



## Increasing Job Satisfaction, Organizational Commitment and the Requirement for Competence and Training

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### Abstract

Many studies have examined the relationship between training and employee job satisfaction, the relationship between employee training and organizational commitment, the relationship between competence and employee job satisfaction, and the relationship between competence and organizational commitment, but there are still many unanswered questions. In particular, research has not explained how training and competence directly affect job satisfaction and managerial competence and how training and competence indirectly affect organizational commitment through job satisfaction. Therefore, this study investigates how training and competence directly affect job satisfaction and organizational commitment. Indirectly, training and competence affect organizational commitment through job satisfaction. Survey-based data collection was collected by purposive sampling, which included 280 employees from BPJS who participated in the training. The findings from the path analysis, along with measurements and structural tests, are very supportive of the employee training program. The findings show that employee training and competence directly affect job satisfaction and organizational commitment. The findings also show that training and employee competence indirectly affect organizational commitment through job satisfaction. Finally, employee job satisfaction affects managerial competence. This study shows that employee training is an effective way for organizations to achieve their goals.

### Keywords:

Training;  
Competence;  
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Organizational Commitment.

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## 1- Introduction

In the last two decades, human resources have been identified as the key to organizational success [1–3]. One of the important factors for organizational success is organizational commitment, which is employees' psychological attachment to the achievement of organizational goals [4–6]. Organizational commitment is one of the main predictors of decreased turnover. Researchers uncovered the positive impact of HRM practices on organizational commitment, job satisfaction, and employee performance [7–9]. The researchers also emphasized that training is the key to HRM in developing techniques to improve employee job satisfaction, and they suggested further exploration [10]. Therefore, the organization must improve the skills and knowledge of its employees through human resource practices because it becomes the foundation for the organization's competitive advantage [11]. One of the advantages of an organization in overcoming new challenges is determined by the implementation of effective training [12]. Training will improve current

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skills and add new ones. Trained employees will feel more satisfied than untrained employees [13]. Job satisfaction has many impacts, one of which is organizational success [14]. Several studies highlight its important role in increasing employee job satisfaction [15–17].

In addition, training also has a positive impact on organizational commitment [18–20]. Training is recognized as a predictor of employee affective commitment [21, 22]. Although many have investigated the effect of training on organizational commitment, few researchers have examined this effect in the context of Asian countries [23, 24], one of which is Indonesia, so research is needed in the context of the cultures of Asian countries that may show different results.

Research on training and competence in public service management has received the attention of several researchers and presents findings that can be generalized using a quantitative approach [25–27]. However, this has not been discussed in the context of public companies in Indonesia. The Social Security Administration Agency (BPJS) is one of the state-owned public companies that currently, BPJS is facing the problem of employee turnover, namely an increase in the number of employees who resigned, increasing from 16 people in 2017 to 27 people in 2018 and 50 people in 2019.

On the other hand, employee performance emphasizes that employees must be competent and always have up-to-date skills. This concept also requires an understanding of the level of job satisfaction, training, and organizational commitment of employees [28]. Competence is conceptualized as an interaction of knowledge, skills, and attitudes [29], where knowledge is an employee's understanding of his work, skills are the abilities of employees obtained from training, and attitudes are thoughts, feelings, and motivations related to work [30]. Job satisfaction is defined as an employee's level of happiness related to his work [31], as a predictor of organizational commitment [32], and as creating a favorable work environment, which leads to effective performance [33]. The literature on the relationship between job satisfaction and competence has been studied by many researchers, who have described competence as a predictor of job satisfaction. In other studies, some researchers concluded that employee competence could affect job satisfaction [34–36].

Organizational commitment is the alignment between employee and organizational goals that leads to efficient performance [37]. Organizational commitment also shows employee motivation to continue working in the organization and try to achieve organizational goals [38]. The literature relating to the relationship between competence and organizational commitment has been extensively studied, such as Stander & Rothmann [39] reported a significant relationship between competence and organizational commitment. Knobloch & Whittington [40] assert that committed employees are competent. Skills and leadership are predictors of organizational commitment [41].

Therefore, this study analyzes the role of training and competence as predictors of job satisfaction and organizational commitment. This study uses social exchange theory (SET) as its theoretical basis. Based on this theory, if organizations provide training to employees, their skills and knowledge will increase, and employees will be able to perform tasks more effectively and efficiently, thereby increasing their satisfaction and increasing organizational commitment.

Referring to the problems in BPJS, namely the increase in employee turnover rates, this shows a decrease in commitment. So, questions arise that need to be tested in this study. These questions will be the formulation of the problem in this research:

- **RQ1:** *Directly, does training affect organizational commitment?*
- **RQ2:** *Directly, does competence affects organizational commitment?*
- **RQ3:** *Directly, does training affects job satisfaction?*
- **RQ4:** *Directly, does competence affects job satisfaction?*
- **RQ5:** *Directly, does job satisfaction affects organizational commitment?*
- **RQ6:** *Indirectly, does training affects organizational commitment through job satisfaction?*
- **RQ7:** *Indirectly, does competence affects organizational commitment through job satisfaction?*

In the context of this research, organizational commitment is significant in overcoming the problems faced by BPJS to overcome the increasing number of employees who resign every year. When an employee feels a robust corporate responsibility, it is likely to lead to increased productivity, engagement, commitment, and morale, increasing the employee's chances of staying with that organization for a longer period. Given the ever-increasing competitive nature of organizations, this is key for companies to retain their top talent.

