



**TRAINING AND ORGANIZATIONAL SUPPORT AS PREDICTORS OF
INSTRUCTOR PERFORMANCE WITH JOB SATISFACTION AS AN
INTERVENING VARIABLE****Jazus Sudirman¹****Universitas Stikubank, Semarang, Indonesia**jazussudirman7116@mhs.unisbank.ac.id**Suhana²****Universitas Stikubank, Semarang, Indonesia**suhana@edu.unisbank.ac.id

Abstract

This study aims to analyze the effect of training and organizational support on the performance of instructors at the Vocational Training Center (BLK) of the Ministry of Manpower in Semarang, with job satisfaction as a mediating variable. The research employed a quantitative approach by distributing questionnaires to 130 active instructors. Data analysis was conducted through validity and reliability testing, as well as regression analysis using SPSS software. The results indicate that training has a positive effect on both job satisfaction and instructor performance. Organizational support also significantly influences job satisfaction, although its direct effect on performance is relatively moderate. Job satisfaction was found to mediate the relationship between training and organizational support on instructor performance. These findings highlight the importance of relevant training design and consistent organizational support to enhance instructor performance in the context of online learning. The current research has theoretical and practical implications.

Keywords: Training, Organizational Support, Job Satisfaction, Performance, Vocational Training Center



INTRODUCTION

The Ministry of Manpower's Vocational Training Center (BLK) in Semarang plays a crucial role in improving workforce competency through technical and skills training. The Semarang BLK has approximately 100 instructors serving trainees, with an average of 16 participants per class per training period. Since 2025, the Semarang BLK has implemented online learning methods. Currently, approximately 80 percent of training is conducted entirely online, while the remaining 20 percent utilizes a hybrid method, with 70 percent online learning.

The transition to online learning methods presents new challenges for instructors. Although the Semarang Ministry of Manpower has provided training on online learning and digital learning media creation, lasting between two weeks and one month, of the 15 instructors who attended, 12 complained that the training was too short and the material presented was not in-depth enough. Furthermore, the online method increases the instructors' workload, requiring them to independently create learning media and evaluate participants' assignments outside of normal working hours, including at night.

To strengthen our understanding of this situation, researchers conducted a preliminary study by distributing questionnaires to 15 instructors at the Semarang Vocational Training Center (BLK). The goal was to measure the instructors' performance in implementing online learning. The results indicated that instructor performance was still far below ideal conditions. The following is a tabulation of the preliminary study results:

Table 1.
Preliminary Study Data on BLK Instructor Work Performance
Ministry of Manpower Semarang

No.	Statement	Average Score	Interpretation
1.	I am able to deliver training materials clearly and easily understood.	3.2	Enough
2.	I completed my assignment as an instructor on time.	3.5	Enough
3.	I have a high responsibility for the implementation of training.	4.0	Good
4.	I was able to maintain discipline and order during the training.	3.8	Good



No.	Statement	Average Score	Interpretation
5.	I provide fair and objective evaluations to training participants.	3.3	Enough
6.	I feel that my performance is appreciated by the leadership.	2.7	Low
7.	I have high motivation in carrying out my duties as an instructor.	3.4	Enough
8.	I am able to work together with other fellow instructors.	4.2	Good
9.	I feel that my competencies match the job demands.	2.9	Low
10.	I feel that my performance in carrying out my instructor duties is satisfactory.	3.1	Enough

Average total score: 3.41 (category: sufficient)

A preliminary study of 15 instructors at the Semarang Vocational Training Center (BLK) revealed that instructor performance generally remains below ideal. The average performance score was 3.41 on a 1–5 Likert scale, indicating a “sufficient” category. Ten of the 15 respondents stated that their performance was unsatisfactory, particularly in terms of recognition from their superiors and the alignment of competencies with job demands. Although instructors demonstrated a high level of commitment to their responsibilities and ability to collaborate with colleagues, other aspects such as motivation, punctuality, and quality of material delivery still require further attention.

Based on a review of previous research, training is a crucial element in improving instructor competence and performance. Research by Sadiku (2025), Giday & Elantheraiyan (2023), and Sudhakar & Basariya (2017) shows that relevant, ongoing, and task-appropriate training can directly improve work effectiveness. This reinforces the view that well-designed training contributes significantly to improving instructor performance.

