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Original Article

The Mediation of Job Satisfaction in Training Effect on Staff Performance

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Abstract

The capacity of work happiness to mediate the connection between training and performance has been the subject of conflicting results in other studies, the main purpose of this research is to dig out a better understanding of whether job satisfaction will be able to play such a role properly. This study applies a quantitative descriptive and causal approach. In this study, 79 people were chosen to participate as responders from the overall population. Using SPSS version 26, we evaluated the validity, reliability, and classical assumptions before diving into the deeper study. The ability of job satisfaction to act as a mediator was tested using a Sobel Test Calculator. With a p-value of less than 0.05, it seemed that work happiness may moderate the association between training and employee performance. The other three hypotheses were likewise verified to have a favourable and substantial effect. This study provides insight that implementing strategies to boost employee satisfaction can be more effective rather than only providing employees with training.

Keywords: Training Effectiveness, Job Satisfaction Mediation, Employee Performance, Human Resource Development, Organizational Behaviour.

1. Introduction

Trustworthy human resources, which must be handled effectively with the expectation that they will provide the best contributions in line with the company's strategies, are essential for organizations to grow, develop, and remain sustainable (Armstrong, 2009). One of the human resource initiatives that the organization does with the goal of improving performance is employee training. One of the most effective ways to boost employees' competence, expertise, and creativity is to adopt training (Goball et al., 2018). The goals of training comprise short-term goals, employees can do their current job (present job), and long-term goals (development) to prepare career paths for employees in the future (Nankervis et al., 2019). Job satisfaction is influenced by how employees feel about the company's care and appreciation by providing opportunities for them to participate in training programs (Ratag, 2016). When employees feel good, they will pay more attention to their job, which means they enjoy and feel pleasant in their job (Memon et al., 2023). As a consequence, employees will feel happy; they will focus on their work and have an impact on better productivity (Kuruppu et al., 2022). This provides an understanding that the job satisfaction felt by employees will increasingly make them encouraged to try their best to achieve the performance expected by the company. Training for the employees is likely to boost their energy and spirit to conduct the job, which drives their productivity improvement (Yessie & Indriawati, 2024).

Training could not improve employees' performance, according to some previous researchers (Damanik, 2024; Mahdavikia et al., 2024; Setiono et al., 2023; Shefani & Jaya, 2024). Other researchers showed otherwise, that training affected employees' performance (Boedhiarti et al., 2024; Pasaribu, 2025; Parta et al., 2023; Suciati & Deswarta, 2024). A moderating role for work satisfaction in the training-performance link has been found (Kiftiyah & Al Banin, 2023; Setiawan et al., 2021; Dihan and Pratama, 2018). However, other researchers found the different result, It shown that contentment with one's employment could not mediate the connection between training and productivity on the job (Hilmi, 2023; Sharfina, 2024).

Both theoretical and empirical investigations have shown that there are gaps and discrepancies about the connection between training, work satisfaction, and performance. These findings are based on the studies that were described earlier. On the basis of this, the objective of this study is to determine the factors that function as mediators of job satisfaction.

2. Literature Review

2.1. Training

Training entails imparting knowledge and abilities necessary for both new and current workers to carry out their duties effectively (Dessler, 2020). Training is an organizational effort and strategy to help employees acquire knowledge, skills, abilities, and behaviors needed to do their jobs (Noe et al., 2006). Training can also be defined as a systematic process and in line with the needs of employees to improve their skills, knowledge, understanding, and self-motivation (Mahdavikia et al., 2024). According to Martocchio (2019), a systematic approach to training needs an assessment that focuses on the company's mission, plans, and goals that will help the company determine whether training is needed or not. To see the impact of training provided to employees, Dessler (2020) and Nawaz et al. (2022), using the "*Kirkpatrick Model of Training and Effectiveness*," suggested four indicators, namely employee reactions to training received, learning received by employees, behavior formed from training, and results obtained by employees in accordance with the training objectives undertaken.

2.2. Job Satisfaction

Dessler (2020) defines work satisfaction as a pleasant emotion that employees have after examining the characteristics of their employment. Wardani in Kiftiyah (2023) maintains that one's level of contentment with one's job directly correlates to how they feel about their job. An organization's success is substantially supported by its ability to boost employee job satisfaction (Miao & Kim, 2010). Luthans (2006) presented three commonly acknowledged aspects of job happiness. First, being happy at one's work is an emotional response to one's work setting. Second, the extent to which outcomes match or exceed expectations is a common metric for gauging job satisfaction. Third, a wide range of interrelated attitudes is reflected in job satisfaction. To measure job satisfaction, this study refers to indicators put forward by Nabawi (2019), namely pleasure with work, work morale, discipline, and work performance.

