The mediation effect of job satisfaction and organizational commitment on the organizational learning effect of the employee performance

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Abstract
Purpose – The purpose of this paper is to test the effect of organizational learning on employees’ job satisfaction, the effect of organizational learning on the employees’ organizational commitment, the effect of the organizational learning on employees’ performance, the effect of job satisfaction on the employees’ performance and the effect of organizational commitment on employees’ performance in PTPN XIII (Limited Liability Company) in West Kalimantan.

Design/methodology/approach – The population in this research refers to all employees of PTPN XIII (Limited Liability Company) in West Kalimantan, with the criteria that the employees are from class III‒IV (population of access). The size of the sample is determined by using the partial least square approach, which is 10 times of the size of formative indicator, that is, job satisfaction with five indicators plus employee performance with eight indicators, with the total being 13 × 10 = 130 employees. The sampling method used is proportional random sampling technique, which is based on work area (three working areas: Head Office, West Kalimantan I District and West Kalimantan District II).

Findings – Learning organization has a significant and positive effect on job satisfaction and organizational commitment, but it has no significant effect on the employee performance. Job satisfaction and organizational commitment have a significant effect on employee performance.

Originality/value – The phenomenon that existed in PTPN XIII (Limited Liability Company) and referring from various previous research results, the study regarding employee performance was conducted using organizational learning variable as an exogenous variable and using job satisfaction and organizational commitment variable as an intervening variable. Robbins (1996) revealed that the relationship between organizational learning and performance is not very close. It is necessary to have other variables that can reinforce the relationship and to determine the extent to which the organizational learning can contribute to the improvement of the performance.

Keywords Organizational commitment, Employee performance, Organizational learning, Job satisfaction

1. Background
From time to time, the commodity of palm oil (CPO) has an increasing business prospect, which is getting more profitable along with the greater demand for CPO in the world market. The increasing demand is due to the fact that CPO is not only used for producing cooking oil but it can also be used as other basic materials of industry such as food, cosmetics, and soap industries.

Indonesia and Malaysia are one of the world’s largest producers of CPO, in which 80 percent of the world’s CPO demand is obtained from these two countries. The availability of vast land becomes one of the factors why Indonesia is categorized as the main producer of CPO for the world community. Based on data from the Directorate General of Plantation, in the period of 10 (ten) years since 1999‒2009, the area of oil palm plantations in Indonesia keeps increasing with an average growth of 8.7 percent per year. The area of oil palm plantations in Indonesia in 1999 was only 3,902,000 hectares, whereas it had increased to 7,321,000 hectares in 2009.
The increase of oil palm plantations area certainly affects the amount of CPO production in Indonesia that continues to increase from year to year. In 2014, Indonesia’s CPO production was 17.2m tons. In 2015, it had increased to 19.3m tons. In 2016, it had increased again to 20.5m tons. This increase in CPO production is in line with the increase of the number of exports. In 2014, it was recorded that Indonesia’s CPO export reached 12.6m tons. In 2015, it had increased to 14.4m tons and it had increased again to 16.2m tons in 2016. Tribun Pontianak newspaper (2016) reported that the total amount of CPO produced by Indonesia mostly aims for the export market, in which only about 24 percent is intended for the domestic market. This illustrates that the CPO industry is a very important economic activity for Indonesia in contributing to the foreign exchange and income for the country. Even in 2017, Indonesia’s CPO production was expected to reach 24–25m tons per year, whereas the exports were expected to reach 17–17.5m tons or more.

However, based on the total productivity of oil palm plantations, the productivity of oil palm plantations in Indonesia is still lower than Malaysia, considering that Indonesia is the world’s main producer of CPO. According to Saragih (2003), the agribusiness effort in Indonesia is expected to make a transformation process to be more modern. The transformation is from agribusiness company relying on natural resources and unskilled labor or factor-driven into agribusiness company utilizing capital and semi-skilled labor or capital-driven and then increasing again to become an agribusiness company utilizing knowledge and skilled labor or innovation-driven.

It becomes fundamental thought that the efforts can be made in improving the company’s performance through CPO processing business activities or agribusiness. In general, it is not only related to the availability of land, technology or capital; however, another important thing to do is to consider how the oil palm plantation companies are always doing improvements and organizational development in order to adapt to the challenges and external environment that can improve the company performance.

The ability to adapt to the challenges and external environment must be supported by human resources that have the ability and behavior in accordance with the company’s strategy and desired goals. The company needs to manage the behavior of the members of its organization to have human resources whose capabilities and behaviors are in accordance with the company’s strategy and goals.

In Indonesia, many oil palm plantations are cultivated in Sumatra and Kalimantan. Observing from its exploitation, there are three forms of palm oil plantation management in Indonesia: smallholding, large state plantation and private plantation. Oil palm plantations in Indonesia are still dominated by large private companies and state-owned enterprises (BUMN).

Realizing the lack of optimum performance and the lower contribution of state-owned plantations for the state’s revenues, in 1996, the government restructured state-owned plantations by merging 34 limited liability companies of the plantation (PT Perkebunan/PTP) throughout Indonesia to 14 limited liability companies of archipelago plantation (PT. Perkebunan Nusantara/PTPN); 14 PTPNs are generally located in Java and Sumatra.

Particularly on Kalimantan island, there is PTPN XIII (Limited Liability Company/ Business Entity), which has operational areas of four provinces in Kalimantan Island. PTPN XIII (Limited Liability Company) is one of the largest palm oil producer PTPNs in Indonesia. PTPN XIII (Limited Liability Company) is the result of a merger of eight PTPs: PTP VI, PTPVII, PTP XII, PTP XIII, PTP XXIV, PTP XXV, PTP XXVI and PTP XXIX, which all are located on Kalimantan island.

The merger of eight PTPs into PTPN XIII (Limited Liability Company) clearly affects the incorporation of human resources, the division of new tasks, the distribution and the placement of human resources in new positions. At the time of merging, there was a condition that could not be avoided by PTPN XIII (Limited Liability Company) whereby potential and better human resources were generally withdrawn by the original PTP.
Hence, the human resources left in PTPN XIII (Limited Liability Company) were generally human resources with the ability below the human resources drawn by the office of the original PTP. This condition required PTPN XIII (Limited Liability Company) to keep trying to improve the quality of its human resources with the total of 13,971 people.

One of the indicators not causing maximal performance is due to the relatively static production. The products produced by the company are centered only in production of CPO. There are still no other efforts to produce new products which are an effort of the development of downstream industries, such as surfactants, pharmacy, cosmetics and basic organic chemical products. In fact, the value chain and CPO additional products value will be higher by developing the downstream industry. Moreover, CPO derivative products have a relationship with the business sector and the community needs in the food sector.

This performance standard is a quantitative and objective assessment. Through this performance standard, employees' performance from the class III–IV can be measured in accordance with the achievement of results based on the agreed targets (performance agreement). The measured performance is the additional value generated and is the contribution of the employee concerned in achieving the company performance.

Such condition occurs because companies take centralistic approach in giving authority to tier III–IV employees and, as an effect, most activities are taking place in director's office. Tier III–IV employees are given some authorities in order to develop their creativity. These employees are field workers and responsible for supervising tier I–II employees.

In 2012, giving authority to tier III–IV employees, PTPN XIII (LLC) established performance standardization for their III–IV employees. Its objectives were to develop objectivity in supervising performance of tier I–II employees and to support operating targets of the company. Corporate performance should go hand in hand with performance of employees in general.