## 2- Literature Review

### 2-1- Training

Employees can improve their performance by participating in training programs [42]. Many researchers highlight and consider training in critical research from academic researchers [15, 43]. For example, Forgacs [44] defines training as an activity organized to develop employee performance through capacity building. Armstrong stated that training is a process of exchange from people who do not have the skills and experience to people who have the skills and experience

[45]. Training improves the skills and knowledge of employees. Training programs make employees feel confident and reflect their company fairly. Motivation helps encourage employees to participate in training programs [46]. Motivation is the initial trigger for employees to attend training, such as starting an exercise [47]. Employees who know the benefits of training will be encouraged to comply with the organization's training activities [48] and motivate themselves to focus their attention on the training being followed [49]. Access to training is an excellent opportunity to get into training. Furthermore, when organizations push for new training programs, employees should find training more enjoyable [50]. In addition, training requires solid business support as more stable organizations are more committed to implementing training practices and programs [51]. Therefore, a good training program and a stable training climate are crucial to reducing employee turnover [52].

The concept of organizational commitment depends on social exchange theory [53]. This theory proposes that employees feel obligated to contribute to their organization [49], assuming the company has provided training [53]. This theory conveys a correlation between employee commitment and training because employees perceive training as a gift from the opportunities provided by the company [49]. These rewards create employees who work harder [49] and respond to staying with the organization [54]. Related to organizational commitment, the ability to access training programs is a sign of a good and positive corporate culture [22, 55]. Previous research has shown that allowing employees to develop a level of commitment has a higher value than professional stability, monetary benefits, and job satisfaction [56]. A successful training program can make employees accept their organization and put their resources into it. This empowers a higher level of commitment among employees to their organization [11, 57]. Previous studies have found that training has critical beneficial outcomes on job satisfaction [58-60], and organizational commitment [22, 61, 62]. Yang et al. (2012) also reported that there was a relationship between employees' perceptions of access to training and organizational commitment. Training has been associated with organizational commitment in the HR development literature [24, 46, 63].

Bulut & Culha [22] used survey data from 298 participants of four and five-star hotels operating in Izmir-Turkey. They found that all training dimensions, namely motivation for training, access to training, benefits from training, and support for training, have led to increased employee commitment is closely related to high job satisfaction. Based on a sample of 220 employees in the Istanbul Branch of the Social Security Institute in Turkey, Turkyilmaz et al. [64] found that training and personal development are the factors that most influence employee satisfaction which is expected to increase employee productivity.

In the context of this research, employee training and development programs are very important for BPJS's business success. These programs not only offer opportunities for staff to improve their skills but also for companies to improve skills, job satisfaction, organizational commitment, and employee productivity and enhance company performance. So, the researchers chose the training factor as a predictor to affect job satisfaction and organizational commitment.

## ***2-2- Competence***

Competence is defined as a set of high-performance measurement processes as if the skills, knowledge, attitudes, behavior of employees, and organizational capabilities offer a sustainable competitive advantage to businesses [65]. Competence is an individual characteristic related to overall performance and the explicit ability to train and apply the knowledge expected to carry out the task [66]. Then, at this point, competence is defined as a combination of experience, knowledge, and skills that an individual or group drives [67]. Competence is a human resource system that distinguishes one human resource from another. Companies can recognize the attitudes, knowledge, abilities, and skills needed in an exact position in adjusting the company's strategies and priorities through competence [68].

Skills and competencies affect work attitudes, including organizational commitment and professional relationships. Employees are expected to have expertise, empowerment, competence, high corporate involvement and commitment, and a desire to participate in daily training and predetermined tasks. Certain beliefs are the match between demand and capacity results in higher job satisfaction. Furthermore, employees with more reasonable capacities to become capable in their position and adjust to work faster; they are also less likely to face work pressure, resulting in higher job satisfaction [69]. Employees with on-demand capacities can complete tasks more effectively, reduce job stress, and will earn recognition and praise from their managers [70]. As a result, employees will feel confident and more accomplished for higher achievements. Furthermore, employees with more prominent abilities will be more confident when facing difficulties in their work, which leads to more critical job satisfaction [71].

Ko [72] studied 384 chefs as holders of certificates in China. This study explores the relationship between professional competence, job satisfaction, and career development trust for chefs, and examines job satisfaction mediators for professional competence and career development trust in Taiwan. The results of the structural equation modeling show that professional competence significantly affects job satisfaction, and that job satisfaction predicts actual career development confidence. In addition, job satisfaction mediated the effect of professional competence and career development trust. Tech company competencies drive job satisfaction and knowledge sharing more strongly for technology industry knowledge workers than for other industries [73].

