
The Influence of Organizational Learning on Job Satisfaction and Organizational Commitment and Its Implications on Employee Performance at the Department Of Marine Affairs and Fisheries of Aceh

*Cut Nurul Zahria M, Nurdasila, & Mahdani Ibrahim

Management Department, Universitas Syiah Kuala, Indonesia

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Abstract

This study examines organizational learning on job satisfaction and commitment and its implications on employee performance. The population was 226 employees in the Department of Marine Affairs and Fisheries of Aceh (DKP Aceh), and the sample was taken using the Slovin formula resulting in 177 respondents. The sample was determined thru simple random sampling. The research model was tested using SEM-AMOS and Sobel Test. The result proves that in the DKP Aceh the organizational learning, satisfaction, commitment, and employee performance are good, Organizational learning affects satisfaction of the DKP Aceh employees, organizational learning affects commitment of the DKP Aceh employees, organizational learning affects the performance of the DKP Aceh employees, satisfaction affects the performance of the DKP Aceh employees, commitment does not affect the performance of the DKP Aceh employees, Satisfaction can mediate partially the organizational learning effect on performance of the DKP Aceh employees, and commitment cannot mediate the organizational learning effect on the performance of the DKP Aceh employees. These results prove that academically, the model for improving employee performance is a function of improving organizational learning and satisfaction.

Keywords: Organizational Learning, Job Satisfaction, Organizational Commitment, Employee Performance

1. Introduction

Performance can affect an organization's or agency's success. Performance can be assessed by evaluating how well the employee does his job according to the standards. Then the information is communicated to the employee, who can also be called a job appraisal. Job appraisal is also called job review, employee rating, employee evaluation, performance evaluation, and performance appraisal. Employees in government organizations are also called implementers and are categorized as Civil Servants. The role of Civil Servants is as an element of the state apparatus that serves as a public servant, who is obliged to provide services fairly based on obedience and loyalty to the 1945 Constitution. To carry out their duties properly, employee development is directed at improving the quality of human resources so that they have behaviors and attitudes of honesty, discipline, responsibility, dedication, and authority so that they can provide services following community development. This is interesting to be the focus

of the study to be examined because performance is a very important thing and must be owned by every individual involved in an agency. This process will determine the employee's work achievement. The thing that also needs to be considered is how the employee performance process can run optimally.

The Department of Marine Affairs and Fisheries of Aceh (DKP Aceh) continues to review and adjust various work system policies implemented according to the central government's direction, which impacts the performance of all employees in their environment. Employee performance will be maximized when the organization can manage employees within the organization well. Employees who do not get adequate attention and development from the organization can trigger a decline in employee performance. An initial survey has been conducted on 30 employees of the DKP Aceh regarding employee performance. From the data obtained, there are still employees in the DKP Aceh who has not been maximal in their work, so they have not been able to provide the best work results. With less than optimal employee work will be difficult to achieve organizational goals. Many factors determine the performance of an employee in achieving the best results, including the learning organization applied to the organization, job satisfaction felt by employees, and organizational commitment.

Meanwhile, according to (Dekoulou & Trivellas, 2015), the higher an organization sets workplace learning as a top priority, the more satisfied staff members are with their work. Furthermore, research by (Anggriawan & Rusilowati, 2014) shows that the more consistent a learning organization is, the better the employee's performance. This is following the research conducted by (Camps & Luna-Arocas, 2012), which found that the organizational dimension of learning is an important determinant of staff productivity and effectiveness. Moreover, these results are consistent with the viewpoint of (Vemić, 2007), which emphasizes the importance of staff lifelong learning and development for continuous improvement of individual performance.

Giving their best performance to bring satisfaction and job satisfaction is a set of employees' feelings about the pleasant or unpleasant of their work (Davis et al., 2017). According to (Sugiarto, 2018), employees who are satisfied with their work will be happy to do their jobs and try to continue to improve their abilities and skills to be more professional in carrying out tasks in the organization, which ultimately leads to increased performance. This implies that satisfied employees are believed to have higher levels of performance. To achieve organizational goals, it is necessary to involve all members of the organization where they serve the organization and complete the assigned tasks as well as possible. Commitment is a work attitude that is needed to be able to move and direct the body of the organization.

Based on the background and problems in the DKP Aceh, as described previously, the researcher was interested in research regarding the relationship of these variables and is expected to be material for future consideration in making policies. This study was conducted to prove the facts.