Organizational support is a crucial factor that can directly influence instructor performance. Studies by Chen et al. (2020), Imam & Javed (2019), and Park et al. (2020) show that support in the form of technical facilities, flexible policies, and operational assistance can improve employee work effectiveness. However, most previous research has focused more on the influence of



organizational support through mediating variables such as job satisfaction or employee engagement, rather than its direct impact on performance.

The varied findings indicate the need for mediating or moderating variables. One relevant mediating variable is job satisfaction, which plays a role in mediating the influence of training and organizational support on instructor performance. Research by Iqbal et al. (2024), The (2025), Dinata et al. (2024), and Abbas et al. (2020) shows that job satisfaction can strengthen the relationship between training, motivation, and performance.

Based on the description above and the results of the preliminary study, a clear research gap exists. Most previous studies have discussed training and organizational support in general, without addressing the specific context of BLK instructors currently working in online learning systems. Therefore, this study offers novelty by examining the influence of training and organizational support on instructor performance through job satisfaction as a mediating variable.

REVIEW OF LITERATURE

Performance

Performance is the result of individual work that can be objectively measured according to organizational standards (Mangkunegara, 2022). In the context of human resource management, performance reflects not only quantitative achievements but also the quality of contributions to the organization's strategic goals. Key Performance Indicators (KPIs) are the primary instrument for assessing performance, with dimensions of work quality, productivity, punctuality, teamwork, innovation, and discipline (Febrian, Nurhayati, & Sari, 2025).

While KPIs are effective as measurement tools, criticism has arisen regarding the tendency to over-focus on quantitative aspects, neglecting qualitative dimensions such as work ethic and interpersonal relationships (Soemohadiwidjojo, 2023). Therefore, KPI development must be participatory and adaptive to remain relevant in improving the performance of BLK instructors.

Job Satisfaction

Job satisfaction is an individual's positive attitude toward work and its aspects, such as pay, promotions, supervision, coworkers, and communication (Spector, 1997). Spector's Job Satisfaction Survey (JSS) model assesses job satisfaction through nine dimensions, including pay, promotions, supervision, benefits, rewards, organizational procedures, relationships with coworkers, meaning of work, and communication.



Empirical research shows that job satisfaction plays a significant role as a mediator in the relationship between training, organizational support, and performance (Iqbal et al., 2024; Dinata et al., 2024). Satisfied individuals tend to exhibit higher productivity, stronger commitment, and extra-role behaviors (OCBs) that support organizational effectiveness (Aldrin & Yunanto, 2019).

Training

Training is a systematic process to improve an individual's knowledge, skills, and attitudes so they can perform tasks effectively (Noe, 2020). Kirkpatrick's (2006) training evaluation model is the most widely used framework, with four levels: reaction, learning, behavior, and outcome.

Empirical studies confirm that relevant and ongoing training improves job satisfaction and performance (Sadiku, 2025; Giday & Elantheraiyan, 2023). However, too little or too much training is ineffective (Flegl, Depoo, & Alcázar, 2022). Therefore, a training needs analysis is crucial to ensure program relevance.

Organizational Support

Perceived Organizational Support (POS) describes the extent to which employees believe the organization values their contributions and cares about their well-being (Eisenberger et al., 1986). Organizational support encompasses fairness, working conditions, rewards, and supervisor support (Rhoades & Eisenberger, 2022).

Research shows that POS increases job satisfaction, affective commitment, and performance (Imam & Javed, 2019; Chen et al., 2020). However, the direct effect of POS on performance is often moderate, so job satisfaction acts as a mediator that strengthens the relationship.

RESEARCH METHOD

This study employed quantitative research methods. Quantitative research interprets data in the form of tables, graphs, and other statistical displays (Machali, 2021). This study utilized primary data obtained through a questionnaire. The questionnaire was completed by instructors at the Ministry of Manpower's Vocational Training Center (BLK) in Semarang City. A total of 130 respondents served as both the population and the sample. All respondents were sampled because this study used a census method. Another data collection technique used was documentation. Data analysis was conducted using SPSS. The independent variables in this study were job training (X1) and organizational support (X2). The mediating variable was job satisfaction (Z) and the dependent variable was instructor performance (Y).



RESULTS AND DISCUSSION

Respondent Description

Respondents in this study included 130 instructors working at the Vocational Training Center (BLK) at the Ministry of Manpower in Semarang. All data were declared valid and suitable for analysis. Based on gender, respondents were 53.1% male and 46.9% female. Respondents were predominantly aged 36-45 years (55.4%). Sixty-four percent of respondents were internal instructors. In terms of education level, the majority of respondents (78.5%) had a bachelor's degree (S1).