In the context of this research, competencies can help BPJS employees to understand the competencies expected in their work, the main behaviors they must exhibit, and the steps needed to increase their proficiency level. Competencies also help employees to get suggested training, and development activities, and focus on specific training and development opportunities that will help them grow and strive for excellence. So that researchers consider the competence factor to be investigated further and answer the problems that exist in BPJS.

### **2-3- Job Satisfaction**

The term 'job satisfaction was first used by Hoppock [74], and he defined it as 'the contribution, psychological, physical, and environmental conditions that cause a person to say he is satisfied with his job honestly' [75]. Job satisfaction is an employee's view of their work [76]. This is the employee's approach to his work [77] or the employee's emotional and mental response to his work [78]. Literature provides for more than three thousand investigations of job satisfaction, but there is still a lack of universally accepted definitions of Job Satisfaction [56]. Job satisfaction is an essential topic for researchers in organizations because it has an established relationship with performance [79]. García-Aracil & Van Der Velden [80] show that skills predict job satisfaction. Gowda [81] shows that skills are the main predictor of job satisfaction. In this study, job satisfaction is operationally defined as a worker's approach to their job, which may be positive or negative and depends on the employee's intrinsic and extrinsic features of their job [82].

The view of employees regarding the relationship of job satisfaction with their work has a relative value [83]. So it will be found an employee who acts enthusiastic and apathetic in the workplace [84]. Employees' impressions of work can be used to measure an employee's job satisfaction, such as employees' impressions of remuneration, work performance, workplace, and various other points of view related to work [85]. The employee's response to his position can also measure employee job satisfaction by seeing ideal results with extraordinary appearances [86]. Job satisfaction is a fundamental part that comes from employee work insights. It combines several factors: salary, nature of work, stress level, working conditions and atmosphere, cooperation of employees, superiors and subordinates, and workload [85].

An employee's positive or negative attitude towards his job indicates that the employee is satisfied with his career [87]. Another definition of job satisfaction is how much the reward exceeds the perceived acceptable level [88]. This concept shows an employee's level of interest in his work [89]. In organizational research, job satisfaction has shifted to employee responses to work [90]. The concept of job satisfaction is a concept that considers the impact on employee turnover [91], commitment stage [92, 93], and non-performance stage [94]. Job satisfaction represents changes in employee discriminatory evidence such as participation or involvement with the organization, absenteeism, and retention.

Job satisfaction is the dependent variable that can distinguish the components influencing it [95-97]. As a mediator, job satisfaction will link employee attributes at work and employee commitment to their work [98-100]. Job satisfaction as a mediating variable will relate to individual factors at work and organizational commitment. When acting as an independent variable, job satisfaction can affect the dependent variable. Job satisfaction was concluded to be related to organizational achievements, such as employee turnover [101], job stress [102], absenteeism [103] and job performance [104]. Referring to the concepts of job satisfaction from previous researchers, the researcher considers it essential for the job satisfaction factor to be investigated further because it keeps employees who excel to remain in BPJS. So the number of employees who resigned decreased. The concept of job satisfaction is a concept that considers the impact on employee turnover [91].

### **2-4- Organizational Commitment**

Organizational commitment, in its simplest form, is defined as the psychological strength of employees towards the organization [105], or the amount of employee involvement in their work; this will increase employee loyalty and encourage them to commit to the organization. And hence increase their productivity [106]. Commitment is an employee's attachment to an organization [107] and thus leads to the achievement of organizational goals through utilizing current skills [38, 108]. In this study, operational, organizational commitment is defined as employee recognition of organizational goals and the efforts made by employees to achieve these goals [109]. Work Commitment affects individuals' connection to work [110]. Work Commitment is a variable that communicates the level of affiliation an individual has for a certain job in the organization [110]. Employee job commitment can expand their learning viewpoint and clarify dispositional affectation on employee inspiration to further develop learning [111]. Employee work commitment becomes a critical issue in training programs [80, 81] because it is connected with employee performance, work behavior, and other business-related viewpoints [82].

In the literature, commitment focuses on behavior and attitudes. Organizational commitment is divided into normative, continuity, and affective [112]. Affective is a form of emotional expression of employees towards the company or organization. Affective is often used in the literature to explain employee commitment to the organization. Continuity relates to the employee's bond with the organization and the costs if the employee resigns from the company. Finally, normative employee commitment describes the employee's belief in the obligations and responsibilities or obligations of employees to the organization [112].

Researchers believe that employees who firmly commit to the organization are due to the influence of job satisfaction felt by BPJS employees who have participated in continuous training programs. The concept of organizational commitment depends on social exchange theory [53]. This theory proposes that employees feel obligated to contribute to their organization [49], assuming the company has provided training [53]. This theory conveys a correlation between employee commitment and training because employees perceive training as a gift from the opportunities provided by the company [49]. These rewards create employees who work harder [49] and respond to stay with the organization [54].

