

The Effect of Training, Career Development, Empowerment and Work Discipline on Job Satisfaction at Class I Airport Operator Unit of Mopah Merauke

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Abstract

The purpose of this study was to determine the effect of training, career development, empowerment, and work discipline on employee job satisfaction at the Class I Airport Operator unit of Mopah Merauke. The research involved 102 employees at the Class I Airport Operator unit of Mopah Merauke as the research sample. Data were collected using a questionnaire and then tabulated and analyzed using multiple linear regressions with the aid of SPSS 21. The analysis proves that training, career development, and empowerment have a significant effect on job satisfaction, while work discipline has no significant effect on job satisfaction.

Keywords

Training; career development; empowerment; work discipline



I. Introduction

The works completed by an individual working in an organization will affect the level of organizational productivity (Sangmook Kim, 2005; Lavy & Littman-Ovadia, 2016). Thus, every individual employee in the organization is deemed as an essential human resource who requires good organizational management (Alavi et al., 2013; Coyle-Shapiro & Shore, 2007). To ensure optimal operation of human resources, organizations must guarantee the job satisfaction of its employee and motivate them to achieve organizational goals (Hanaysha & Tahir, 2016). Job satisfaction is proven to be a considerable factor that leads to favorable work attitudes (Hanaysha & Tahir, 2016).

Organization must have a goal to be achieved by the organizational members (Niati et al., 2021). The success of leadership is partly determined by the ability of leaders to develop their organizational culture. (Arif, 2019).

Any organizations or government agencies always have to deal with human resources as the main driving force of organizational activities (Abdiyanto & Warokka, 2015; Bagheri, 2016). Interestingly, employees in government organizations are generally viewed as more dissatisfied with their jobs than those working in private organizations (Baldwin & Farley, 1991; Steel & Warner, 1990). Government organizations provide greater opportunities for their employees to meet altruistic needs, but realization of these opportunities is hampered by greater bureaucracy and conflict (Pratomo et al., 2013; Wright & Davis, 2003). Job dissatisfaction will lead to counterproductive behaviors, such as withdrawal, burnout, and aggression at work (Ellickson & Logsdon, 2002). In addition, employees will also show lower levels of productivity, high absenteeism, and a tendency to quit (Georgellis & Lange, 2007; Warokka & Febrilia, 2015). Therefore, it is necessary to examine the job satisfaction of employees in government organizations and the factors that influence it.

One of the organizations or government agencies that plays a crucial role in the public safety and comfort in using air transportation is the Airport Operator unit. A review of previous studies revealed that there were only few studies to address employee job

satisfaction in the Airport Operator unit. In particular, there was only one study by Astuti et al. (2021), which delineated the influence of leadership and motivation on job satisfaction and employee performance at the Airport Operator unit of Apt. Pranoto Samarinda. Therefore, this study aims to fill this gap by examining employee job satisfaction in one of the Airport Operator units (UPBU) in Papua Province, namely the Class I Air Operator Unit of Mopah Merauke.

Job satisfaction is determined by many factors. Hence, to find out which factors affect employee job satisfaction at the Class I Air Operator Unit of Mopah Merauke, the researchers distributed initial questionnaires to 25 respondents who were employees of Class I Air Operator Unit of Mopah Merauke office. The analysis of the initial questionnaire analysis indicate that there are four variables that are thought to have the most influence on employee job satisfaction at Class I Air Operator Unit Mopah, namely training, career development, empowerment, and work discipline.

Every employee, both the new hire and old one, needs a particular training to perform their tasks (Cohen, 2017). The Class I Air Operator Unit of Mopah Merauke office has required its employees, both the permanent (civil servants) and contractual employees, to attend various types of training programs. The training is generally held every fiscal year to enhance the knowledge, skills and expertise of employees. However, it is disconcerting that the trainings provided to employees of the Class I Air Operator Unit of Mopah office is often incompatible with the job description or field of expertise of the employees. This discrepancy has prevented the employees from developing their competence, and thus the trainings fail to increase employee job satisfaction.