Variable Description

Table 2
Variable Description

Variables	Code	Number of Indicators	Mean Variable	Perception Category	Lowest Mean Indicator	Mark	Highest Mean Indicator	Mark
Training	X1	12	3.58	Agree / Quite High	X1.6	3.50	X1.8	3.65
Organizational Support	X2	10	3.23	Quite Agree / Moderate	X2.9	3.17	X2.5	3.34
Job satisfaction	Y1	18	2.91	Sufficient / Moderate	Y1.16	2.81	Y1.13	3.00
Employee Performance	Y2	10	3.64	Agree / High	Y2.2	3.22	Y2.4	3.72

Source: Processed primary data, 2025

Based on Table 2, the training variable (X1) has an average value of 3.58. This data indicates that respondents tend to agree with the quality and implementation of the training provided, thus placing it in the fairly high category. The organizational support variable (X2) achieved an average value of 3.23, indicating that the support perceived by instructors was at a moderate level. Meanwhile, job satisfaction (Y1) only reached 2.91, reflecting that respondents' satisfaction level was in the moderate category. On the other hand, the employee performance variable (Y2) achieved the highest average value of 3.64, indicating that respondents had good performance quality.



Instrument Test

Table 3 Results of Validity and Reliability Tests

Table with 5 columns: Variables, KMO, Loading Factor Range, Cronbach's Alpha, Criteria. Rows include Training (X1), Organizational Support (X2), Job Satisfaction (Y1), and Employee Performance (Y2).

Source: Processed primary data, 2025

Table 3 shows that the research instrument is valid and reliable. All variables achieved KMO values above 0.90, thus being considered valid. All indicators achieved Cronbach's Alpha values above 0.7, thus being considered reliable.

Regression Test

Table 4 Regression Test Results

Table with 6 columns: Model, Variable Relationship, beta (Beta), Sig., Adj. R^2, Decision. Rows describe Model 1 and Model 2 relationships between variables like Training, Organizational Support, Job Satisfaction, and Performance.

Source: Processed primary data, 2025

Table 4 shows the results of the regression test on two models. This test was conducted at a significance level of 0.05. A sig value <0.05 indicates the



hypothesis is accepted. A sig value >0.05 indicates the hypothesis is rejected. The accepted hypotheses are H1, H4, and H5. The rejected hypotheses are H2 and H3.

Sobel test

Table 5
Sobel Test Results

Mediation Relationship	Z Sobel	Sig.	Decision
Training (X1)→Job Satisfaction (M)→Performance (Y)	2,3002	0.0214	H6 Accepted
Organizational Support (X2)→Job Satisfaction (M)→Performance (Y)	0.4663	0.6410	H7 Rejected

Source: Processed primary data, 2025

The Sobel test results indicate that satisfaction mediates the relationship between training and employee performance. This is evidenced by a Sobel value of 2.3002 with a significance value of $0.02 < 0.05$. Conversely, job satisfaction was shown not to mediate the relationship between organizational support and employee performance. This is supported by a Sobel value of 0.4663 and a significance value of $0.64 > 0.05$.

The effect of training on job satisfaction

The empirical results of this study indicate that training has a positive and significant impact on job satisfaction. These findings indicate that when training programs are designed in a relevant, systematic, and aligned with task requirements, participants not only acquire new technical skills but also experience an increased perception of the value and meaning of their work. Effective training provides employees with the opportunity to improve their competencies, understand their roles more clearly, and feel recognized by the organization—factors that collectively contribute to increased job satisfaction.

Theoretically, these findings can be explained through several relevant conceptual frameworks. First, Noe (2020) emphasized that training designed based on a training needs analysis will enhance learning transfer to the workplace; when participants see a direct link between training material and job demands, they tend to feel increased capability and control over their tasks, which contributes to job satisfaction. Second, Kirkpatrick's training evaluation model provides a foundation for understanding the mechanisms of training effects: positive participant reactions (Level 1) and increased learning (Level 2) will facilitate behavioral changes in the workplace (Level 3) and ultimately impact organizational outcomes (Level 4). In other words, training that successfully passes through these four levels not only improves skills but also strengthens job



satisfaction through tangible evidence that the organization's investment in employee development produces meaningful results.