The performance standardization is a quantitative and objective evaluation. It measures performance of the tier III–IV employees based on particular performance agreement. The performance is an added value and represents the contribution of the employees to achieve corporate goals.

Therefore, organizations, including PTPN XIII (LLC), should not only diagnose culture of their organization, but also evaluate organizational learning activities as an effort to maintain organizational behavior. Maintaining organizational behavior is pivotal, since recently there is a lot of pressure to stop expansion of oil palm plantation, more particularly in peatlands. Challenges encountered by PTPN XIII (LLC) are to increase its oil palm plantation productivity and improve performance of its employees.

In addition, in recognizing that the company performance is not optimal yet, in May 2012, the directors of PTPN XIII (limited liability company) proclaimed “Mission Impossible,” which has the main target of increasing the production by 100 percent within the next five years from the declaration year. Various strategies have been undertaken by PTPN XIII (Limited Liability Company) directors such as encouraging the employees, especially the employees at Group III–IV level to have innovation values in work, responsibility, immediately action, professionalism and entrepreneurship.

Such innovation is not only limited to the creation of new products, but also in creating new ways of working to achieve the best outcomes. Responsibility is defined to be able to respond to the results of work related to quality, cost, standards and norms as well as the determined targets. Acting immediately means that work is done immediately in order to increase the profits and accelerate the growth.

By recognizing the importance of internalization of these values to the employees in improving the company performance, as a form of embodiment, the directors of PTPN XIII (Limited Liability Company) always provide opportunities for the employees to acquire new sciences, either through training or formal education. Seniority is changed to capability,
which means that position promotion depends on the capability (ability) of the individual. It no longer depends on the length of working time.

PTPN XIII (Limited Liability Company) also tries to grow the utilization of technology in every activity. Although it is currently limited to the headquarters, information technology has become the central part of the organization’s work tools. This is the manifestation of the desire of PTPN XIII (Limited Liability Company) to make a technology-based modern plantation company.

In order to acquire human resources in PTPN XIII (Limited Liability Company), which will be always ready with various conditions of change, human resource development in PTPN XIII (Limited Liability Company) should not be inseparable from the learning activities, either through daily operational media or through formal education such as education in college, positions’ course, seminars and some other types of training. However, daily learning from the work experience and from one person to another person becomes something that PTPN XIII (Limited Liability Company) continues to develop.

Since 2004, PTPN XIII (Limited Liability Company) always holds a competition of creativity and innovation for all employees in all areas of PTPN XIII (Limited Liability Company) every year. In such creativity and innovation competition, the employees can submit scripts that describe the various experiences they have in improving their work activities and that have been implemented in their own units/sections. Hopefully, the best experience in a unit/part can be applied to other units/parts as well.

In addition, other efforts made by PTPN XIII (Limited Liability Company) in order to improve the employees’ performance are to always pay attention to the welfare of its employees. In addition, to provide a decent salary for its employees, the company also pays attention to the welfare of its employees through the provision of social security, pension funds, pension programs and so on.

Thus, it can be said that the management of human resources conducted by PTPN XIII (Limited Liability Company) is not only to prioritize knowledge and skills, but it is also related to the aspects of attitudes, behaviors and values. In addition, it is expected to increase the employees’ job satisfaction and organizational commitment to build the high loyalty of employee and improve the company performance in a long term.

However, based on the annual report data of PTPN XIII (Limited Liability Company) of 2009, it can be seen that the net profit reached Rp 122,088bn from the net profit targeted in 2009 amounted to Rp 150,612bn. Such net profit obtained in 2009 was below the net profit of 2008, which reached Rp 210,991bn and in 2007, it was Rp 141,595bn. In addition, based on the results of internal surveys conducted by PTPN XIII (Limited Liability Company) in 2009 about the employees’ satisfaction survey results, it is found that overall employees of PTPN XIII (Limited Liability Company) have not reached the satisfaction level.

Based on these conditions, the willingness to improve the company performance must be accompanied by the management of organizational behavior, especially among employees of class III–IV who have the authority to directly manage the natural and human resources in PTPN XIII (Limited Liability Company).

Factors that are expected to affect the organizational behavior of employee in class III–IV of PTPN XIII (Limited Liability Company) is organizational learning factor. Since 2000, PTPN XIII (Limited Liability Company) has also implemented various activities of organizational learning as the implementation of the learning organization. From the initial discussion with the HR Section of PTPN XIII (Limited Liability Company), it is estimated that the organizational learning activities have not been running optimally. However, various changes have been implemented, such as organizational structuring by forming district managers and changing the standard of special performance appraisal for the employees of class III–IV.

The organizational learning generally refers to a collective life view within the organization or collective mental programming that develops in the learner organization...
or a learning community. In the present time, organizational learning is a necessity rather than an option. Hence, it is highly unlikely that an organization ignores the learning process (Montes et al., 2005; Probst and Büchel, 1997). Organizational learning is often used as an effective force and as a key to effective corporate strategy renewal (Spicer and Sadler-Smith, 2006).

According to Elu (2003), in an organization that applies organizational learning, people constantly communicate honestly and openly, respecting each other, assessing but also seeking feedback, challenging to always use new perspectives, engaging in a comprehensive system approach and showing themselves honestly.

The results of research conducted by Rose et al. (2009) found that organizational learning has a positive relationship with organizational commitment, job satisfaction and employee performance. The results of this study support the previous findings that organizational learning has a positive effect on performance (Khandekar and Sharma, 2006; Power and Waddell, 2004). The results also support previous findings that organizational learning has a positive effect on organizational commitment (Wang, 2003; Yang, 2003) as well as a positive influence on job satisfaction (Wright, 1997; Egan et al., 2004; Wang, 2005).

Based on the existing phenomenon in PTPN XIII (Limited Liability Company) and referring various previous research results, the study conducted about employee performance uses organizational learning variable as an exogenous variable and job satisfaction and organizational commitment variable as an intervening variable. As revealed by Robbins (1996), the relationship between organizational learning and performance is not very close. It is necessary to have other variables that can reinforce the relationship and to determine the extent to which the organizational learning can contribute to the improvement of the performance.

Job satisfaction is the result of employees’ perceptions of how well a job delivers everything that is seen as important through its work (Luthans, 2002). The term of job satisfaction refers to the attitude (emotional reaction) of an individual to his work.

Job satisfaction is also a very important issue for the organization because job satisfaction is a series of individual perceptions of employees that will affect the attitudes and behavior of the employees’ individual while working. Once the employees’ job satisfaction is created, then the employees’ organizational commitment will be built. The results of Wu and Norman research (2006) showed a positive correlation between job satisfaction and organizational commitment.

Kreitner and Kinicki stated that job satisfaction leads to a higher work performance. This can happen because job satisfaction hypothetically affects the work performance indirectly through the purpose and effort of an employee, and job satisfaction affects the employee performance positively and significantly. Thus, job satisfaction can be concluded to affect the employees’ performance.

In addition to job satisfaction, organizational commitment also has improved over the last few decades. Various studies have been conducted regarding the important role of organizational commitment as the main essence of employee interaction with the company that had attracted a number of researchers to study it in various perspectives, especially from a behavioral perspective (Kontoghiorphes and Bryant in Rose et al., 2009).

For the companies that will develop a sustainable competitive advantage while achieving the company goals that require a positive behavior change from the employees, the company must be able to build a strong commitment as a top priority in human resource development policy. Employees with a strong commitment will be more serious while working, they will be more loyal and will always think positively about the organization.

