

Research Article

How The Organizational Commitment Works As A Mediation Variabel? Study in Aceh Natural Resources Conservation Centre

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Abstract: This study aims to analyze the effect of organizational learning and work motivation on employee performance through organizational commitment. The sampling technique used is a census method with the size of respondents as many as 102 employees of the Aceh Natural Resources Conservation Center. Data is analyzed using Structural Equation Model (SEM). The result shows that organizational learning and work motivation have a significant effect on organizational commitment; organizational commitment has a significant effect on employee performance; organizational learning and work motivation have a significant effect on employee performance indirectly through organizational commitment. This model is a development from the previous studies, and its findings contribute to the further academic research in developing a more new model. The research approach using SEM is also the originality, and this figure out the condition of the new object from previous research. This research also has implications for managers to pay more attention to related variables. The research limitation lies in the number of variable and area scope of the object.

Keywords: Organizational Learning, Work Motivation, Organizational Commitment, and Employee Performance.

I. INTRODUCTION

Employee performance is perceived as a symbol to measure an organizational success. Basically, organizational performance is the whole of employee performance contained in the organization so that employee performance is as one indicator that can describe the performance of an organization. According to (Meyer, Stanley, Herscovitch, & Topolnysky, 2002), an employee who has a commitment to his organization will have better performance than employees who have no commitment to his organization. Then, according to (Adam, 2014), work motivation is said as a trigger for an employee to have a better performance. If the employee has high work motivation, certainly it will improve the performance. Furthermore, according to (Watkins & Golembiewski, 2008), with the existence of organizational learning employees will increase their intellectual abilities so that they will have a positive impact on the employee's performance. So, conceptually it is known that organizational learning, work motivation, and organizational commitment are positively related to employee performance, meaning that if organizational learning, work motivation, and

organizational commitment are high, then employee performance will also be high.

Aceh Natural Resources Conservation Center (BKSDA) is one of Technical Implementation Units of the Ministry of Environment and Forestry. In an initial survey conducted by researcher, involving thirty employees in this institution, it is found that organizational learning, work motivation, and organizational commitment were not positively comformable with employee performance. This is seen from organizational learning, work motivation and the organizational commitment have a good score, while the performance of its employees is not good enough. (Tabatabaei & Ghorbi, 2014) and (Hejeng, 2018) explained that the better organizational learning will increase the performance of employees in the organization. Then, (Arma, Hamzah, Alam, & Ismail, 2016) and (Suarjana, Putra, & Susilawati, 2016) described that the higher the motivation which is owned by an employee will increase his performance. Furthermore, (Rose, Kumar, & Pak, 2009) and (Purnama, Sunuharyo, & Prasetya, 2016) concluded

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that the higher the commitment of an employee of the organization will increase his the performance. Employee performance is a record of the results obtained from the functions of work or activities for a certain period of time (Hilmi & Adam, 2017). Employee performance can also be defined as a quality work result and requirements that are supported by employees in activities that are in accordance with the responsibilities given (Mangkunegara & Waris, 2015).

A research by (Trang, Armanu, Sudiro, & Noermijati, 2013) said that with good organizational learning and high work motivation there would be an increase of employee commitment of the organization. Organizational commitment is the attitude of an employee who reflects his belief in organizational values, his willingness to strive for the interests of the organization, and his desire to stay within the organization (Shagholi, Zabihi, Atefi, & Moayedi, 2011). Organizational commitment can also be defined as a characteristic of an individual's relationship with an organization which has implications for the individual's decision to survive in the organization (Wilson & Ssempebwa, 2016).

(Purnama *et al.*, 2016) and (Al-Madi, Assal, Shrafat, & Zeglat, 2017) concluded that the higher the motivation is owned by an employee that will increase the employees' commitment of the organization. Work motivation is the driving force that creates someone's enthusiasm to cooperate, works effectively and integrates with all its efforts to achieve a certain goal (Hilmi & Adam, 2017). Work motivation can also be defined as the drive that an employee has to satisfy and get sustainable achievements (Marlina, Majid, & Madjid, 2018).