2. Literature

Employee Performance

(Edison, Anwar, & Komariyah, 2017) and (Mathis & Jackson, 2019), job performance is the result obtained by an individual or group in an agency according to their responsibilities and authorities to achieve legal goals and not violate laws, morals, or ethics. (Rivai & Sagala, 2014) say that performance is a real behavior that a person displays as work performance by employees following their role in the organization. In addition, (Landy & Conte, 2019) also say that employee performance is an individual action or behavior that is relevant to organizational goals. The performance appraisal system in government agencies is to periodically evaluate the work of a civil servant. This assessment aims to determine the success or failure of a civil servant and determine his strengths and weaknesses in carrying out the tasks given. And the results of the assessment will be used as material for consideration in the development of civil servants, appointments to positions, promotions, education, training, and giving awards. In this study, the mention of employee performance will often be just “performance”.

Organizational Learning

Organizational learning can be viewed as a response to the increasingly dynamic and unpredictable environment. Organizational learning theory with general descriptions of organizational theory shows that the literature on learning organizations focuses more on discussing the situation of change and development (Doz & Prahalad, 1991). The learning organization concept began to be a serious conversation in the 70s. Peter Senge originally popularized organizational learning in his book entitled *The Fifth Discipline*. According to (Senge, 2006), organizational learning is an organization in which people continually expand their capacities to achieve the results they truly desire, where an expansion of new thinking and patterns is nurtured, and collective aspirations are liberated. They are continually learning to see together as a whole. (Garvin, 2003) stated that learning organizations have skills in creating, obtaining, and transforming knowledge and can modify their behavior following new knowledge and ideas. (Watkins & Marsick, 1996) and (Argyris & Schon, 1995) say that a learning culture in which individuals in organizations work together enables Learning Organization and knowledge development. The concept of (Argyris & Schon, 1995) says that learning organizations focus on collective, reflective, and sustainable learning in organizational processes to achieve good performance. (Senge, 2006) proposed five basic elements of learning organizations, namely systems thinking, personal mastery, mental models, shared vision, and finally, team learning).

Job satisfaction

(Robbins & Judge, 2017) states that job satisfaction is a general attitude towards one's work as the difference between the rewards received by workers and the number of rewards that are believed to be received. (Wagner & Hollenbeck, 2015) suggest that job satisfaction is a feeling of pleasure or a positive emotional statement from the results of fulfilling a job or work experience. Then according to (Mahayasa, Sintaasih, & Putra, 2018), a set of employees' feelings about whether or not their work is enjoyable. Meanwhile, job satisfaction is the hope of completing the given task following the wishes of the employee himself in every situation (Mahdani, Hafasnuddin, & Adam, 2017). If employees are satisfied with their work, the more they work and think creatively for the company's betterment. But on the contrary, if employees

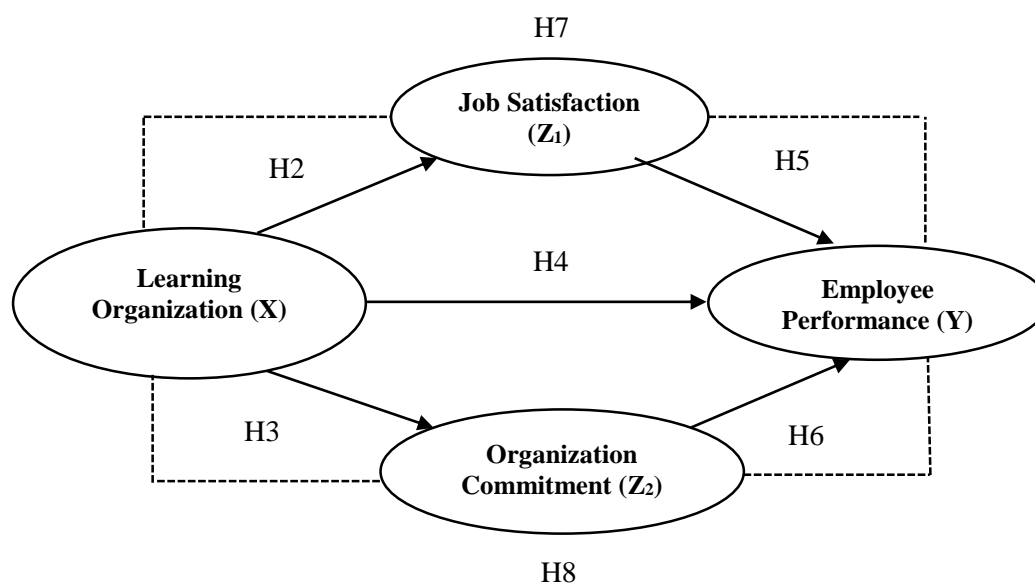
are not satisfied at work, it is unlikely that employees will try to think creatively for the progress of the company, and this will have an impact on the performance of the employees themselves, as said by (Mahdani et al., 2017) that satisfaction is a trigger for high employee performance. Based on some of the views above, job satisfaction is a positive emotional attitude or behavior experienced by employees related to their work and their conditions in every situation and is an individual thing. In this study, the mention of job satisfaction will often be just "satisfaction".