Organizational commitment has defined employees' psychological attachment to achieving organizational goals (e.g., Brunetto & Farr-Wharton [113], Peng et al. [114], and Pollock et al. [5]). Organizational commitment can help BPJS employees to become part of the organization.

### 3- Research Methodology

The following flowchart describes the research methodology. This flowchart (see Figure. 1) begins with the hypothesis, followed by research design, selecting of respondents, collecting data, data processing, data analysis, finding, and interpretation to guide the research: How training and competency of BPJS employees affect organizational commitment and job satisfaction.

Hypothesis	After conceptualizing the problem, formulate seven temporary hypotheses that answer the problem. (See 3-1)
↓	
<b>Research Design</b>	This study uses a quantitative approach designed to identify how employees' BPJS training and competence affect job satisfaction and organizational commitment.
↓	
<b>Selecting Respondent</b>	The Population is BPJS employees who participated in the 2019 technical training program. By using the Slovin formula (error tolerance 5%) then, the number of samples used is a minimum of 280 respondents.
↓	
<b>Collecting Data</b>	Data collection uses a survey approach and a purposive sampling approach, where the survey is distributed to all target samples. Data collection was done through a questionnaire (see Appendix I). As many as 280 or 100% of respondents gave responses.
↓	
<b>Data Processing</b>	This activity includes the transformation of observations taken from the field into a coding system and data quantification based on the categories of training, competence, organizational commitment, and job satisfaction.
↓	
<b>Data Analysis</b>	Data analysis used Partial Least Square (Smart-PLS) version 3.2.8 PLS program. Data were analyzed using the evaluation of the outer model or measurement model and assessment of the inner model or structural model.
↓	
<b>Finding and Interpretation</b>	This section is the final part; the research findings will be compared with the seven hypotheses, whether "accepted" or "not accepted," followed by a discussion explaining the importance of these results.

**Figure 1. Flowchart of the research methodology**

#### 3-1- The Research Hypotheses

The hypothesis formulation in this study refers to the phenomena described in the previous section. Figure 2 describe seven hypotheses proposed as follows:

**H-1:** Directly, training affects organizational commitment.

**H-2:** Directly, competence affects organizational commitment.

**H-3:** Directly, training affects job satisfaction.

**H-4:** Directly, competence affects job satisfaction.

**H-5:** Directly, job satisfaction affects organizational commitment.

**H-6:** Indirectly, training affects organizational commitment through job satisfaction.

**H-7:** Indirectly, competence affects organizational commitment through job satisfaction.



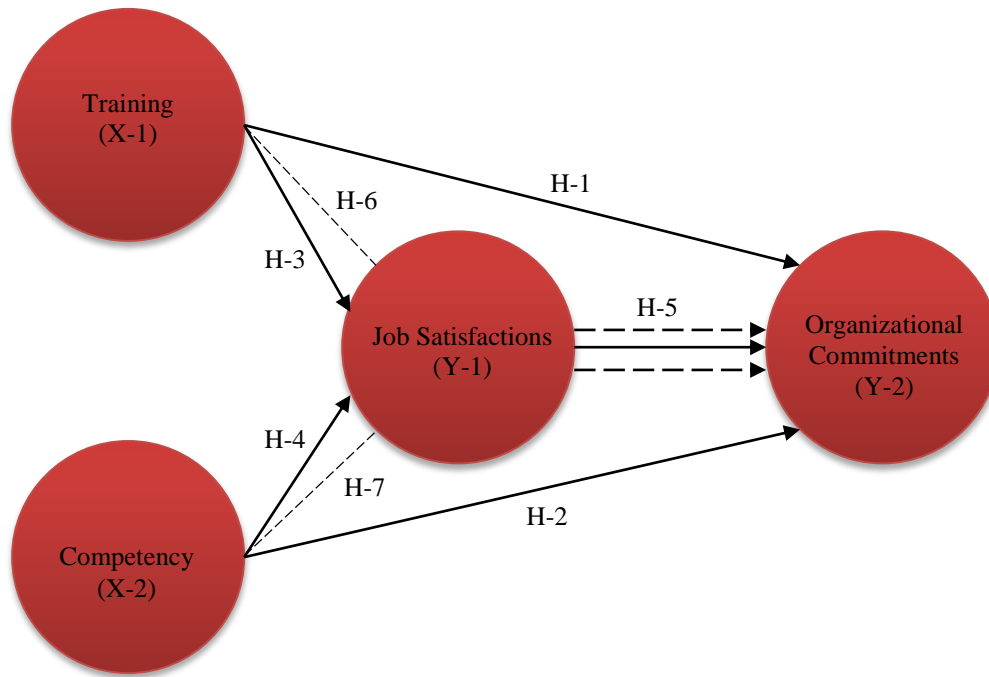


Figure 2. Conceptual Framework

## 4- Results and Discussions

### 4-1- Sample Profile

The demographic findings of the 280 BPJS employees who participated in education and training in 2019 were males comprising 44%, while females made up 56% of all respondents. Most respondents are 54% aged 31-40 years old, with 74% having a bachelor's qualification. In addition, most of the respondents, 80%, have been working for 3-6 years.