The employees’ organizational commitment is a relatively strong identification and involvement of a person in his organization. Organizational commitment is attitude reflecting the employees’ loyalty to their organization. It is also the ongoing process in
which the employees express their concern of the organization and the achievement of organizational goals.

The understanding of organizational commitment will contribute positively to the management of the company in managing its employees. The employees’ organizational commitment is a factor that can affect the success of the company in the face of the business environment changes. If the organizational commitment reflects the identification and involvement in the organization, then the company will get the benefit of the growing loyalty and the achievement of the better emerging employees.

Therefore, studies related to the influence of organizational learning on job satisfaction, organizational commitment, and employee performance are important for the organization as well as PTPN XIII (Limited Liability Company). This study was conducted to obtain an overview of employee perceptions of PTPN XIII (Limited Liability Company) related to the organizational learning, job satisfaction, organizational commitment and performance, especially for III–IV employees serving in West Kalimantan.

The selection of the location in West Kalimantan was done considering that the majority of the area of oil palm plantation owned by PTPN XIII (Limited Liability Company) is located in West Kalimantan. In addition, this study was also conducted to determine the effect of organizational learning on job satisfaction and organizational commitment as well as the employee performance. Therefore, this study tried to test the effect model of the organizational learning on job satisfaction and organizational commitment as well as the employee performance of PTPN XIII (Limited Liability Company) in West Kalimantan.

Based on the background above, this study aims to test the effect of organizational learning on employees’ job satisfaction, the effect of organizational learning on the employees’ organizational commitment, the effect of the organizational learning on employees’ performance, the effect of job satisfaction on the employees’ performance and the effect of organizational commitment on employees’ performance in PTPN XIII (Limited Liability Company) in West Kalimantan.

An organization like PTPN XIII (LLC) should not only conduct learning diagnosis, but it also should evaluate its organizational learning activities in order to maintain its organizational behavior. Maintaining organizational behavior is pivotal, since recently there is a lot of pressure to stop expansion of oil palm plantation, more particularly in peatlands. The challenges faced by PTPN XIII (LLC) are to increase its oil palm plantation productivity and to improve performance of its employees.

It is expected that findings of this study contribute to the body of knowledge, specifically theories on organizational behavior. This study analyzes the relationships between organizational learning activities and job satisfaction, organizational commitment and performance of staffs of PTPN XIII, a state-owned enterprise in the plantation sector.

2. Conceptual framework and research hypothesis

The conceptual framework of the thinking process is described in Figure 1. The theoretical foundations required in this study are as follows: organizational learning theory (Senge, 1990; Argyris and Schon, 1996; Marquardt, 1996), job satisfaction theory (Porter in Wexley and Yukl, 1997, Herzberg, 2002; Luthans, 2002), organizational commitment theory (O’Reilly and Chatman, 1986; Mowday et al., 1982; Meyer et al., 1993) and employee performance theory (Bernardin and Russel, 1998).

The organizational learning theory (Senge, 1990; Argyris and Schon, 1996; Marquardt, 1996) starts from understanding the definition of organizational learning and organizational learning indicators. The researcher focuses more on the concepts and theories given by Senge (1996), whereas the indicators of organizational learning refer to the four indicators mostly used and considered in the study, which are information sharing patterns, climate investigation, learning practices and achievement.
The information sharing pattern refers to the extent to which the information is shared and how the information is shared; the climate investigation refers to which extent the individual attitudes toward the improvement of the learner’s organization by accepting the challenges and participating in experiments; the learning practice refers to the extent to which the organization members participate actively in every learning activity; and the achievement mindset refers to the extent to which the organization members achieve restoration. This selection is based on the idea that these organizational learning indicators are needed to be developed by PTPN XIII (Limited Liability Company).

Furthermore, the researcher discusses the theory of job satisfaction (Porter in Wexley and Yukl, 1997; Herzberg, 2002; Luthans, 2002), which starts from the understanding of the concepts and definitions of job satisfaction, job satisfaction factors, the consequences of job satisfaction and dissatisfaction and the measuring of the job satisfaction. The researcher focuses more on the concepts and theories as well as the indicators of job satisfaction proposed by Luthans (2002) covering the work itself, wage or salary payments, promotion, co-workers, and supervision. All of those factors represent a certain value as a reflection of the culture within an organization (Luthans, 2002).

Subsequently, the researchers examined the theory of organizational commitment (O’Reilly and Chatman, 1986; Mowday et al., 1982; Meyer et al., 1993), which begins from the notion of organizational commitment and the forms as well as the measurements of organizational commitment. The researcher focuses more on the concepts and theories as well as the measurement of organizational commitment proposed by Mowday et al. (1982), which includes acceptance of organizational goals, the desire to work hard and the desire to survive, being part of the organization.

The selection of organizational commitment indicators is according to the opinions presented by Mowday et al. (1982) that a form of commitment that arises is not only a passive loyalty but also involves an active relationship between the employees and the organization in the form of willingness to give every effort for the success of the organization. A person who has a high commitment will have an identification of the organization, will be engaged in work and will be loyal and positive toward the organization. He/she will show behavior toward the achievement of organizational goals and the desire to remain with the organization. According to the researcher, such opinion is very suitable with the conditions of PTPN XIII (Limited Liability Company) formed from the merge of eight different PTPs wherein the employees’ organizational commitment is not only limited to the acceptance of goals and values that exist in the company, but also in the form of real action by showing a better work activity.
Then the researcher reviews the performance theory (Bernardin and Russel, 1998) starting from things that affect the performance and performance measurement. The researcher focuses more on the concept and performance measurement proposed by Bernardin and Russel (1998). This is due to the fact that indicators proposed by Bernardin and Russel (1998) have similarities with the performance indicators implemented by PTPN XIII (Limited Liability Company). Therefore, the performance indicators in this study will use eight performance indicators implemented in PTPN XIII (Limited Liability Company), which include the main target of achieving the target work both in quality and quantity; integrity; spirit of achievement; group cooperation; ability in planning; ability in decision making; ability to manage relationships; and ability in developing subordinates.

Theoretical studies of organizational learning, job satisfaction, organizational commitment and employee performance are universal theories that exist in every organization. Although they are universal, they can be applied to specific things as well such as a study or analysis that starts from the general to the specific things. Researcher assess that the relationship between these concepts is also applied in the plantation companies such as PTPN XIII (Limited Liability Company).

An empirical study of the effect of the organizational learning on job satisfaction was studied by Wang (2007) and Rose et al. (2009). The empirical study of the effect of organizational learning on organizational commitment was studied by Rose et al. (2009). The empirical study of the influence of organizational learning on performance was studied by Khandekar and Sharma (2006), Absah (2007) and Rose et al. (2009). An empirical study of the effect of job satisfaction on performance was studied by Moynihan et al. (2000), and the empirical study of the effect of organizational commitment on performance was studied by Rashid et al. (2003).

2.1 Relationship between organizational learning and job satisfaction
Wang (2007) conducted a study entitled “Learning, job satisfaction and commitment: an empirical study of organizations in China.” The objective of this study is to evaluate relationship between organizational learning, job satisfaction and organizational commitment in several companies in China. Its finding suggested that organizational learning is regarded as an important factor that precedes job satisfaction of the staff members and their organizational commitment. This study also supported the common hypothesis that job satisfaction has a positive influence toward organizational commitment. It also showed that organizational learning may become a predictive variable that has a strong and positive influence on staff attitude, namely, job satisfaction and organizational commitment.

