

# Effect of Training and Competence on Job Satisfaction and Its Impact on Employee Commitment (Case Study at BPJS Ketenagakerjaan)

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**Abstract:- This study aims to analyze the effect of training and competence on job satisfaction and its impact on employee commitment. The population of this study is employees who work at BPJS Employment who are participants in the 2019 technical training program, with a total sample of 943 BPJS employees. The data analysis method used Structural Equation Model-Partial Least Square (SEM-PLS). The results of the study found that training had a significant positive effect on company performance. Trust has a positive and significant impact on employee commitment. Competency has a positive and significant effect on employee commitment. Training has a positive and significant impact on job satisfaction. Competency has a positive and significant impact on job satisfaction. Job satisfaction has a positive and significant impact employee commitment. Job satisfaction acts as a mediating variable in the relationship between training and employee commitment. Job satisfaction acts as a mediating variable in the relationship between competency and employee commitment.**

**Keywords:-** Training, Competence, Job Satisfaction, Employee Commitment.

## I. INTRODUCTION

Employees as human resources have a work function in company activities or activities in accordance with the systems, processes, and goals the company wants to achieve. Without good performance from employees, the sustainability of the company will not be achieved. Thus, employees are assets or human resources that are very important for the company. The company can run well if the obstacles or constraints on human resources that cause problems at work can be appropriately managed. In carrying out their work functions, employees have various issues that cannot be left alone because they will impact company activities. One of the problems that can hinder the company's activities is employee commitment.

Employee commitment is one of the keys that determine the success or failure of an organization to achieve its goals. Employees who are committed to the organization show a work attitude that is attentive to their duties. They are very responsible for carrying out their duties and are very loyal to the company. In addition,

commitment contains belief, a bond, which will generate energy to do the best. Significantly, commitment impacts the work performance of human resources, and in the end, it is also very influential on a company's performance. Therefore, the role of human resources, especially the management line from the base to the top rope, must act as a driving force to realize the company's mission and goals.

BPJS Employment (BP Jamsostek) is an organization that has a heavy responsibility, vision, and mission. BPJS Ketenagakerjaan is a public legal entity that is responsible to the president and functions to administer Work Accident Insurance (JKK), Death Benefit (JKM), Old Age Security (JHT) programs, with the addition of the Pension Guarantee (JP) program starting July 1, 2015, for all workers in Indonesia, including foreigners who work for a minimum of 6 (six) months in Indonesia. Given the importance and magnitude of these responsibilities, BPJS Ketenagakerjaan must maintain employee commitment for the smooth running of the duties and responsibilities of the company, both by improving the quality and competence of all service units developing various programs and benefits that workers can directly enjoy.

Several previous studies found factors that could affect employee commitment; Ocen, Francis, and Angundaru (2017) and Marhayani, Musnadi, and Ibrahim (2019) found that training and competence were the determinants of job satisfaction variables. And employee commitment (employee commitment). The results of the pre-survey with a sample of 30 people after processing the indicators with the yields of almost all answers on a disagreement scale, which means that respondents do not entirely agree with the questions given and the variables of training (training), competence (competency) are factors that are thought to affect satisfaction (job satisfaction) and employee commitment (employee commitment). Several previous researchers have conducted quantitative research studies on customer loyalty in the banking industry. However, quantitative studies explaining these determinants found some different results.

The results of existing research found several different findings. The training factor was found to have a significant effect on job satisfaction by several researchers, including Ocen, Francis, and Angundaru (2017); Kanapathipillai and Azam (2020); and Soni and Kesari (2018). However, research conducted by Vonny (2016); and Syamsuri and Siregar

(2018) found no effect on the relationship. In the process of increasing commitment to employees, companies need to manage the satisfaction felt by employees. According to research conducted by Ocen, Francis, and Angundaru (2017), one of the factors that can shape job satisfaction and employee commitment is the training program provided by the company. Training is a short-term educational process using a systematic procedure of changing the behavior of employees in one direction to improve organizational goals. Not only the provision of training programs (training) is the main factor, but the competence or level of expertise of employees (competency) is also a determining factor for job satisfaction and other employee commitments (Marhayani, Musnadi, and Ibrahim, 2019).