An organization not only takes heed on the need for employee training programs, but also takes into account the career development of its employees in the organization (Davis, 2015). The career development program at the Class I Air Operator Unit of Mopah Merauke office is not in line with the basic rules for career development as stipulated in Government Regulation no. 11 of 2017. As a matter of fact, several employees have met career development qualifications, but are not provided with the opportunities to develop their career. This disappointing fact has had considerable impacts on the performance and job satisfaction of the employee. In other case, some employees who met the qualification requirements for career development were promoted, but were not placed in positions in accordance with their respective competencies.

Another human resource practice generally seen to have a major impact on employee job satisfaction is employee empowerment. Employee empowerment serves as an important factor for organizations in facing global competition and high technological changes (Hanaysha & Tahir, 2016). Employee empowerment is initiated to highly value the presence of employees in an organization as a way to increase their organizational commitment and job satisfaction (Ignore, 2009).

In line with the practice of human resource empowerment, it is also necessary to develop employee work discipline. Various organizations have used applications to measure employee work discipline as a way to change employee behavior and enhance their awareness of the official tasks of the organizations (Malka et al., 2020). All official organizations have stipulated organizational rules to ensure that all employees follow the same rules (Gordon et al., 2009). Disciplinary violations against these rules will interfere with operational activities of the organization and employee activities on a regular basis (Sarwani, 2016). Therefore, work discipline is aimed to ensure the proper implementation of rules and regulations to prevent from any disruptions against organizational activities to easily improve employee performance.

Previous researches related to the effect of training, career development, empowerment, and work discipline on employee job satisfaction revealed inconsistent or different results. Some researchers have disclosed that training (Hanaysha & Tahir, 2016; Muntazeri & Indrayanto, 2018), career development (A. Umar, 2015; Yarbrough et al., 2016), empowerment (Choi et al., 2016; Lee et al., 2016), and work discipline (Agussalim, 2017; Nugrohadi & Nurminingsih, 2019) have a significant effect on job satisfaction. Nonetheless, other researchers held that training (Alam & Velayati, 2020), career development (Putra, 2020), empowerment Sulistiono et al. (2019), and work discipline (Sabirin & Ilham, 2020) have no significant effect on job satisfaction.

The real-life working atmosphere in the Class I Air Operator Unit of Mopah Merauke office and the existing research gap has urged the researchers to conduct the research on the effect of training, career development, empowerment, and work discipline on employee job satisfaction at the Class I Air Operator Unit of Mopah Merauke office. This research is expected to bring novelty and important implications for the management of employee job satisfaction in government organizations, especially in many UPBU offices since there were only few studies to examine job satisfaction at UPBU. In addition, thus far, there has been no research to raise training, career development, empowerment, and work discipline in one model.

II. Review of Literature

2.1 Job Satisfaction

In principle, job satisfaction is an individual-based element since every individual will have a different level of satisfaction according to the values applicable to each individual (Judge & Klinger, 2008; Ting, 1997). The more facets of the job that content the individual's wishes, the higher the level of individual satisfaction (S. Chang & Lee, 2007; Fahr, 2011). Employee job satisfaction will affect their attitudes and behavior at work as commonly reflected in the level of work accidents, absenteeism, morale, and turnover intentions (Georgellis & Lange, 2007), which subsequently will affect the level of employee productivity (Sangmook Kim, 2005; Lavy & Littman-Ovadia, 2016).

2.2 Training

Training program is generally held to improve the skills and technical work of employees for current needs and requirements for certain positions in the future (H. Umar, 2004). Training helps employees to acquire knowledge that underpins their ability to better perform their work (Jagero et al., 2012). That said, it is important for organizations to pay attention to employee training programs to constantly ensure effective and efficient work performance (Hanaysha & Tahir, 2016). In addition, providing employees with training experience is proven to increase their motivation and job satisfaction (Hanaysha & Tahir, 2016).

It was evident from previous researchers that training had a significant effect on employee job satisfaction (Hanaysha & Tahir, 2016; Muntazeri & Indrayanto, 2018; Turkyilmaz et al., 2011). Training supported by the organization will be able to increase employee job satisfaction (Georgellis & Lange, 2007). Vasudevan (2014) were of the view that training components, such as training commitment, training needs assessment, training content and delivery approach, and training evaluation had a positive and significant effect on employee job satisfaction. Therefore, based on the findings of previous researchers, this study proposed the first hypothesis as follows:

H1: Training has an effect on employee job satisfaction at the Class I Air Operator Unit of Mopah Merauke office.