Rose et al.’s (2009) study entitled “the effect organizational learning on organizational commitment, job satisfaction and work performance” stated that organizational learning has significant and positive influence toward job satisfaction. This study involved Public Service Managers in Malaysia. Organizational learning was measured based on 16 question items Gomez et al. (2005) developed, and job satisfaction was measured based on 12 question items developed by Hackman and Oldham (1975). There is a positive relationship between organizational learning and job satisfaction. An increase in organizational learning activities will result in an increase in the Public Service Manager’s job satisfaction. The finding of this study is in line with that of Wright (1997) and Egan et al. (2004), who reported that organizational learning is associated with job satisfaction of employees. Egan’s study suggested that organizational learning is associated with job satisfaction.

Wang (2007) reported that study on organizational learning has a significant and positive influence toward job satisfaction of the employees. Watkins and Marsick (2003) explained that organization that conducts positive learning and development program has
higher job satisfaction, productivity and profitability. In addition, the more frequent the managers get involved in the learning programs, the higher will be the job satisfaction, organizational commitment and performance.

Previous studies that support this hypothesis are as follows: Torlak and Kuzey (2019), Chen et al. (2016), Rana et al. (2016), Pantouvakis and Mpogiatzidis (2013), Chiva and Alegre (2008), Chang and Lee (2007) and Pool and Pool (2007). Based on the above description, the hypothesis to be built in this research is as follows:

H1. Organizational learning significantly affects the job satisfaction of employees in PTPN XIII (Limited Liability Company) in West Kalimantan.

2.2 Relationship between organizational learning and organizational commitment

Marquardt (1996) explained that organizational learning refers to an activity whose objective is to increase intellectual and productive capacity of staff members, and it can be achieved through commitment of an organization and opportunity to make constant improvement. Furthermore, Marquardt (1996) stated that there are six dimensions of organizational learning and one of which is the ability to share common vision or ability of all members of organization to focus on one vision, which is developing true commitment. This statement is evidence showing a relationship between organizational learning and organizational commitment.

Marquardt’s idea is in line with Rose et al.’s (2009) study entitled “The effect of organizational learning on organizational commitment, job satisfaction and work performance.” Their study showed that organizational learning has a positive and significant influence toward organizational commitment. This study involved public service managers in Malaysia. Organizational learning was measured based on 16 question items developed by Gomez et al. (2005), and job satisfaction was measured based on 12 question items developed by Hackman and Oldham (1975). There is a positive relationship between organizational learning and job satisfaction. An increase in organizational learning activities will result in an increase in the public service manager’s job satisfaction. This finding is also in accordance with Wright (1997), who stated that organizational learning influences organizational commitment. Furthermore, Wang (2003), who analyzed the relationship between organizational learning, job satisfaction and organizational commitment in companies in China, reported that there is a moderate relationship between organizational learning and organizational commitment.

Ng et al.’s study indicated that learning opportunity has a positive influence toward commitment of members of organizations. In addition, Yang (2003), analyzing dynamic relationship between organizational learning, job satisfaction and organizational commitment in Korea, mentioned that these three variables are related to one another. The finding of Yang’s study is in line with Yeo (2002), who stated that there is a relationship between consequences and characteristics of organizational learning and organizational commitment.

These studies support an idea that an increase in organizational commitment is one of the benefits of human resource training (Phillips, 1997). Numerous studies have a reported positive relationship between training and organizational commitment toward employees (Bartleet, 2001; Grossberg, 2000; Mohammed and Marquardt, 2007). Ng et al. postulated that knowledge and skills as learning outcome have a positive impact on individual career; companies will give rewards such as promotion, higher salary and other benefits to their competent and skillful employees. In conclusion, learning increases individual ability, one’s career and subjective evaluation toward the career of an individual.

Previous studies that support this hypothesis are as follows: Ribeiro et al. (2018), Shahin et al. (2014), Yoon et al. (2018), Islam, Khan, Ahmad and Ahmed; Islam, ur Rehman Khan,
Norulkamar Ungku Bt. Ahmad and Ahmed (2013), Joo and Park (2010), Massingham and Diment (2009), Wang (2007), Pool and Pool (2007) and Ortenblad (2001). Based on the above description, the hypothesis to be built in this research is as follows:

\[ H2. \] Organizational learning significantly affects the organizational commitment of employees in PTPN XIII (Limited Liability Company) in West Kalimantan.

### 2.3 Relationship between organizational learning and performance

Khandekar and Sharma (2006) conducted a study entitled “Organizational learning and performance: understanding Indian scenario in present global context” whose objective is to show pivotal role of organizational learning toward the performance of organization. This study was conducted in three global Indian companies whose headquarters are located in New Delhi. This study explored correlation between organizational learning and performance of organization in India. Its samples were three global organizations in India and the sampling technique was purposive sampling. These samples represented the large information technology, petrochemical, information and communication and pharmaceutical companies in India. The researchers investigated implementation of organizational learning methods in these companies. They interviewed 100 senior managers of these companies, which consisted of 72 human resource managers and 28 line managers. Besides interview, the researchers also distributed questionnaires. It took the managers 45 min to complete these questionnaires. The procedure in this study is to investigate match between financial reports of these organizations and CMIE financial data as indicator of organizational performance. The instrument to analyze the data is the SPSS 12. The finding of this study is that there is a positive correlation between organizational learning, which is mostly represented by HRM, and organizational performance. The managers’ responses showed that these three global organizations have good performance and good organizational learning, which is represented through HRM, and their effectiveness that reflected organizational performance and financial performance rating. It happened because human resource plays the major role in development and maintenance of organizational learning philosophy; human resource develops both system and process. A system is needed to identify the areas in which organizational learning is needed. Ideas are derived from individual, group and organization.

Furthermore, Rose et al. (2009) conducted a study entitled “The effect organizational learning on organizational commitment, job satisfaction and work performance.” In this study, primary data are obtained through survey and questionnaire. Questionnaire items are adopted and modified as such to meet objectives of the study. Organizational learning is measured based on 16 question items developed by Gomez et al. (2005) and performance is measured based on 15 question items developed by Suliman (2001). The respondents were given some statements and they were expected to give their responses toward the statements using a scale between 1 (strongly disagree) and 7 (strongly disagree). The sampling technique was systematic sampling. 500 questionnaires were distributed to administrative and diplomatic staffs in 28 locations in Kuala Lumpur and Putrajaya. These administrative and diplomatic staff members were selected as respondents due to their important and strategic position. As an addition, they were also responsible for decision-making process. In total, 435 (87 percent) respondents returned their questionnaires to the respondents. The data analysis technique was SPSS 14 and structural moment analysis (AMOS version 6).

The study showed a positive relationship between organizational learning and performance. When the public service managers participated in organizational learning activities, they improved their knowledge, skills and productivity; these lead to a higher performance. This finding is in line with the previous studies (Correa et al., 2007; Ellinger et al., 2003; Garver, 1996; Jashapara, 1993; Jimenez and Navarro, 2006; Khandekar and
Furthermore, this study confirmed that most of the managers have participated in organizational learning programs and, thus, have sufficient capability to increase performance (Gonzales, 2001). This involves significant change toward behavioral performance, increasing effectiveness and efficiency at work and facilitating achievement of company's vision and mission.