BPJS Ketenagakerjaan is very concerned about its employees' career development and competence to create employee satisfaction and commitment. However, these career and competency development programs must be supported by the level of education possessed by employees. For this reason, BPJS Employment is dominated by workers or employees with a minimum education level of D1. Where they have got the basic competence that is adequate to be developed. Employees dominate BPJS Ketenagakerjaan with an undergraduate or graduate education level. Wherewith the essential competencies possessed by employees, it will be easier to grow with the development programs provided.

## II. LITERATURE REVIEW

### A. Human Resource Management

Hasibuan (2017) defines human resource management as "The science and art of regulating the relationship and role of the workforce to be effective and efficient in helping the realization of the goals of the company, employees and society." Furthermore, according to Mangkunegara (2017), human resource management is planning, organizing, coordinating, implementing, and supervising procurement, development, remuneration, integration, and separation of workers to achieve organizational goals.

### B. Job Satisfaction

In Ritonga and Ganyang (2020), Locke considers job satisfaction as a pleasant and optimistic employee emotional statement from the evaluation of one's job performance or work experience, where employees value certain aspects of the job. Meanwhile, Matthews, Daigle, and Houston (2018) reveal that job satisfaction as an overall attitude towards individual work is an aspect that is indispensable in organizational behavior because it is positively related to an employee's performance. According to Wibowo (2014), there are two suggested models for measuring job satisfaction: The Minnesota Satisfaction Questionnaire (MSQ) and the Job Descriptive Index. 1. MSQ (The Minnesota Satisfaction Questionnaire) measures satisfaction with: a. Working Conditions b. Chances of Advancement c. Freedom to use one's judgment (Freedom to use one's own) d. Praise for doing an excellent job e. Feelings of Accomplishment. 2. The Job Descriptive Index measures

job satisfaction by a. The work itself, the work itself, includes responsibility, interest, and growth (responsibility, interest, and growth) b. Quality of Supervision, the quality of supervision that provides for technical assistance and social support (technical help and social support) c. Relationship with co-workers, relationships with co-workers that include social harmony and respect d. Promotion opportunities, promotion opportunities, including options for further advancement, e. Pay, payment in the form of the adequacy of pay and feelings of justice towards others (adequacy of compensation and perceived equity with others).

Job satisfaction is also one of the variables that affect job performance or productivity of employees other than motivation, stress levels, physical working conditions, compensation, and aspects of economic, technical, and other behavioral. Productivity can be increased by increasing job satisfaction. Job satisfaction is a result of productivity or otherwise. High productivity led to increased job satisfaction only if workers perceive that what they have accomplished by what they received (salary/wages) is fair and reasonable and is associated with superior job performance. In other words, that indicates job performance of an employee satisfaction level because the company can know aspects of the expected success rate. ( Setyo, 2017)

### C. Employee Commitment

*Employee commitment* is the attachment of each individual to the company and actions related to Nayak et al. (2018). In addition, according to OCen et al. (2017), Employee commitment is a significant force that identifies individuals' involvement in an organization. Then, employee commitment refers to the psychological attitude that exists within employees; this attitude helps each employee know the company's goals (Mahmood et al., 2019). According to Ocen et al. (2017), there are several dimensions to measure Employee Commitment: 1. Affective Commitment (Affective Commitment) How far an employee feels he has an emotional connection, identification, and involvement with the current company and consequently develops a desire or need to remain are in the company. 2. Continuance Commitment Something experienced when an employee feels unable to leave his job because he has no other choice. occurs when an employee can maintain a commitment to the company because he cannot match his salary or wages with other companies. 3. Normative Commitment is Related to the feeling of an employee to do good deeds given to him by the company.

### D. Training

Rivai, Veithzal, and Basri in Andianto and Sugiyanto (2019) explain that training is personal (generally one-to-one), an on-the-job approach used by managers and trainers to help develop their skills and ability levels. Wayne and Mondy in Adiyanto and Sugiyanto (2019) explain that training is designed to provide learners with the knowledge and skills needed for their current job. Gomes in Nursalim and Sulastri (2020).