2.3 Career Development

Career development is a condition that indicates an increase in the status of employees in the organization on a predetermined career path. By and large, an organization holds a career development program to develop and manage its employees to help them face work competition and deal with an increasingly competitive future developments (Chen et al., 2004). In addition, by providing career development opportunities, employees in the public sector will be more satisfied with their jobs (Ellickson & Logsdon, 2002).

Several previous researchers have proven that career development has a positive and significant effect on employee job satisfaction (Rahayu et al., 2019; A. Umar, 2015; Yarbrough et al., 2016; Yuliyanti et al., 2020). Soonhee Kim (2009) demonstrated that career development is an important factor that determines employee job satisfaction in the public sector. Career for employees is a primary need that they always try to achieve to fulfil their satisfaction at work (Priansa & Suwatno, 2011). On this basis, this study proposed the second hypothesis as follows:

H2: Career Development has an effect on employee job satisfaction at the Class I Air Operator Unit of Mopah Merauke office.

2.4 Empowerment

Empowerment encourages employees to be more involved in the decision making of the organization (Wibowo, 2013). Employee empowerment aims to improve performance and help employees to achieve goals by involving them in the decision-making process (Turkyilmaz et al., 2011). An organizational environment that enhances perceptions of empowerment will have a positive effect on employee behaviour, which in turn can increase organizational effectiveness (Hanaysha & Tahir, 2016).

Previous researches have established that empowerment has a positive and significant effect on employee job satisfaction (C. C. Chang et al., 2010; Choi et al., 2016; Hanaysha & Tahir, 2016). Empowered employees will have higher levels of job satisfaction and performance because of their involvement in goal setting and decision making that affects their work (C. C. Chang et al., 2010). Thus, based on the findings of previous researchers, this study proposed the following third hypothesis:

H3: Empowerment affects employee job satisfaction at the Class I Air Operator Unit of Mopah Merauke office.

2.5 Work Discipline

All organizations, including public or government organizations, generally stipulate a set of rules that every employee must comply with (Gordon et al., 2009). Employees with good work discipline will obey the rules set by the organization (Bharata, 2016). Work discipline refers to a sense of respect, appreciation, obedience and compliance with applicable regulations, both the written and unwritten regulations (Siagian, 2002). Without ethical work discipline, it will be difficult for the organization to achieve its goals effectively (Prayogi et al., 2019).

Several previous researchers have confirmed that work discipline has a positive and significant effect on employee job satisfaction (Agussalim, 2017; Nugrohadi & Nurminingsih, 2019; Pramono & Handini, 2020). Increased work discipline will increase employee job satisfaction (Muntazeri & Indrayanto, 2018). The ability of an employee to properly comply with all the predetermined rules of the company and to show positive response will generate a positive psychological effect on the increasing job satisfaction (Sudiarditha et al., 2019). Disciplined employees will be able to complete their work appropriately, which make them satisfied with the results of their work (Purnamasari et al., 2021). Hence, this study proposed the fourth hypothesis as follows:

H4: Work discipline has an effect on employee job satisfaction at the Class I Air Operator Unit of Mopah Merauke office.

The four hypotheses proposed in this study are summarized in the following research model (Figure 1).