2.3. Employee performance

The performance of an employee is defined as their ability to carry out their assigned tasks within an organization, as assessed by well-planned goals and objectives (Armstrong, 2009). Damanik (2024) indicates that performance is the evaluation of an employee's efforts in meeting the firm's expectations for the tasks they are responsible for performing. Performance can also be defined as the outcomes of work and conduct at work that employees achieve in the course of performing their duties and obligations that have been allocated to

them within a particular length of time. This definition is also conceivable. In other words, effectiveness might be defined as accomplishment. There are a variety of methods for evaluating an employee's performance, including formal performance reviews, informal comments from supervisors, and general merit ratings. Many companies use employee performance as a measure of how significant they are to the overall success of the business (Suciati & Deswarta, 2024). According to Dean and Kiu (2002), target, quality, completion time, and compliance are the four characteristics that may be used to assess staff performance.

2.4. The Impact of Training on Staff Performance

The return on investment (ROI) will be considered by the organization whenever it invests in staff training. This means that from the aspect of training costs incurred by the organization, they must at least be balanced with the performance received from employees or even beyond the value of costs incurred by the company. The investment in personnel is the name given to this expense by the company. Therefore, following a training program, employees are expected to gain better competencies. Staff members' productivity, both in terms of quality and quantity, is directly proportional to the degree of expertise they acquire. The study outcomes of Gusnawati (2023), Boedhiarti et al. (2024), and Suciati and Deswarta (2024) demonstrate that training positively and significantly improves performance. A hypothesis is put out in light of this description:

Hypothesis 1 (H1): Employee performance is positively and significantly affected by training.

2.5. The Impact of Job Training on Employee Work Satisfaction

One of the best ways to manage human resources is via training. The organization demonstrates its commitment to its employees' immediate and future needs by offering training opportunities. The goal of short-term needs includes how employees, at least, are able to do their jobs better now. Long-term goals include preparing the employees for better career paths or promotions in the future. The competency an employee acquires is something that they own for a lifetime. Employees who are able to do their jobs better after attending training will certainly have their own satisfaction. Researches conducted by Faizal (2024), Hassan et al. (2018), and Resnadita (2020) illustrate that training significantly and positively impacts employee happiness. As a result, we postulate the following theory:

Hypothesis 2 (H2): Work satisfaction is positively and significantly impacted by job training.

2.6. Evaluation of the Impact of Work Satisfaction on the Staff Performance

If workers are content in their jobs, it will reflect in their behavior and attitudes, which will boost morale and productivity. Therefore, it is reasonable to assume that when an employee is happy with his or her employment, he or she will perform better. According to previous study, there is a correlation that is not just favourable but also statistically significant between being content in one's working environment and being productive (Memon et al., 2023; Sasono & Razikin, 2022; Srivastav et al., 2024). This allows us to propose the following hypothesis:

Hypothesis 3 (H3): Staff Performance on the job is positively and significantly impacted by an employee's level of Work satisfaction.

2.7. The Impact of Work Training On Staff Performance is Mediated by The Employee's Level of Work Satisfaction

There will be an effect on job satisfaction as a result of employees participating in job training, which will also lead to an improvement in employee performance. The results of study by Kiftiyah and Al Banin (2023), Setiawan et al. (2021), and Dihan and Pratama (2018) demonstrate that contentment in one's work role may operate as a mediator between training received and performance. This allows us to propose the following hypothesis:
Hypothesis 4 (H4): The influence of job training on staff performance is mediated by the employee's level of Work satisfaction.

