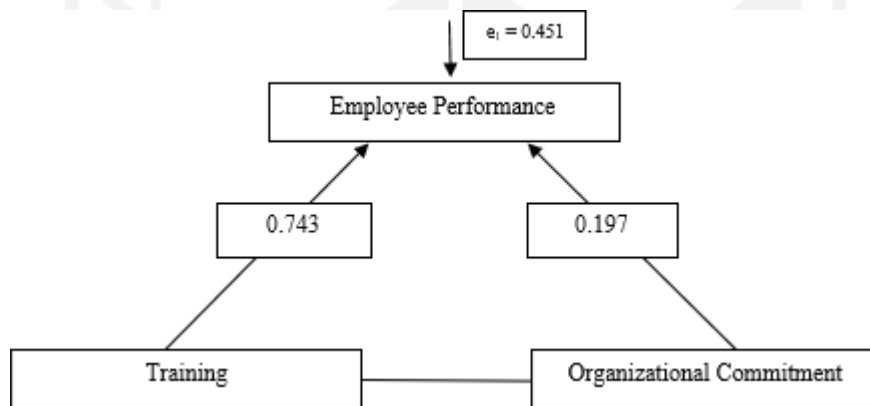
b. Dependent Variable: Employee Performance

Based on Adjusted R square above that 80.7 Employee Performance can be explained by training variables (X<sub>1</sub>) and organizational commitment (X<sub>2</sub>). Thus

$$e_1 = \sqrt{1 - 0.797}$$

$$e_1 = 0.451.$$

Path analysis diagram I:



2. Path Analysis Model II

**Table 4.43 Path Analysis Model II**

**Coefficients•**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	0.911	3.514		0	0.797
Training	0.151	0.146	0.153	1	0.308
Organizational Commitment	0.330	0.108	0.313	3	0.004
Employee Performance	0.880	0.257	0.516	3.426	0.002

a. Dependent Variable: Job Satisfaction

Standardize coefficients for training variable is 0.153, organization commitment variable is 0.313, and job satisfaction is 0.516 that can be used to form path analysis diagram II.

**Table 4.44 Adjusted R Square Path Analysis Model II**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.916 <sub>a</sub>	0.838	0.825	3.472

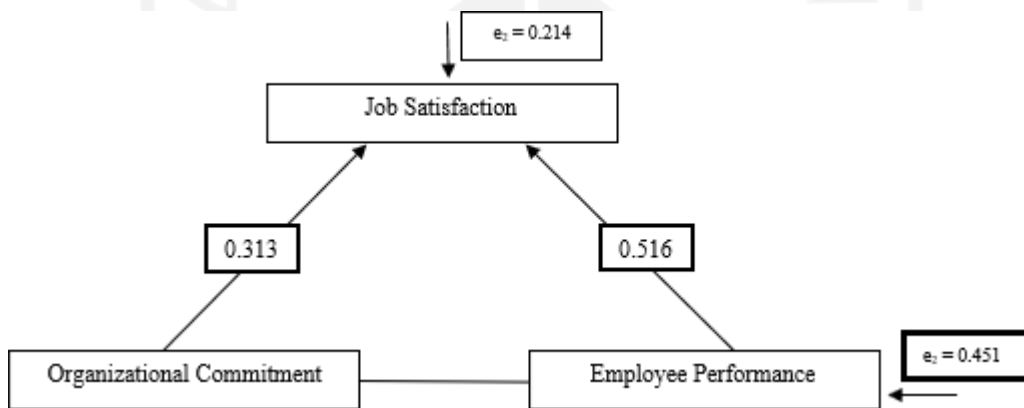
a. Predictors: (Constant), Employee Performance, Organizational Commitment, Training

Based on Adjusted R square above that 83.8 percent of job satisfaction can be explained by training variables ( $X_1$ ), organizational commitment ( $X_2$ ) and employee performance (Y).

$$e_2 = \sqrt{(1 - 0.838)}$$

$$e_2 = 0.214.$$

Path analysis diagram II:



**Conclusion :**

1. The effect of job satisfaction variables in mediating the relationship between training and employee performance:

Direct effect given from  $X_1$  to Y is 0.743. Meanwhile the indirect effect given from  $X_1$  to Y through Z is  $0.743 \times 0.516 = 0.383$ . And the total effect given from  $X_1$  to Y is total of direct effect and indirect effect  $0.743 + 0.383 = 1.126$ . The indirect effect value is 0.383 less than the direct effect value 0.743, it can be concluded that  $X_1$  does not significantly influence Y through Z.

2. The effect of job satisfaction variables in mediating the relationship of organizational commitment to employee performance:

Direct effect given from  $X_2$  to Y is 0.197. Meanwhile the indirect effect given from  $X_2$  to Y through Z is  $0.197 \times 0.516 = 0.102$ . And the total

effect given from  $X_2$  to  $Y$  is total of direct effect and indirect effect  $0.197 + 0.102 = 0.299$ . The indirect effect value is 0.102 less than the direct effect value 0.197, it can be concluded that  $X_2$  does not significantly influence  $Y$  through  $Z$ .

**Table 4.45**  
**Recapitulation of Hypothesis Test Results**

<b>Hypothesis</b>	<b>Hypothesis</b>	<b>Information</b>
<b>H1</b>	It is assumed that there is a positive and significant effect of training on job satisfaction.	Proven
<b>H2</b>	It is assumed that there is a positive and significant effect of organizational commitment on job satisfaction.	Proven
<b>H3</b>	It is suspected that there is a positive and significant effect of training on employee performance.	Proven
<b>H4</b>	It is assumed that there is a significant effect of organizational commitment on employee performance.	Proven
<b>H5</b>	It is assumed that there is a positive and significant effect of job satisfaction on employee performance.	Proven
<b>H6</b>	It is assumed that there is a significant mediating effect of job satisfaction on the relationship between training and employee performance.	Proven
<b>H7</b>	It is assumed that there is a significant mediating effect of job satisfaction on organizational commitment and employee performance.	Proven

Source: Primary data processed, 2022

## 4.7 Discussion

### 4.7.3 Descriptive Data

Research respondents involved 41 employees at PT. Inti Beton. Most dominant respondents is male as many as 27 people, the dominant age is 26-30 years old as many as 16 people, the most dominant last education is bachelor degree as many as 29 people, the most dominant marital status is 23 people still single, the most dominant tenure is less than 5 years, 28 people, the most dominant position is staff as many as 32 people, and the most dominant income of Rp. 2,000,000-Rp. 5,000,000 as many as 33 people.