Human resource development is an effort to improve the ability of employees about economic activities that can help employees in understanding practical knowledge and its application to enhance the skills, skills, and attitudes needed by the organization in achieving its objectives as well as the work demands that an employee must carry out through human resource development (Setyo, 2017)

According to Mangkunegara (2016), the dimensions and indicators of training are as follows: 1. Instructor: Considering that trainers are generally oriented towards skill improvement, then the trainers who are selected to provide training materials must have adequate qualifications according to their fields, are personal and competent, besides that the instructor's education must be suitable for conducting training. 2. Participants: Training participants must of course be selected based on specific requirements and appropriate qualifications, besides that the trainees must also have a high enthusiasm for participating in the training. 3. Materials: Human resource training materials are materials or curricula that are in accordance with the objectives of human resource training to be achieved by the company and the training materials must also be updated so that participants can understand the problems that occur in the current conditions. 4. Method: The training method will ensure that practical human resource training activities take place if they are in accordance with the type of material and components of the training participants. 5. Training objectives: These are defined goals, mainly related to the preparation of action plans (action play) and target setting, as well as the expected results of the training to be held, besides that the training objectives must also be socialized beforehand to the participants so that participants can understand the training that. 6. Goals: The training objectives must be determined with detailed and measurable criteria. As well as the expected results of the training that will be held, besides that, the objectives of the training must also be socialized beforehand to the participants so that participants can understand the training. 6. Goals: The training objectives must be determined with detailed and measurable criteria. As well as the expected results of the training that will be held, besides that, the objectives of the training must also be socialized beforehand to the participants so that participants can understand the training. 6. Goals: The training objectives must be determined with detailed and measurable criteria.

#### *E. Competency*

Competence is an ability to carry out or perform a job or task based on skills and knowledge and supported by the work attitude required by the job (Wibowo, 2016). Thus, competence is a person's ability to produce at a satisfactory level at work, including transferring and applying information and knowledge in new situations and increasing agreed benefits. Competence also shows the characteristics of knowledge and skills possessed or needed by each individual, enabling them to perform their duties and responsibilities effectively and raise professional quality standards in their work. According to Kandula (2013), the dimensions and indicators of competency are as follows: 1.

Achievement and action-oriented: a. Passion for achievement and to achieve work targets. b. Attention to quality and accuracy of work. c. Proactive and initiative d. Searching for information. 2. Helping and serving others: a. Empathy. b. Customer oriented. 3. Ability to influence and create impact: a. The extent of impact and influence. b. Organizational awareness. c. Build working relationships. 4. Managerial ability: a. develop others. b. the ability to direct or give orders. c. group cooperation. d. lead the group. 5. Cognitive ability: a. analytical thinking. b. conceptual thinking. c. technical, professional, or managerial skills. 6. Ability of personal effectiveness: a. self-control b. confidence. c. flexibility. d. organizational commitment.

### **III. RESEARCH METHODS**

The method used is a quantitative research method with the type of descriptive research through observation and questionnaires; The distribution of the instrument's distribution is a questionnaire with a Likert scale with five alternative answers. This research uses the data analysis method using the Structural Equation Modeling (SEM) strategy. Data analysis with descriptive analysis with percentages and evaluation of the measurement model or outer model. In this study, the authors collect data by distributing questionnaires distributing questionnaire instruments. The research sample is 210 people. The data were randomly analyzed and compiled through the Structural Equation Modeling (SEM) Smart PLS 3 calculation results. The purpose of this study is to determine: a. analyze the effect of Training on Employee Commitment. b. analyze the effect of Competency on Job Satisfaction. c. Analyze Training on Employee Commitment. d. analyze the Competency of Employee Commitment. e. analyze the effect of Job Satisfaction on Employee Commitment. f. Analyze Job Satisfaction's role to mediate the relationship between Training and Employee Commitment. g. analyze the role of Job Satisfaction to mediate the relationship between Competency and Employee Commitment.

The data analysis method used in this study is the Component or Variance Based Structural Equation Model, where the data processing uses the Partial Least Square (Smart-PLS) version 3.2.8 PLS program. PLS (Partial Least Square) is an alternative model of covariance-based SEM. PLS is a method of solving structural equation modeling (SEM), which is more precise than other SEM techniques in this case (according to the research objectives).

The target population in this study were BPJS Employment employees who participated in the 2019 technical training program as many as 943 employees. Samples were taken from the people using purposive sampling using the sampling technique formulated by Slovin (2010) as many as 280 respondents.