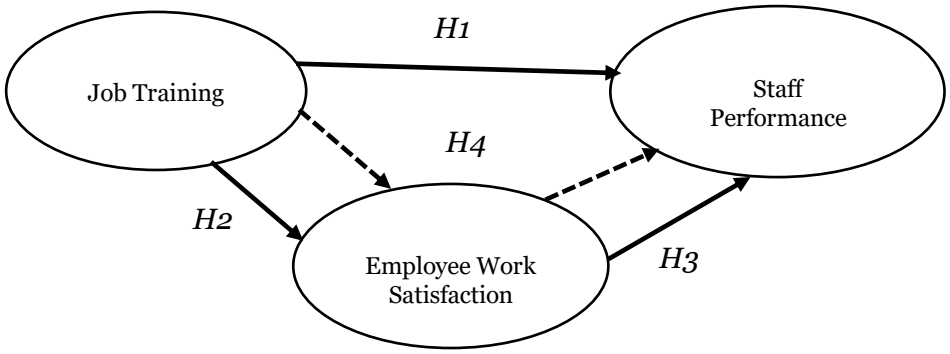

Figure 1. Conceptual Framework Diagram

3. Research Methods

Research methodology includes numerous categories, such as research methodology in terms of qualitative and quantitative approaches (Liu & Wang, 2010). Quantitative descriptive approaches are employed in this study. The total population was 79 employees of CU Keling Kumang. The sample used was a saturated sample. Data collection using questionnaires distributed to all respondents. As measured on a Likert scale, The purpose of the survey is to collect input from participants, and it was created to include five possible responses: “strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree”. Version 26 of the statistical package known as SPSS was utilized in order to process the data that was just acquired.

4. Results and Discussion

4.1. Research Results

4.1.1. Respondent Characteristic

As in table 1, the demographic profile of the 79 study respondents indicates a predominantly male workforce, accounting for 58%. The majority of respondents fall within the 31-40 age range (57%), followed by those aged 21-30 years (41%). Most participants have moderate tenure with their organizations; 44% have 6-10 years of employment experience, while 33% have 1-5 years of service. The sample reflects a well-educated workforce, with 70% holding diplomas or bachelor's degrees and 28% having completed secondary education (SMA/SMK level). A small proportion (2%) possess postgraduate qualifications. Notably, no respondents are over 51 years of age, suggesting a relatively young to middle-aged employee base within the studied organization.

Table 1. Respondent Characteristic

	Total	%
Gender		
Female	33	42
Male	46	58
Total	79	100
Age		
21 - 30 years	32	41
31 - 40 years	45	57
41 - 50 years	2	2
> 51 years	0	0
Total	79	100
Period of Employment		
1 - 5 years	26	33
6 - 10 years	35	44
11 - 15 years	15	19
> 15 years	3	4
Total	79	100
Education		
SMA/SMK	22	28
Diploma/ Bachelor	55	70
Postgraduate	2	2
Total	79	100

4.1.2. Validity Test

Table 2. Validity Test Results

Variable	Item Statement	R Table	Pearson Correlation	Sig.(2-tailed)	Description
Job Training (X1)	1	0,184	0,738	0,000	Valid
	2		0,772	0,000	Valid
	3		0,606	0,000	Valid
	4		0,738	0,000	Valid
	5		0,554	0,000	Valid
	6		0,551	0,000	Valid
	7		0,242	0,031	Valid
	8		0,610	0,000	Valid
	9		0,466	0,000	Valid
	10		0,380	0,001	Valid
	11		0,256	0,023	Valid
	12		0,311	0,005	Valid
Job Satisfaction (Z)	1	0,184	0,672	0,000	Valid
	2		0,511	0,000	Valid
	3		0,574	0,000	Valid
	4		0,579	0,003	Valid
	5		0,328	0,000	Valid
	6		0,501	0,000	Valid
	7		0,573	0,000	Valid
	8		0,393	0,000	Valid
	9		0,677	0,000	Valid
	10		0,573	0,000	Valid
	11		0,501	0,000	Valid
	12		0,638	0,000	Valid
	13		0,677	0,000	Valid
	14		0,468	0,000	Valid
Employee Performance (Y)	1	0,184	0,904	0,000	Valid
	2		0,636	0,000	Valid
	3		0,837	0,000	Valid
	4		0,904	0,000	Valid
	5		0,887	0,000	Valid
	6		0,606	0,000	Valid
	7		0,811	0,000	Valid
	8		0,892	0,000	Valid

Table 2 lists all of the tested variables and shows that they are all valid. Each of the variables has a Pearson correlation that is positive (r value is greater than r table 0.184), and the significance level for the two-tailed test is less than 0.05.