Based on the results of the research respondents of PT. Inti Beton employees, it can be identified training and organizational commitment influence employee performance through job satisfaction as an intervening variable. The training variable ( $X_1$ ) produces an average value or mean of 3.21 which is included in the high category. Employees' perceptions of the organizational commitment ( $X_2$ ) have an average value or mean of 2.90 which is included in the high category. Employees' perceptions of employee performance ( $Y$ ) have an average value or mean of 3.17 in the high category. The employee's perception of job satisfaction ( $Z$ ) has an average value or mean of 3.21 and can be said to be high in the category.

### 4.7.4 The Effect of Training on Job Satisfaction

Based on the data that has been tested, the training has a positive and significant effect on job satisfaction. It is proven that the training variable shows the t-count value of 1 with a significance value of 0.308, so it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. The value of the regression coefficient on this variable is 0.151, so that if the training variable increases by one unit, the job satisfaction variable will also increase by 0.151 which is assumed if all other independent variables are constant or fixed. This means that the increasing training in the company will lead to increased employee job satisfaction.

The results of this study are in line with the research conducted by Huang and Su (2016), obtaining results that show job satisfaction is positively related to training. Another study conducted by Maleka *et al.* (2020) indicates that there is a strong positive relationship between training and job satisfaction. There is also research by Ocen, *et al* (2017) that shows there is a positive relationship between training and job satisfaction.

The training theory used in previous research includes the theory of Yu *et al.*

(2019); Okechukwu (2019); Schmid (2009); Erasmus *et al.* (2015); Bulut and Culha (2010); Combs *et al.*, (2006); Raymond *et al.*, (2016); Burke & Hutchins, (2007); Putra (2004; and Bartlett (2001). Based on several theories about training used in previous research, Schmid (2009) theory was chosen as a theory in the variable of quality of work life in the research that will be carried out by the author. In Blandy and Freeland (2000) theory, there are several dimensions, namely employment, forecast employment, unemployment levels, vacancy levels, labor sources, recruitment and retention, qualification profiles, wages.

Based on previous research, there are similarities and differences, where the similarities are the use of the training and job satisfaction variables. The difference is if the previous research used turnover intentions, while future research will be looking for a connection with organizational commitment and employee performance. Another difference is the previous research conducted in the food industry, while future research is in the contraction company.

This research was conducted on employees of PT. Inti Beton in order to determine whether the hypothesis found in the study could later be proven by the previous theory. Training theory uses the theory of Schmid (2009) theory and the theory of Luthans (2005) on the job satisfaction variable. This means that the first hypothesis "It is suspected that there is a positive and significant influence of the quality of work life on job satisfaction" is **proven**.

#### **4.7.5 The Effect of Organizational Commitment on Job Satisfaction**

According to data obtained through hypothesis testing, factors relating to organizational commitment have a favorable and significant impact on job satisfaction. The training variable has a t count of 3, with a significance level of 0.004. While the regression value of the test shows the result that is equal to 0.330. This means that if the organizational commitment variable increases by one unit, the job satisfaction variable will also increase by 0.330 with the assumption that the other variables are constant. This means that the increasing organizational commitment in the company results in the higher job satisfaction of employees in the company.

The results of this study are in line with several previous studies, including those conducted by Ashraf (2020) showing job satisfaction is positively related to organizational commitment. Another study conducted by Cherif (2020) indicates that job satisfaction was found to be positively correlated with organizational commitment.

The results of another positive analysis in the research of Hendri (2019) concluded that job satisfaction and organizational commitment have a significant effect on employee performance.

Previous research suggests several organizational commitment theories from previous research, including Visanh and Xu (2018), Devananda and Onahring (2019), Mowday *et al.* (1982), Luthans (2011), and Lambert *et al.* (2007). From several organizational commitment theories that have been mentioned, the researcher uses the theory from Kim *et al.* (2005) which has several dimensions, including employees' work efforts, cash incentives, awards, recognition, and job promotion.

Based on previous research, there are similarities and differences between previous research and current research. The similarities are the use of the job satisfaction and organizational commitment variables. The difference is if the previous research focused on demographic factors, while this research is employee performance. Then there are differences between previous research with future research, where the previous research was conducted in banking, while future research will be in a company.

This research was conducted on employees of PT. Inti Beton to test the theory that has been obtained and to test hypotheses in the study. The use of theory in the organizational commitment variable, namely the theory of Kim *et al.* (2005), the theory of Luthans (2005) is used on the variable of job satisfaction. This means that the second hypothesis "It is suspected that there is a positive and significant effect of training on job satisfaction" is **proven**.

#### **4.7.6 The Influence of Training and Organizational Commitment on Job Satisfaction**

Based on the simultaneous test that has been carried out which gives the results that training and organizational commitment variables have a positive and significant influence on job satisfaction. This is evidenced by the results of the F test which shows the calculated F value of 70.132 with a significance level of 0.000 so that the hypothesis  $H_0$  is rejected and  $H_a$  is accepted. The coefficient of determination is 0.782, meaning that 78.2 percent of training and organizational commitment variables affect job satisfaction.

The results of the study are in line with previous research conducted by Jaworski (2018) where the results show that training and organizational commitment have a positive and significant influence on job satisfaction. Another research by Lee (2018)

indicates that training & development and employee performance positively influence job satisfaction, and there is a significant relationship between training & development, employee performance, and job satisfaction. Straight with research conducted by Huynh and Hua (2020), shows that training, job satisfaction and psychological capital play an important role in organizational commitment. Previous research used the theory of Kim *et al.* (2005) in organizational commitment and the theory from Kim *et al.* (2005) variable job satisfaction, and the theory from Ashar *et al.* (2013) in organizational commitment variables and the theory of Carmeli and Freud (2003) on job satisfaction variables and Bartlett (2001) for training variable, also used the theory from Luthans (2011) for organizational commitment variables and the theory from Kalleberg (1977) for job satisfaction variable.

Based on previous research used in this study, while this study adds employee performance as the dependent variable. The equation of previous research with this research is the use of variables with the same location. The differences in research were found in the research location, namely in traditional weaving craftsmen, while this research was carried out at PT. Inti Beton.

This research was conducted at PT. Inti Beton to test the theory that has been obtained and to test the hypothesis in the study. Schmid (2009) on training variables, Kim *et al.* (2005) on organizational commitment variables, and Luthans (2005) theory on job satisfaction variables. This study states that hypothesis 3 "It is suspected that there is a positive and significant influence of training and organizational commitment on job satisfaction" is proven. So in this study, training and organizational commitment at PT. Inti Beton has a positive impact on employee performance.

#### **4.7.7 The Influence of Training on Employee Performance**

Based on the results of the hypothesis testing that has been carried out, employee performance is positively and significantly impacted by the training variable. The results of the hypothesis  $H_0$  are rejected, and the hypothesis  $H_a$  is accepted since the t-number of 7.072 is obtained with a significance value of 0.001. Therefore, it can be said that training has a favorable and considerable impact on employee performance. The value of the regression coefficient on this variable is 0.429, it can be interpreted that if the training variable increases by one unit, the magnitude of employee performance will increase by 0.429 assuming all other independent variables are constant or fixed.