(Rose *et al.*, 2009) and (Arma *et al.*, 2016). stated that the better organizational learning will increase employee commitment of the organization. Organizational learning is a dynamic process in creating and integrating knowledge to develop resources and capabilities in contributing to achieving better performance (Pérez López, Manuel Montes Peón, & José Vazquez Ordás, 2005). Organizational learning can also be defined as a process of creating, and integrating knowledge and modifying actions based on perceptions and experiences to achieve strategic goals (Lewis, 2002).

Based on the research problem and theoretical framework, employee performance can be influenced by several factors, including: organizational commitment, work motivation, and organizational learning. So that the research hypothesis is determined as follows:

Hypothesis 1: Organizational learning effects organizational commitment significantly

Hypothesis 2: Work motivation effects organizational commitment significantly

Hypothesis 3: Organizational learning effects employee performance significantly

Hypothesis 4: Work motivation effects employee performance significantly

Hypothesis 5: Organizational commitment effects employee performance significantly

Hypothesis 6: Organizational learning effects employee performance significantly through organizational commitment

Hypothesis 7: Work motivation effects on employee performance significantly through organizational commitment.

II. METHOD

The research population is all employees of the Aceh Natural Resources Conservation Center, while the respondent is as many as 102 employees determined using a census. Based on many literatures, this research builds constructs to measure each variable, that are : 1) Employee performance : quantity of work, quality of work, creativity, cooperation, constancy, initiative, personal quality; 2) Organizational commitment : hard work, communication, willingness, equal values, pride, inspiration, pleasure, trust, caring. 3) Work motivation : responsibility, autonomy, challenges, feedback, praise, punishment. 4) Organizational learning: continuous learning, dialogue, team learning, technology, empowerment, connection, strategic leadership. These constructs act as indicators to find out the answer of hypotheses tests. The research data is obtained through the dissemination of questionnaires and analyzed by structural equation model (SEM) techniques through SmartPLS software. SEM is a multivariate data analysis technique that combines the outer model which aims to determine the specification of the relationship between latent variables and the indicators and inner model which aims to determine the effect specifications between latent variables (F. Hair Jr, Sarstedt, Hopkins, & G. Kuppelwieser, 2014).

III. RESULT

This research model verifies the previous studies, that can be seen in the following figure.

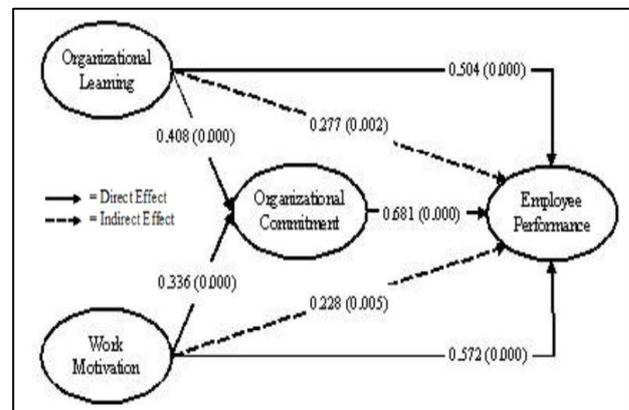


Figure 1. Result

We can see the research model in the figure 1, that is explained as follows:

Hypothesis 1 (accepted)

Organizational learning significantly effects organizational commitment, with path coefficient 0.408 and significant value 0.000. This finding concludes that organizational learning has an significant contribution in increasing employee commitment of the organization. This result indicates that organization commitment can be decrease by good organizational learning. This organizational learning is established with indicators that are continuous learning, dialogue, team learning, technology, empowerment, connection, strategic leadership, that statistically proven they have contribution in increasing employee commitment of the organization. These results is also in accordance with the results of research by (Rose *et al.*, 2009) and (Arma *et al.*, 2016) which concluded that the better organizational learning contained in an organization then it will increase employee commitment of the organization.