4.1.3. Reliability Test

A one-shot measuring approach is used to determine reliability, together with the Cronbach's Alpha statistical test. Parish and Guilford (1957) argue that the following categories best describe the meaning of the dependability coefficient: range from 0.00 to 0.20: extremely low; between 0.20 and 0.40: low; between 0.40 and 0.70: moderate; between 0.70 and 0.90: high; and between 0.90 and 1.00: very high. The results of the reliability tests that were carried out on each variable are included in the list that can be found provided below:

Table 3. Reliability Test Results

Variable	Cronbach's Alpha	Category
Job Training (X)	0,753	High
Job Satisfaction (Z)	0,821	High
Employee performance (Y)	0,926	Very High

The results of the reliability tests that were performed on each item are shown in Table 3, which range from high to very high. This means that the items employed may be inferred to be dependable.

4.1.4. Classical Assumption Test

A. Normality Test

Table 4. Normality Test Results of Job Training (X) on Work Satisfaction (Z)

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		79
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.93396902
Most Extreme Differences	Absolute	.075
	Positive	.075
	Negative	-.052
Test Statistic		.075
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Table 4 displays the results of the normality test performed on the work training variable related to work satisfaction. The value of the Symp.Sig. (two-tailed) is 0.200, which is more than 0.05. Taking into consideration the test, it appears that the data that follows is a normal distribution.

Table 5. Test Findings for Normality Factors Influencing Performance (Y): Work Satisfaction (Z) and Job Training (X)

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		79
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.67097873
Most Extreme Differences	Absolute	.051
	Positive	.051
	Negative	-.050
Test Statistic		.051
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The existence of a normal distribution can be proven by looking at the Asym.Sig., which shows that the data follows a normal distribution. The findings that were collected throughout the process of determining whether or not the components of job training and work satisfaction have a normal distribution on performance are presented in Table 5. This is one of the findings that was obtained. A two-tailed significance level that is greater than 0.05 is demonstrated by the table, which displays a significant value of 0.200.

B. Heteroscedasticity Test

Table 6. Heteroscedasticity Test with Glejser Test Job Training(X) to Work Satisfaction(Z)

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	8.415	2.612		3.221	.002
	Job Training (X)	-.104	.052	-.222	-1.994	.057

a. Dependent Variable: Abs_RES

On the basis of the fact that the significant value is more than 0.05, Table 6 implies that there is no heteroscedasticity between job training (X) and work satisfaction (Z).

Table 7. Heteroscedasticity Test with Glejser Test Job Training and Job Satisfaction on Performance

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	5.860	2.763		2.121	.037
	Job Training (X)	-.032	.087	-.067	-.373	.710
	Job Satisfaction (Z)	-.026	.066	-.071	-.394	.694

a. Dependent Variable: Abs_RES

There is no statistically significant link between training (X), work satisfaction (Z), and performance (Y) (p > 0.05), according to the findings of the test for heteroscedasticity, which are displayed in Table 7.

C. Multicollinearity Test

The regression model's dependability could be jeopardized if the multicollinearity test fails. In order to find signs of multicollinearity, the Tolerance and Variance Inflation Factor (VIF) values are used as a benchmark. To rule out multicollinearity, ensure that the tolerance and (VIF) values are between 10.00 and larger than 0.10.

Table 8. Multicollinearity Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	10.814	4.481		2.413	.018		
	Job Training (X)	-.527	.141	-.476	-3.745	.000	.405	2.471
	Job Satisfaction (Z)	.850	.107	1.009	7.938	.000	.405	2.471

a. Dependent Variable: Performance (Y)

According to the research findings for the Collinearity Statistic column, As can be seen from Table 8, A Tolerance Value greater than 0.10 and a VIF Value less than 10.00 are both present. Neither of these numbers is greater than 10.00. The conclusion that no signs of multicollinearity exist is hence not absolutely necessary.

D. Linearity Test

Table 9. Linearity Test Results

Variable	Sig. Liniearity	Deviation from linearity
Training (X) - Job Satisfaction (Z)	0,000	0,645
Job Satisfaction (Z) - Performance (Y)	0,000	0,539
Training (X) - Performance (Y)	0,006	0,344

In Table 9, we can see that the results of the linearity test are significantly lower than the 0.05 criterion for both Sig. Linearity and sig. Deviation from Linearity, proving this to be the case. The findings support the hypothesis that there is a linear connection between the variables under investigation.