This study has research results that training has a positive and significant

influence on employee performance. This means that training can improve employee performance. The results of this study are in line with previous studies including research conducted by Abugre and Anlesinya (2019); Ibrahim (2017); Manresa (2019) where the results of the study show that training has a positive effect on employee performance.

There are similarities and variations with the research conducted based on prior studies. The formula uses training factors as independent variables and employee performance variables as dependent variables. While this research was conducted at PT. Inti Beton, the disparities in research were discovered in the research setting, namely in traditional weaving craftspeople.

This research was conducted at PT. Inti Beton to prove existing theories and test the hypotheses that have been determined in this study. The theory used in this study is the theory of Abugre and Adebola (2015); Nickson *et al.* (2003); and Blundell *et al.* (1999) on training variables and theories Snell and Bohlander (2010); and Spencer (1994) on employee performance variables. This study states that hypothesis 4 which is "It is suspected that there is a positive and significant influence of training on employee performance" is proven. So, in this study, training at PT. Inti Beton has a positive impact on employee performance where training can create high employee performance.

#### **4.7.8 The Effect of Organizational Commitment on Employee Performance**

The organizational commitment has a favorable and considerable impact on employee performance, according to the data collected.  $H_0$  is rejected and  $H_a$  is accepted, as shown by the training variable's t-count value of 2.879 and significance value of 0.001. This means that the organizational commitment affects the performance of employees at PT. Inti Beton.

This research is in line with several previous studies, including research conducted by Al-Sada *et al.* (2017); Ampofo (2020); Falcon *et al.* (2016) that in relation to having a positive influence between the organizational commitment on employee performance.

There are various distinctions and resemblances between the research completed and the earlier research that was used as a basis. The utilization of training and employee performance variables is a similarity between the two studies. The distinction is in the inclusion of the training variable as an independent variable (X1) and the job satisfaction variable as an intervening variable (Z). Precast construction was the subject of this study.

This research was conducted at PT. Inti Beton to prove the existing theory and



to test the hypothesis specified in this study. The theory used in this research is the theory of Meyer and Allen (1991) on the organizational commitment variable and the theory of Combs *et al.* (2006) on the employee performance variable. This study states that hypothesis 5 which is "It is suspected that there is a positive and significant influence of organizational commitment on employee performance" is **proven**. So the use of theory from Kim *et al.* (2005) on organizational commitment variables and Combs *et al.* (2006) on employee performance variables can be **proven**.

#### **4.7.9 The Effect of Job Satisfaction on Employee Performance**

According to the research, job satisfaction significantly and favorably affects employee performance.  $H_0$  is rejected and  $H_a$  is accepted based on the work satisfaction variable's t-count value of 11.838 and significance value of 0.000. If the work satisfaction variable improves by one unit, the quantity of employee performance will increase by 0.518, according to the value of the regression coefficient on this variable of 0.518. This means that job satisfaction has an effect on employee performance at PT. Inti Beton.

This research is in line with several previous studies, including research conducted by Wagiman and Sutanto (2019); Hidayati and Rahmawati (2016) where variable job satisfaction has a positive and significant impact on employee performance. Another research conducted by Andreani and Patrik (2016) shows that job satisfaction has a positive and significant influence on employee performance.

There are various distinctions and resemblances between the research completed and the earlier research that was used as a basis. The utilization of the variables for employee performance and work happiness is where the equation is. The inclusion of organizational commitment and training as intervening variables, however, makes a difference. The difference also lies in the research location where the previous research was conducted in the service office, and the office of the stationery service provider, while this research was conducted in the precast field.

This research was conducted at PT. Inti Beton to prove the existing theory and to test the hypothesis specified in this study. This study states that hypothesis 7 which reads "It is suspected that there is a positive and significant effect of job satisfaction on employee performance" is **proven**. So, in this study, high job satisfaction can improve employee performance at PT. Inti Beton.

#### **4.8 General Discussion**

The results of this study indicate individual perceptions related to training, organizational commitment, employee performance, and job satisfaction variables. The data collected were 41 questionnaires obtained by distributing questionnaires to employees of PT. Inti Beton. In previous studies, there are differences in the use of the theory of each variable, analytical tools, research locations and results. Research conducted by Abugre and Nasere (2020), Al-Ali et al. (2019), Alromaihi (2017), Al-Sada et al. (2017), Ampofo (2020), Ashraf (2020), Cherif (2020), Falcon *et al.* (2016), Hendri (2019), Hidayah and Harnoto (2018), Huang and Su (2016), Huynh and Hua (2020), Ibrahim et al. (2017), Jaworski et al. (2018), Kim et al. (2019), Lee and Welliver (2018), Maleka et al. (2020), Manresa et al. (2019), Mwesigwa et al. (2020), Ocen et al. (2017), Okechukwu (2017), Paais and Pattiruhu (2020), Pancasila et al. (2020), Ramli (2019), Ryu and Moon (2019), Sekaran and Bougie (2009), Sekaran (2006), Shahzad et al. (2018), Shen and Tang (2018), Soomro and Shah (2019), Sudiardhita et al. (2018), Yu et al. (2019) using different theories on each variable.

There are seven hypotheses tested in this study. From the results of the analysis carried out, it is stated that the seven hypotheses proposed are proven. From these results it is stated that there is a positive influence of the training on job satisfaction, there is a positive influence of the organizational commitment on job satisfaction, there is a positive influence of training and organizational commitment on job satisfaction, there is a positive influence of training on employee performance, there is a positive influence of training on employee performance. There is a positive influence of organizational commitment on employee performance, there is a positive influence between training and organizational commitment on employee performance, there is a positive influence of job satisfaction on employee performance, there is an indirect influence (training on employee performance through job satisfaction) which is greater than direct influence (training on employee performance), there is an indirect influence (organizational commitment on employee performance through job satisfaction) which is greater than the direct influence (organizational commitment on employee performance). In previous studies, there are research variables that have similarities with research variables that have been carried out by researchers at PT. Inti Beton.

This study uses the theory of Schmid (2009) on training variables, Kim *et al.* (2005) on organizational commitment variable, the theory of Combs *et al.* (2006) on the employee performance variable, and Luthans (2005) theory on the satisfaction variable. Thus the theory contained in the framework of this research until the results of

the research show that this choice of theory has been proven to be verified through a series of hypothesis testing.

#### **4.9 Implications**

There are at least two implications of this finding for future research. First, perhaps the maximal employee performance of an organization depends on training conducted, employee satisfaction is supported from both companies and colleagues, and the willingness of employees is assessed as organizational commitment. For example, research on the influence of training and organizational commitment on employee performance suggests that a great deal of employee performance is created when commitment, job satisfaction, and HR practices are met (Combs et al., 2006).