### 4-2- Measurement Model

This study uses a measurement model with reflective indicators. Each indicator is associated with a specific variable. Based on the normality test, all indicators show the Skewness value is more significant than  $\pm 2.00$ , and the kurtosis value is more than 7.00. This value indicates that all the data tested are standard in their distribution; therefore, it is suitable for use in subsequent tests.

The following are the criteria for analyzing the measurement model. The outer loading value must be above 0.7 [115]. Furthermore, the AVE (average extract variance) value must be above 0.5. Measurement of discriminant validity using HMT inference. If the confidence interval (CI) value is found to be less than 1.00 at the CI (2.5%) or CI (97.5%), it can be said that there is no problem with discriminant validity [116]. Discriminatory fact is seen from the cross-loading value; the value must be above 0.70. The measurement of reliability is seen in the value of CR (composite reliability) and CA (Cronbach's alpha); the value must be above 0.7 [117] and *rho-a* above 0.6. If all the required criteria can be met, all indicators supporting the structural equation model variables are valid and consistent for further testing [115].

Table 1 shows that constructs whose indicator items have an outer loading value below 0.7 are excluded from being included in the next test. That's because the indicator is omitted from the model. After several modifications, the outer loading value is in the range of values between 0.711 to 0.881 for each construct, so it can be accepted because it is more significant than 0.7 [117]. This value explains that the variables of training, competence, organizational commitment, and job satisfaction are well influenced by the indicators. Validity was measured using convergent and discriminant. Convergence is intended to determine the validity of each diversity extraction correlation, which is often called the AVE. The study's AVE value ranged from 0.597 to 0.673 for each variable. The AVE value is acceptable if it is above 0.5. This value explains that each indicator has a diverse effect on each variable. Discriminatory validity was determined using cross-loading values and HMT inference. The research cross-loading value was above 0.7 (see Table 1). The HTM inference is indicated by the confidence interval value (2.5%) in the range of values between 0.018-0.069 and (97.5%) ranging from 0.188-0.833 (see Table 2). The research cross-loading value and the research confidence interval showed no problem with discriminant validity.

**Table 1. Summary of Measurement Model Results**

Variables and items	Loading	AVE	Cronbach's alpha	<i>rho-a</i>	Composite reliability	X1	X2	Y1	Y2
<i>Training</i>									
TRA1	0.752	0.655	0.912	0.919	0.930	0.752	0.370	0.340	0.413
TRA3	0.756					0.767	0.491	0.532	0.541
TRA6	0.827					0.756	0.360	0.346	0.425
TRA7	0.851					0.827	0.402	0.407	0.416
TRA8	0.864					0.851	0.494	0.404	0.470
TRA9	0.838					0.864	0.550	0.487	0.543
TRA10	0.767					0.838	0.431	0.398	0.435
<i>Competence</i>									
CMP1	0.793	0.597	0.943	0.944	0.951	0.420	0.793	0.551	0.556
CMP2	0.740					0.469	0.740	0.477	0.471
CMP3	0.799					0.442	0.799	0.467	0.531
CMP4	0.802					0.392	0.802	0.450	0.459
CMP5	0.868					0.427	0.868	0.513	0.545
CMP6	0.815					0.462	0.815	0.458	0.492
CMP7	0.792					0.418	0.792	0.469	0.489
CMP8	0.713					0.390	0.713	0.577	0.562
CMP9	0.746					0.446	0.746	0.530	0.569
CMP10	0.775					0.453	0.775	0.558	0.561
CMP11	0.712					0.469	0.712	0.470	0.486
CMP12	0.731					0.362	0.731	0.604	0.600
CMP13	0.746					0.433	0.746	0.552	0.524
<i>Organizational Commitment</i>									
OCO2	0.830	0.617	0.837	0.842	0.891	0.413	0.606	0.782	0.830
OCO3	0.818					0.371	0.561	0.734	0.818
OCO4	0.771					0.438	0.568	0.753	0.771
OCO5	0.819					0.490	0.592	0.758	0.819
OCO10	0.743					0.440	0.413	0.689	0.743
OCO11	0.821					0.498	0.583	0.728	0.821
OCO12	0.781					0.541	0.457	0.663	0.781
OCO13	0.711					0.503	0.452	0.631	0.711
OCO14	0.744					0.488	0.581	0.651	0.744
OCO17	0.816					0.455	0.572	0.726	0.816
OCO18	0.789					0.445	0.569	0.682	0.789
OCO19	0.777					0.410	0.504	0.687	0.777
<i>Job Satisfaction</i>									
JOS1	0.881	0.673	0.943	0.945	0.951	0.476	0.577	0.881	0.819
JOS2	0.823					0.390	0.612	0.823	0.716
JOS3	0.801					0.351	0.550	0.801	0.668
JOS4	0.773					0.498	0.463	0.773	0.748