E. Hypothesis Test

To Determine the effect of Work Training (X) on Work Satisfaction (Z), a simple linear regression test was conducted as follows:

Table 10. Simple Linear Regression Analysis: Effect of Work Training on Work Satisfaction

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	3.172	4.757		.667	.507		
	Job Training (X)	1.014	.095	.772	10.644	.000	1.000	1.000

a. Dependent Variable: Job Satisfaction (Z)

It is given in Table 10 that the results of the test were obtained. The value of the significance level is 0.000, which is lower than the threshold of 0.05. In addition, the predicted value of t is 10.644> t Table 1.668, which shows that the outcome was favourable. Taking all of this into consideration, it is possible to draw the conclusion that Work Training (X) has a significant and favourable impact on Work Satisfaction (Z), which is a favourable influence.

Table 11. Simple Linear Regression Analysis: Effect of Work Training on Employee Performance

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	13.509	6.003		2.250	.027		
	Job Training (X)	.335	.120	.302	2.784	.007	1.000	1.000

a. Dependent Variable: Employee Performance (Y)

It is possible to view the outcomes of the examination in Table 11. According to the computed t-value of 10.644> t Table 1.668, 0.000 is the level of significance, which is lower than the cutoff of 0.05. This means that things turned out well. Work satisfaction (Z) and Work training (X) may be positively and significantly related, according to one probable result.

Table 12. Simple Linear Regression Analysis: Effect of Work Satisfaction on Employee Performance

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	1.198	3.971		.302	.764		
	Job Satisfaction (X2)	.540	.074	.642	7.340	.000	1.000	1.000

a. Dependent Variable: Employee Performance (Y1)

For the purpose of providing evidence that the examination was successfully completed, the findings of the examination are reported in Table 12. The t-value of 1.668 is compared to the computed t-value of 7.340, which is greater than the t-value. Additionally, the Sig. value is 0.000, which is lower than the threshold of 0.05. Both of these values are higher than the t-value. When this is taken into consideration, it is acceptable to arrive at the conclusion that job training at the workplace has a significant impact on the performance of employees.

Table 13. Correlation Matrix for Training, Work Satisfaction, and Employee Performance

Correlations

		X1TOTAL	X2TOTAL	Y1TOTAL
X1TOTAL	Pearson Correlation	1	.772**	.302**
	Sig. (2-tailed)		.000	.007
	N	79	79	79
X2.TOTAL	Pearson Correlation	.772**	1	.642**
	Sig. (2-tailed)	.000		.000
	N	79	79	79
Y1.TOTAL	Pearson Correlation	.302**	.642**	1
	Sig. (2-tailed)	.007	.000	
	N	79	79	79

**. Correlation is significant at the 0.01 level (2-tailed).

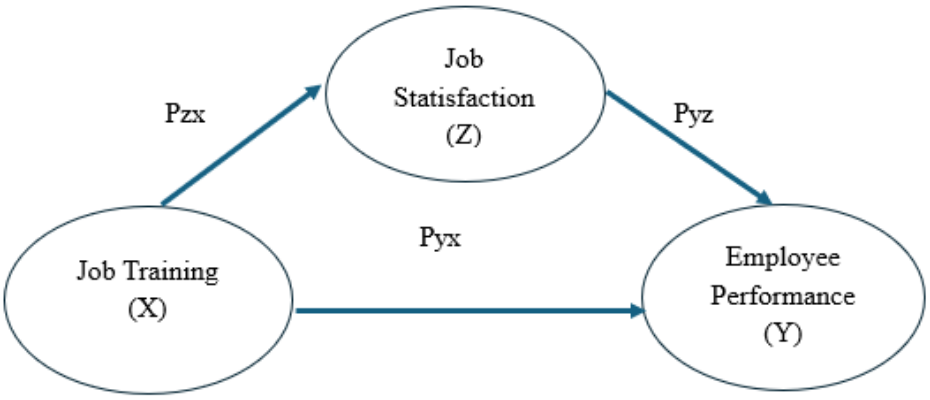

Figure 2. Structural Model: Work Training Effects on Employee Performance with Work Satisfaction as Mediator

1) Regression Model Sub Structure I Work Training (X) on Work Satisfaction (Z)

Table 14. Simple Linear Regression: Work Training on Work Satisfaction

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.772[a]	.595	.590	3.959

a. Predictors: (Constant), Job Training (X)

Table 15. ANOVA - Simple Linear Regression: Work Training on Work Satisfaction

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1776.078	1	1776.078	113.291	.000[b]
	Residual	1207.137	77	15.677		
	Total	2983.215	78			

a. Dependent Variable: Job Statisfaction (Z)

b. Predictors: (Constant), Job Training (X)

Table 16. Regression Coefficients - Simple Linear Regression: Work Training on Work Satisfaction

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.172	4.757		.667	.507
	Job Training (X)	1.014	.095	.772	10.644	.000

a. Dependent Variable: Job Statisfaction (Z)

2) Methods for Figuring Out the Path Coefficient

The path coefficient of the first substructure model is centred on the relationship between Work training (X) and work satisfaction (Z), which is the subject of the model.