Collecting data in this study using a questionnaire distribution technique in the form of a questionnaire. The analysis used for research data includes descriptive analysis, partial least square analysis, which provides for measurement model test (outer model), structural model test (inner model), and hypothesis testing. Descriptive analysis to describe and communicate raw data in the form of distribution tables. From raw processing data on partial least squares, the mean, median, mode, standard deviation, and theoretical values of each variable are obtained to obtain a measure of concentration, distribution, and prediction of data normality.

Before testing the hypothesis, the measurement model test (outer model) was tested, namely the convergent validity test, discriminant validity test, and reliability test. The structural model test (Inner model), namely the coefficient of determination test, Cohen effect test,

blindfolding test, and model fit test. . Bootstrapping testing to test the hypothesis using path analysis. The use of bootstrapping test to get the calculation and hypothesis testing technique of path analysis. Tests were carried out using the Smart PLS statistical program.

#### IV. RESULT

##### A. Variable Description

Respondents in this study were employees who worked at BPJS Ketenagakerjaan and had attended a technical training in 2019. The number of respondents used as samples in this study was 280 respondents. Based on the results of the questionnaires that have been distributed to respondents, the description of research data in each field is presented as follows:

Indicator	mean	Standard Deviation
TR1	4.214	0.619
TR2	4.225	0.588
TR3	4.193	0.608
TR4	4.396	0.595
<b>TR5</b>	<b>4,500</b>	<b>0.548</b>
<b>TR6</b>	<b>4.118</b>	<b>0.624</b>
TR7	4,200	0.569
TR8	4.246	0.561
TR9	4.143	0.598
TR10	4.389	0.575
Indicator	mean	Standard Deviation
JS1	4.389	0.593
<b>JS2</b>	<b>4.339</b>	<b>0.612</b>
<b>JS3</b>	<b>4.429</b>	<b>0.611</b>
JS4	4.346	0.619

Indicator	mean	Standard Deviation
CO1	4.186	0.605
CO2	4.132	0.621
CO3	4.214	0.577
CO4	4.186	0.610
CO5	4.161	0.591
CO6	4.179	0.613
CO7	4.186	0.628
CO8	4.343	0.558
CO9	4.225	0.612
CO10	4,332	0.598
<b>CO11</b>	<b>4.121</b>	<b>0.621</b>
<b>CO12</b>	<b>4.429</b>	<b>0.575</b>
CO13	4.293	0.567

Indicator	mean	Standard Deviation
EC1	4.389	0.611
EC2	4.479	0.567
EC3	4.446	0.589
EC4	4.286	0.679
EC5	4.375	0.602
EC6	3.857	0.816
EC7	3.929	0.767
EC8	3.836	0.820
EC9	4.068	0.788
EC10	4.293	0.627
EC11	4.386	0.610
EC12	4.261	0.649
EC13	4.204	0.675
EC14	4.254	0.601
EC15	4.111	0.741
<b>EC16</b>	<b>3,729</b>	<b>0.852</b>
EC17	4.454	0.546
EC18	4,511	0.534
<b>EC19</b>	<b>4.554</b>	<b>0.525</b>
EC20	4.236	0.677

Table 1:- Descriptive Variables

**B. Convergent Validity Test Results**

Based on the table, it can be seen that all have met the requirements for testing the loading factor value after The

elimination of invalid indicator items and the average variance extracted (AVE) above 0.50 can be valid and can be used to measure each latent variable.

Variable	Indicator	Loadings	Valid	AVE
Competency	CO1	0.793	Valid	0.597
	CO2	0.740	Valid	
	CO3	0.799	Valid	
	CO4	0.802	Valid	
	CO5	0.868	Valid	
	CO6	0.815	Valid	
	CO7	0.792	Valid	
	CO8	0.713	Valid	
	CO9	0.746	Valid	
	CO10	0.775	Valid	
	CO11	0.712	Valid	
	CO12	0.731	Valid	
	CO13	0.746	Valid	
Trust	TR1	0.752	Valid	0.655
	TR3	0.756	Valid	
	TR6	0.827	Valid	
	TR7	0.851	Valid	
	TR8	0.864	Valid	

Variable	Indicator	Loadings	Valid	AVE
Trust	TR9	0.838	Valid	
	TR10	0.767	Valid	
Employee Commitment	EC2	0.830	Valid	0.617
	EC3	0.818	Valid	
	EC4	0.771	Valid	
	EC5	0.819	Valid	
	EC10	0.743	Valid	
	EC11	0.821	Valid	
	EC12	0.781	Valid	
	EC13	0.711	Valid	
	EC14	0.744	Valid	
	EC17	0.816	Valid	
Job Satisfaction	JS1	0.881	Valid	0.673
	JS2	0.823	Valid	
	JS3	0.801	Valid	
	JS4	0.773	Valid	