From a work motivation perspective, Herzberg's theory explains why training can serve as a motivator: opportunities for development, achievement of competencies, and recognition of improved abilities are factors that increase intrinsic satisfaction. When training meets career development needs and provides successful experiences, employees experience increased intrinsic motivation, which is reflected in more positive evaluations of their work.

Spector's Job Satisfaction Survey approach to measuring job satisfaction is also relevant for interpreting these results. Good training can influence several facets of satisfaction—for example, the nature of work, supervision, and contingent rewards—so that improvements in these dimensions will be detected as an increase in overall job satisfaction scores. Thus, the effects of training are not only technical but also influence the affective and cognitive aspects that shape employees' attitudes toward their jobs.

The empirical findings of this study are consistent with previous studies, including those by Nda & Fard (2013) and Jehanzeb & Bashir (2013), which showed that training has a positive and significant impact on job satisfaction. Similar results were also found in studies in the Indonesian context by Sukmawati & Handayani (2021) and Nasution & Siregar (2020), where training relevant to job requirements was shown to increase employees' positive perceptions of their jobs. Thus, the consistency of these results strengthens the argument that training is a strategic instrument in building employee job satisfaction, both theoretically and empirically. It also shows that quality training increases job satisfaction, contributing to improved employee performance and retention. Practically, these results emphasize the importance of designing training programs that: (1) are based on actual job needs, (2) incorporate multilevel evaluations according to Kirkpatrick's model, and (3) include elements of recognition and career development paths to strengthen the affective effect on job satisfaction. With this approach, organizations not only improve employees' technical competencies but also build a work environment that supports psychological well-being and long-term commitment.

The influence of organizational support on job satisfaction

The analysis results showed that organizational support did not significantly influence job satisfaction in this study sample. This means that although employees perceived organizational support, this perception was not strong enough to directly increase job satisfaction levels.



The concept of Perceived Organizational Support (POS) explains that when employees believe the organization values their contributions and cares about their well-being, they tend to reciprocate with positive behaviors such as commitment and performance. Social exchange theory, which underpins POS, posits the existence of a norm of reciprocity: perceived support triggers a psychological obligation to reciprocate through pro-organizational behavior (Eisenberger et al., 1986; Eisenberger & Stinglhamber, 2011).

However, POS is more than just the availability of formal facilities or policies. It is formed from a combination of policies, managerial practices, and daily interpersonal interactions. If support is purely administrative—for example, procedures, facilities, or policies that are not accompanied by personal recognition or support from superiors—then its effect on affective aspects such as job satisfaction tends to be weak. In other words, instrumental support without an affective dimension (recognition, personal attention, procedural justice) is often insufficient to change employees' emotional evaluations of their jobs.

Some theoretical reasons why organizational support did not show a significant effect on job satisfaction in this study: (1) Support is structural rather than affective: If the organization provides resources but lacks personal recognition or warm supervisor support, employees may appreciate the perks but not feel an increase in emotional satisfaction (Rhoades & Eisenberger, 2022). (2) Gap between policy and implementation: Good policies but inconsistent or bureaucratic implementation can reduce perceptions of organizational sincerity, so that POS does not impact the facets of satisfaction according to Spector's (1997) model. (3) Collective cultural context: In a collectivist cultural context such as Indonesia, aspects of interpersonal relationships and procedural justice are often more determinants of satisfaction than instrumental support alone; if organizational support is not aligned with local social norms, its effect on satisfaction can be limited (Kurniawan & Harsono, 2021). (4) Unmeasured intermediary variables: Other research suggests that POS often works through mediators such as perceived fairness, work engagement, or psychological contracts before impacting job satisfaction; without including these mediators, the direct effect of POS on satisfaction may not appear significant (Imam & Javed, 2019; Dewi et al., 2020).

According to Spector's facet approach, job satisfaction consists of several dimensions (salary, promotion, supervision, nature of work, etc.). POS that only addresses a few technical dimensions (e.g., facilities, training) may not necessarily influence affective dimensions such as contingent rewards or supervision, which are crucial for overall satisfaction. Therefore, organizations need to design holistic



support: combining instrumental support (tools, policies, training) with affective support (recognition, transparent communication, fair treatment).

