

The Effect of Training on Job Satisfaction of Financial Staff of Indonesian Ursuline Education Foundation Mediated by Performance

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Abstract

In a world situation that is changing so fast, complex, ambiguous, and uncertain which causes intense competition in various fields, the quality of human resources becomes a determinant of an organization's competitive advantage. This quantitative study aims to examine the effect of training on job satisfaction mediating by performance. 80 financial staff of the Indonesian Ursuline Education Foundation participated in this study as respondents. Data was collected through google form and analyzed using SPSS for windows. The results showed that there was a positive and significant effect of performance on job satisfaction and a positive and significant effect of training on performance. Therefore, it is important for the Ursuline Education foundation to enrich the knowledge and skills of financial staff with training as it can improve performance and subsequently have a major impact on job satisfaction.

Keywords

training; performance; job satisfaction; foundation



I. Introduction

Rapid developments in science and technology have led to higher competition in all fields of work. Only organizations that have professional and reliable human resources can adapt to the demands of the times and needs. Employees are a valuable asset for the organization, which if managed properly can contribute greatly to the success and sustainability of the organization. Success and failure in the long term of an organization depends on the presence of the right people in the right place at the right time, it also affects the company's reputation and profitability or residual operating results (Khan et al., 2016). Based on this understanding, almost all organizations strive to increase the performance of their employees in line with the demands of the competitive world of work, because with increased performance it can increase work productivity which leads to increased company profits. 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).

To achieve good performance, organizations need to pay attention to the need for self-development of their employees from time to time. Therefore, adequate and continuous training is needed. Employee training is needed by an organization, because with the training, it is expected that employee competence will increase so that individual and organizational job satisfaction will increase as well. According to Sheeba & Christopher (2020), any organization in its form should find strategies and tactics to improve the quality of its human resources, because every task performed requires current skills and knowledge to perform tasks effectively and efficiently. More complex tasks and jobs require training and development.

Ursuline or the Order of Saint Ursula (OSU) is an international association of Catholic nuns who work in the field of education. Ursuline has 13 foundations and 67 schools spread across several provinces in Indonesia. Most Ursuline schools are located in big cities in Indonesia such as Jakarta, Surabaya, and Bandung. The presence of Ursuline schools in Indonesia has been more than 160 years.

To improve the competence of employees, especially the financial staff of Ursuline Education Foundations, organizes training twice a year, in February and August. The purpose of the training is to provide the foundation's financial staff with the skills and abilities to carry out their duties. This is in accordance with the opinion of Nurani et al. (2020) that training is carried out to improve work quality, meet monthly work targets and handle customer complaints. Likewise, Ocen et al. (2017) say that training produces benefits for knowledge, skills, abilities, competencies, and behaviors. According to Razak (2021), human resources can only be effective if the organization provides effective training to its employees on a regular basis. Therefore, training is unavoidable from an organizational point of view. By implementing training, employees can sharpen their skills so that their ability to complete work will be better and can meet the targets set by the organization. Conscience et al. (2020).

Training is one of the most important human resource management strategies (Jalil et al., 2021). Training provides awareness of the basic information needed to perform a particular job, knowledge to improve performance and skills to demonstrate employee abilities. Training is said to be effective if it can address knowledge/skills gaps, preparing a new set of skills for employees for the future (Sheeba & Christopher, 2020).

Employee performance is a topic that is often studied by researchers. Employees are a valuable asset to an organization/company because they can build or destroy a company's reputation and can affect profitability or remaining operating results. Employee performance can be improved in various ways, one of which is job satisfaction. If employees feel satisfaction in their work, then employees will behave better than employees who are not happy with their work (Khan et al., 2016).

Job satisfaction is one of the most important variables that can be influenced by the success of organizational performance. Empowered people in any company will automatically maintain the competence of these employees in carrying out the tasks entrusted to them. According to Khan et al. (2016), an employee who has high job satisfaction is an employee who enjoys his work and is satisfied with the conditions provided by the organization.

II. Review of Literature

2.1 Training

The term training is often used to define educational activities carried out in organizations to empower the competence of employees and managers in the perspective of lifelong learning to improve performance (Sartori et al., 2018). Training is a process that can help develop employee knowledge and skills to advance and change performance (Sheeba & Christopher, 2020).