The beta value of Structure Model I's regression result is 0.772, and the significance level is Sig.0.000 <0.05, as shown in Table 16. Job Training (X) has substantial effect on Job Satisfaction (Z). According to the Model Summary, the R2 value is 0.595, which means that Training explains 59.5% of the variance in job satisfaction and that other factors account for 40.5%. To obtain the value of e1, the formula e1 = √(1-Pzx) = √ (1-0.595) = 0.636 is utilized.

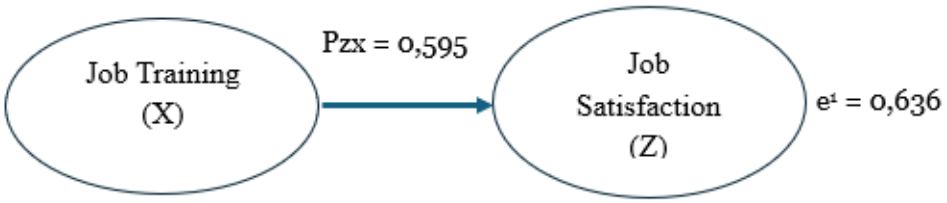

Figure 3. Model for the Substructure 1

Sub-Structural Model Equation 1 = Z = Px + e¹ = 0,772X + 0,636e¹

3) Effect of Work Satisfaction (Z) on Outcome (Y) in the Second Level of the Regression Model

Table 17. Model Summary - Simple Linear Regression: Work Satisfaction on Employee Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.642[a]	.412	.404	4.021

a. Predictors: (Constant), Job Satisfaction (Z)

Table 18. ANOVA - Simple Linear Regression: Work Satisfaction on Employee Performance

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	871.069	1	871.069	53.869	.000[b]
	Residual	1245.109	77	16.170		
	Total	2116.177	78			

a. Dependent Variable: Employee Performance (Y)
b. Predictors: (Constant), Job Satisfaction (Z)

Table 19. Regression Coefficients - Simple Linear Regression: Work Satisfaction on Employee Performance

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	1.198	3.971		.302	.764
	Job Satisfaction (Z)	.540	.074	.642	7.340	.000

a. Dependent Variable: Employee Performance (Y)

4) The Substructure Model II Path Coefficient Determines the Relationship Between Work Satisfaction and staff Performance

Table 19 displays the beta value and significance of the Structure I Model's regression result, which are 0.642 and Sig. 0.000 < 0.05, respectively. Employee satisfaction on the job (Z) correlates positively and significantly with their performance (Y). The R^2 value is 0.412, as shown in the Model Summary in Table 14. Accordingly, other variables explain 58.8% of the variance in Y, with Job Satisfaction (Z) explaining 41.2% of the variance. The value of e1 may be obtained using the equation (√(1-Pyz) = √ (1-0.412) = 0.767).

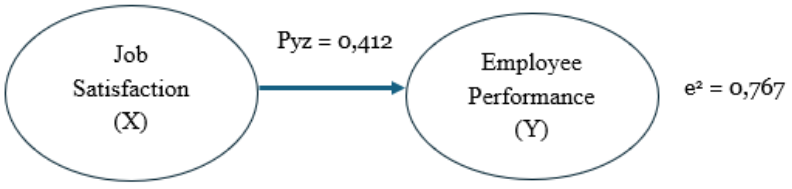

Figure 1. A Model of the Structure for the Sub-Structure II

Equation for Sub-Structure II Model : Y = Pz + e² = 0,642Z + 0,767e²

This study analysed the relationship between Work satisfaction (Z), the impact of Work training (X), and staff performance (Y) through mediation.