**Table 2. Discriminant Validity Test Results (HTMT inference)**

Variables	Original Sample (O)	Sample Mean (M)	CI (2.5%)	CI (97.5%)
X-1 affects Y-1	0.219	0.219	0.105	0.334
X-1 affects Y-2	0.119	0.120	0.059	0.188
X-2 affects Y-1	0.550	0.553	0.442	0.658
X-2 affects Y-2	0.105	0.104	0.018	0.190
Y-1 affects Y-2	0.769	0.770	0.699	0.833

### 4-3- Structural Model

Avkiran and Ringle mention that a good measurement model can support the model structure estimation. The results will prove that the proposed hypothesis is under the theory used [118]. Table 3 summarizes the correlation between observed variables (VIF) results. The criteria for VIF must be below ten [115]. The research VIF value for the correlation between variables ranges from 1,447 to 2,033. This value identifies that there is no multicollinearity between variables. The criteria for the coefficient of determination ( $R^2$ ) are a value of  $R^2$  that must be between zero and one ( $0 < R^2 < 1$ ). If  $R^2 = 0$ , there is no effect;  $R^2$  is close to 0 low influence;  $R^2$  is close to 1 strong influence. The value of the research determinant coefficient is 0.835 on the organizational commitment variable.

**Table 3. Summary of Structural Model Results**

Constructs	X1	X2	Y1	Y2	R Square	SSO	SSE	Q <sup>2</sup> (=1-SSE/SSO)	Estimated Model
Variable Observed (VIF)									
Training			1.447	1.540		1960.000	1960.000		
Competence			1.447	2.033		3640.000	3640.000		
Job Satisfaction				1.939		1120.000	761.388	0.320	
Organizational Commitment					0.835	3360.000	1646.653	0.510	
F-Squared									
Training			0.064	0.055					
Competence			0.405	0.033					
Job Satisfactions				0.849					
Organizational Commitments									
Fit Model									
SRMR									0.068
Chi-Square									2172.257
NFI									0.754

This value explains that organizational commitment is strongly influenced by 83.5% of job satisfaction, competence, and training variables. The remaining 16.5% explained that organizational commitment was leveraged by other variables not measured. The value of F2 shows that two relationships have a substantial effect of 0.405 and 0.849, and three relationships have a moderate impact. This value shows the importance of exogenous construction in explaining endogenous structure. The predictive value of relevance (Q2) shows 0.320 and 0.510. This value explains that the model has a good observation ability. The criteria for the Fit Model seen from SRMR (standard root mean square residual) value must be below 0.10. The structural model is a good fit because it has an SRMR value below 0.10. The regular fit index (NFI) value must be above or equal to 0.90. The NFI value of the study was 0.754. This value explains that the model in this study is 75.4 percent better than the null model.

The criteria used to see the path analysis are original sample, T Statistics, and P-Value. The original sample value is between -1 to +1. The two variables are said to be positively related if their value is close to +1, meaning both. Applies to the opposite value. The acceptable T statistic T Statistics must be above the T table (for an alpha value of 0.05, the T-table value is 1.96). The P value or acceptable significance value must be below 0.05

Researchers received H-1 and H-2. H1 test shows the following value results: Original sample is 0.219, T Statistics is 3.74, and P is 0.000. Then H-2 explains the value result: Original piece is 0.119, T Statistics is 3.60, and Pis 0.000 (see Table 4). These results indicate that every increase in training and competence will increase the commitment of BPJS employees to the organization. The results of this study are from previous research conducted by Hanaysha [24] and Rajabipour et al. [119].

**Table 4. Hypotheses Test Results**

Hypothesis	Original Sample-(O)	T Statistics-( O/STDEV )	P Values	Result
H-1: Directly, training affects the organizational commitment.	0.219	3.740	0.000	be accepted
H-2: Directly, competence affects organizational commitment.	0.119	3.600	0.000	be accepted
H-3: Directly, training affects job satisfaction.	0.550	10.045	0.000	be accepted
H-4: Directly, competence affects the job satisfaction.	0.105	2.365	0.018	be accepted
H-5: Directly, job satisfaction affects organizational commitment.	0.769	22.499	0.000	be accepted
H-6: Indirectly, training affects organizational commitment through job satisfaction.	0.168	3.757	0.000	be accepted
H-7: Indirectly, competence affects organizational commitment variable through job satisfaction.	0.423	9.024	0.000	be accepted