Employee training deals with the on-the-job skills required for a particular role. Training can be distinguished between general and organizational training. General training (eg first aid training or document printing) embodies explicit knowledge and skills that can be easily learned and acquired by reading or observing without the help of others. Organizational training, on the other hand, is about knowledge and skills acquired intra-

organizationally. As such, the term training is widely recognized and labeled as vocational, on-the-job, or professional training. The need for training is increasingly today as a result of the increasing competitiveness of the business environment, namely technological advances, productivity measurement, product differentiation, customer expectations, intra and inter-industry relationships, employee motivation, and others. In this process, a more efficient business organization is one that has employees who can adapt to these changes. The main instrument for this is to train employees to renew themselves so that they are always ready for change. Various trainings can be conducted to facilitate positive interaction between groups and improve employee skills, knowledge, and motivation (Demiral, 2017).

According to Demiral (2017), training has 3 (three) dimensions, namely (1) organizational support for training, (2) employee enthusiasm in training, and (3) employee satisfaction with training. Training itself is a process of employee self-development so that they can work more skillfully and increase employee knowledge and skills. With training, employees can find out how to work properly and correctly in accordance with the operational standards set by the company, so that the company's targets can be achieved (Yulianti, 2015).

Training is an ongoing process where employees have to actually acquire the necessary knowledge and skills on how to perform well in an organization. Therefore, training is very necessary for all employees to ensure that they can work well in accordance with the tasks entrusted to them (Fahrenbach, 2021). Training is a process that can help develop employee knowledge and skills to advance and change performance. Training provides awareness of the basic information needed to perform a particular job, knowledge to improve performance and skills to demonstrate employee abilities. Training is said to be effective if it can address knowledge/skills gaps, preparing a new set of skills for employees for the future (Sheeba & Christopher, 2020). Based on what was stated above, training is employee self-development facilitated by the workplace in accordance with the appropriate job to hone the skills and expertise of employees.

2.2 Job Satisfaction

Job satisfaction is generally defined as a pleasant atmosphere or positive emotional state resulting from an assessment of one's job or work experience (satisfaction) or unpleasant. Job satisfaction is the result of employees' perceptions of how well the job provides the essentials. Job satisfaction can not be seen, but can be concluded. It is an emotional response to a work situation. Job satisfaction is also referred to as an employee's perception of how well the job provides things that are considered important, such as the work itself, salary, promotion opportunities, supervision, and satisfaction.

Dimensions of job satisfaction according to Edwards et al. (2015) namely: co-workers, payments, promotions, and work. Furthermore, job satisfaction, according to Ocen et al. (2017) is the ultimate goal for which the work and or managerial policies of an organization are designed; done in such a way that employees derive maximum satisfaction from their needs. Implicitly, job satisfaction comes from all methods, procedures and policies aimed at improving the quality of work life. From the various opinions above, it can be concluded that job satisfaction is a positive feeling of employees towards the work done which can result in quality of work life.

2.3 Performance

Performance describes the level of achievement of the implementation of an activity program or policy in realizing the goals, objectives, vision, and mission of the organization as outlined in the strategic planning of an organization (Marpaung et al., 2021). According to Meidita (2019), performance is a general term used in part or all of the actions or activities of an organization in a period with a reference to a number of standards such as projected past costs on the basis of efficiency, management responsibility or accountability and the like. The description of performance involves three important components, namely: objectives, measures, and assessments. Determining the goals of each organizational unit is a strategy to improve performance. This goal will give direction and influence how the work behavior that the organization expects of each personnel should be. The dimensions of performance according to Razak (2021) are: altruism, awareness, and task performance.

Performance refers to the level of success in carrying out tasks and the ability to achieve the goals that have been set. Performance is declared good and successful if the desired goals can be achieved properly. Performance as the quality and quantity of achievement of tasks, whether carried out by individuals, groups or companies. Base on the opinions of the experts above, it can be concluded that performance is an activity and achievement carried out by someone in carrying out their duties and responsibilities at work.