Results of research suggest that the hypotheses regarding the effect of training and organizational commitment on employee performance show positive significance and large value. Perhaps training that increases employee performance, such as deepening worker knowledge, or reducing errors in the use of tools such as human error.

A second implication of the finding is that, as suggested by Path Analysis table and diagram, it shows that the indirect effect of job satisfaction is greater than the direct effect. Han et al., (2012) examined job satisfaction related to employee perceptions of how good and how important the work is. With the job satisfaction, it will lead to an increase in an employee's commitment to the organization.

The results of the analysis show that, based on the multiple regression equation model 1 Training and Organizational Commitment has a positive and significant effect on employee performance. The basic model of regression equation 2 Training and Organizational Commitment has a positive and significant effect on job satisfaction. Based on the regression equation model 1 and 2 that job satisfaction mediates training and organizational commitment to employee performance.

Training and organizational commitment will increase employee performance well if it is supported or through the mediation of job satisfaction. In another sense, employees who are satisfied with the training or supporting facilities provided by the company and high organizational commitment will make their work performance better.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusion

Based on the results of the analysis and discussion above, several conclusions can be drawn from the results of this study.

1. Training has a positive and significant influence on job satisfaction.
2. Organizational commitment has a positive and significant effect on job satisfaction.
3. Job satisfaction has a positive and significant influence on employee performance.
4. Training and organizational commitment has a positive and significant influence on satisfaction.
5. Organizational commitment has a positive but not significant influence on employee performance.
6. Organizational commitment has a positive and significant influence on employee performance.
7. Training and organizational commitment have a positive and significant effect on employee performance.
8. Job satisfaction mediates the relationship between training and employee performance.
9. Job satisfaction mediates the relationship between organizational commitment and employee performance.

## 5.2 Suggestions

Based on the results of the analysis and discussion of the data, the following are suggestions that are expected to be useful for PT. Inti Beton, including:

1. As a means of encouraging employee loyalty to the company, PT. Inti Beton is encouraged to develop each employee's sense of pride in the organization. This can be accomplished by offering conveniences to the workers, like job-specific training. In other situations, businesses must take into account the issues faced by their staff members by giving them explicit work descriptions.
2. To improve the performance of PT. Inti Beton's employees must pay attention to the quality of their employees. This can be achieved if PT. Inti Beton is actively providing training in accordance with their field. With this training, it is expected to improve the performance of PT. Inti Beton employees.
3. The company can consistently implement strategies related to upholding relationships between coworkers, such as offering support among colleagues, friendly communication, mutual cooperation, and a culture of mutual cooperation, to ensure that employees feel at ease and satisfied with their work and the environment. Because of this, employee job satisfaction will boost workplace morale and ultimately help the organization achieve its objectives.

## 5.3 Research Limitations

The hypothesis in this study has positive and significant results, but this study has several limitations, namely as follows:

1. The sample in this study is limited to a certain area, namely the city of Yogyakarta and specifically in one company. Therefore, the generalization of the framework model needs further research in other fields. Differences in employee characteristics in each region, as well as cultural and demographic differences between regions, provide an opportunity for further researchers to conduct further empirical research on the performance of companies throughout Indonesia.
2. This study forms an employee performance model framework based on the theoretical basis used but based on the theoretical aspects of employee performance research, it still provides opportunities to add other factors that affect performance, such as salary, training, job characteristics, and so on.

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# ATTACHMENTS

## Attachment 1

Attachment 1 Research Permit Application Letter

### Research Permit Application Letter



FAKULTAS  
BISNIS DAN EKONOMIKA

Gedung Prof. Dr. Ace Partadiredja  
Ringroad Utara, Condong Catur, Depok  
Sleman, Yogyakarta 55283  
T. (0274) 881546, 883087, 885376;  
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Nomor : 1515/DEK/10/Div.URT/V/2022  
Hal : Permohonan Ijin Penelitian

Kepada Yth  
Pimpinan  
PT. Inti Beton

*Assalamu alaikum wr.wb.*

Diberitahukan dengan hormat, bahwa mahasiswa sebelum mengakhiri pendidikan di Fakultas Bisnis dan Ekonomika UII Yogyakarta diwajibkan membuat karya ilmiah berupa riset/penelitian. Schubungan dengan hal itu mahasiswa kami di bawah ini :

Nama : Rahesti Halilintar  
No. Mahasiswa : 18311475  
Tempat/Tanggal Lahir : Wonogiri / 25 November 2000  
Program Studi : Manajemen (IP)  
Jenjang : Strata I (S1)  
Alamat : Sanggrahan, Condongcatur, Kec. Depok, Kabupaten Sleman, Daerah Istimewa Yogyakarta 55281

Bermaksud mohon keterangan/data pada Instansi/Perusahaan yang Bapak/Ibu pimpin untuk keperluan menyusun skripsi dengan judul :

**"The Influence of Training and Organizational Commitment on Employee Performance through Job Satisfaction in PT. Inti Beton"**

Dosen Pembimbing : Achmad Sobirin, Drs., MBA., Ph.D.

Hasil karya ilmiah tersebut semata-mata bersifat dan bertujuan keilmuan dan tidak disajikan kepada pihak luar. Oleh karena itu kami mohon perkenan Saudara untuk dapat memberikan data /keterangan yang diperlukan oleh mahasiswa tersebut.

Atas perhatian Bapak/Ibu, kami ucapkan terimakasih.

*Wassalamu alaikum Wr.Wb.*

Yogyakarta, 24 Mei 2022  
Dekan,



Prof. Jaka Sriyana, S.E., M.Si., Ph.D.  
NIK: 933130101

## Attachment 2

### Questionnaire at PT. Inti Beton

*Attachment 2 Questionnaire at PT. Inti Beton*

#### **A. Training**

Circle the number in the answer column that is considered the most appropriate, in the following alternative answers:

Score 4 = Strongly Agree (SA)

Score 3 = Agree (A)

Score 2 = Disagree (DA)

Score 1 = Strongly Disagree (SDA)

No.	Statement	SA	A	DA	SDA
1	There is enthusiasm for training				
2	There is interest in attending training				
3	There is participation in the training process				
4	There is a willingness to learn				
5	There is an increase in the quality of work after training				
6	There is an increase in ability and skills to manage activities				
7	Ability to analyze work in detail				
8	Opportunity to add knowledge				
9	Ability to focus on job				
10	There is an opportunity to share knowledge with colleagues				
11	There is a standard of skills that must be possessed				
12	There is the provision of new skills				
13	There is a mastery of new skills				
14	Can behave according to work standards				

15	Can apply the knowledge of training into attitudes to complete tasks				
16	Can create a better attitude				

**B. Organizational Commitment**

Circle the number in the answer column that is considered the most appropriate, in the following alternative answers:

