

## JURNAL

## The Influence of Training and Work Motivation on Soldier Professionalism with Job Satisfaction as a Mediation Variable

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**Abstract:** *The Indonesian Navy (TNI AL) as part of the TNI is responsible for the defense and security operations of the Republic of Indonesia at sea. To carry out its duties, the operational readiness of the TNI AL system is very important. In this study the effect of training and work motivation on the professionalism of soldiers with job satisfaction as a mediating variable in Satkor Koarmada I. This research is a quantitative study with primary data, Structural Equation Modeling. (SEM) is used to analyze the data that has been obtained from the Satkor Koarmada I TNI AL. Based on predetermined criteria, the researcher obtained 200 respondent data which were analyzed using AMOS software. The results of this study indicate that training, work motivation and job satisfaction affect the professionalism of soldiers, training, and work motivation affect job satisfaction and satisfaction can mediate the effect of training and work motivation on professionalism*

*Keywords: training, work motivation, job satisfaction, professionalism*

### Background

The Unitary State of the Republic of Indonesia is an archipelagic country that has a strategic position because it is located between the two continents of Asia and Australia and two oceans, namely the Pacific Ocean and the Indian Ocean. The strategic maritime position encourages Indonesia to strengthen sovereignty in the sea territory as a manifestation of the sovereignty of Indonesian waters from foreign threats who want to exploit marine resources, especially in the outermost islands which are directly adjacent to the EEZ area which has a limit as far as 200 miles from the baseline. sovereign over the exploration, conservation and management of living and vegetable natural resources on the seabed, the subsoil and the air above it, as well as over the generation of electricity and water, currents and winds, and jurisdictional rights over the construction and construction of artificial islands, research marine science, environmental protection and preservation, customs, finance, security and immigration (Rizky, 2017).

In achieving this goal, a professional TNI has an important role in maintaining the sovereignty of the Republic of Indonesia. In Law no. 34/2004 concerning the Indonesian National Armed Forces, it is stated that the Indonesian National Army is built and developed professionally according to the country's political interests, referring to the values and principles of democracy, civil supremacy, human rights, provisions of national law, and provisions of ratified international law, with the support of the state budget that is managed in a transparent and accountable manner. In fact, there are still violations committed by TNI personnel. Internal data in the legal field noted that there were tasks that were not carried out properly and violations of professionalism. In other words, there are many violations that do not follow the work rules that have been set, there are attitudes and behaviors that are inappropriate for a member of the army. This encourages the soldiers to be unprofessional in carrying out their duties.

The TNI Professional Code of Ethics is binding on members of the Armed Forces, so that every member of the TNI is required to understand, obey and comply with the ethical values formulated in the code of ethics and be able to keep every action in good and right behavior, so that there is no

abuse of authority or committing acts. reprehensible, because the act is contrary to ethical norms or moral norms.

But in reality what has happened so far is that there are still violations committed by members of the TNI, because actually members of the TNI are also ordinary people who cannot be separated from mistakes and mistakes, both intentionally and unintentionally. One form of violation of law and discipline that can occur at any time within the TNI has resulted in a decrease in discipline and legal obedience to the TNI's professional ethics in the ranks of the Military Police. As for the reality of violations of the TNI's professional code of ethics carried out by members of the TNI, including:

AS (35), a member of the TNI-AL Satkor Koarmada, took an action to be absent from service or also known as desertion, where for 5 days the US fled from his service so that the US committed an act of violating desertion discipline, which in the end the US was included in the wanted list -searched by Military Police, the US was caught and immediately taken to Military Police custody for further processing.

In human resource management, being a professional is a demand for a position, job or profession. One indicator of a professional soldier is if the tasks assigned by the leadership are completed with full responsibility and discipline. The professionalism of soldiers' work is manifested by the level of obedience and discipline of soldiers to the rules that have been set. The lack of professionalism was also mentioned by various national media related to the dual function of the TNI as stated in Presidential Regulation (Perpres) Number 37 of 2019 concerning Functional Positions of the TNI. Guided by Law No. 34/2004, it is stated that the Indonesian National Army is built and developed professionally. The concern is that there will be a reduction in professionalism if TNI members get functional positions. The existence of this form of violation of the professionalism of soldiers means that training efforts, both tactical abilities of soldiers and behavior, are needed to be improved so that soldiers can adapt to their environment. This is done to minimize violations of work professionalism so that these violations become zero violations. Through training a soldier gains knowledge and understanding related to carrying out his duties as a TNI.