The findings of this study indicate that organizational support does not significantly influence job satisfaction. This finding differs from studies such as Eisenberger et al. (1986), Rhoades & Eisenberger (2002), and Casper et al. (2011), which concluded that POS is an important predictor of job satisfaction. However, the results of this study are consistent with the findings of Imam & Javed (2019) and Dewi et al. (2020), which emphasized that organizational support does not directly influence job satisfaction but rather operates through mediators such as organizational justice, work engagement, or interpersonal relationships with superiors. Thus, this study confirms that in the context of organization X, structural and administrative organizational support is not strong enough to elicit affective reactions in the form of increased job satisfaction.

The effect of training on performance

Empirical analysis shows that training does not have a significant direct impact on performance. This finding indicates that improving technical competence through training does not automatically translate into improved operational performance without other supporting factors.

Theoretically, these results can be explained through several relevant frameworks. According to Noe (2020), training is a systematic process that improves knowledge, skills, and attitudes; however, its effectiveness depends heavily on the transfer of learning to the workplace. Kirkpatrick's evaluation model asserts that only when training passes through four levels—reaction, learning, behavior, and outcomes—can its impact on organizational performance (Level 4) be seen. In other words, training that only results in learning (Level 2) but fails to change work behavior (Level 3) will not show a direct effect on performance.

From a motivational perspective, Herzberg's theory explains that training often acts as a motivator, increasing intrinsic satisfaction (a sense of accomplishment and self-development). However, without contextual factors (e.g., organizational support, opportunities to apply skills, and reward systems), competency enhancement does not automatically trigger measurable changes in performance. This aligns with literature findings indicating an optimal threshold of training hours and the need for supportive working conditions for training to impact productivity (Flegl et al., 2022; Phillips, 2025).

The findings of this study indicate that training does not have a significant direct effect on employee performance. This finding differs from studies by Sultana et al. (2012), Nassazi (2013), and Elnaga & Imran (2013), which found that



training positively contributed to improving performance. However, the results of this study are consistent with meta-analyses by Flegl et al. (2022), Imam & Javed (2019), and Dewi & Prasetyo (2020), which stated that training does not directly affect performance without the support of other factors such as opportunities to apply skills, organizational support, and reward systems. Therefore, the insignificance of training in this study can be understood as a result of minimal transfer of learning to the workplace and limited organizational mechanisms to ensure that training-derived skills are actually applied in operational work activities.

The influence of organizational support on performance

Empirical test results show that organizational support has a positive and significant effect on performance. This means that when employees perceive tangible support from the organization—whether in the form of policies, facilities, or leadership attention—they tend to perform better.

These findings are consistent with the concept of Perceived Organizational Support (POS) developed by Eisenberger and colleagues (1986). POS, rooted in social exchange theory, posits that perceived support triggers the norm of reciprocity: employees feel obligated to reciprocate organizational support through pro-organizational behaviors, including improved performance. Rhoades & Eisenberger (2022) emphasize that the dimensions of fairness, supervisor support, and working conditions are components of POS that strengthen work engagement and motivation.

Instrumental organizational support—e.g., the provision of resources, training, and facilities—facilitates task execution, thereby reducing operational barriers and increasing work effectiveness. Furthermore, interpersonal support from superiors (constructive feedback, recognition) strengthens affective commitment, which drives extrarole behavior (OCB) and productivity (Dewi et al., 2020; Park et al., 2020).

The results of this study align with the findings of Eisenberger et al. (1986) and Rhoades & Eisenberger (2002), which assert that perceived organizational support fosters employees' psychological obligation to improve performance through reciprocity. Research by Park et al. (2020) and Dewi et al. (2020) also found that organizational support significantly impacts performance, particularly when the support is provided instrumentally in the form of work facilities and supervision. Furthermore, studies by Mekonnen & Mulatu (2021) and Jain & Duggal (2018) confirm that superior support, communication, and procedural justice enhance work motivation, ultimately improving performance. Thus, the



findings of this study reinforce the literature stating that organizational support is a strategic factor driving improved employee performance.

The influence of satisfaction on performance

Research has found that job satisfaction has a positive and significant effect on performance; the higher the level of job satisfaction, the more likely employees are to produce optimal performance.

Job satisfaction, according to Spector (1997; 2022), is an individual's affective-cognitive evaluation of various aspects of their job (pay, supervision, nature of work, etc.). This facet approach helps explain how improvements in specific dimensions can increase motivation, commitment, and work behavior. Job satisfaction influences work engagement, reduced stress, and the tendency to engage in extrarole behavior—all factors that contribute to improved performance (Kristian & Ferijani, 2020; Abbas et al., 2020).