Score 4 = Strongly Agree (SA)

Score 3 = Agree (A)

Score 2 = Disagree (DA)

Score 1 = Strongly Disagree (SDA)

No	Statement	SA	A	DA	SDA
1	There is an appropriate assignment load				
2	There is an appreciation for the achievements that employees get				
3	There is a deadline that matches the workload				
4	The ability of organization to reward employees.				
5	There is a clear incentive system				
6	The provision of incentives in accordance with the workload				
7	There is a fair award				
8	The ability of employee to create healthy competition				
9	Regular rewards to motivate employees				
10	The ability of to create workplace become more inclusive and human				
11	There is recognition of employee performance				
12	There is equality of recognition given				

13	There is the same opportunity				
14	There is a clear promotion system				
15	Regular promotions				

### C. Employee Performance

Circle the number in the answer column that is considered the most appropriate, in the following alternative answers:

Score 4 = Strongly Agree (SA)

Score 3 = Agree (A)

Score 2 = Disagree (DA)

Score 1 = Strongly Disagree (SDA)

No.	Statement	SA	A	DA	SDA
1	The ability of employee to create a good organizational commitment.				
2	There is a strong commitment and in accordance with the work				
3	The ability of organization to facilitate employee convenience.				
4	There is a sense of satisfaction after reaching the target				
5	There is a clear work procedure that is provided				
6	The similarity of treatment in the team				
7	There is an opportunity to share knowledge				
8	There is an opportunity to share knowledge				
9	There is feedback to improve performance				

#### **D. Job Satisfaction**

Circle the number in the answer column that is considered the most appropriate, in the following alternative answers:

Score 4 = Strongly Agree (SS)

Score 3 = Agree (S)

Score 2 = Disagree (TS)

Score 1 = Strongly Disagree (STS)

No	Statement	SA	A	DA	SDA
1	The opportunity to perform interested tasks				
2	The opportunity to learn				
3	The opportunity to take responsibility				
4	There is regular payroll				
5	There is a salary according to the workload				
6	There is sufficient salary to meet daily needs				
7	There is a chance for the same promotion				
8	There is a detailed promotion system				
9	There is a promotion that can increase morale				
10	Any technical assistance provided				
11	There is oversight in the job operating system				
12	There is continuous work supervision				
13	There is mutual support among co-workers				
14	There is friendliness in the relationship between co-workers				
15	There is cooperation with colleagues to solve problems				



### Attachment 3

### Validity Test Results Training Variable (X1)

Attachment 3 Validity Test Results Training Variable (X1)

		Correlations																TOTALX1
		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	TOTALX1
X1	Pearson Correlation	1	.801**	.434**	.753**	.437**	.456**	.416**	.371*	.392*	.464**	.177	.369*	.225	.484**	.448**	.578**	.669**
	Sig. (2-tailed)		<.001	.005	<.001	.004	.003	.007	.017	.011	.002	.268	.018	.157	.001	.003	<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X2	Pearson Correlation	.801**	1	.585**	.716**	.606**	.464**	.485**	.324*	.487**	.505**	.281	.414**	.189	.467**	.523**	.604**	.723**
	Sig. (2-tailed)	<.001		<.001	<.001	<.001	.002	.001	.039	.001	<.001	.076	.007	.236	.002	<.001	<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X3	Pearson Correlation	.434**	.585**	1	.537**	.496**	.555**	.637**	.413**	.340*	.643**	.510**	.619**	.388*	.664**	.606**	.554**	.767**
	Sig. (2-tailed)	.005	<.001		<.001	<.001	<.001	.026	<.001	.007	.030	<.001	<.001	.012	<.001	<.001	<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X4	Pearson Correlation	.753**	.716**	.537**	1	.526**	.349*	.516**	.306	.411**	.528**	.325*	.485**	.167	.348*	.518**	.449**	.678**
	Sig. (2-tailed)	<.001	<.001	<.001		<.001	.026	<.001	.051	.008	<.001	.038	.001	.297	.026	<.001	.003	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X5	Pearson Correlation	.437**	.606**	.496**	.526**	1	.551**	.488**	.486**	.539**	.509**	.467**	.561**	.484**	.601**	.734**	.685**	.781**
	Sig. (2-tailed)	.004	<.001	<.001	<.001		<.001	.001	.001	<.001	<.001	.002	<.001	.001	<.001	<.001	<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X6	Pearson Correlation	.456**	.464**	.555**	.349*	.551**	1	.608**	.355*	.167	.640**	.392*	.572**	.551**	.551**	.616**	.605**	.716**
	Sig. (2-tailed)	.003	.002	<.001	.026	<.001		<.001	.023	.297	<.001	.011	<.001	<.001	<.001	<.001	<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X7	Pearson Correlation	.416**	.485**	.637**	.516**	.488**	.608**	1	.419**	.252	.676**	.572**	.607**	.416**	.640**	.540**	.695**	.767**
	Sig. (2-tailed)	.007	.001	<.001	<.001	.001	<.001		.006	.112	<.001	<.001	<.001	.007	<.001	<.001	<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X8	Pearson Correlation	.371*	.324*	.413**	.306	.486**	.355*	.419**	1	.189	.484**	.649**	.571**	.615**	.571**	.507**	.637**	.694**
	Sig. (2-tailed)	.017	.039	.007	.051	.001	.023	.006		.236	.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X9	Pearson Correlation	.392*	.487**	.340*	.411**	.539**	.167	.252	.189	1	.274	.212	.326*	.190	.441**	.415**	.477**	.522**
	Sig. (2-tailed)	.011	.001	.030	.008	<.001	.297	.112	.236		.083	.184	.037	.235	.004	.007	.002	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X10	Pearson Correlation	.464**	.505**	.643**	.528**	.509**	.640**	.676**	.484**	.274	1	.588**	.680**	.464**	.460**	.565**	.629**	.785**
	Sig. (2-tailed)	.002	<.001	<.001	<.001	<.001	<.001	<.001	.001	.083		<.001	<.001	.002	.002	<.001	<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X11	Pearson Correlation	.177	.281	.510**	.325*	.467**	.392*	.572**	.649**	.212	.588**	1	.719**	.520**	.467**	.490**	.539**	.694**
	Sig. (2-tailed)	.268	.076	<.001	.038	.002	.011	<.001	<.001	.184	<.001		<.001	<.001	.002	.001	<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X12	Pearson Correlation	.369*	.414**	.619**	.485**	.561**	.572**	.607**	.571**	.326*	.680**	.719**	1	.550**	.506**	.588**	.647**	.794**
	Sig. (2-tailed)	.018	.007	<.001	.001	<.001	<.001	<.001	<.001	.037	<.001	<.001		<.001	<.001	<.001	<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X13	Pearson Correlation	.225	.189	.388*	.167	.484**	.551**	.416**	.615**	.190	.464**	.520**	.550**	1	.484**	.497**	.467**	.628**
	Sig. (2-tailed)	.157	.236	.012	.297	.001	<.001	.007	<.001	.235	.002	<.001	<.001		.001	<.001	.002	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X14	Pearson Correlation	.484**	.467**	.664**	.348*	.601**	.551**	.640**	.571**	.441**	.460**	.467**	.506**	.484**	1	.615**	.752**	.772**
	Sig. (2-tailed)	.001	.002	<.001	.026	<.001	<.001	<.001	<.001	.004	.002	.002	<.001	.001		<.001	<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X15	Pearson Correlation	.448**	.523**	.606**	.518**	.734**	.616**	.540**	.507**	.415**	.565**	.490**	.588**	.497**	.615**	1	.642**	.791**
	Sig. (2-tailed)	.003	<.001	<.001	<.001	<.001	<.001	<.001	<.001	.007	<.001	.001	<.001	<.001	<.001		<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X16	Pearson Correlation	.578**	.604**	.554**	.449**	.685**	.605**	.695**	.637**	.477**	.629**	.539**	.647**	.467**	.752**	.642**	1	.852**
	Sig. (2-tailed)	<.001	<.001	<.001	.003	<.001	<.001	<.001	<.001	.002	<.001	<.001	<.001	.002	<.001	<.001		<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
TOTALX1	Pearson Correlation	.669**	.723**	.767**	.678**	.781**	.716**	.767**	.694**	.522**	.785**	.694**	.794**	.628**	.772**	.791**	.852**	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).