Based on a brief interview with the Commander of the Satkor Koarmada I, Captain A stated that the education and training system that has been managed in a bureaucratic and centralized climate has indeed opened a narrow space for professionalism. Because the bureaucratic system always places power from the central to regional levels as it is the most decisive factor in the decision-making process. Ironically, the instructor as the party who best understands the reality of the training is in a "controlled" place. In fact, they should be the ones who play the most role as decision makers in overcoming the day-to-day problems that hinder efforts to improve the quality of training.

This has implications for the implementation of learning in a military organization in which the implementation model tends to be routine or simply relinquishing responsibility to the participants. This routine activity is marked by the presence of an instructor in the class, there are participants, the instructor speaks, the participants appear to be listening, and so on which appear as classroom teaching and learning activities. However, if we look deeper, it turns out that the teaching and learning activities are pseudo. This is marked by instructors who should not be criticized and are not willing to accept criticism, participants are intimidated to be obedient, polite, and according to the instructor's wishes. Instructors are needed who are creative, professional, fun, so that they can provide learning facilities for participants effectively and efficiently. This is important, especially because in every learning and training, the instructor has a central role, both as planners, implementers, and learning evaluators (Ma'aruf, 2015). On the other hand, integrity cannot be built through formal education and training, because it will become a habit, so integrity needs to be adapted to the conditions and circumstances of the soldiers. Soldiers have attended training on integrity, anti-corruption, work ethic and others, but the results of integrity cannot be measured by the completion of the training. The development of training models continues to be developed in order to achieve TNI professionalism.

In addition to training, motivation and job satisfaction are also important considerations in achieving TNI professionalism. The form of the violation that occurs manifests the motive behind it. Based on the results of brief interviews and data collected from the Satkor Koarmada I TNI AL, it shows

that there are a number of complaints or weaknesses related to the professionalism of soldiers. Several complaints of decreased professionalism of soldiers were taken from several samples of TNI AL members, namely Sarkor Koarmada I, as many as 30 people, as seen from several activities of disobedience or violations of professionalism of members of the Satkor Koarmada I as previous data. Where the cause occurs because of job dissatisfaction. This happens because of the problem of saturation in the workplace, the salaries of soldiers who have not met the needs of their families and limited career opportunities. Welfare factors can certainly affect the spirit and morale of soldiers.

Based on the data obtained, then the results of initial observations on the object of research, and the description of the problems described above, the researcher feels the need to further explore the problem in a study entitled "The Effect of Training and Work Environment on Professionalism with Job Satisfaction as a mediating variable" .

## **THEORITICAL FRAMEWROK**

### **Profesionalism**

Professionalism is not a result but a continuous process for someone who has a profession. Before discussing professional attitudes, it is better to know in advance the meaning of professionalism and professionalism, and only then will professional action be achieved. Professionals can be defined as experts in their fields. Professionalism is often seen as important for organizations. This is supported by the statement of Lui, Ngo, & Tsang (2013) which states that professionalism functions as an informal social control tool which approves, limits, or prohibits in a profession. According to Denison translated by Saleh (2010), the factors that influence work professionalism are organizational characteristics consisting of various aspects including: 1) Potential Aspects, that every workforce has dynamic potentials, which continues to grow and can be developed. These potentials include: memory power, thinking power, will power, feeling power, talent, interest, motivation, and other potentials. 2) Professionalism and vocational aspects, that every worker has the ability and work skills or honesty in a particular field, with those abilities and skills, he can devote himself to certain jobs and create optimal results. 3) Functional Aspects, that every worker carries out his work effectively, meaning that he works according to his duties and functions in the appropriate field, for example a worker who has skills in the electronics field. 4) Operational Aspect, that every workforce can utilize their abilities and skills in the processes and procedures for implementing the work activities they are currently engaged in. 5) Personal Aspect, that every work must have personality traits that support its work, for example: independent and tough attitude, responsible, diligent and diligent. 6) Productivity Aspect, that every workforce must have achievement motives, strive to be successful and provide results from their work, both quantity and quality