Organizational Commitment

(Allen & Meyer, 1990) reveal organizational commitment as a psychological construct characteristic of the relationship between members and their organization and has implications for individual decisions to continue membership in the organization. Likewise, (Mowday, Steers, & Porter, 1979) say organizational commitment is a strong desire to remain a member of the organization, to strive for the interests of the organization, and to have a strong belief in accepting the values and goals of an organization. Meanwhile, (Hettiararchchi & Jayarathna, 2014) say that individuals with a high organizational commitment will show positive behavior, give their best, sacrifice, have high loyalty, and desire to stay in the organization. Then (Robbins & Judge, 2017) stated that organizational commitment is the extent to which a person favors an organization and its goals and desires to maintain membership. Finally, (Mubarak & Darmanto, 2015) defines organizational commitment as an attitude that reflects employee loyalty to the organization and a continuous process in which organizational members express their concern for the organization and its success and continuous progress. In this study, the mention of organizational commitment will often be just "commitment".

Framework and Hypothesis

Based on the literature review, a framework and Its Hypothesis can be drawn, as shown in the following figure:



Gambar 1. Framework

H1: Organizational learning, satisfaction, commitment, and employee performance of the DKP Aceh are good.

H2: Organizational learning affects satisfaction of the DKP Aceh employees.

H3: Organizational learning affects commitment of the DKP Aceh employees.

H4: Organizational learning affects the performance of the DKP Aceh employees

H5: Satisfaction affects the performance of the DKP Aceh employees

H6: Commitment affects the performance of the DKP Aceh employees

H7: Satisfaction mediates the organizational learning effect on the performance of the DKP Aceh employees.

H8: Commitment mediates the organizational learning effect on the performance of the DKP Aceh employees

3. Method

This study took a population of employees of the DKP Aceh in 2021. The population was taken based on the Civil Servants who worked at the DKP Aceh, with as many as 226 employees. The number of samples used was adjusted to the analytical method, namely the Structural Equation Model (SEM). This study used Simple Random Sampling. Because the total population was known, the determination of the number of samples can use the Slovin formula with an error percentage of 5% or the value of $e = 0,05$ (Sekaran & Bougie, 2016). Based on the calculations, the sample obtained in this study amounted to 144 respondents who will be examined. The sample was expected to represent the population according to the research objectives.

In this study, the authors used a questionnaire data collection method (questionnaire) given to employees (Sugiyono, 2017). All answers from respondents are recorded, and then the collected data will be analyzed. By using quantitative methods, it is hoped that more accurate measurement results will be obtained regarding the responses given by respondents. So that the data can be obtained using the statistical method of SEM. Furthermore, to test the mediating effect of a variable, a mediation analysis will be carried out using the approach by (Baron & Kenny, 1986) in (Ghozali, 2017) through the SPSS application and the Sobel test.

The operational variables needed are needed to describe the research variables into concepts, dimensions, indicators, and measures directed to obtain the value of other variables. The variables, definitions, and indicators used in this research are as follows:

1. In this study, the independent variable is Organizational Learning (X). The following are the dimensions and indicators of Organizational Learning (Marsick & Watkins, 2003):

- 1) Creating continuous learning opportunities
- 2) Support inquiry and dialogue
- 3) Encourage collaboration and team learning
- 4) Create a system to capture and share learning
- 5) Empowering people towards a shared vision
- 6) Linking the organization to its environment
- 7) Provide strategic leadership learning

2. In this study, the dependent variable is Employee Performance (Y). The following are indicators for measuring employee performance in this study (PP RI No. 46 of 2011):