Researchers received H-3 and H-4. H-3 test shows the following value results: original sample is 0.550, T Statistics is 10.04, and P is 0.000. Then H-4 explains the value result: the original piece is 0.105, T Statistics is 2.36, and P is 0.018 (see Table 4). These results indicate that every increase in training and competence will increase the job satisfaction of BPJS employees. The results are from previous research by Rowden & Conine [120] and Wright & Bonett [121]. Researchers who received the H-5 test show the following value results: original sample is 0.769, T Statistics is 22.49, and P is 0.000 (see Table 4). These results indicate that every increase in employees' job satisfaction will increase the organizational commitment of BPJS employees. The results of this study are by previous research conducted by Qureshi et al. [122]. Researchers received H-6 and H-7. H-6 test shows the following value results: original sample is 0.168, T Statistics is 3.75, and P is 0.000. Then H-7 explains the value result: the original piece is 0.423, T Statistics is 9.02, and P is 0.000 (see Table 4). These results indicate that any increase in training will increase job satisfaction and organizational commitment of BPJS employees. Likewise, every competency increase will increase job satisfaction and corporate loyalty of BPJS employees. The results are from previous research by Rowden & Conine [120] and Wright & Bonett. [121].

#### **4-4- Discussion**

Using survey data of BPJS employees who have attended training in 2019, this paper investigates the direct and indirect effects of exercise and competence on job satisfaction and organizational commitment and the impact of job satisfaction on organizational commitment. The main results are as follows. The path analysis reveals a significant influence of training and competence on the organizational commitment of BPJS employees. It was found that there was a significant impact of training and competence on the job satisfaction of BPJS employees. Path analysis also reports that there is a significant effect of job satisfaction on the organizational commitment of BPJS employees.

Employee training and organizational commitment are essential in the organization. The former has been recognized to improve organizational performance and ensure competitive advantage, while the latter can reduce employee intention to resign. Several studies have shown that employees who have been involved in research will increase their commitment to the organization, as shown in this study. The findings of this study supported Hanaysha's [24] study and suggested that the training followed by employees constructively greatly affects employee commitment to the organization [22, 61, 62]. Different suggestions expressed by Vasudevan suggest that achieving organizational goals requires the provision of planned and ongoing training to attract employees to enhance their skills and retain high-performing employees [20, 22, 61, 31, 123]. Regarding responsibility, Gazioglu & Tansel [124] emphasize that training can increase employee responsibilities according to hierarchical positions in the organization. Training can also improve skills and knowledge on an ongoing basis so that training becomes an important part of building organizational commitment [11, 125, 126].

Further research findings indicate that organizational commitment is directly affected by competence. The findings of this study are by the results of Rajabipoor et al. [119] who said that professional skills and competencies affect work attitudes and organizational commitment. Therefore, employees must have expertise, empowerment, and competence and high dedication and organizational commitment. In this case, organizational commitment will be positively affected if employees perceive their competence. On the other hand, competence can improve employee performance and organizational performance simultaneously [17]. Therefore, the competence and effectiveness of an organization depend on how competent its workforce is and how effectively they are employed to achieve organizational goals.

In terms of roles, training plays an important role in improving the skills and knowledge of employees and determining the job satisfaction of BPJS employees, especially for those who work as administrative staff. This evidence highlights the important role of training that companies offer to employees, both for increasing job satisfaction and for career advancement. Our results are consistent with previous research; Rowden & Conine stated that training can increase employee job satisfaction [60, 120, 127]. They stated that competence can build employee satisfaction and increase organizational commitment, such as employees always coming to work, being loyal, always on time at work, behaving, and performing well for the organization [121, 128] Competent employees are characterized by the ability to complete tasks more efficiently, reduce workplace stress, and earn praise and recognition from managers [70].

Regarding job satisfaction, this plays an important role in increasing the commitment of BPJS employees to the organization. Job satisfaction creates a favorable and positive environment, which leads to optimal performance [33], and job satisfaction is conceptualized as a predictor of organizational commitment [32]. Referring to Table 4, one of them shows that the organizational commitment of BPJS employees is influenced by job satisfaction. These results are consistent with previous studies; Qureshi et al. stated that job satisfaction significantly affects organizational commitment [122, 129, 130]. In psychological contract theory, it is said that employee satisfaction at work greatly affects employees' affective commitment to the organization [53, 131, 132].

Indirectly, the organizational commitment of BPJS employees is influenced by competence and training through job satisfaction. These results are consistent with previous studies; Rowden & Conine [120] also stated that exercise could increase job satisfaction. Aydogdu & Asikgil [76] said that employee job satisfaction significantly affects the intention to be loyal.

## 5- Conclusion

The purpose of this study was to investigate the effect of training and competence on job satisfaction and organizational competence either directly or indirectly. Training and competencies have been extensively investigated for their role in increasing job satisfaction and organizational commitment among BPJS employees. The results are consistent with previous research that shows that training and competence are predictors of job satisfaction and organizational commitment. Companies need training for the continuous professional improvement of committed employees. Employees' competence and training strongly influence their professional work attitude, dedication to the organization, and professional affiliation. So, it can be said that employees must have high skills, knowledge, and attitudes, high organizational commitment, and a willingness to be involved in activities outside of the joint tasks and tasks assigned. This research resulted in originality/new values that is, both directly and indirectly, training and competence can significantly influence job satisfaction and organizational commitment. Then job satisfaction succeeded in converting training and competence into higher organizational commitment.