### **Job satisfaction**

Job satisfaction is an affective or emotional response from a job (Huang & Su, 2016). One can feel satisfaction in one aspect and in another. Robbins (2017) states that job satisfaction is a positive feeling about a job which is the result of an evaluation of several characteristics. Hayes et al. (2010) in his research showed that job satisfaction is a complex and multifactorial phenomenon, where collaboration between individual employees, superiors and other people is important to increase employee satisfaction with their work. From the above understanding, positive and negative feelings experienced by employees cause a person to experience job satisfaction or dissatisfaction. Satisfaction/dissatisfaction is a complex problem, because it comes from various elements of work, for example to their own work, salary/wages, promotions, supervision, co-workers, or the work they do as a whole. From various studies that have been carried out, when employees are asked about the response to the work they have done, the results vary for various elements of work. From the research results, in general, employees feel overall satisfaction (Robbins, 2017). In work, there are many elements that influence satisfaction and dissatisfaction. A person can experience satisfaction for one

element of work, but not for other elements of work. The elements of the job are: their own work, salary/wages, promotions, supervision, co-workers, and the job as a whole.

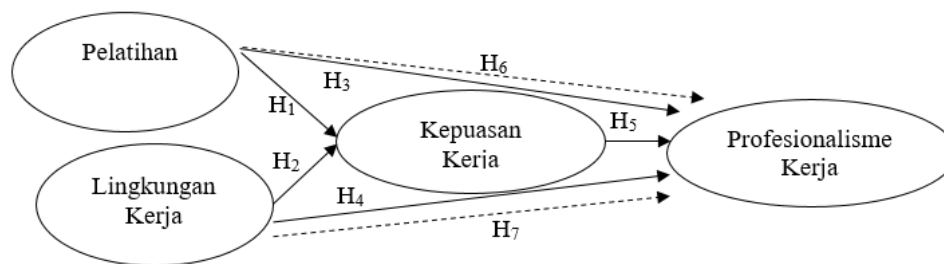
### Work Happiness

Happiness at work can be identified as a mindset that allows employees to maximize performance and reach their potential, which is done by realizing the highs and lows of feeling happy when working alone or with other employees (Jones, 2010). Diener & Diener (2008) describe that happiness at work can be interpreted as feeling enthusiastic about work, eager to come to work, having good relationships with co-workers, showing interdependence with other people or other fields at work, having good work performance. , able to get along with other employees, willing to cover or willing to replace the work schedule of his friends when needed, working on several side projects that aim to improve the workplace, products, and services to work. In line with several definitions of happiness at work expressed by several figures above, it can be concluded that happiness at work is an enthusiastic feeling felt by employees towards their work so as to enable employees to maximize their performance at work.

### Training

Human resources in this case employees are the most important resources owned by the organization and are one of the factors of production as well as other factors of production. Employees are inputs that are processed by the company and produce outputs. Employees who are newly accepted by the company who do not have the skills and work expertise are given job training so that these employees can become skilled and expert employees in carrying out their work. However, job training is not only given to new employees, job training is also beneficial for employees who have worked in the company for a long time and should also be given job training. Even though old employees have experience from the work they have done, these employees still need training to reduce or eliminate bad work habits or to learn new skills that can improve employee performance. In general, in every organization there is often a gap between the need for labor promotion expected by the organization and the ability of the workforce to respond to needs, organizations need to make an effort to bridge this gap. One way that organizations can do is through training programs. Through the training program, it is hoped that all of their potential can be increased in accordance with the wishes of the organization or at least close to what is expected by the organization. According to Sela (2018), training is a process of systematically changing employee behavior to achieve organizational goals. Training is related to the skills and abilities of employees to carry out current jobs. Training has a current orientation and helps employees to achieve certain skills and abilities in order to be successful in carrying out their jobs. According to Krismawan, Fathoni & Minarsih, (2019) what is meant by training is an effort to transfer skills and knowledge to the trainees in such a way that the participants receive and conduct training when carrying out their work. The knowledge and skills developed should be specific and training should be directed at changing the behavior that has been identified. Trainers must also learn specific skills or techniques that can be demonstrated and observed in the workplace.