As an addition, Absah (2007) conducted a study entitled “Effect of organizational learning ability on competence, level of diversification and performance of private higher education in North Sumatra.” This study aims to prove and analyze the influence of organizational learning on competence, level of diversification and performance of private universities in North Sumatra. The population of this study was 134 private universities in North Sumatra under KOPERTIS Wilayah I Sumut-NAD, association of private universities in region I of North Sumatra and Aceh. The information or data about organizational learning, competence, level of diversification and performance of the private universities are obtained based on point of views, responses, perceptions or judgments of rectors of the private universities PTS leaders, who are then referred to as respondents or primary sources of data. This study used census or complete enumeration method. In other words, it does not involve any sample and, as a result, sampling technique is not necessary. Organizational learning was measured based on Senge's (1990) and Marquardt’s (1996) instruments, namely, thinking skills, mentality, personal ability, teamwork, expertise in sharing shared vision and communicative skills. These aspects are measured using a Likert scale. The performance of these private universities is measured using Prieto and Revilla’s (2006) instrument which consists of financial performance (cash flow) and non-financial performance (competition among new students, number of new students, number of drop-outs, graduate GPA). The analysis technique is the structural equation modeling (SEM). This study showed that organizational learning has a direct, significant and positive influence toward the performance of the private universities. Theoretically, this finding implied that organizational learning plays a significant role in improving the performance of the private universities. Higher organizational learning resulted in higher performance of the private universities.

Previous studies that support this hypothesis are as follows: Mensah (2015), Hailesilasie (2009), Pokharel and Choi (2015), Song et al. (2014), and Weldy (2009). Based on the above description, the hypothesis to be built in this research is as follows:

H3. Organizational learning significantly affects the employees’ performance in PTPN XIII (Limited Liability Company) in West Kalimantan.

2.4 Relationship between job satisfaction and performance

Kreitner and Kinicki stated that there are several consequences of job satisfaction and one of which is performance of staff members. Kreitner and Kinicki argued that higher job satisfaction will lead to a higher staff performance and eventually higher organizational performance.

Moynihan et al. (2000) conducted a study entitled “The influence of job satisfaction and organizational commitment on executive withdrawal and performance.” The researchers surveyed 10,000 executives listed in the Ray and Berndsson Executive Search Firm database and the total respondents were 1,341 (13.41 percent) executives. The objective of this study is to analyze the influence of job satisfaction and 3 dimensions of organizational commitment (affective commitment, continuance commitment and normative commitment) toward intention to leave, job search activity, job performance and leadership effectiveness. Based on the finding of this study, it can be concluded that there is a positive relationship between job satisfaction and affective commitment and executive performance.

In addition, Asj’ari (2009) conducted a study entitled “Influence of organizational learning and working environment toward job satisfaction, motivation and performance of supervisors
Job satisfaction is measured based on Luthans’s indicators, namely, job description, salary, promotion, supervision and group work, whereas performance is measured based on Sinamora (2004)’s indicators, namely, absence, late coming, length of work, quantity and quality, cooperative work, protective measure, constructive idea and self-training. The samples were 126 respondents, consisting of the three, four and five-star hotel supervisors in Surabaya. The sampling technique was proportional random sampling. The data collection method was questionnaire distribution, whereas the data analysis technique was structural equation model with AMOS 6.0 program. The finding showed that job satisfaction has a significant influence toward performance.

Previous studies that support this hypothesis are as follows: Diamantidis and Chatzoglou (2019), Sugianingrat et al. (2019), Anitha (2014), Westover and Taylor (2010), Soomro et al. (2018), Matthews et al. (2018), Pawirosumarto et al. (2017), Siengthai and Pila-Ngarm (2016) and Crossman and Abou-Zaki (2003). Based on the above description, the hypothesis to be built in this research is as follows:

\[ H4. \] Job satisfaction significantly affects the employees’ performance in PTPN XIII (Limited Liability Company) in West Kalimantan.

2.5 Relationship between organizational commitment and performance

Mowday et al. (1982) postulated that the type of commitment that emerges is not only passive loyalty, but also the relationship between employees and organization, namely willingness to work to help organization in achieving its goals. A committed individual will have an identification of his or her organization, he/she will work seriously, will be loyal and will have positive attitude toward his or her organization. This individual will display behavior that will help organization to achieve its goals and also his/her willingness to become part of his or her organization for a long term. These confirmed the relationship between organizational commitment and performance.

Another study that supports the finding of Mowday et al.‘s study is Rashid et al. (2003)‘s study entitled “The influence of corporate culture and organizational commitment on performance.” Rashid et al.‘s study concluded that culture at work and organizational commitment has significant and stronger influence on performance. Based on Meyer’s study on organizational commitment, 1,036 questionnaires were distributed to all companies listed on Kuala Lumpur Stock Exchange that published their financial reports to the public. Out of 1,036 questionnaires, the researchers got 202 questionnaires back and used them for the data analysis.

Based on literature review, Rashid et al. (2003) are convinced that organizational commitment has potential impact toward the performance of organization. These two factors, organizational commitment and performance, have major implications for managers in running an organization.

A research problem in their study is how culture at work and organizational commitment influence performance of organization. The indicators of organizational commitment are affective commitment, continuance commitment and normative commitment, whereas those of financial performance are ROA, ROI and current ratio.

The data analysis showed that organizational commitment has influence toward financial performance of an organization (profitability becomes the indicator). Nevertheless, organizational commitment does not have influence toward liquidity ratio (performance).

Previous studies that support this hypothesis are as follows: Diamantidis and Chatzoglou (2019), Ribeiro et al. (2018), Kumar and Jauhari (2016), Anitha (2014), Westover et al. (2010), Rita et al. (2018), Nazir and Islam (2017) and Orpen (1997). Based on the above description, the hypothesis to be built in this research is as follows:

\[ H5. \] Organizational commitment significantly affects the employees’ performance in PTPN XIII (Limited Liability Company) in West Kalimantan.
3. Research method

This research is classified as associative research aimed to observe and analyze the causal relationship between the independent variable and dependent variable. This research is carried out using a survey that takes samples from a population and using the questionnaire as the main data collection tool. This research is a survey research by taking samples from a population and using the questionnaire as the main data collection tool. The population in this research refers to all employees of PTPN XIII (Limited Liability Company) in West Kalimantan with the criteria that the employees are from class III to IV (population of access). The determination of the employees from class III to IV is because the employees of class III–IV are the employees who are given the authority and responsibility to manage the work activities of the employees from the class I to II. The size of the population is 332 people (in 2016). The size of the sample is determined by using the partial least square (PLS) approach that is ten times of the size of formative indicator, that is, job satisfaction with five indicators plus employee performance with 8 indicators, with the total being $13 \times 10 = 130$ employees. The sampling method used is proportional random sampling technique, which is based on work area (three working areas: Head Office, West Kalimantan I District and West Kalimantan District II).

In this study, job satisfaction has five indicators, whereas organizational learning has four. Organizational commitment has four indicators and performance has eight; therefore, the total indicators are 21.