## Attachment 4

### Validity Test Results Organizational Commitment Variable (X<sub>2</sub>)

#### Attachment 4 Validity Test Results Organizational Commitment Variable (X<sub>2</sub>)

		Correlations															
		X17	X18	X19	X20	X21	X22	X23	X24	X25	X26	X27	X28	X29	X30	X31	TOTALX2
X17	Pearson Correlation	1	.321*	.483**	.340*	.367*	.460**	.280	.640**	.208	.476**	.263	.365*	.594**	.508**	.110	.611**
	Sig. (2-tailed)		.040	.001	.030	.018	.002	.076	<.001	.192	.002	.096	.019	<.001	<.001	.495	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X18	Pearson Correlation	.321*	1	.409**	.730**	.532**	.437**	.550**	.370*	.302	.275	.508**	.396*	.347*	.488**	.194	.655**
	Sig. (2-tailed)	.040		.008	<.001	<.001	.004	<.001	.017	.055	.081	<.001	.010	.026	.001	.225	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X19	Pearson Correlation	.483**	.409**	1	.340*	.244	.291	.403**	.561**	.223	.292	.185	.440**	.563**	.578**	.313*	.607**
	Sig. (2-tailed)	.001	.008		.030	.125	.065	.009	<.001	.162	.064	.248	.004	<.001	<.001	.047	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X20	Pearson Correlation	.340*	.730**	.340*	1	.634**	.602**	.747**	.365*	.604**	.450**	.547**	.473**	.508**	.563**	.395*	.794**
	Sig. (2-tailed)	.030	<.001	.030		<.001	<.001	<.001	.019	<.001	.003	<.001	.002	<.001	<.001	.010	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X21	Pearson Correlation	.367*	.532**	.244	.634**	1	.793**	.532**	.401**	.643**	.594**	.563**	.325*	.355*	.466**	.400**	.754**
	Sig. (2-tailed)	.018	<.001	.125	<.001		<.001	<.001	.009	<.001	<.001	<.001	.038	.023	.002	.010	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X22	Pearson Correlation	.460**	.437**	.291	.602**	.793**	1	.839**	.454**	.478**	.572**	.407**	.509**	.532**	.417**	.292	.761**
	Sig. (2-tailed)	.002	.004	.065	<.001	<.001		<.001	.003	.002	<.001	.008	<.001	<.001	.007	.064	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X23	Pearson Correlation	.280	.550**	.403**	.747**	.532**	.639**	1	.293	.555**	.469**	.613**	.654**	.623**	.583**	.429**	.802**
	Sig. (2-tailed)	.076	<.001	.009	<.001	<.001	<.001		.063	<.001	.002	<.001	<.001	<.001	<.001	.005	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X24	Pearson Correlation	.640**	.370*	.561**	.365*	.401**	.454**	.293	1	.316*	.534**	.295	.426**	.528**	.381*	.106	.639**
	Sig. (2-tailed)	<.001	.017	<.001	.019	.009	.003	.063		.044	<.001	.061	.006	<.001	.014	.511	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X25	Pearson Correlation	.208	.302	.223	.604**	.643**	.478**	.555**	.316*	1	.523**	.385*	.334*	.435**	.293	.588**	.662**
	Sig. (2-tailed)	.192	.055	.162	<.001	<.001	.002	<.001	.044		<.001	.013	.033	.004	.063	<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X26	Pearson Correlation	.476**	.275	.292	.450**	.594**	.572**	.469**	.534**	.523**	1	.603**	.348*	.555**	.530**	.612**	.745**
	Sig. (2-tailed)	.002	.081	.064	.003	<.001	<.001	.002	<.001	<.001		<.001	.026	<.001	<.001	<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X27	Pearson Correlation	.263	.508**	.185	.547**	.563**	.407**	.613**	.295	.385*	.603**	1	.481**	.307	.532**	.417**	.673**
	Sig. (2-tailed)	.096	<.001	.248	<.001	<.001	.008	<.001	.061	.013	<.001		.001	.051	<.001	.007	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X28	Pearson Correlation	.365*	.396*	.440**	.473**	.325*	.509**	.654**	.426**	.334*	.348*	.481**	1	.665**	.415**	.135	.669**
	Sig. (2-tailed)	.019	.010	.004	.002	.038	<.001	<.001	.006	.033	.026	.001		<.001	.007	.399	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X29	Pearson Correlation	.594**	.347*	.563**	.508**	.355*	.532**	.623**	.528**	.435**	.555**	.307	.665**	1	.606**	.436**	.770**
	Sig. (2-tailed)	<.001	.026	<.001	<.001	.023	<.001	<.001	<.001	.004	<.001	.051	<.001		<.001	.004	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X30	Pearson Correlation	.508**	.488**	.578**	.563**	.466**	.417**	.583**	.381*	.293	.530**	.532**	.415**	.606**	1	.540**	.749**
	Sig. (2-tailed)	<.001	.001	<.001	<.001	.002	.007	<.001	.014	.063	<.001	<.001	.007	<.001		<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
X31	Pearson Correlation	.110	.194	.313*	.395*	.400**	.292	.429**	.106	.588**	.612**	.417**	.135	.436**	.540**	1	.566**
	Sig. (2-tailed)	.495	.225	.047	.010	.010	.064	.005	.511	<.001	<.001	.007	.399	.004	<.001		<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
TOTALX2	Pearson Correlation	.611**	.655**	.607**	.794**	.754**	.761**	.802**	.639**	.662**	.745**	.673**	.669**	.770**	.749**	.566**	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