To describe the relationship between variables can be described in the research model as follows:



**Gambar Kerangka Penelitian**

Based on the theoretical basis that has been explained and the results of previous research, the hypotheses put forward in this study are:

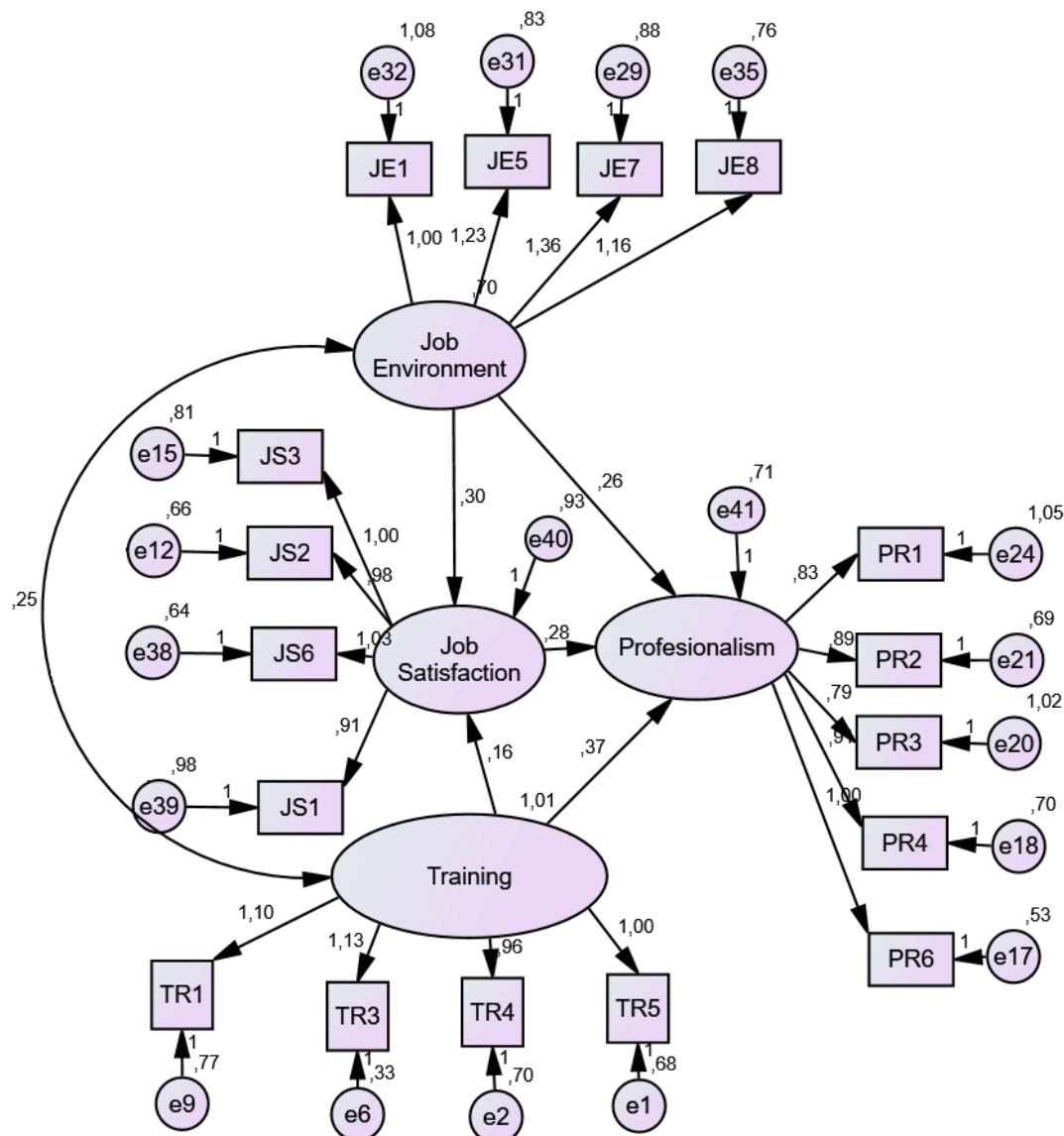
1. Training (X1) has an effect on Job Satisfaction (Xm) of the Satkor Koarmada I Soldiers.
2. Work Environment (X2) has an effect on Job Satisfaction (Xm) Soldiers Satkor Koarmada I.
3. Training (X1) has an effect on Work Professionalism (Y) Soldiers of the Satkor Koarmada I.
4. Work Environment (X2) affects the Professionalism of Soldiers' Work (Y) Satkor Koarmada I.
5. Job Satisfaction (Xm) affects the Professionalism of Soldiers' Work (Y) Satkor Koarmada I.
6. Training (X1) has an effect on the Professionalism of Soldiers' Work (Y) through Job Satisfaction (Xm) of Satkor Koarmada I Soldiers.
7. Work Environment (X2) has an effect on the Professionalism of Soldiers' Work (Y) through Job Satisfaction (Xm) Soldiers Satkor Koarmada I