3.1 Job satisfaction

Job satisfaction variable in this research is formed on the basis of these indicators:

1. the work itself or individual perception on the workload and responsibility given by the management department;
2. salary or wage (individual perception toward salary or the award given by the organization to the employee with the values covering the basic needs normally, safety and sustainability of the income as well as the suitability between the reception of salary with hope);
3. promotion (individual perception toward objectivity of the application of employee’s promotion by the organization as well as the chance given by the organization to develop the career, covering the values of openness toward the career chance, fair and objective career policy and position promotion);
4. colleagues (individual perception toward the arrangement of work relationship among the employees, either in the same job field or different job field, covering the values of likeliness and unlikeliness, responsibility and teamwork); and
5. observation or supervision (individual perception toward the type and way of organizational leadership in giving certain supervision toward the employees in work related to the values of politeness, respecting and the intensity of the supervision sufficiency).

3.2 Organizational learning

The measurement toward the organizational learning covers the following indicators:

1. the pattern of information sharing reflects the individual’s perception of the extent to which information is shared and how information is shared within the organization;
2. climate investigation reflects the individual perception of organizational efforts in shaping individual attitudes toward organizational improvement by accepting challenges and participating in the experiment;
(3) the learning practice is a reflection of individual perceptions of the extent to which employees are encouraged by the organization to actively participate in each activity of capacity building and improvement; and

(4) the mindset of achievement reflects the individual’s perception of the extent to which members in the organization are encouraged to achieve work performance.

3.3 Organizational commitment
Employee organizational commitment variables can be seen based on the following indicators:

(1) the level of confidence of employees to accept organizational goals;
(2) the level of confidence of employees to accept the values adopted by the organization;
(3) the willingness of employees to work hard/earnestly; and
(4) the willingness of workers to keep working/staying in the organization.

3.4 Performance
Performance is the statement of the direct supervisor on the work results by the employee individually during a certain period of time in accordance with the authority and responsibility of each employee. The indicator used in this research uses performance indicator for the employee of III–IV PTPN XIII (Persero) category, which is determined on the basis of the following:

(1) achievement of work targets;
(2) integrity and honesty;
(3) spirit of achievement;
(4) group collaboration;
(5) ability to make plans;
(6) ability in decision making;
(7) ability to manage relationships; and
(8) ability to develop subordinates.

The analytical tool used is PLS, with the consideration that two variables using formative measures of job satisfaction and performance are not possible to be used in SEM analysis tools, and structural models with one exogenous variable, two endogenous intervening variables, and one pure endogenous variable are involved. Solimun et al. (2017) stated that PLS can avoid two serious problems: inadmissible solution because PLS is based on variance rather than covariance, and indeterminacy factor, as there is more than one factor that is significant in an indicators set of a variable (the use of formative indicators).

Solimun (2010, pp. 180-181) stated that the basis for hypothesis testing in PLS is resampling with Geisser and Stone’s Bootstrapping. The number of samples is not a critical issue in PLS analysis. The estimated number of samples in PLS analysis is described as follows:

(1) it is ten times of formative indicators (putting aside reflective indicators);
(2) it is ten times of structural paths in the inner model; and
(3) the small sample is between 30 and 50, whereas the large sample is more than 200.
In this study, job satisfaction has five indicators, whereas organizational learning has four. Organizational commitment has four indicators and performance has eight; therefore, the total indicators are 34.

Validity testing is conducted toward research instrument because the instrument is used to measure indicators instead of variables. Validity testing toward every indicator determines whether or not an indicator provides valid information about variable or it is a valid representation of the variable. The method used in the validity testing is item analysis in which score of a question item is compared to total score of all question items for a variable using Product–Moment Correlation (Sugiyono, 2000, p. 116); an instrument is valid if $r > 0.3$. Based on the analysis, indicators of all variables are valid because $r$ is higher than 0.3.

4. Result and discussion

Before conducting an analysis using PLS, the results of validity and reliability analysis from the variables are shown in Table I.

Based on the results of the validity test that has been done in this study, the results indicate that all indicators of research are valid. Thus, it can be used as an instrument in measuring the variables specified in this study.

The results of reliability testing on all research variables can be seen in Table II.

Based on the results of the reliability test conducted on all indicators in the instrument of this study, it can be seen that all research indicators are reliable. Thus, it can be used as an instrument for measuring the variables specified in this study.

In the PLS analysis, the path coefficient is obtained through the inner weight of the model by looking for the $t$-statistics value first through the resampling procedure (bootstrap standard error). Resampling is a statistical procedure that works by creating a new sample based on the characteristic description of the original sample or population. The average and standard errors are calculated for each new sample, which are then analyzed, investigated and estimated. This resampling does not assume a particular

<table>
<thead>
<tr>
<th>Variable</th>
<th>Indicator</th>
<th>$R$</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational learning ($X_2$)</td>
<td>$X_{2.1}$</td>
<td>0.903</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>$X_{2.2}$</td>
<td>0.958</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>$X_{2.3}$</td>
<td>0.962</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>$X_{2.4}$</td>
<td>0.977</td>
<td>Valid</td>
</tr>
<tr>
<td>Job satisfaction ($Y_1$)</td>
<td>$Y_{1.1}$</td>
<td>0.813</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>$Y_{1.2}$</td>
<td>0.872</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>$Y_{1.3}$</td>
<td>0.805</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>$Y_{1.4}$</td>
<td>0.756</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>$Y_{1.5}$</td>
<td>0.381</td>
<td>Valid</td>
</tr>
<tr>
<td>Organizational commitment ($Y_2$)</td>
<td>$Y_{2.1}$</td>
<td>0.850</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>$Y_{2.2}$</td>
<td>0.683</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>$Y_{2.3}$</td>
<td>0.831</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>$Y_{2.4}$</td>
<td>0.732</td>
<td>Valid</td>
</tr>
<tr>
<td>Employee performance ($Y_3$)</td>
<td>$Y_{3.1}$</td>
<td>0.674</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>$Y_{3.2}$</td>
<td>0.363</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>$Y_{3.3}$</td>
<td>0.617</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>$Y_{3.4}$</td>
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<tr>
<td></td>
<td>$Y_{3.5}$</td>
<td>0.577</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>$Y_{3.6}$</td>
<td>0.423</td>
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<tr>
<td></td>
<td>$Y_{3.7}$</td>
<td>0.635</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>$Y_{3.8}$</td>
<td>0.700</td>
<td>Valid</td>
</tr>
</tbody>
</table>

Table I. Results of instrument validity testing
distribution and can be used to evaluate and see the predicted power of the model under investigation. The resampling method used in the PLS for small sample cases is the bootstrap method since the small sample has a non-distributed tendency that results in an inaccurate parametric statistic estimator. The hypothesis is accepted if the \( p \)-value < 0.05 (Figure 2).

The analysis result shows that learning organization has a significant and positive effect on job satisfaction and organizational commitment, but it has no significant effect on the employee performance. Job satisfaction and organizational commitment have a significant effect on employee performance.

### 4.1 The effect of organizational learning on the job satisfaction

The first hypothesis is that organizational learning has a significant effect on job satisfaction. The analysis results using a PLS-obtained path coefficient of 0.414 has a \( p \)-value < 0.05, so it is considered to be significant. Given that the path coefficient is positive, then it can be interpreted that the better the learning activities of the organization, the more will be the employee job satisfaction.

The results of this study support the research results by Wang (2007), who stated that organizational learning can be viewed as an important preliminary factor for job satisfaction of the workforce and organizational commitment. The results of this study also expanded the research conducted by Rose \textit{et al.} (2009), who conducted a research on public service managers in Malaysia.