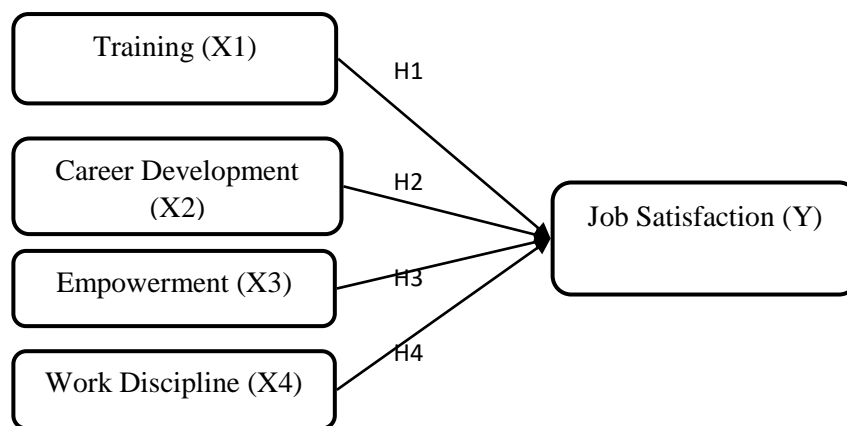


Figure 1. Research Model

III. Research Method

This study used a quantitative research design with a causal approach. The causal approach was used to examine the causal relationship between variables, particularly the influence of the independent variable (training, career development, empowerment, work discipline) on the dependent variable (job satisfaction). Samples were selected using the saturated sampling method from all employees of the Class I Airport Operator Unit of Mopah Merauke, totalling of 102 people. The research used a questionnaire with a 5-point Likert scale as the research instrument. The data obtained from the questionnaires were tested to measure their validity, reliability, and classical assumption tests (normality, multicollinearity, heteroscedasticity). After these testings, the data were analyzed using multiple linear regression method with the aid of SPSS 21 software.

IV. Results and Discussion

4.1 Respondents Descriptive Analysis

Descriptive analysis was used to determine the characteristics of respondents who were employees in the Class I Air Operator Unit of Mopah office. Table 2 clearly depicts that the most of employees in the Class I Air Operator Unit of Mopah office were male (69.61%), were in the age range of 30-39 years (62.75%), completed high school level (59.80). %, and had been working for 10 years and 9 months (38.24%).

Table 2.Description of Respondents Characteristics

Category	Alternative Answers	Number of Respondents	Percentage (%)
Gender	Male	71	69,61
	Female	31	30,39
Age	21-29 years old	5	4,90
	30-39 years old	64	62,75
	40-49 years old	31	30,39
	50-59 years old	2	1,96
Level of education	Bachelor's	18	17,65
	Degree/Diploma IV		
	Diploma III	19	18,63
	Diploma II	3	2,94
	Diploma I	1	0,98
	Senior High School	61	59,80
Years of service	2 Years 6 Months	2	1,96
	7 Years 6 Months	2	1,96
	10 Years 9 Months	39	38,24
	11 Years 9 Months	20	19,61
	12 Years 9 Months	5	4,90
	13 Years 9 Months	16	15,69
	15 Years 9 Months	10	9,80
	16 Years 9 Months	1	0,98
	21 Years 6 Months	6	5,88
	29 Years 9 Months	1	0,98

Source: Primary Data Processed (2021)

The data resulted from the distributed questionnaires were tested to measure their validity and reliability. The validity testing was performed using the Pearson product moment correlation formula. The results of the validity test in table 3 indicate that all items from all variables have an r-statistical value $> r$ -table (0.195), and thus, all items were declared valid. Reliability test was conducted using Cronbach's Alpha coefficient. The results of the reliability test in table 3 delineate that all variables have Cronbach's Alpha values of > 0.6 , and thus all variables were declared reliable.

Table 3. Validity and Reliability Test Results

Item	Statement	R Statistics	Cronbach's Alpha
X1.1	Expert instructors deliver training materials.	0,662	0,775
X1.2	Instructors guide the training process.	0,583	
X1.3	The training method makes you excited to join the training.	0,595	
X1.4	Training materials are in line with the need.	0,663	
X1.5	Training time is very efficient.	0,551	
X1.6	Training eases and fastens work performance.	0,628	
X1.7	The trainer uses the media effectively and efficiently.	0,605	
X1.8	Adequate facilities are provided to support the course of the training.	0,725	