#### **METHOD**

The research method used is a quantitative research method with primary data (questionnaire distribution) or a survey to find the relationship between the independent variables, namely training and work environment and satisfaction as a mediation on the dependent variable, namely Professionalism. The number of samples taken in this study using a random technique and the Slovin formula was 200 people. Data was collected through questionnaire survey techniques to respondents. This study uses the AMOS program to process the data.

#### **RESULT**

This research uses Confirmatory Factor Analysis Covariance Test with goodness of fit value criteria. The data can be said to be fit and further analysis can be carried out if all the calculation value criteria meet the goodness of fit criteria.



**Gambar Confirmatory Factor Analysis Covarians**

Source: AMOS output data (2020)

A summary of the results of the Confirmatory Factor Analysis output will be described in the table below.

**Tabel Rangkuman Uji CFA**

**HASIL GOODNESS OF FIT MODEL STRUKTURAL MODIFIKASI**

Kriteria	Cut-off Value	Hasil Uji Model	Keterangan
Chi-Square ( $\chi^2$ )	lihat probabilitas (P) > 0,05	128,220	good fit
P (probabilitas)	$\geq 0,05$	0,140	good fit
GFI	$\geq 0,90$	0,929	good fit
AGFI	$\geq 0,90$	0,902	good fit
TLI	$\geq 0,90$	0,985	good fit
CFI	$\geq 0,90$	0,988	good fit

Sumber : Hasil Pengolahan Data, 2021

After modifying the fit structural model, the researcher continued by examining the results of the model in Figure 4.2 above. The results of the model in Figure 4.2 can be seen in the table below:

**TABEL 4. 1 HASIL ANALISIS MODEL STRUKTURAL**

Hipotesis	Jalur	C.R.	P	Kesimpulan
H1	Job_Satisfaction<--- Job_Environment	2,718	,007	Diterima
H2	Job_Satisfaction<--- Training	1,981	,048	Diterima
H3	Profesionalism<--- Job_Environment	2,530	,011	Diterima
H4	Profesionalism<--- Training	4,492	***	Diterima
H5	Profesionalism<--- Job_Satisfaction	3,499	***	Diterima

Sumber : Hasil Pengolahan Data

The results of the analysis of the table above show that the Job Environment affects job satisfaction of 0.295 with a probability value of 0.007 below 0.05 and a critical ratio value of  $2.719 > 1.96$ . Then the training affects job satisfaction positively and significantly worth 0.161 with a probability value of 0.05 and a CR value of  $1.979 > 1.96$ . Then job satisfaction significantly affects Professionalism with a probability value of 0.000 below 0.05 and a CR value of  $3.522 > 1.96$ . Then the Job Environment affects Professionalism positively and significantly with a probability value of 0.011 below 0.05 and a CR value of  $2.538 > 1.96$ . Then the training affects professionalism positively and significantly worth 0.368 with a probability value of 0.000 far below 0.05 and a CR value of  $4.475 > 1.96$

Furthermore, to find out whether the indirect relationship (mediation) is significant or not, the researcher uses bootstrap on the AMOS 20 application. The table below is the result of testing the AMOS 20 application using bootstrap:

**TABEL HASIL UJI MEDIASI (BOOTSTRAP)**

**Indirect Effects (Group number 1 - Default model) Tabel Bootstrap**

Standardized Indirect Effects (Group number 1 - Default model)