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## Attachment 5

### Validity Test Results Employee Performance Variable (Y)

*Attachment 5 Validity Test Results Employee Performance Variable (Y)*

		Correlations									
		Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	TOTALY
Y1	Pearson Correlation	1	.480	.313	.563	.138	.501	.062	.589	.357	.627
	Sig. (2-tailed)		.001	.046	<.001	.390	<.001	.700	<.001	.022	<.001
	N	41	41	41	41	41	41	41	41	41	41
Y2	Pearson Correlation	.480	1	.153	.531	.253	.675	.364	.330	.465	.651
	Sig. (2-tailed)	.001		.339	<.001	.110	<.001	.019	.035	.002	<.001
	N	41	41	41	41	41	41	41	41	41	41
Y3	Pearson Correlation	.313	.153	1	.390	.378	.380	.449	.531	.481	.650
	Sig. (2-tailed)	.046	.339		.012	.015	.014	.003	<.001	.001	<.001
	N	41	41	41	41	41	41	41	41	41	41
Y4	Pearson Correlation	.563	.531	.390	1	.468	.700	.350	.609	.550	.808
	Sig. (2-tailed)	<.001	<.001	.012		.002	<.001	.025	<.001	<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41
Y5	Pearson Correlation	.138	.253	.378	.468	1	.469	.438	.313	.434	.615
	Sig. (2-tailed)	.390	.110	.015	.002		.002	.004	.046	.005	<.001
	N	41	41	41	41	41	41	41	41	41	41
Y6	Pearson Correlation	.501	.675	.380	.700	.469	1	.447	.458	.403	.782
	Sig. (2-tailed)	<.001	<.001	.014	<.001	.002		.003	.003	.009	<.001
	N	41	41	41	41	41	41	41	41	41	41
Y7	Pearson Correlation	.062	.364	.449	.350	.438	.447	1	.528	.529	.646
	Sig. (2-tailed)	.700	.019	.003	.025	.004	.003		<.001	<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41
Y8	Pearson Correlation	.589	.330	.531	.609	.313	.458	.528	1	.748	.808
	Sig. (2-tailed)	<.001	.035	<.001	<.001	.046	.003	<.001		<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41
Y9	Pearson Correlation	.357	.465	.481	.550	.434	.403	.529	.748	1	.786
	Sig. (2-tailed)	.022	.002	.001	<.001	.005	.009	<.001	<.001		<.001
	N	41	41	41	41	41	41	41	41	41	41
TOTALY	Pearson Correlation	.627	.651	.650	.808	.615	.782	.646	.808	.786	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	
	N	41	41	41	41	41	41	41	41	41	41



## Attachment 6

### Validity Test Results Job Satisfaction Variable (Z)

Attachment 6 Validity Test Results Job Satisfaction Variable (Z)

		Correlations															
		Z1	Z2	Z3	Z4	Z5	Z6	Z7	Z8	Z9	Z10	Z11	Z12	Z13	Z14	Z15	TOTALZ
Z1	Pearson Correlation	1	.647**	.629**	.551**	.540**	.429**	.517**	.414**	.457**	.532**	.515**	.560**	.391*	.393*	.540**	.720**
	Sig. (2-tailed)		<.001	<.001	<.001	<.001	.005	<.001	.007	.003	<.001	<.001	<.001	.011	.011	<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
Z2	Pearson Correlation	.647**	1	.791**	.691**	.652**	.488**	.525**	.362*	.543**	.553**	.689**	.699**	.488**	.645**	.753**	.857**
	Sig. (2-tailed)	<.001		<.001	<.001	<.001	.001	<.001	.020	<.001	<.001	<.001	<.001	.001	<.001	<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
Z3	Pearson Correlation	.629**	.791**	1	.686**	.519**	.439**	.511**	.432**	.542**	.474**	.708**	.676**	.448**	.659**	.671**	.828**
	Sig. (2-tailed)	<.001	<.001		<.001	<.001	.004	<.001	.005	<.001	.002	<.001	<.001	.003	<.001	<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
Z4	Pearson Correlation	.551**	.691**	.686**	1	.655**	.320*	.582**	.443**	.594**	.466**	.583**	.571**	.237	.625**	.567**	.774**
	Sig. (2-tailed)	<.001	<.001	<.001		<.001	.042	<.001	.004	<.001	.002	<.001	<.001	.136	<.001	<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
Z5	Pearson Correlation	.540**	.652**	.519**	.655**	1	.488**	.627**	.507**	.522**	.486**	.545**	.626**	.248	.472**	.565**	.760**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001		.001	<.001	<.001	<.001	.001	<.001	<.001	.118	.002	<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
Z6	Pearson Correlation	.429**	.488**	.439**	.320*	.488**	1	.185	.436**	.398*	.554**	.540**	.567**	.642**	.439**	.488**	.663**
	Sig. (2-tailed)	.005	.001	.004	.042	.001		.247	.004	.010	<.001	<.001	<.001	<.001	.004	.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
Z7	Pearson Correlation	.517**	.525**	.511**	.582**	.627**	.185	1	.577**	.495**	.376*	.456**	.398**	.224	.296	.383*	.637**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	.247		<.001	<.001	.015	.003	.010	.159	.060	.013	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
Z8	Pearson Correlation	.414**	.362*	.432**	.443**	.507**	.436**	.577**	1	.783**	.356*	.422**	.366*	.293	.270	.270	.619**
	Sig. (2-tailed)	.007	.020	.005	.004	<.001	.004	<.001		<.001	.022	.006	.019	.063	.088	.088	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
Z9	Pearson Correlation	.457**	.543**	.542**	.594**	.522**	.398*	.495**	.783**	1	.490**	.693**	.583**	.401**	.397*	.463**	.754**
	Sig. (2-tailed)	.003	<.001	<.001	<.001	<.001	.010	<.001	<.001		.001	<.001	<.001	.009	.010	.002	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
Z10	Pearson Correlation	.532**	.553**	.474**	.466**	.486**	.554**	.376*	.356*	.490**	1	.645**	.671**	.716**	.391*	.512**	.736**
	Sig. (2-tailed)	<.001	<.001	.002	.002	.001	<.001	.015	.022	.001		<.001	<.001	<.001	.011	<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
Z11	Pearson Correlation	.515**	.689**	.708**	.583**	.545**	.540**	.456**	.422**	.693**	.645**	1	.790**	.574**	.530**	.575**	.838**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	.003	.006	<.001	<.001		<.001	<.001	<.001	<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
Z12	Pearson Correlation	.560**	.699**	.676**	.571**	.626**	.567**	.398**	.366*	.583**	.671**	.790**	1	.509**	.489**	.571**	.819**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	.010	.019	<.001	<.001	<.001		<.001	.001	<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
Z13	Pearson Correlation	.391*	.488**	.448**	.237	.248	.642**	.224	.293	.401**	.716**	.574**	.509**	1	.500**	.541**	.640**
	Sig. (2-tailed)	.011	.001	.003	.136	.118	<.001	.159	.063	.009	<.001	<.001	<.001		<.001	<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
Z14	Pearson Correlation	.393*	.645**	.659**	.625**	.472**	.439**	.296	.270	.397**	.391*	.530**	.489**	.500**	1	.780**	.709**
	Sig. (2-tailed)	.011	<.001	<.001	<.001	.002	.004	.060	.088	.010	.011	<.001	.001	<.001		<.001	<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
Z15	Pearson Correlation	.540**	.753**	.671**	.567**	.565**	.488**	.383*	.270	.463**	.512**	.575**	.571**	.541**	.780**	1	.780**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	.001	.013	.088	.002	<.001	<.001	<.001	<.001	<.001		<.001
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
TOTALZ	Pearson Correlation	.720**	.857**	.828**	.774**	.760**	.663**	.637**	.619**	.754**	.736**	.838**	.819**	.640**	.709**	.780**	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).