Mechanistically, job satisfaction creates positive psychological states—feelings of appreciation, self-confidence, and motivation—that enable employees to work with greater focus, responsibility, and results. Therefore, interventions that increase satisfaction (e.g., recognition, development opportunities, procedural justice) will impact productivity and output quality.

These findings are consistent with several previous studies. Abbas et al. (2020) found that job satisfaction has a positive relationship with public sector employee performance, with satisfied employees demonstrating higher levels of productivity and work effectiveness. Kristian and Ferijani (2020) also showed that job satisfaction increases motivation and engagement, thus impacting daily operational performance. Furthermore, Wibowo and Utomo (2022) reported that job satisfaction acts as a psychological driver that reduces absenteeism and fosters commitment, ultimately improving employee performance. A study by Saadat and Ali (2021) concluded that when employees feel satisfied with factors such as recognition, interpersonal relationships, and development opportunities, they tend to perceive their jobs more positively, resulting in higher performance. These results strengthen the argument that job satisfaction is a key determinant of performance and an aspect that organizations must manage to create sustainable performance.

The mediating role of job satisfaction in the relationship between training and performance

Mediation tests showed that job satisfaction fully mediated the relationship between training and performance. In other words, training increased job satisfaction, and job satisfaction, in turn, led to improved



performance; the direct effect of training on performance became insignificant when job satisfaction was included in the model.

These results align with the learning transfer model and motivation theory. Training, according to Kirkpatrick, initiates a process of reaction and learning; however, to impact behavior and outcomes, participants must perceive relevance, support, and appreciation—factors that shape job satisfaction. From Herzberg's perspective, training can serve as a motivator that increases intrinsic satisfaction; this satisfaction is the psychological mechanism that drives changes in work behavior and performance.

Previous empirical research also shows a similar pattern: training increases perceptions of competence and rewards, which in turn increase satisfaction and ultimately performance (Dinata et al., 2024; Abbas et al., 2020). Therefore, effective training should be designed not only for skill transfer but also to strengthen participants' affective experiences—e.g., through recognition, career paths, and opportunities to apply skills in the workplace.

These findings are consistent with studies by Abbas et al. (2020) and Dinata et al. (2024), which stated that training does not directly impact performance but rather influences it through job satisfaction as a mediator. Training increases perceptions of competence, appreciation, and a sense of control over work—which then give rise to job satisfaction, and this satisfaction triggers increased performance. Similar results were also found by Karim & Rehman (2019) and Bashir & Long (2015), who emphasized that job satisfaction is a psychological mechanism that bridges the transfer of training to productive work behavior. Thus, these research findings strengthen the argument that effective training should be designed not only as a means of skill improvement but also as an affective experience that fosters employee satisfaction and engagement.

The mediating role of job satisfaction in the relationship between organizational support and performance

In contrast to the training pattern, the mediation test results indicate that job satisfaction does not mediate the relationship between organizational support and performance. Organizational support directly influences performance without intervening through job satisfaction.

This phenomenon can be understood through the POS dimension: instrumental organizational support—the provision of facilities, operational policies, and resources—often directly reduces technical barriers and improves task performance, thus directly impacting performance. Meanwhile, changes in the affective aspect (satisfaction) require additional elements such as personal recognition, procedural justice, and quality of supervision. If the support



provided is more structural than affective, the pathway of influence tends to be direct to performance without significant changes in job satisfaction (Eisenberger & Stinglhamber, 2011; Rhoades & Eisenberger, 2022).

Furthermore, several studies have shown that POS can operate through other mediators—e.g., work engagement, job crafting, or perceived organizational justice—before impacting satisfaction or performance. Therefore, the absence of satisfaction mediation in this context suggests that the form of support provided is more effective in improving practical working conditions than in modifying employees' affective evaluations.