	Training	Job_Environment	Job_Satisfaction	Profesionalism
Job_Satisfaction	,000	,000	,000	,000
Profesionalism	,046	,071	,000	,000

Standardized Indirect Effects - Lower Bounds (BC) (Group number 1 - Default model)

	Training	Job_Environment	Job_Satisfaction	Profesionalism
Job_Satisfaction	,000	,000	,000	,000
Profesionalism	,005	,021	,000	,000

Standardized Indirect Effects - Upper Bounds (BC) (Group number 1 - Default model)

	Training	Job_Environment	Job_Satisfaction	Profesionalism
Job_Satisfaction	,000	,000	,000	,000
Profesionalism	,126	,159	,000	,000

Standardized Indirect Effects - Two Tailed Significance (BC)

(Group number 1 - Default model)

	Training	Job_Environment	Job_Satisfaction	Profesionalism
Job_Satisfaction	...	...	...	...
Profesionalism	,031	,004	...	...

Sumber : Hasil Pengolahan Data, 2020

The results of the analysis from the table above show that the Standardized indirect effect of the Job Environment on Professionalism = 0.071. The bias-corrected confidence interval of 95% gave the estimated results ranging between 0.021 (lower) and 0.159 (upper), with a p value of 0.004. The estimation results do not give zero, meaning that the test results are significant. Job Satisfaction indirectly mediates the effect of Job Environment on effectiveness. Then Standardized indirect effect of training on effectiveness = 0.046. The bias-corrected confidence interval of 95% gave the estimated results ranging between 0.005 (lower) and 0.126 (upper), with a p value of 0.031. The estimation results do not give zero, meaning that the test results are significant. Job Satisfaction indirectly mediates the effect of Training on effectiveness.

### Discussion

The job training variable has a significant effect on the professionalism variable as described above. This is based on the model calculated on the hypothetical model made. This result is in line with Eliyanto & Wibowo (2013) researching the effect of education, training, and experience on professionalism which states that training is an increase in the ability of human resources in carrying out their duties, skilled human resources can increase their professionalism. Good training can increase professionalism if the human resources are able to master the skills being trained so that they can be professional in their duties (Yuan, 2015). According to Alfayani, (2017) with the research title The Effect of Professional Competence, Training, and Expertise on Professionalism With Ethics as a Moderating Variable, good training can increase job satisfaction because the HR works according to their abilities so as to support the achievement of job satisfaction for the soldiers.

These results are in accordance with the research of Lui, Ngo, & Tsang (2013) which states that professionalism functions as an informal social control tool which approves, limits, or prohibits in a profession. Then Yuan (2015) examined the effect of training and work environment on the professionalism of employees at PT FIF Manado Branch. Based on his research, training and work environment have a significant positive effect on the professionalism of the employees of PT FIF Manado Branch. Then Sulistyawati, et al. (2016) examined the effect of work motivation on professionalism with the work environment as a moderating variable, getting the results that the work environment affects work professionalism.

The results of this study are corroborated by Prakoso (2014) researching the Effect of Job Satisfaction on Employee Work Professionalism (Study on Employees of PT. AXA Financial Indonesia Malang Branch) stating that job satisfaction can affect professionalism at work. Thus, job satisfaction becomes a reinforcement for soldiers to continue to work and provide the best for the organization. This is confirmed by Lui et al. (2013) focused on the relationship between professionalism and three job outcomes: job satisfaction, turnover expectations, and professional identification. Lui et al. found that job satisfaction resulted in increased role congruence in participants and had a significant effect on professionalism and job outcomes. The results showed that job satisfaction was positively related to professionalism with an r-square value of 34%.

The job training variable has a significant effect on the satisfaction variable as described above. This is based on the model calculated on the hypothetical model made. This result is in line with Permatasari (2019) which states that training is an increase in the ability of HR in carrying out their duties, skilled HR can feel satisfied and increase their professionalism. Good training can provide satisfaction for HR if the HR is able to master the skills being trained so that they can be professional



in their duties (Yuan, 2015).