- 1) Completing service tasks
- 2) Do not abuse authority
- 3) Prioritizing official interests
- 4) Obey the laws and regulations
- 5) Able to work together
- 6) Set a good example

3. In this study, the mediating variables are as follows:

• Satisfaction (Y1), following indicators of Satisfaction (Luthans, Luthans, & Luthans, 2021):
Comfort conditions for work

- 1) Adequate work equipment
- 2) Balanced salary/allowance
- 3) Skilled (creative)
- 4) Promotional opportunities (career)
- 5) The association of co-workers

• Commitment (Y2), following indicators of Commitment (Sopiah & Sangadji, 2018):

- 1) Happy to spend the rest of career in this organization.
- 2) Feeling as if the problems in this organization are my problems.
- 3) Staying as a member of the organization is necessary
- 4) It is very difficult to leave the organization.
- 5) Feeling no obligation to leave the current supervisor.
- 6) Feels inappropriate to leave the current organization, even if it is profitable.

4. Result

The study resulted in the characteristics of respondents being reviewed based on gender, age, marital status, latest education, and income/month in the DKP Aceh. The results of data processing sourced from respondents were 144 people. Based on the data collected, the characteristics based on gender can be seen in 98 men (68%) and 46 women (32%). Furthermore, when viewed from the age factor of the respondents, shows the employees aged 20 to 29 years were 30 people (20.9%), employees aged 30 to 39 years were 95 people (66%), and employees aged 40 to 49 years, as many as 18 people (12.5%), and one person over 50 (0.6%). The respondents' average marital status is married as many as 130 people (93.3%) and unmarried as many as 14 people (9.7%). Furthermore, the characteristics based on their latest education show that ten people with the latest education are in High School (7%), with the last education being Diploma III (D-3) totaling three people (2%), employees with Bachelors (S-1) totaling 107 people (74.3%), and employees with postgraduate education (S-2) as many as 24 people (16.7%). Then the characteristics of respondents based on income/month that the income is less than Rp. 3,000,000,- totaling 9 people (6.2%), income ranging from Rp. 3,000,000, - up to Rp. 5,999,000,- totaling 32 people (22.2%), whose income ranges from Rp. 6,000,000, - up to Rp. 8,999,000,- totaling 27 people (18.8%), employee

income which ranges from Rp.9,000,000,- to Rp. 11,999,000 - as many as 66 people (45.9%), employees who earn Rp. 12,000,000, - up to Rp. 14,999,999- as many as seven people (4.9%) whose income is more than Rp. 15,000,000,-./month as many as 3 people (2%).

Respondents' responses to all variables in this study showed the average value of the overall level of respondents' agreement regarding the variables in this study was a good rating category. Based on the descriptive analysis, the performance responses have an average value of 4.17; learning organization with a score of 4.04; satisfaction variable with a value of 4.00; and commitment with a value of 4.08. These values indicate that $\gamma_1 \geq 3,41$ which means the hypothesis Ha1 is accepted, namely organizational learning conditions, satisfaction, commitment, and the performance of the DKP Aceh employees are good.

Hypotheses Test

The hypothesis test evaluates the Critical Ratio (C.R) at a significant ($p < 0.05$). If the C.R > 1.967 or $p < 0.05$, then the Null hypothesis (H_0) is rejected, and the Alternative hypothesis (H_a) is accepted. To get this value, data processing was carried out through AMOS software.

1. Organizational Learning on Satisfaction (H2).

Second hypothesis testing shows the learning organization effect coefficient on the satisfaction variable is 0.988, with its CR being $16.664 > 1.967$. This explains if the learning organization increases 1 point, satisfaction increases 0.988 (98.8%), and the CR mentioned means the effect is significant. Thus Ha2 is accepted; namely, organizational learning affects satisfaction for employees of the DKP Aceh.

2. Organizational Learning on Commitment (H3).

Third hypothesis testing shows the learning organization variable effect coefficient on the commitment variable is 1.004, with its CR being $15.379 > 1.967$. This explains if the learning organization increases 1 point, the commitment increases 1.004 (100.4%), and the CR mentioned means the effect is significant. Thus Ha3 is accepted; namely, organizational learning affects commitment to employees of the DKP Aceh.