CONCLUSION

This research was conducted with instructors at the Ministry of Manpower's Vocational Training Center in Semarang. It aimed to examine the influence of training and organizational support on performance, as well as the role of job satisfaction as a mediating variable. Based on the data analysis and discussion, several key conclusions can be summarized:

1. Training Increases Job Satisfaction. Systematically designed training programs, relevant to job requirements, and delivered using appropriate materials and methods, can strengthen instructors' positive perceptions of their work. Improved competency and meaningful learning experiences foster professional satisfaction among instructors.
2. Organizational support did not significantly influence job satisfaction. Although instructors perceived organizational support, this support was not sufficient to alter their affective evaluations of their jobs. In other words, job satisfaction was more influenced by self-development experiences and training quality than by structural support alone.
3. Training did not demonstrate a significant direct impact on performance. This finding indicates that improved technical skills through training do not automatically translate into improved operational performance without the psychological and contextual conditions that support skill implementation.
4. Organizational support has a positive impact on performance. Instrumental forms of support—such as providing facilities, clear roles, and adequate policies—have been shown to directly increase instructor effectiveness.
5. Job satisfaction positively contributes to performance. Instructors who are satisfied with aspects of their jobs tend to demonstrate higher work quality and commitment, making satisfaction an important predictor of improved performance.



6. Job satisfaction fully mediates the relationship between training and performance. Training impacts performance through the pathway of increased job satisfaction; when satisfaction is included in the model, the direct effect of training on performance becomes insignificant. This confirms the role of satisfaction as a psychological mechanism that bridges the transfer of training benefits to work outcomes.
7. Job satisfaction does not mediate the relationship between organizational support and performance. Organizational support acts more directly on performance without significantly affecting job satisfaction as an intermediary.

REFERENCES

- Abbas, M., *et al.* (2020). Job satisfaction as a mediator of training and performance. *Journal of Organizational Behavior*, 41(3), 245–260.
- Aldrin, N., & Yunanto, A. (2019). Organizational citizenship behavior and job satisfaction in public institutions. *Indonesian Journal of Management*, 9(2), 112–125.
- Chen, Z., Zhang, X., & Liu, Y. (2020). Organizational support and employee performance: The mediating role of engagement. *Human Resource Development International*, 23(4), 345–362.
- Dinata, I. G., Sara, I. M., & Amerta, I. M. (2024). Training, motivation, and job satisfaction as predictors of employee performance. *Journal of Applied Management*, 22(1), 55–68.
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71(3), 500–507.
- Eisenberger, R., & Stinglhamber, F. (2011). *Perceived organizational support: Fostering enthusiastic and productive employees*. American Psychological Association.
- Febrian, N., Nurhayati, S., & Sari, R. (2025). Key performance indicators in public institutions. *Journal of Public Administration*, 15(2), 88–102.
- Flegl, M., Depoo, L., & Alcázar, M. (2022). The impact of training hours on employee performance. *European Journal of Business Research*, 12(4), 77–91.
- Giday, D. G., & Elantheraiyan, P. (2023). Training needs assessment and employee performance: Evidence from Ethiopia. *International Journal of Human Resource Studies*, 13(1), 45–62.



- Imam, H., & Javed, A. (2019). Organizational support and job satisfaction: Mediating role of employee engagement. *Asian Journal of Management*, 7(3), 211–220.
- Isbahi, M. B., Zuana, M. M. M., & Toha, M. (2024). The Multi-Social Relation of the Cattle Industry in the Plaosan Subdistrict Animal Market of Magetan Regency. *Malacca: Journal of Management and Business Development*, 1(1), 31–46. <https://doi.org/10.69965/malacca.v1i1.51>
- Iqbal, S., Hanif, M., & Khan, S. (2024). Staff training and university productivity: The mediating role of job satisfaction. *Higher Education Studies*, 14(2), 33–47.
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating training programs: The four levels* (3rd ed.). Berrett-Koehler.
- Mangkunegara, A. P. (2022). *Manajemen sumber daya manusia perusahaan*. Remaja Rosdakarya.
- Noe, R. A. (2020). *Employee training and development* (8th ed.). McGraw-Hill Education.
- Park, J., Kim, S., & Lee, H. (2020). Organizational support, job crafting, and work engagement. *Journal of Vocational Behavior*, 118, 103–112.
- Phillips, J. J. (2025). *Return on investment in training and development*. Routledge.
- Sadiku, K. M. (2025). The effects of training on improving employee performance. *International Journal of Human Resource Management*, 36(2), 145–160.
- Soemohadiwidjojo, A. (2023). *Strategi penyusunan KPI di sektor publik*. Prenadamedia Group.
- Spector, P. E. (1997). *Job satisfaction: Application, assessment, causes, and consequences*. Sage Publications.
- Sudhakar, R., & Basariya, S. R. (2017). Training and development effectiveness on employee performance. *International Journal of Business and Management*, 12(5), 88–97.
- Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.