According to Alfasani (2017) with the research title *The Effect of Competence, Training, and Professional Expertise on Satisfaction With Ethics as a Moderating Variable*, good training can increase job satisfaction because the HR works according to their abilities so as to support the achievement of job satisfaction for the soldier. Thus, training that is in accordance with the soldier's job will give him satisfaction to continue working and provide the best for the organization. This is reinforced by Prasandriani (2016) with the title *The Effect of Effective Leadership and Training on Work Satisfaction and Professionalism of Members of the 64th Panzer Company of 6th Cavalry Battalion / Serbu-Medan With Work Motivation as an Intervening Variable*. The results of his research explain that Effective Leadership and Training have a significant effect on job satisfaction of company members, either directly or indirectly through motivation. The results showed that training and had a positive and significant effect on professionalism, then job satisfaction could mediate this effect.

If the work environment increases, it can increase the job satisfaction of soldiers, especially in the TNI AL Koarmada Satkor. These results are consistent with the research by Adriyanto & Muchlis (2017) on the influence of the work environment, welfare & leadership of the KRI Commander on the job satisfaction of KRI soldiers in the Parchim Satkor Koarmatim class. Partially, the work environment factor variable has a strong influence, namely 0.779 or 77.9% on the job satisfaction of KRI Parchim Koarmatim soldiers. Then Prasandriani's research (2016) with the title *The Effect of Effective Leadership and Work Environment on Job Satisfaction of Panzer Company Members 64 Cavalry Battalion 6 / Serbu- Medan With Work Motivation as an Intervening Variable* has the results of Effective Leadership and Work Environment having a significant effect on Job Satisfaction of Company members both in terms of directly or indirectly through motivation.

The job training variable has a significant effect on the professionalism variable with satisfaction as a mediating variable as described above. This is based on the model calculated on the hypothetical model made. This result is in line with Permatasari (2019) which states that training is an increase in the ability of HR in carrying out their duties, skilled HR can feel satisfied and increase their professionalism. Good training can provide satisfaction for HR if the HR is able to master the skills being trained so that they can be professional in their duties (Yuan, 2015). According to Alfasani, (2017) with the research title *The Effect of Professional Competence, Training, and Expertise on Professionalism With Ethics as a Moderating Variable*, good training can increase job satisfaction because the HR works according to their abilities so as to support the achievement of job satisfaction for the soldiers.

The work environment variable has a significant effect on the professionalism variable with satisfaction as a mediating variable as described above. This is based on the model calculated on the hypothetical model made. This result is in line with Yuan (2015) researching the effect of training and work environment on employee work professionalism, stating that the work environment is a process of adapting HR to its environment where HR can feel satisfied with a good environment so as to increase their professionalism. A good work environment can provide satisfaction for HR if the HR is able to adapt to both the physical and non-physical environment (Rahmadani, 2014). According to Sulistyawati et al. (2016) explained that a good work environment can increase job satisfaction because these human resources work in comfortable conditions and in accordance with work needs, on the other hand a non-physical environment such as communication with the work team is also needed so as to support the achievement of job satisfaction for the soldier. Meanwhile, Prakoso (2014) researched on the Effect of Job Satisfaction on Employee Work Professionalism (Study on Employees of PT. AXA Financial Indonesia Malang Branch) stated that job satisfaction can affect professionalism at work. Thus, a work environment that is in accordance with HR will give him satisfaction to continue working and provide the best for the organization. This is reinforced by Adriyanto & Muchlis (2017) about the influence of the work environment, welfare & leadership of the KRI Commander on the job satisfaction and professionalism of KRI Parchim Satkor Koarmatim soldiers.

## Conclusion

In conclusion, training has a positive and significant effect on work professionalism. This means that if training increases, it will increase work professionalism. The work environment has a positive and significant effect on the profession work nationalism. This means that if the working environment

conditions are getting better, it will significantly affect the increase in work professionalism. Job satisfaction has a positive and significant effect on work professionalism. This means that if job satisfaction increases, it will affect the increase in work professionalism significantly. Training has a positive and significant effect on job satisfaction. This means that if the training is in accordance with the conditions of the soldiers, it will increase job satisfaction significantly. The work environment has a positive and significant effect on job satisfaction. This means that if the work environment is getting better, it will affect the increase in job satisfaction significantly. Job satisfaction mediates training on work professionalism. Job satisfaction mediates the work environment on work professionalism

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