3. Organizational Learning on Performance (H4).

Fourth hypothesis testing shows the learning organization variable effect coefficient on the performance variable is 1.849, with its CR being $3.497 > 1.967$. This explains if the learning organization increases 1 point, the employee's performance increases by 1,849 (184.9%), and the CR mentioned means the effect is significant. Thus Ha4 hypothesis is accepted; namely, organizational learning affects employee performance at the DKP Aceh employees.

4. Satisfaction on Performance (H5).

Fifth hypothesis testing shows that the variable satisfaction effect coefficient on performance variables is 0.647, with its CR being $7.834 > 1.967$. This explains if satisfaction increases 1 point, performance increases 0.647 (64.7%), and the CR mentioned means the effect is significant. Thus Ha5 hypothesis is accepted; namely, satisfaction affects employee performance at the DKP Aceh employees.

5. Commitment on Performance (H6).

Sixth hypothesis testing shows the commitment variable effect coefficient on the performance variable is 0.192, with its CR being $0.174 > 1.967$. This explains if commitment increases 1 point, performance increases by 0.192 (19.2%), and the CR mentioned means the effect is significant. Thus Ho6 hypothesis is accepted; namely, commitment has no significant effect on employee performance at the DKP Aceh employees.

Mediation Testing

The mediation test was used to prove the role of the mediating variable, between learning organization and employee performance at the DKP Aceh employees. The Baron and Kenny (1986) approach and the Sobel Test can prove the hypothesis of an indirect effect between the variables. From the results of the Sobel test to prove H7, the z is $5.903 > 1.654$. This indicates there is an indirect influence between learning organizations on performance mediated by satisfaction. Thus it reveals the hypothesis Ha7 is accepted, namely Satisfaction can mediate the influence of learning organizations on employee performance at the DKP Aceh. While from the result of the Sobel test to prove H8, the z is $0.148 < 1.654$. This means no indirect effect of commitment between organizational learning and performance. Thus it reveals the Ha8 hypothesis is rejected and the Ho8 hypothesis is accepted; namely, commitment does not mediate the effect of organizational learning on employee performance at the DKP Aceh.

5. Discussion

Commitment and employee performance are considered good by the DKP Aceh employees. In evaluating employee performance, the statement that has the highest value is "Able to work with colleagues, superiors, subordinates both inside and outside the organization." This explains that employees within the DKP Aceh can work well with all their colleagues. In the assessment of learning organizations, the best value statement is "DKP Aceh rewards employees who learn." This explains that the DKP Aceh supports its employees to continue learning by providing an award. In the assessment of satisfaction, the highest value is found in the statement, "The wages received are following the current job." Indicates that employees are satisfied with their current wages in many jobs. Furthermore, the statement "No obligation to leave my current supervisor" has the highest score in assessing commitment. This shows that superiors can educate, protect and respect their employees well.

The second hypothesis test resulted in the learning organization affecting satisfaction for the DKP Aceh employees. Within the organization, the ability to learn and grow well influences employees feeling satisfied with their work. Organizations or agencies that believe that employees can be easily replaced and don't want to invest in their employees are in danger. This can result in high costs, as well as high training costs, as well as the costs of recruiting new employees. Organizational learning outcomes are also key to organizational performance and increased success. This result supports the findings of (Dekoulou & Trivellas, 2015) research proving that there is a positive organizational learning effect on satisfaction. This result is also supported by (Nyukoron, 2016) research, which reveals the positive impact of interactive learning organizations on employee satisfaction.

The third hypothesis test resulted in the learning organizations significantly affecting commitment to employees of the DKP Aceh. According to (Puspitasari & Asyanti, 2011), one of the elements that influence a person's commitment is personal growth and development, which can be achieved by a learning culture applied in the workplace. In addition, (Aghaei, Ziaee, & Shahrbanian, 2012) research proved a high and significant learning organization effect on commitment. Information age organizations need to get employees with high commitment and take steps to increase employee commitment to become a learning organization (Atak & Erturgut, 2010).

The fourth hypothesis test resulted in the learning organization significantly affecting employee performance at the DKP Aceh employees. Today organizational learning is more of a necessity than an option. Therefore, an agency can't ignore the learning process. Employees who gain knowledge and skills in their work will affect their performance of these employees. As described in (Soujanya, 2017), there is a positive organizational learning effect that plays an important role and contributes significantly to the results of public service work. This research is in line with (Oh, 2019) research, where learning organizations affect organizational performance. (Jain & Moreno, 2015) also stated that there was a positive learning organization effect on an agency's performance. (Pham & Hoang, 2019) also explain a positive learning organization effect on performance in their research.