Hypothesis 2 (accepted)

Work motivation significantly effects organizational commitment, with its path coefficient 0.336 and its significant value 0.000. This result states that work motivation possessed has an significant contribution in increasing the organizational commitment. The organizational commitment can increase if the employees have high work motivation which is built by its indicators that are : responsibility, autonomy, challenge, feedback, praise, punishment. This hipotesis is statistically proven and its result consistent with study conducted by (Purnama *et al.*, 2016) and (Al-Madi *et al.*, 2017) which concluded that the higher the work motivation possessed by an employee then it will increase the employee's commitment of the organization.

Hypothesis 3 (accepted)

Organizational learning significantly effects employee performance, with path coefficient 0.504 and significant value 0.000). This concludes that organizational learning has an significant contribution in increasing employee performance. It describes how the performance can be enhanced by organizational learning that build from indicators of continuous learning, dialogue, team learning, technology, empowerment, connection, strategic leadership. This result is also in accordance with study conducted by (Tabatabaei & Ghorbi, 2014) and (Hejeng, 2018) which concluded that the better organizational learning contained in an organization then it will increase employee performance in the organization.

Hypothesis 4 (accepted)

Work motivation significantly effects employee performance with its path coefficient 0.572 and its significant value 0.000. The result states that work motivation has an significant contribution in increasing employee performance. This figures that the

employee performance encouraged by work motivation that established from responsibility, autonomy, challenges, feedback, praise, punishment. It is also in accordance with the study of (Arma *et al.*, 2016) and (Suarjana *et al.*, 2016) which declared that the higher the motivation of an employee then it will increase his performance.

Hypothesis 5 (accepted)

Organizational commitment significantly effects employee performance, with path coefficient 0.681 and significant value 0.000. The numbers reveal the organizational commitment has an significant contribution in increasing employee performance. This expresses that the employee performance will increase if the orrganizational commitment escalates too. The indicators that built the organizational commitment are hard work, communication, willingness, equal value, pride, inspiration, pleasure, trust, and care. The result is in accordance with study made by (Rose *et al.*, 2009) and (Purnama *et al.*, 2016) which declared that the higher organizational commitment will increase the performance.

Hypothesis 6 (accepted)

Organizational learning significantly effects employee performance indirectly through organizational commitment, with its path coefficient 0.277 and significant value 0.002. It describes that organizational commitment acts as a mediation variable that has a partial role between organizational learning on employee performance. This is illustated from the result found that organizational learning has an significant effect on employee performance both directly and indirectly through organizational commitment. This output is also in accordance with the result of research by (Trang *et al.*, 2013) found that with good organizational learning, employee commitment of the organization will increase which indirectly is able to enhance employee performance in the organization.

Hypothesis 7 (accepted)

Work motivation significantly effects employee performance indirectly through organizational commitment, with path coefficient 0.228 and significant value 0.005). This result explains that the higher the work motivation of the employees, the organizational commitment will also increase and then they have a significant contribution in increasing employee performance. The organizational commitment in this hypothesis acts as a mediation variable that has a partial role between the work motivation and employee performance. This is seen from the result found that work motivation has an significant effect on employee performance both directly and indirectly through organizational commitment. This finding is also appropriate with the result of the study conducted by (Trang *et al.*, 2013) which concluded that with high work motivation, organization commitment will

increase which indirectly will increase employee performance in the organization.

IV. CONCLUSION

This research finds that organizational learning and work motivation have a significant effect on organizational commitment; organizational commitment has a significant effect on employee performance; organizational learning and work motivation have a significant effect on employee performance indirectly through organizational commitment. This model is a development from the previous studies, and the findings contribute to the further academic research in developing a more new model. The research approach using SEM is also the originality, and this figure out the condition of the new object from previous research. Others, this research has an implication for practical managers that they have to be more aware about these research variables. For the organization, Aceh Natural Resource Conservation Center needs to develop its policies to enhance the organization learning and work motivation, to escalate the employee performance through organizational commitment.

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