2.4 Effect of Training on Performance

Training is an organized procedure in which people learn knowledge or skills for a certain period of time to achieve goals (Ocen et al., 2017). The purpose of training is to achieve a change in the behavior of those being trained. This means that the trainees will acquire new skills, knowledge and technical skills in the workplace in such a way that they can help achieve organizational goals (Ocen et al., 2017). Training is also designed to equip employees with the knowledge and skills required for a particular position in the organization; for example: taxation, cashier, and bookkeeping. When employees have the skills, knowledge, abilities, and competencies needed to work, employees need extensive training to acquire the necessary skills so that they can contribute to the growth of the organization more adequately. Factors that can affect the quantity and quality of training activities are a level of change in the external environment, changes in the internal level, the availability of appropriate skills in the existing workforce and training as a motivational factor in work.

Training is an instrument that plays an important role in bridging the current level of performance and the expected level of performance (Tim May et al., 2021). Training will cause changes in employee performance, where these changes are in terms of competence, responsiveness, and productivity (Nurani et al., 2020). Many training programs have been carried out by every organization, because training can help organizations achieve the desired goals. Moreover, when the organization recruits employees from different educational and skill backgrounds and there are new policies within the company, then to align the employee's abilities with job specifications or situations that exist within an organization, namely through training. Training can present a great opportunity to expand employee knowledge (Tim May et al., 2021).

The results of Yulianti's research (2015) show that there is a significant effect of training on the performance of employees of the Grand Fatma Hotel in Tenggara Kutai Kartanegara. In addition, the study of Luthuli et al. (2019) found that there is a strong

influence between training and development and performance in terms of creating new strategies for better service delivery. Therefore, the formulation of the hypothesis:

H1: Training has a positive effect on performance

2.5 Effect of Performance on Job Satisfaction

Employee performance is an important thing that must be managed by the organization to achieve a goal (Latifah & Muafi, 2021). Job satisfaction is one of the important aspects in the practice of organizational behavior and human resource management. This means that job satisfaction can affect employee happiness, morale, and work motivation in increasing productivity (Tim May et al, 2021).

The results of previous studies found that job satisfaction had an effect on performance, for example (Siengthai & Pila-Ngarm, 2016; Idris et al., 2020; Nathwani, 2021; Adi, 2022; Latifah & Muafi, 2021). However, it is different from Nathwani (2021) who found that employee performance has a significant impact on job satisfaction. Furthermore, regarding the influence of performance and job satisfaction, Nathwani (2021) suggests that there is a cycle of cause-and-effect relationships, so that satisfaction leads to performance and performance leads to satisfaction through a number of mediating factors.

H2: Performance has a positive effect on job satisfaction

2.6 The Effect of Training on Job Satisfaction

Employee training can increase personal job satisfaction (Ocen et al., 2017). Employees who received training were more grateful than those who did not attend training. The training offered to employees reduces the anxiety or frustration caused by the unknown demands of the job. High levels of employee satisfaction are strongly associated with on-the-job training. A study conducted by Ocen et al. (2017) on the relationship between staff training and job satisfaction among bank employees in Nigeria revealed that training has a significant positive effect on job satisfaction. Therefore, the hypothesis is formulated as follows:

H3: Training has a positive effect on job satisfaction

2.7 Performance Mediates the Effect of Training on Job Satisfaction

Training can have an indirect effect on job satisfaction through several intervention variables, for example, a study conducted by Meidita (2019) found that work motivation mediates the effect between training and job satisfaction. This study aims to examine performance as a mediating variable for the effect of training on job satisfaction.

H4: The effect of training on job satisfaction is mediated by performance

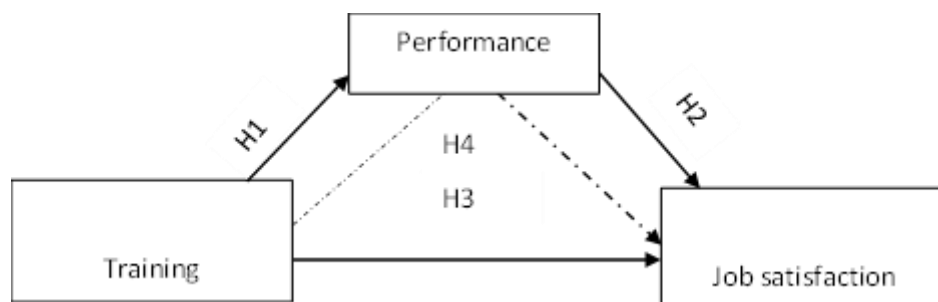


Figure 1. Conceptual Model

III. Research Method

Quantitative research for testing this hypothesis aims to examine the effect of training on job satisfaction mediated by performance. Collecting data by distributing online questionnaires to 84 financial staff of the Indonesian Ursuline Education Foundation via google form. Of the 84 respondents, only data from 80 respondents is considered valid for use.