X2.1	There has been good career development planning.	0,701	0,827
X2.2	Jobs are assigned based on expertise.	0,607	
X2.3	Promotions aim to develop one's career.	0,548	
X2.4	The company recommends friends or family.	0,689	
X2.5	Recommendation is provided based on reward.	0,592	
X2.6	Ability level is measured by years of service.	0,651	
X2.7	Bosses help career development.	0,668	
X2.8	Access and career development opportunities are well provided.	0,767	
X2.9	Rank Sort List is the most appropriate method for promotion requirements.	0,410	
X2.10	Trainings are held to improve skills.	0,481	
X2.11	The company has a formal mentoring program.	0,486	
X3.1	The company has established cooperation in completing tasks.	0,655	0,858
X3.2	The company has applied management support in improving skills.	0,570	
X3.3	Self-development is conducted through empowerment.	0,582	
X3.4	The company appreciates work performance.	0,703	
X3.5	The company has applied clear delegation of authority.	0,656	
X3.6	Information is shared openly.	0,725	
X3.7	Decisions are made where the best information is available.	0,682	
X3.8	Career planning is scheduled by the leadership.	0,755	
X3.9	There is encouragement to take part in training as a form of employee empowerment.	0,692	
X3.10	Trainings are provided to employees in accordance with the work load.	0,627	
X4.1	Tasks are assigned to employees according to their respective ability.	0,581	0,672
X4.2	Leaders can serve as role models and examples for their subordinates.	0,443	
X4.3	Unsatisfactory remuneration can affect employee discipline.	0,468	
X4.4	Fairness is well applied.	0,497	
X4.5	There has been harmonious relationship between superiors and subordinates.	0,561	
X4.6	Applicable penalty also determines the efficiency/inefficiency of employee discipline.	0,599	
X4.7	Leaders dare to act decisively to apply punishments, and thus their leadership is recognized by their subordinates.	0,611	
X4.8	Employee discipline will be created by the good relationship within the organization.	0,634	
Y.1	Employee salaries are determined according to applicable standards.	0,733	0,860

Y.2	Opportunities are provided to participate in training and empowerment programs.	0,686
Y.3	Opportunities are provided to get a raise.	0,676
Y.4	There has been a supportive behaviour among coworkers.	0,757
Y.5	Supervision of work areas is done according to schedule.	0,686
Y.6	Coworkers are responsible for their work.	0,730
Y.7	There has been appropriate assessment of the work performed by employees.	0,696
Y.8	Leaders set the direction for employees.	0,779

Source: Primary Data Processed (2021)

Classical assumption test is a statistical requirement that must be met in multiple linear regression analysis. The classical assumption test consists of normality, multicollinearity, and heteroscedasticity tests. The normality test with Kolmogorov Smirnov resulted in the value of asymp.sig of > 0.05 , and thus, it is conclusive that the data were normally distributed. The presence or absence of multicollinearity is seen from the tolerance and VIF values. Table 4 depicts that all variables have a tolerance value of more than 0.1 and a VIF value of less than 10, which indicates that there is no multicollinearity. Heteroscedasticity test with the Glejser test regresses the absolute value of the residuals of each independent variable. The results in table 4 demonstrate that all variables have a significance value > 0.05 , and thus there is no heteroscedasticity in the research data.

Table 4. Classical Assumption Test Results

Normality Test		Variable	Multicollinearity Test		Heteroscedasticity Test	
Kolmogorov Smirnov	Asymp. Sig		Tolerance	VIF	Sig	Sig Limit
0,082	0,088	Training	0,498	2,007	-0,472	0,638
		Career	0,534	1,874	-0,963	0,338
		Development				
		Empowerment	0,574	1,741	0,483	0,630
		Work	0,585	1,708	-1,030	0,305
		Discipline				

Source: Primary Data Processed (2021)

The results of the multiple linear regression analysis in table 5 delineate that three of the four hypotheses proposed by this study are supported by the evidence. Training has a positive and significant effect on job satisfaction as seen from the t-statistic value of $4.683 > 1.985$ and a significance of $0.000 < 0.05$. Career development has a positive and significant effect on job satisfaction as seen from the t-statistic value of $2.977 > 1.985$ and a significance of $0.004 < 0.05$. Empowerment has a positive and significant effect on job satisfaction as seen from the t-statistic value of $3.395 > 1.985$ and a significance of $0.001 < 0.005$. In contrast, work discipline has no significant effect on job satisfaction as seen from the t-statistic value of $-0.399 < 1.985$ and a significance of $0.691 > 0.005$. The adjusted R-square value of 0.607 means that job satisfaction is explained by training, career development, empowerment, and work discipline of 60.7%, while the rest (39.3%) is explained by other variables not examined in the model.