**Attachment 7**  
**Reliability Test Results**

*Attachment 7 Reliability Test Results*

1. Training ( $X_1$ )

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.937	16

2. Organizational Commitment ( $X_2$ )

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.924	15

3. Employee Performance (Y)

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.876	9

4. Job Satisfaction (Z)

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.942	15

## Attachment 8

### Results of Regression Test Analysis

Attachment 8 Results of Regression Test Analysis

#### 1. Heteroscedasticity Test Results

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.951	1.253		2.356	.024
	Training	-.020	.034	-.139	-.588	.560
	Organizational Commitment	-.004	.037	-.027	-.113	.910

a. Dependent Variable: RES2

#### 2. Multicollinearity Test Results

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.131	2.211		.512	.612		
	Training	.429	.061	.743	7.072	<.001	.460	2.174
	Organizational Commitment	.122	.065	.197	1.879	.068	.460	2.174

a. Dependent Variable: EmployeePerformance

#### 3. Normality Test Results

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual	
N		41	
Normal Parameters <sup>a,b</sup>	Mean	.0000000	
	Std. Deviation	2.13684722	
Most Extreme Differences	Absolute	.094	
	Positive	.079	
	Negative	-.094	
Test Statistic		.094	
Asymp. Sig. (2-tailed) <sup>c</sup>		.200 <sup>d</sup>	
Monte Carlo Sig. (2-tailed) <sup>e</sup>	Sig.	.474	
	99% Confidence Interval	Lower Bound	.461
		Upper Bound	.487

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

4. Results of Multiple Linear Regression Training and Organizational Commitment on Job Satisfaction

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.907	3.966		.481	.633		
	Training	.528	.109	.537	4.858	<.001	.460	2.174
	Organizational Commitment	.438	.117	.415	3.755	<.001	.460	2.174

a. Dependent Variable: JobSatisfaction

5. Coefficient of Multiple Determination of Training and Organizational Commitment on Job Satisfaction

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.887 <sup>a</sup>	.787	.776	3.932

a. Predictors: (Constant), OrganizationalCommitment, Training

6. Multiple Linear Regression Analysis Training and Organizational Commitment on Employee Performance

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.131	2.211		.512	.612		
	Training	.429	.061	.743	7.072	<.001	.460	2.174
	Organizational Commitment	.122	.065	.197	1.879	.068	.460	2.174

a. Dependent Variable: EmployeePerformance

7. Coefficient of Multiple Determination Training and Organizational Commitment on Employee Performance

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.898 <sup>a</sup>	.807	.797	2.19236	2.507

a. Predictors: (Constant), OrganizationalCommitment, Training

b. Dependent Variable: EmployeePerformance

8. Simple Linear Regression Results Job Satisfaction on Employee Performance

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.571	2.139		1.669	.103		
	JobSatisfaction	.518	.044	.884	11.838	<.001	1.000	1.000

a. Dependent Variable: EmployeePerformance

9. Coefficient of Multiple Determination of Job Satisfaction on Employee Performance

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.884 <sup>a</sup>	.782	.777	2.29818	2.280

a. Predictors: (Constant), JobSatisfaction

b. Dependent Variable: EmployeePerformance

10. Organizational Commitment and Training Linear Regression Analysis Test Results on Job Satisfaction

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.907	3.966		.481	.633
	Training	.528	.109	.537	4.858	<.001
	OrganizationalCommitment	.438	.117	.415	3.755	<.001

a. Dependent Variable: JobSatisfaction

11. F-Test Results of the Variable Quality of Training and Organizational Commitment Job Satisfaction

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2168.361	2	1084.180	70.132	<.001 <sup>b</sup>
	Residual	587.444	38	15.459		
	Total	2755.805	40			

a. Dependent Variable: JobSatisfaction  
b. Predictors: (Constant), OrganizationalCommitment, Training



12. Test Results of Multiple Linear Regression Analysis Organizational Commitment and Training on Employee Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.131	2.211		.512	.612		
	Training	.429	.061	.743	7.072	<.001	.460	2.174
	Organizational Commitment	.122	.065	.197	1.879	.068	.460	2.174

a. Dependent Variable: EmployeePerformance

13. F Test Results of Training and Organizational Commitment on Variables on Employee Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	763.550	2	381.775	79.430	<.001 <sup>b</sup>
	Residual	182.645	38	4.806		
	Total	946.195	40			

a. Dependent Variable: EmployeePerformance

b. Predictors: (Constant), Organizational Commitment, Training

14. Test Results Simple Regression Analysis of Job Satisfaction on Employee Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.571	2.139		1.669	.103		
	JobSatisfaction	.518	.044	.884	11.838	<.001	1.000	1.000

a. Dependent Variable: EmployeePerformance

## 15. Path Analysis Model I

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.907	3.966		.481	.633
	Training	.528	.109	.537	4.858	<.001
	Organizational Commitment	.438	.117	.415	3.755	<.001

a. Dependent Variable: JobSatisfaction

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.887 <sup>a</sup>	.787	.776	3.932

a. Predictors: (Constant), OrganizationalCommitment, Training

## 16. Path Analysis Model II

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.911	3.514		.259	.797
	Training	.151	.146	.153	1.033	.308
	Organizational Commitment	.330	.108	.313	3.069	.004
	EmployeePerformance	.880	.257	.516	3.426	.002

a. Dependent Variable: JobSatisfaction

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.916 <sup>a</sup>	.838	.825	3.472

a. Predictors: (Constant), EmployeePerformance, OrganizationalCommitment, Training