Based on the analysis results, it can be seen that the indicator that is considered important in reflecting the organizational learning variable is the investigation climate, whereas the indicator that is considered important in forming job satisfaction is the work itself. It can be explained that organizational learning efforts have been able to affect the

<table>
<thead>
<tr>
<th>Variable</th>
<th>( \alpha )</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational culture (X₁)</td>
<td>0.670</td>
<td>Reliable</td>
</tr>
<tr>
<td>Organizational learning (X₂)</td>
<td>0.961</td>
<td>Reliable</td>
</tr>
<tr>
<td>Job satisfaction (Y₁)</td>
<td>0.842</td>
<td>Reliable</td>
</tr>
<tr>
<td>Organizational commitment (Y₂)</td>
<td>0.778</td>
<td>Reliable</td>
</tr>
<tr>
<td>Employee performance (Y₃)</td>
<td>0.685</td>
<td>Reliable</td>
</tr>
</tbody>
</table>

**Table II. Results of instrument reliability testing**

![Figure 2. Analysis result](image)
employees’ sense of satisfaction with their work so that employees feel that the work done at that time is very important and very meaningful for them.

These conditions can occur by building the employees’ attitude to continuously improve in relation to the duties and responsibilities of their work and building the employees’ attitudes to be open in accepting different opinions and constructive criticism, so that the employees feel that they have the ability to carry out the tasks and responsibilities.

In order to create an investigation climate, which is an important indicator in reflecting the organization’s learning, PTPN XIII (Limited Liability Company) has always held a competition of creativity and innovation for all employees in all areas of PTPN XIII (Limited Liability Company) since last year. In this creativity and innovation competition, employees can submit scripts that describe the various experiences they have in improving their work activities and that have been implemented in their own units/sections. Hopefully, the best experience in a unit/part can be replicated in other units/parts.

In addition, the directors of PTPN XIII (Limited Liability Company) are much aware that organizational learning activities that start from individual, group and eventual learning if it is managed well, then it can increase the employee job satisfaction. As an example of the embodiment, PTPN XIII (Limited Liability Company) directors always provide employees with opportunities to gain new knowledge, both through training and formal education.

As an effort to increase the employee job satisfaction, PTPN XIII (Limited Liability Company) directors also apply career development model that is directed to the opportunities to self-development as wide as possible in the available position formation. The main philosophy of career development is to provide equal opportunities to the employees to achieve the highest career level as long as the formation is available and can meet the specified job requirements. The efforts made by the management of PTPN XIII (Limited Liability Company) in increasing the employee’s job satisfaction, especially in the management of employee’s career are as follows: mapping the employees through talent classification map, that is, mapping all the employees from the class III to IV based on the actual ability and potential owned; competency development through enrichment such as special assignment and transfer of duties as well as skills briefing through job course, benchmarking and completion of the competencies through technical and managerial training in seminars and workshops.

4.2 The effect of organizational learning on organizational commitment

The second hypothesis is that organizational learning has a significant effect on the organizational commitment. The analysis result using a PLS-obtained path coefficient of 0.183 has a p-value < 0.05, so it is considered to be significant. Considering the positive path coefficients, it can be interpreted that better the learning activities of the organization will increase the employees’ organizational commitment more.

The results of this study support the findings of the research conducted by Wang (2003), Yang (2003) and Ng et al., who stated that organizational learning has an effect on the organizational commitment. The results of this study also expanded the research conducted by Rose et al. (2009) on public service managers in Malaysia. The results of the analysis show that the indicator that is considered important in reflecting organizational learning variables is the investigation climate, whereas the indicator that is considered important in reflecting organizational commitment is the level of employees confidence in accepting the values exist within the organization. It can be explained that organizational learning efforts have been able to affect the acceptance level of the employees to the values – the value that exists in the company to unite the employees with the organization.
These conditions can occur by building employees’ attitudes to continuously improve in relation to the duties and responsibilities of their work and by building employee attitudes to be open in accepting the different opinions and constructive criticism.

PTPN XIII (Limited Liability Company) for this approach in the field of human resources is based on the principle that human resources are the most important asset for the future of the company. Therefore, the concept of PTPN XIII (Limited Liability Company) is to provide space to all employees to develop their abilities in accordance with the talent and competence. One of the real forms of management by PTPN XIII (Limited Liability Company) is by filling the empty office formation through a standard selection system with the priority of their own employees (promotion within).

In addition, in the career development of its employees, PTPN XIII (Limited Liability Company) directs its employees to opportunities for the widest possible self-development either through formal education channels or course paths, workshops, internal discussions and others. Thus, every employee has equal rights and opportunities to occupy every level of office. Therefore, the determinants in PTPN XIII (Limited Liability Company) employee placement include competence, education, and excellence in attitude, knowledge and expertise. This is expected to be a trigger for the employees to continue to improve knowledge and skills, so the willingness of PTPN XIII (Limited Liability Company) to become a learning organization can be realized.

4.3 The effect of organizational learning on the performance
The third hypothesis is that organizational learning has a significant effect on employee performance. The analysis result using PLS-obtained path coefficient of 0.055 has a $p$-value $> 0.05$, so it is considered to be not significant. This can be interpreted that organizational learning has a very little effect on the employee performance.

The results of this study do not support the results of research conducted by Khandekar and Sharma (2006) and the results of research conducted by Rose et al. (2009) in which the results showed a positive relationship between organizational learning and employees performance. This finding also does not support the results of Absah’s (2007) study, which showed that organizational learning ability had a direct, significant and positive effect on the employees’ performance.

The analysis results show that the indicators that are considered to be important in reflecting organizational learning variables are the investigation climate, whereas the indicator that is considered to be important in shaping the employee performance is integrity. It can be explained that the organizational learning efforts have a very little effect on the employee’s integrity, which is embodied in the form of employees’ honesty in carrying out their work in accordance with the rules of the company.

This condition can occur because the employees of class III–IV PTPN XIII (Limited Liability Company) must have good integrity, which is an important indicator in assessing the performance of the employees, because in every January, the employees of class III–IV must sign a work agreement and at the end of the year, the deal will be assessed whether it affects the increase of the salary or proposed group or not.

Therefore, the presence or absence of organizational learning activities has no effect or has a little effect on the employees’ integrity. It can also be marked by the mean value of the performance variables of 3.8695, which is greater than the mean value of organizational learning variables of 3.6593.

The findings of this study confirm that organizational learning has no significant effect directly on the employee performance. But on the contrary, job satisfaction and organizational commitment have a significant effect on the employee performance. These findings prove that to improve employee performance, job satisfaction should be taken into account because job satisfaction can increase high organizational commitment from the employees.
Moreover, job satisfaction, either directly or indirectly (through organizational commitment) affects both good and poor performance of the employees. In other words, organizational learning has an indirect effect on the employee performance through job satisfaction and organizational commitment.

4.4 The effect of job satisfaction ($Y_1$) on the employees' performance ($Y_3$)

The fourth hypothesis is that job satisfaction has a significant effect on employee performance. The analysis result using a PLS-obtained path coefficient of 0.241 has a $p$-value < 0.05, so it is considered to be significant. Given a positive path coefficient, it can be interpreted that the high level of the employee job satisfaction will improve the employees' performance even more.

The results of this study support the theory presented by Kreitner and Kinicki in which there are consequences of job satisfaction, one of which is employee performance, in which Kreitner and Kinicki believe that if job satisfaction is high, then the employee will work as well as give a good performance.