Measurement of training uses 9 instrument items developed by Demiral (2017), which consists of 3 (three) dimensions, namely foundation support for training, employee enthusiasm in training, and employee satisfaction with training. Measurement of job satisfaction using a questionnaire adapted from Edwards et al. (2019), namely 10 items, consisting of 5 (five) dimensions, namely colleagues, supervisors, promotions, and work. Employee performance measurement uses a 10-item questionnaire adapted from Razak (2021), which consists of 2 (two) dimensions, namely awareness, and task performance.

To obtain the measurement and accuracy of the questionnaire, the validity and reliability of the questionnaire was previously tested. The distribution of questionnaires for validity testing was carried out to 30 people to see whether the statements made by the researchers could be understood by the respondents and could provide answers so that the objectives of this study could be achieved. Analysis of research data using SPSS for windows version 24.0 application. Descriptive analysis aims to show the characteristics of the respondents and the frequency distribution. Where the data collected through a questionnaire using a Likert scale was given a weighted value of 1 strongly disagree to 5 strongly agree.

Pearson Correlation coefficient analysis is a data analysis tool that provides an overview of the relationship between variable X and variable Y under study. The correlation coefficient (r) can be calculated using the following formula:

$$r = \frac{\sum (x - \bar{x})(y - \bar{y})}{(n - 1) \times s_x \times s_y}$$

Information:

r = correlation coefficient

X = variable score X

Y = Y variable score

\bar{x} = the average score of the variable X

\bar{y} = Y variable mean score

N = number of research sample members

s_x = standard deviation of variable score X

s_y = standard deviation of variable score Y

The mediation variable test was carried out using the method developed by Preacher & Hayes (2008) to measure the direct effect of the independent variable on the dependent variable, the indirect effect of the independent variable on the dependent variable through unexpected mediation, and the influence of the independent variable on the dependent variable total (total effect) independent variables on the dependent variable. Multiple mediator models are models used to measure the direct and indirect effects of independent variables on the dependent variable through two or more mediating variables (Preacher & Hayes, 2008).

IV. Result and Discussion

4.1 Validity and Reliability Testing

Validity test was conducted to determine the accuracy of each statement in the questionnaire. Validity shows the ability of research instruments to measure what should be measured. A valid questionnaire indicates that the statements contained in the questionnaire can be understood by respondents.

The results of testing the validity of all questionnaire statement items consisting of Training Variables consisting of 9 items, Performance Variables consist of 10 items, but after being tested, they are invalid so that they are dropped and further research only uses 8 items and the Job Satisfaction Variable consists of 10 items and all valid. Research shows that there is a high Pearson correlation that is > 0.3 and significant < 0.05 , so it can be said to be valid for use; except 2 statement items on the performance variable only have 0.080, and 0.178 so it is said to be invalid

Reliability testing is carried out to determine the consistency of the measuring instrument used so that the measuring instrument is reliable and has consistent results when the measurement is repeated. Reliability is measured by Cronbach's alpha. Each indicator is declared reliable if it has a Cronbach's alpha (α) 0.7. Each variable is declared reliable because it has Cronbach's alpha (α) 0.7.

4.1 Respondent Profile

Of the 80 respondents involved in this study, 95% were women, 38.3% were aged 36-45 years, 95% were permanent employees of the foundation, 51.2% were married, 56.2% had a bachelor's degree.

Table 1. Respondent Profile

Variabel	n	Percentage
Gender		
Male	4	5.0
Female	76	95.0
Age		
18 – 25 years old	18	10.0
26 – 35 years old	27	33.8
36 – 45 years old	31	38.3
46 – 55 years old	14	17.5
Employee Status		
Permanent Employee	62	77.5
Temporary Employees	18	22.5
Marital Status		
Not Married yet	39	48.8
Married	41	51.2
Last Education		
High School	15	18.8
Diploma	20	25.0
Bachelor	45	56.2
Position		
Unit Finance Staff	45	56.2
Foundation Finance Staff	35	43.8

Source: data proceed

The average value of the training variable is 4.17. This means that the financial staff of the Ursuline Education Foundation feel the foundation's support for employee self-development through training, employees are enthusiastic about participating in the training and employees are satisfied with the results of the training they attend.