Table 5. Multiple Linear Regression Analysis Results

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	-3,737	2,617		-1,428	0,157
	Training	0,495	0,106	0,414	4,683	0,000
	Career Development	0,250	0,084	0,254	2,977	0,004
	Empowerment	0,274	0,081	0,279	3,395	0,001
	Work Discipline	-0,042	0,104	-0,033	-0,399	0,691
	<i>Adjusted R Square</i>	0,607				

Source: Primary Data Processed (2021)

The results of this study are in line with the previous research, which also held that training had a positive and significant effect on employee job satisfaction (Hanaysha & Tahir, 2016; Muntazeri & Indrayanto, 2018; Turkyilmaz et al., 2011). The better and more effective the training held by the Class I Air Operator Unit of Mopah Merauke office, the higher the employee job satisfaction. Employees believed that the provided training materials were in accordance with the needs of employees, the training methods attracted employee's enthusiasm in participating in the training, and the instructors had the required expertise in delivering the material. The training had generated employees' involvement in the long-term role of the organization, and thus they felt happy and satisfied with their work (Wright & Davis, 2003). Employees were also satisfied because the training program provided them with opportunities to expand their knowledge and skills to help them achieve personal growth and development (C. C. Chang et al., 2010).

Career development has a positive and significant effect on employee job satisfaction, which reinforced the findings of Yuliyanti et al. (2020), Rahayu et al. (2019), Umar (2015), and Yarbrough et al. (2016). The better the career development program provided by the organization, the more satisfied the employees with their work. The Proposed Ranking List (DUK) is seen as the appropriate method for the requirements for promotion. The Class I Air Operator Unit of Mopah office also had a formal mentoring program as well as a clear career development plan for employees, which led to employee job satisfaction. Thus, employees were satisfied because the career development programs better improved their ability to complete tasks and helped them to plan for their future in the organization (Soonhee Kim, 2009). An adequate career development program will effectively meet or exceed employee expectations, which makes employees feel that their future in the organization will be brighter (Chen et al., 2004).

Furthermore, empowerment was proven to have a positive and significant effect on job satisfaction, which is in line with the findings of Chang et al. (2010), Hanaysha and Tahir (2016), Choi et al. (2016), and Choi et al. (2016). The better the employee empowerment program in the organization, the higher the employee job satisfaction. The employee considered that there had been good empowerment program at Class I Air Operator Unit of Mopah, as seen from the leadership board, who always encouraged employees to take part in training, as well as the attention and opportunity for employees in empowerment activities.

Work discipline was not proven to have a significant effect on job satisfaction, and thus, it was against the results revealed by Agussalim (2017), Nugrohadi and Nurminingsih (2019), and Pramono and Handini (2020). However, this research confirmed Rizky et al. (2020) and Sabirin and Ilham (2020), who held that work discipline had no effect on

employee job satisfaction. Thus, employee job satisfaction at Class I Air Operator Unit of Mopah is more influenced by factors related to employee development programs such as training, career development, and empowerment.

V. Conclusion

This study proves that training, empowerment, and career development have a positive and significant effect on employee job satisfaction at the Class I Airport Operator Unit of Mopah office. Meanwhile, work discipline has no significant effect on employee job satisfaction. On this basis, this study provides theoretical implications for the development of job satisfaction theory and the factors that influence it, namely training, empowerment, and career development.

This research also provides practical implications for the leadership and management of the public sector, especially for the Airport Operation Unit to manage and improve employee job satisfaction. The leadership and management of the Class I Air Operator Unit of Mopah office are required to conduct some effective and efficient training programs, which will determine employee job satisfaction. Board of leaders need to maintain the currently applied training methods, which are deemed as good, and re-evaluate the skills of the instructor in the use of training media and training facilities, which are considered inadequate. The board of leadership and management of the Class I Air Operator Unit of Mopah office also need to design an appropriate employee career development programs by supporting the career development of the employees. Furthermore, board of leaders and management need to provide employees with more opportunities to participate in decision making so that employees feel more empowered.

Several limitations in this study are due to the fact that it only examined the direct influence of the variables of training, career development, empowerment, and work discipline on employee performance. This study, however, disregard the possible effects of mediation and moderation. In addition, based on the results of the coefficient of determination, the four independent variables understudy only explained employee satisfaction with 62.2%, and thus there were other factors that determine employee job satisfaction. This research was also limited to the use of quantitative data obtained from distributed questionnaires. As a result, it could not explain further and in detail each research result. Therefore, further researchers are suggested to add other variables that are thought to have an effect on employee job satisfaction, such as the compensation system, work environment, and leadership. Further researchers can also add mediating and moderating variables, because research on direct effects is very common and has been widely carried out. Further researchers are advised to use mixed research methods, such as quantitative and qualitative method in order to provide deeper insight and more detailed results in the discussion and analysis.

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