Table 2:- Convergent Validity Test Results

**C. Hypothesis testing**

Training positive and significant effect on employee commitment. Based on the test results on the impact of training on employee commitment has a path coefficient value of 0.119, which is close to +1 value, a T-Statistic value of 3600 (> 1.96), and a p-value of 0.000 (<0.05)—competency positive and significant effect on employee commitment. Based on the test results on the impact of competency on employee commitment has a path coefficient value of 0.105, which is close to +1 value, a T-Statistic value of 2.365 (> 1.96), and a p-value of 0.018 (<0.05). Training positive and significant effect on job satisfaction. Based on the test results on the impact of training on job satisfaction has a path coefficient value of 0.219, which is close to +1, a T-Statistic value of 3.740 (> 1.96), and a p-value of 0.000 (<0.05)—competency positive and significant effect on job satisfaction. Based on the test results on the impact of competency on job satisfaction has a path coefficient value of 0.550, which is close to +1 value, a T-Statistic value of 10,045 (> 1.96), and a p-value of 0.000 (<0.05). Job satisfaction positive and significant effect on employee commitment. Based on the test results on the impact of job satisfaction on employee commitment as a path coefficient value of 0.769, which is close to +1, a T-Statistic value of 22,499 (> 1.96), and a p-value of 0.000 (<0.05). Job satisfaction mediating variable has positive and significant influences. Therefore, it can be concluded that job satisfaction mediates the partial mediation between training and employee commitment. The job satisfaction

mediating variable has a positive and significant impact, so it can be concluded that job satisfaction mediates the partial mediation between competency and employee commitment.

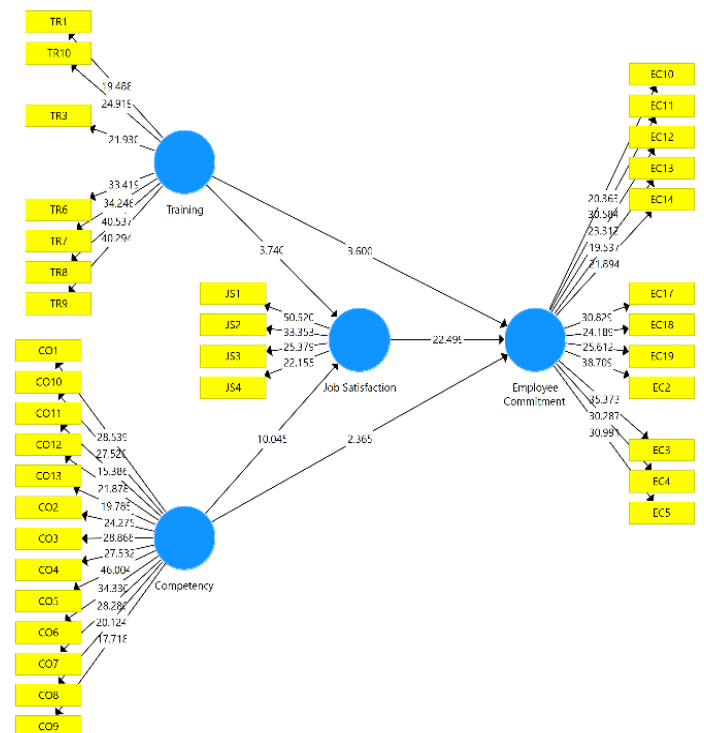


Figure 1. Bootstrapping Test Results

Direct	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
X1 -> Y1	0.219	0.219	0.059	3,740	<b>0.000</b>
X1 -> Y2	0.119	0.120	0.033	3,600	<b>0.000</b>
X2 -> Y1	0.550	0.553	0.055	10,045	<b>0.000</b>
X2 -> Y2	0.105	0.104	0.044	2,365	<b>0.018</b>
Y1 -> Y2	0.769	0.770	0.034	22,499	<b>0.000</b>
Indirect	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
X1 -> Y1 -> Y2	0.168	0.168	0.045	3,757	<b>0.000</b>
X2 -> Y1 -> Y2	0.423	0.425	0.047	9,024	<b>0.000</b>