The average value of the performance variable is 4.05, which means that the financial staff of the Ursuline education foundation is quite satisfied with the compensation received, they feel there is a balance between the wages received and performance. Employees also feel there is consistent and effective communication with leaders. In addition, leaders always encourage employees to work as well as possible so that goals can be achieved. Employees have the same opportunities for careers and have the same opportunities to grow and develop at the foundation. Employees feel well accepted and valued by others in the workplace. In addition, employees are also satisfied with the balance between work and personal life needs.

The average value of performance is 3.81, which means that the financial staff of the Ursuline Indonesia education foundation agrees that the work objectives are achieved, employees work according to predetermined standards and employees have the skills to carry out the tasks assigned to them.

4.2 Hypothesis Test

Of the 4 (four) hypotheses proposed, 2 of them are accepted and the other two are rejected. Statistical test results show that the level of significance of the effect of training on performance is > 0.05 , which is 0.583. Therefore H1 is not supported. There is a positive effect of training on performance with a significance of < 0.05 , which is 0.051. Thus, H2 is supported. Training has a positive effect on job satisfaction with a significance level of < 0.05 , which is 0.000; then H3 is supported. Finally, performance does not mediate the effect of training on job satisfaction because the significance level is > 0.05 , which is 0.583. Thus the intervening variable is not so important in this study. Performance is not an intervening variable of the relationship between training and job satisfaction. It means that performance does not play an important role in this research model, namely performance does not mediate the relationship between training and job satisfaction.

Table 2. Correlation Testing

		Training	Job Satisfaction	Performance	SUM
Training	Pearson Correlation	1	.621**	.062	.755**
	Sig. (2-tailed)		.000	.583	.000
	N	80	80	80	80
Job Satisfaction	Pearson Correlation	.621**	1	.219	.825**
	Sig. (2-tailed)	.000		.051	.000
	N	80	80	80	80
Performance	Pearson Correlation	.062	.219	1	.611**
	Sig. (2-tailed)	.583	.051		.000
	N	80	80	80	80
SUMVARI ABEL	Pearson Correlation	.755**	.825**	.611**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	80	80	80	80

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

Table 3. Hayes Hypothesis Testing

OUTCOME VARIABLE:							
PFR							
Model Summary							
	R	R-sq	MSE	F	df1	df2	p
	,0622	,0039	,3857	,3032	1,0000	78,0000	,5834
Model							
	coeff	se	t	p	LLCI	ULCI	
constant	3,8702	,5129	7,5456	,0000	2,8490	4,8913	
TRN	,0668	,1214	,5507	,5834	-,1748	,3084	
OUTCOME VARIABLE:							
JOB							
Model Summary							
	R	R-sq	MSE	F	df1	df2	p
	,6466	,4181	,1843	27,6615	2,0000	77,0000	,0000
Model							
	coeff	se	t	p	LLCI	ULCI	
constant	,9484	,4663	2,0337	,0454	,0198	1,8770	
TRN	,5882	,0841	6,9973	,0000	,4208	,7555	
PER	,1629	,0783	2,0817	,0407	,0071	,3188	
Direct effect of X on Y							
	Effect	se	t	p	LLCI	ULCI	
	,5882	,0841	6,9973	,0000	,4208	,7555	
Indirect effect(s) of X on Y:							
	Effect	BootSE	BootLLCI	BootULCI	PER		
	,0109	,0204	-,0282	,0569			

The result shows that the direct effect of employee training on job satisfaction is very significant because $P = 0.0000$. Insignificant results appear in the indirect effect test of the effect of training on job satisfaction mediated by performance that is equal to 0.0109.