The limitation of this research is that it only examines BPJS employees in the social security sector and does not consider other sectors, such as information technology companies, which also face the problem of high employee turnover. This study only analyzes training and competence as variables that affect job satisfaction and organizational commitment and does not study compensation, job security, work facilities, and opportunities for advancement.

For future research, it would be interesting to estimate the causal effects of training attendance and competence on job satisfaction and commitment by gender. Another central topic that is closely related to the first is causally measuring separate monetary and non-monetary returns, which will allow researchers to conclude which of the two components is more important for individual participation decisions—another topic, cross-country comparisons, as they can reveal the role of cultural or institutional differences.

## 6- Declarations

### 6-1- Author Contributions

Conceptualization, S.R., U.T.H., and J.M.P.; methodology, S.R., U.T.H., and J.M.P.; software, M.G., A.G., and H.B.; formal analysis, M.G., A.G., and H.B.; data curation, S.R., M.G., A.G., and H.B.; writing—original draft preparation, S.R., U.T.H., J.M.P., M.G., A.G., and H.B.; writing—review and editing, S.R., U.T.H., and J.M.P. All authors have read and agreed to the published version of the manuscript.

### 6-2- Data Availability Statement

The data presented in this study are available on request from the corresponding author.

### 6-3- Funding

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### 6-5- Institutional Review Board Statement

Not applicable.

### 6-6- Informed Consent Statement

All the study participants signed an informed consent agreeing to provide data and availability for the survey.

### 6-7- Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this manuscript. In addition, the ethical issues, including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, and redundancies have been completely observed by the authors.

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## Appendix I

**Table A-1. Research Questionnaire-Training**

Number	Statement	Alternative Answer				
		Strongly Disagree	Don't Agree	Quite Agree	Agree	Strongly Agree
1	The existing instructors have sufficient ability					
2	The existing instructors have the ability to motivate participants					
3	The existing instructors have the ability to give feedback to the participants					

**Table A-2. Training**

Number	Statement	Alternative Answer				
		Strongly Disagree	Don't Agree	Quite Agree	Agree	Strongly Agree
4	I am very excited about the training					
5	I really want to understand the training material					
6	The training method in accordance with the type of training					
7	The training method in accordance with the training material					
8	The training material in accordance with the training objective					
9	The training material provided is in accordance with what I expected					
10	The training has a purpose to improve skills					

**Table A-3. Competence**

Number	Statement	Alternative Answer				
		Strongly Disagree	Don't Agree	Quite Agree	Agree	Strongly Agree
1	I have the ability to understand facts and the ability to describe information					
2	I have the ability to understand the structure and level of a collection of information					
3	I have the ability to understand the steps and procedures for carrying out a process					
4	I have the ability to manage a process in a defined situation					
5	I have the ability to make decisions if needed					
6	I have the expertise of a certain profession and the technical ability to produce output					
7	I have the ability to interact, communicate, motivate and negotiate					
8	I have the ability to obtain financial and material well-being					
9	I have the ability to meet people's expectations					
10	I have the ability to fulfil spiritual needs and self-actualization					
11	I have the ability to respond to situations, phenomena and problems					
12	I'm confident in my abilities					
13	I have my own perception in dealing with every situation, phenomenon, or problem					

**Table A-4. Organizational Commitment**

Number	Statement	Alternative Answer				
		Strongly Disagree	Don't Agree	Quite Agree	Agree	Strongly Agree
1	I like the company where I work					
2	I put a high level of effort for my company					
3	I am loyal to the organization					
4	I have an emotional bonding with the company					

**Table A-5. Organizational Commitment**

Number	Statement	Alternative Answer				
		Strongly Disagree	Don't Agree	Quite Agree	Agree	Strongly Agree
5	I accept the goals and values of the organization					
6	I will remain part of the company					
7	I will continue to study actively and effectively					
8	I have a good social relationship with other employees					
9	I accept the given payroll system					
10	I accept the facilities provided by the company					
11	I am involved according to my duties and responsibility					
12	I accept every company policy					
13	I get support and feedback from the company for my achievements					
14	I take the time to network for work purposes					
15	I was given the opportunity to develop my career					
16	I accept every job assigned to me					
17	I will uphold every duty and obligation given to me					
18	I am aware of my rights and obligations					
19	I maintain a positive image of the company					
20	I will prioritize my work					

**Table A-6. Job Satisfaction**

Number	Statement	Alternative Answer				
		Strongly Disagree	Don't Agree	Quite Agree	Agree	Strongly Agree
1	I am satisfied with my current job					
2	I feel satisfied with my co-workers					
3	I am satisfied with my boss					
4	I am satisfied with the company where I work					