Table 3:- Bootstrapping Test Results

## V. DISCUSSION

The test results on the effect of training on employee commitment have a path coefficient value of 0.119, which is close to +1, a T-Statistic value of 3.600 ( $> 1.96$ ), and a p-value of 0.000 ( $< 0.05$ ), so it can be concluded that the first hypothesis (H1) is accepted and training has a positive and significant effect on employee commitment. The test results on the impact of competency on employee commitment have a path coefficient value of 0.105, which is close to +1 value, a T-Statistic value of 2.365 ( $> 1.96$ ), and a p-value of 0.018 ( $< 0.05$ ), so it can be concluded that the second hypothesis (H2) is accepted and competency has a positive and significant effect on employee commitment. The test results on the impact of training on job satisfaction have a path coefficient value of 0.219, which is close to +1 value, a T-Statistic value of 3.740 ( $> 1.96$ ), and a p-value of 0.000 ( $< 0.05$ ), so it can be concluded that the third hypothesis (H3) is accepted and training has a positive and significant effect on job satisfaction. The test results on the influence of competency on job satisfaction have a value of 0 path coefficients. 550, which is close to +1, the T-Statistic value is 10,045 ( $> 1.96$ ), and the p-value is 0.000 ( $< 0.05$ ), so it can be concluded that the fourth hypothesis (H4) is accepted and competency has a positive and significant effect on job satisfaction. The test results on the effect of job satisfaction on employee commitment have a path coefficient value of 0.769, which is close to +1 value, a T-Statistic value of 22,499 ( $> 1.96$ ), and a p-value of 0.000 ( $< 0.05$ ), so it can be concluded that the fifth hypothesis (H5) is accepted. Job satisfaction has a positive and significant impact on employee commitment. The test results on the indirect effect of training and employee commitment through the mediating variable of job satisfaction positively and significantly affect. It can be concluded that job satisfaction mediates the partial mediation between training and employee commitment. The test results on the indirect effect of competency and employee commitment through the mediating variable of job satisfaction positively and significantly affect. It can be concluded that job satisfaction mediates the partial mediation between competency and employee commitment.

## VI. CONCLUSION

- Based on the results of hypothesis testing and discussion presented in the previous chapter, several conclusions can be obtained as follows:
  - *The training* was found to have a positive and significant effect on employee commitment. This proves that the low training factor existing can improve *employee commitment*.
  - *Competency* was found to have a positive and significant effect on employee commitment. This proves that the low competency factor existing can improve *employee commitment*.
  - *The training* was found to have a positive and significant effect on job satisfaction. This proves that the low training factor existing can improve *job satisfaction*.
  - *Competency* was found to have a positive and significant effect on job satisfaction. This proves that the low training factor existing can improve *job satisfaction*.
  - *Job satisfaction* was found to have a positive and significant effect on employee commitment. This proves that the high factor *job satisfaction* existing ones can improve *employee commitment*.
  - *Job satisfaction* acts as a mediating variable in training related to employee commitment. This proves that mediation *job satisfaction* can improve *employee commitment* caused by the high training factor.
  - *Job satisfaction* acts as mediating variable of incompetency. Relationship to employee commitment. This proves that mediation *job satisfaction* can improve *employee commitment* caused by the high competency factor.
- Based on the results of the research conducted, the researcher gives some suggestions because this research still has several limitations from several aspects so that improvements need to be made in further research, including:
  - The researcher suggests the BPJS Employment management pay Attention to the training factor. It is hoped that the BPJS Employment management will pay more attention to technical training methods that must be by the type of training held by BPJS Ketenagakerjaan.

- Researchers suggest BPJS Employment management pay Attention to competency factors. Therefore, it is hoped that the BPJS Employment management can pay Attention to all kinds of situations or problems that will be faced and how to resolve them to respond quickly to these situations.
- The researcher suggests the BPJS Employment management pay Attention to the Job Satisfaction factor. In addition, it is hoped that the BPJS Employment management can pay Attention to the atmosphere of its employees in the office, whether there are conflicts or problems personally or when completing work together.
- Researchers suggest to BPJS Employment management to pay attention to the Employee Commitment factor. It is hoped that the BPJS Employment management can pay Attention to the work or responsibilities that have been given to each employee so that there is no need to provide other alternative jobs.

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