The fifth hypothesis test resulted in the satisfaction significantly affecting employee performance at the Aceh Maritime and Fisheries Service employees. Satisfaction has a close relationship with how someone does a job. When someone feels satisfied at work, they will try their best with all their abilities to complete the task given. Thus their productivity and work results will increase optimally. This result is supported by research by (Bagis, Dianti, Darmawan, & Rahmawati, 2021), which reveals that satisfaction affects employee performance. Employee satisfaction can significantly contribute to the performance of Bank Syariah Mandiri Head Office employees. The most influencing factor for satisfaction is good cooperation between employees (Aziri, 2011) ; (Indermun & Bayat, 2013).

The sixth hypothesis test resulted in a commitment having no significant effect on employee performance at the DKP Aceh employees. Individuals with a high level of commitment need efforts to show good performance or achievement (high level of work performance). However, this has not been created properly because the amount of work given is too much, resulting in the slowing of work, which impacts employee performance. The results of (Eliyana, Ma'arif, & Muzakki, 2019) show that commitment does not significantly affect work performance in the company. Following what was stated by Sutopo (2018), which proved that there was a positive and insignificant effect between commitment and employee performance at the Finance Section of the Klaten Regency Education Office. A study by (Hanifah, 2016) also found something similar where there was no significant commitment effect on employee performance. This is certainly a bad influence considering that employees are civil servants who have been sworn in and regulated in laws and regulations. So it is necessary to remind employees about the importance of civil servant commitment by approaching and providing support as well as motivation to employees. This result is not following (Tumanggor & Kustiawan, 2022) research.

The seventh hypothesis test resulted in satisfaction could mediate the organizational learning effect on employee performance at the DKP Aceh. This is following (Hendri, 2019). Hermanto (2021) also revealed that satisfaction mediates organizational learning affecting employee performance. Research by (Rose, Kumar, & Pak, 2009) also found that organizational learning is significantly positively related to employee satisfaction with administrative and diplomatic staff in 28 ministries located in the Kuala Lumpur and Putrajaya Federal Territories.

The eighth hypothesis test resulted in commitment cannot mediate the organizational learning effect on employee performance at the DKP Aceh. This means that commitment cannot strengthen the influence of the learning organization relationship on performance. The sixth hypothesis states that commitment does not affect performance. The absence of influence shows that organizational learning in a government organization must provide satisfaction before it can build employee commitment to the organization. This has not been well established for employees in the DKP Aceh. The insignificant effect of commitment in mediating learning organizations on organizational performance proves that commitment has a non-dominant influence on organizational performance and learning organizations at the DKP Aceh. This can happen because external factors can influence the performance of the service; even though internal conditions are good, external conditions are not supported due to abnormal external conditions of the service or extraordinary events such as pandemics and natural disasters, and the department's performance has not been as expected.

According to the study's results, the indicators of comfort at work, job promotion, and competent colleagues and facilities had the lowest scores. In addition to satisfaction, commitment also needs to be considered.

6. Conclusion

The results conclude that in the DKP Aceh the organizational learning, satisfaction, commitment, and employee performance are good, Organizational learning affects satisfaction of the DKP Aceh employees, organizational learning affects commitment of the DKP Aceh employees, organizational learning affects the performance of the DKP Aceh employees, satisfaction affects the performance of the DKP Aceh employees, commitment does not affect the performance of the DKP Aceh employees, Satisfaction can mediate partially the organizational learning effect on performance of the DKP Aceh employees, and commitment cannot mediate the organizational learning effect on the performance of the DKP Aceh employees. These results prove that academically, the model for improving employee performance is a function of improving organizational learning and satisfaction.

The facts from the survey data also reveal several recommendations for the research subject, namely DKP Aceh. Organizational learning is needed to improve the performance of the DKP Aceh employees. This can be done by reminding employees about the importance of learning, by approaching and providing support and motivation to employees to be committed to learning and make work plans so that work is more focused, find values that are very valuable at work, and increase employee confidence to do a good job. Furthermore, what needs to be done by the DKP Aceh is to increase employee satisfaction with the organization, such as providing

rewards and good facilities to employees so that employee commitment also increases and has a good effect on performance.

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