4.3 Discussion

The findings of this study indicate that training has no effect on performance. This result contradicts the study of Conscience et al. (2020) where there is an effect of training on performance. Meanwhile, according to the results in the previous chapter where Hypothesis 1 is rejected and hypothesis 0 is accepted, namely training has no significant effect on performance where the significance > 0.05 is 0.583. This is because there are other factors that intervene. The implication is that with the training which is carried out regularly twice a year for the financial staff of the Ursuline Education Foundation, the knowledge, understanding, and skills of employees increase but it has not had a significant impact on improving performance. Thus, to improve the performance of the financial staff, after the financial staff has completed the training, they need to be accompanied personally and continuously. The findings of this study confirm the facts in the background chapter that explains the achievement of work targets or financial staff performance based on audit results, which are still at 6.05%. According to Tim May et al. (2021), training programs have been widely carried out by every organization, because training can help organizations achieve the desired goals. Moreover, when the organization recruits employees from different educational and skill backgrounds and there are new policies within the company, then to align the employee's abilities with job specifications or situations that exist within an organization, namely through training.

There is a positive effect of performance on job satisfaction. The findings of this study support the results of previous research by Latifah & Muafi (2021) which said that there was a very strong relationship between employee performance and job satisfaction in the field of Empowerment of the East Kutai Regency Social Service. If the financial staff of the Ursuline Education foundation carries out their duties seriously, demonstrates their

expertise and capacity to pursue the targets and goals achieved, it will generate positive emotions as expressed by Phiphadkusolkul (2012), that job satisfaction can affect happiness, morale, and motivation employee work in increasing productivity. The implication is that the foundation needs to strive to create a supportive work environment so that the performance of financial staff is continuously improved through conducive policies so that job satisfaction is greater, which will have an impact on the quality of its own human resources as well as the performance of the Ursuline Education Foundation in the field or division of Finance.

There is a positive effect of training on job satisfaction. The results of the third hypothesis research support the results of the study conducted by Ocen et al. (2017) regarding the relationship between staff training and job satisfaction among Nigerian bank employees, namely that training has a positive significant effect on job satisfaction. This is in line with the results of respondents in the previous chapter where Hypothesis 3 is accepted where training has a positive effect on job satisfaction, the significance of <0.05 is 0.000. According to Hsieh et al. (2004), training offered to employees reduces anxiety or frustration caused by unknown job demands. The findings of this study indicate that training has a positive effect on job satisfaction on the financial staff of the Ursuline Education Foundation. The training which is held regularly twice a year increases the job satisfaction of the foundation's financial staff. This finding indicates that training is urgently needed by the financial staff of the foundation so that job satisfaction can be maintained or increased. Therefore, foundations need to organize in-house training or cooperate with third parties to carry out training for foundation financial staff. More finance staff attend training and if the training is in accordance with the financial staff's needs, the more their job satisfaction increases.

Research findings show that performance does not mediate the effect of training on job satisfaction. These results are consistent with the findings of this study in particular the hypothesis one that training has no effect on financial staff performance. Thus, it can be concluded that the trainings attended by financial staff do not guarantee an increase in performance. Whatever the financial staff's performance achievement does not contribute greatly to the effect of training on job satisfaction.

V. Conclusion

This study confirms that there is a positive effect of performance on job satisfaction and there is a positive effect of training on job satisfaction in the Finance Staff of the Ursuline Education Foundation. On the other hand, there is no effect of training on performance and no training on job satisfaction mediated by performance. This shows that the influence of performance along with training has not been maximized within the Ursuline Education Foundation, especially for financial staff. Performance is very important for HR or employees in providing the best for the Foundation or the company. For this reason, the Ursuline Education Foundation can then focus on improving the performance of its financial staff by means of recruitment with the appropriate educational background, training provided according to the ability of the staff and on target for their work and position as well as providing rewards and punishments to be able to maintain stable performance can stay motivated and good.

This research has some limitations in it. The limitations of this research can open up opportunities for further research in the future. First, this research was conducted only at the Ursuline Education Foundation and only in one division. Further research needs to be tested for its strength by applying it to the context of the Company and/or Foundation with

more than one division or another. Second, further research is suggested to analyze the hypothesis that has not been accepted and to discuss the performance variable as a mediation or training that affects performance. Third, this research is a replication of several research models, one of which is the model from Padmasiri et al. (2018) which examines training, job satisfaction and performance. Further research can develop this research model, by adding other variables and mediation.

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