Table 20. Sobel Test Results for Mediation Analysis: Work Training Effects on Employee Performance through Work Satisfaction

Input:		Test statistic:	*p*-value:
t_a 10.644	Sobel test:	6.04256482	0
t_b 7.340	Aroian test:	6.02457243	0
	Goodman test:	6.06071939	0
	Reset all	Calculate	

Input:		Test statistic:	Std. Error:	*p*-value:
a 10.644	Sobel test:	74.26767879	1.05196448	0
b 7.340	Aroian test:	74.26602049	1.05198797	0
s_a 0.095	Goodman test:	74.26933721	1.05194099	0
s_b 0.074	Reset all	Calculate		

Table 20 displays the value of the test statistic, which is 6.042 and is equivalent to 74.267. This statistical value is shown in the table. This result was achieved with the utilisation of the Sobel Calculator Preacher (2010-2025) examination. The t-value that was obtained from the test was 1.668, and the p-value that was obtained was 0.000. Both of these values are lower than the threshold of 0.05. In conclusion, it is possible to assert that the potential of Work satisfaction (Z) to operate as a mediator between the link between training (X) and staff performance (Y) is a truth that can be asserted. In accordance with the findings of the prior research conducted by Kiftiyah and Al Banin (2023), Setiawan et al. (2021), and Dihan and Pratama (2018), the outcomes of this study are in agreement with how those findings were discovered.

4.2. Discussion

4.2.1. Staff performance is positively and significantly affected by training

The significance of t-value shows less than 0,00 and simple linear regression shows positive correlation between training and work satisfaction, which mean that training has a significant and positive impact on staff performance. The fact that this is the case leading to assumption the first hypothesis is plausible. Furthermore, the findings of this investigation are consistent with the findings of other studies carried out by Parta et al. (2023), Dihan and Pratama (2018), and Yimam (2022). As a result of taking into account the results of the statistical tests, which show that there is a positive value and a significance level that is less than zero.

4.2.2. Job satisfaction is positively and significantly impacted by training

A positive value and a significant level that is lower than 0.05 as the result of T-test, indicate that job training has a positive and significant influence on job satisfaction. The findings of the statistical testing indicate that this impact is positive and significant. As a result, we can conclude that Hypothesis 2 is accepted. The findings of this study, is in line with the previous studies conducted by Faizal (2024), Meidita (2019), and Resnadita (2020).

4.2.3. The relationship between satisfaction with work and staff efficiency is favourable and statistically significant

Using the findings of the statistical analysis that was conducted on the relationship between work satisfaction and employee performance, it is feasible to arrive at the conclusion that work fulfilment does, in fact, have an effect on employee performance. This conclusion can be reached by referring to the findings of the analysis. According to the findings of the statistical analysis, the value was found to be positive, and the level of significance was found to be less than 0.05. As a result of the data presented in the conclusion, Hypothesis 3 is proven to be accurate. Memon et al. (2023), Sutanto et al. (2021), and Sasono and Razikin (2022) have all conducted research in the past that has resulted in results that are in agreement with the findings of this study.

4.2.4. The relationship between work training and performance is moderated by satisfaction with work

The Sobel Test confirms the existence of the relationship by showing a statistically significant association between the test statistic and the p-value. We support Hypothesis 4 based on the results of this study, which show that factors related to work satisfaction mediate the relationship between training and performance. Our results are in agreement with those of Dihan and Pratama (2018), Kiftiyah and Al Banin (2023), and Setiawan et al. (2021).

5. Conclusion

Examining how work satisfaction mediates the relationship between training and employee performance is the main goal of this research. Training has a positive and significant effect on worker efficiency, satisfaction with work has a positive and significant effect on employee performance, and job satisfaction can mediate the relationship between training and performance, according to the results and conclusions drawn from the discussion that followed. Training does have an effect on performance, but these numbers show that increasing workers' happiness on the job is more important for productivity gains. The more employees feel satisfied, the better performance will be shown by the employees. This study also provides insight that implementing strategies to boost employee satisfaction can be more effective rather than only providing employees with training. Among other strategies can be implemented are job redesign, rewards, or provide employee with useful facilities in conducting their daily job.

The limitations of this study are that it uses three variables and the number of respondents is categorized below 100 employees. It is suggested that more research might make use of a greater number of different factors and a greater number of respondents in order to increase the scope of the advantages that the study can provide to the organization. Specific research may start from whether employee engagement and perceived organizational support can also have effect on employee satisfaction.

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