The results of this study also expanded the results of previous studies that found that job satisfaction has an effect on employee performance, including the research conducted by Moynihan et al. (2000), addressed to executives registered in the database of the Ray and Berndsson Executive Search Firm, and research conducted by Asjari (2009), addressed to the supervisor of three-, four- and five-star hotels in Surabaya.

The results of the analysis show that the indicator that is considered to be important in forming the variable of job satisfaction is the work itself, whereas the indicator that is considered to be important in shaping the employee performance is integrity. It can be explained that employees' satisfaction with their current work is very important and very meaningful since it can affect their integrity that is embodied in the employees' honesty in working in accordance with the rules applied in the company.

Many efforts have been made by PTPN XIII (Limited Liability Company) to improve the employee satisfaction level. This aims to improve the employee performance. Based on the results of the discussions, these efforts were undertaken in support of the mission impossible launched by the Board of Directors of PTPN XIII (Limited Liability Company) in May 2007.

The proclamation of "mission impossible" is intended as a concrete step of PTPN XIII (Limited Liability Company) in looking at the corporate profits that tend to decrease. "Mission impossible" is a willingness to increase production of 100 percent within the next five years. To realize the mission impossible, there are three strategic policies applied by the management of PTPN XIII (Limited Liability Company): improving the quality of production assets, organizational structuring and human resources as well as paying attention to job satisfaction and business development.

4.5 The effect of organizational commitment ($Y_2$) on the employees' performance ($Y_3$)

The ninth hypothesis of organizational commitment has a significant effect on employee performance. The result of analysis by using a PLS-obtained path coefficient of 0.241 has a $p$-value < 0.05, so it is considered to be significant. Given the positive path coefficients, it means that the higher level of employees' organizational commitment will increase the employee performance even more.

The results of this study support the theory proposed by Mowday et al. (1982), in which an emerging form of commitment is not only passive loyalty but also involves an active relationship between the employee and the organization in the form of a willingness to give every effort for the success of the organization. A person who has a high commitment will have the identification of the organization, will be engaged in work, and will be loyal and positive toward the organization. He/she will show behavior toward the achievement of organizational goals and the willingness to remain with the organization.
This opinion indicates a relationship between organizational commitment and performance. The results of this study also support the results of research conducted by Rashid et al. (2003), who stated that organizational commitment has a potential impact on organizational performance, and organizational commitment and organizational performance factors have important implications for the managers of the organization.

The results of the analysis show that the indicator that is considered to be important in reflecting the organizational commitment variables is the level of employees’ confidence in receiving the values that exist in the company, whereas the indicator that is considered to be important in shaping the employee performance is integrity. It can be explained that the incorporation of values adopted by employees with the organization can affect the employees’ integrity that is embodied in their honesty in working in accordance with the rules applied within the company.

4.6 Implications
The study can provide the contribution toward the development of science, especially the organizational behavior. This study will prove the relationship between organizational culture and organizational learning with job satisfaction and organizational commitment as well as the employee performance in the state-owned plantation organization (BUMN).

In addition, this research can also be used as the empirical reference in the policy of decision making as the effort to increase the employee performance through management program of organizational culture, organizational learning, job satisfaction and organizational commitment of the employee. This research can also be a reference for the future researchers, especially those who are related to the organizational culture, organizational learning, job satisfaction and organizational commitment and employee performance.

Policy maker can use the findings of this study as empirical evidence to establish a policy on organizational learning, job satisfaction and organizational commitment of employees in order to improve performance of the employees.

The findings of this study suggested that employees develop subjective perception about organization based on several factors such as risk tolerance, pressure and support system. This perception becomes culture or characteristics of the organization. The positive and negative perceptions will influence performance and job satisfaction as well as have larger impact toward organizational learning. Both an individual and organization will develop stronger characteristics with time. As a result, organizational learning has a strong foundation, and therefore it is hard to change. Changing organizational learning of an organization requires a significant amount of time and effort.

5. Conclusion, suggestion and limitations
Several conclusions obtained are as follows: first, organizational learning has a significant effect on job satisfaction. The better the learning activity of the organization, the more it will increase the employee job satisfaction. Substantively, it can be explained that organizational learning efforts have been able to affect the employees’ sense of satisfaction with their work so that the employees feel that their current work is very important and very meaningful for them, and the employees have the ability to carry out their work, which becomes their duty and responsibility. These conditions can occur by building the employees’ attitudes to continuously improve in relation to the duties and responsibilities of their work and building the employee attitudes to be open in accepting different opinions and constructive criticism.

Second, organizational learning has a significant effect on organizational commitment. The better the learning activity of the organization, the more it will increase organizational commitment of employees. Substantively, it can be explained that the various activities of the organization’s learning are able to build the employees’ attitude in making continuous improvements related to their job duties and responsibilities and able to build the
employees’ attitude to be open in accepting opinions and constructive criticism, in which such attitude is able to affect the employees’ level of acceptance to the values in the company, so that it can unite the employees and the organization. The organizational learning activities are done by providing opportunities for the employees to increase their knowledge with a variety of formal education such as education in universities, position courses, seminars and other training as well as daily learning from the working experience of one employee to other employees.

Third, organizational learning has not a significant effect on the employee performance. These findings suggest that organizational learning has a little effect on employee performance. Substantively, it can be explained that the organizational learning efforts have a very small effect on the employees’ integrity embodied in the form of employees’ honesty in carrying out their work in accordance with the rules applied in the company. It is assumed that whether there is organizational learning activity or not, the employee performance with integrity indicator that is considered to be important by the employees of class III–IV PTPN XIII (Limited Liability Company) is close to good category. This finding confirms that organizational learning has no significant effect directly on the employee performance. But on the contrary, job satisfaction and organizational commitment have a significant effect on the employee performance. These findings prove that to improve the employee performance, employees’ job satisfaction needs to be taken into account because job satisfaction can increase the employees’ organizational commitment. Moreover, job satisfaction, either directly or indirectly (through organizational commitment), affects good and poor performance of the employees. In other words, organizational learning has an indirect effect on employee performance through job satisfaction and organizational commitment.

Fourth, job satisfaction has a significant effect on employee performance. The higher the level of employee job satisfaction, the more will be the increase in the employee performance. Substantively, it can be explained that employees’ satisfaction with their current work, so that they feel that their current job is very important and very meaningful for the employees, can affect their integrity embodied in their honesty in working in accordance with the rules applied in the company.

Fifth, organizational commitment has a significant effect on employee performance. The higher the level of organizational commitment of employees, the more will be the increase in the employee performance. Substantively, it can be explained that the unity of values adopted by employees with the organization can affect the integrity of employees that is embodied with honesty in working in accordance with the rules within the company.

5.1 Suggestion
The organizational learning activity is increased by extending the activity of creativity and innovation competition among the employees, as has been done so far, wherein activity is not only done at the level of director office (center) but also conducted by units in PTPN XIII (Limited Liability Company). Therefore, it is expected that this organizational learning activity can be designed at individual, group and ultimately at the overall organizational level. Continuing the program of empowerment and transformation of West Kalimantan 1, West Kalimantan 2, East Kalimantan and South Kalimantan/Central Kalimantan areas to become strategic business units.

5.2 Limitations
This research has been carried out in accordance with the research design that is planned and implemented maximally. However, there are some limitations in this study: the respondents are different because they are spread in several places with very different place conditions, for example, in the new headquarters in the urban areas and in the district office of West Kalimantan 1 and 2, which is located at the plantation sites.
Organizational learning effect


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Further reading


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