

Learning Organization and Organizational Commitment As Drivers of Employee Performance: The Mediating Role of Job Satisfaction

Andika Yusuf Putra^{1*}, Wawan Prahiawan², Hayati Nupus³

¹Universitas Sultan Ageng Tirtayasa, Banten, Indonesia

*Corresponding Author: andika.yusuf.putra@gmail.com

Article History

Received: 31-07-2026

Revised: 20-07-2026

Published: 30-07-2026

Keywords: Employee Performance; Job Satisfaction; Organizational Commitment; Learning Organization

ABSTRACT

This study examines the causal relationships among learning organization, organizational commitment, job satisfaction, and employee performance at PT Krakatau Bandar Samudera, a port company in Banten, Indonesia. The research was motivated by the need to clarify how organizational learning and commitment contribute to employee performance, both directly and through job satisfaction as a mediating variable. A quantitative approach was employed using survey data collected from 204 employees through structured questionnaires. The data were analyzed using Partial Least Square-Structural Equation Modeling (PLS-SEM) to test the proposed hypotheses and mediation effects. The results show that learning organization has a positive and significant effect on employee performance and job satisfaction, while organizational commitment significantly affects job satisfaction but does not have a significant direct effect on employee performance. Job satisfaction also has a positive and significant effect on employee performance. In addition, job satisfaction partially mediates the relationship between learning organization and employee performance, and fully mediates the relationship between organizational commitment and employee performance. These findings indicate that employee performance is strengthened more effectively through a supportive learning climate and enhanced job satisfaction. The study concludes that organizations should prioritize learning-oriented practices, commitment-building policies, and satisfaction-enhancing work conditions to achieve sustainable performance improvement.

INTRODUCTION

Employee performance is one of the main foundations of organizational effectiveness, business competitiveness, and longterm sustainability. In management studies, individual performance does not only reflect personal achievement, but also contributes cumulatively to team and organizational outcomes as emphasized by (Akob et al., 2019; Haerani et al., 2020; Minh Ha et al., 2019). Hasnakamilah & Purnomo (2023) define performance as behavior or activities related to organizational goals, which means that performance should be understood not merely as an outcome, but also as a set of work related actions that support organizational objectives. Common indicators of employee performance include attendance, output quality, productivity, and KPI (Key Performance Indicator) achievement. In highly competitive business environment, employee performance becomes increasingly important because it directly supports the creation of competitive advantage, as noted by (Aziz, 2022). For this reason, organizations must place performance management at the center of their strategic human resource agenda.

Improving employee performance depends heavily on an organization's ability to manage human resource in an adaptive and structured manner. Vuong & Nguyen (2022) argue that performance measurement is essential for evaluating company growth and success because organizations are expected not only to survive, but also to develop sustainably over time. Albrecht et al., (2015) further explain that performance related issues are widely studied across industries because they are closely linked to the effectiveness of managerial strategies and HR policies. Two factors that are frequently associated with performance improvement are learning organization and organizational commitment. A learning organization fosters continuous learning at the individual, group and organizational levels, thereby strengthening employee capabilities and organizational adaptability. Ju et al., (2021) note that a consistent learning culture enhance the organization's capacity to respond to challenges, while Huynh et al., (2024) show that learning organization can improve firm performance and support competitive advantage. Learning organization is also linked to job satisfaction, because Demir & Tatar, (2022) found that organizations with strong learning oriented cultures tend to produce higher levels of employee satisfaction. In this sense, learning organization does not improve technical competence, but also shapes a more supportive work climate that encourages stronger employee contribution.

Organizational commitment is another important factor influencing employee performance. Goetz & Wald (2022) describe organizational commitment as a psychological condition that reflects an individual's attachment to the organization and influences the decision to stay or leave. Employees with strong commitment are generally more willing to perform well, maintain quality, and carry out responsibilities consistently. At the same time, job satisfaction is often positioned as an important mechanism that helps explain how learning organization and organizational commitment affect performance. Prihadini et al., (2021) state that job satisfaction is influenced by compensation, working condition, the work environment, supervisor treatment, and future certainty, making it a reflection of organization quality as well

as employee experience. Amiruddin et al., (2025) also emphasize that job satisfaction can be understood as a psychological bridge connecting organizational practices with employee performance outcomes.

The empirical context of PT Krakatau Bandar Samudera (KBS) strengthens the relevance of this study. As a company operating in the port and logistics sector, PT KBS faces high work demands because it must serve both national and international customers with speed and service quality. In such a context, employee performance becomes a critical determinant of operational success. Internal company data show that employee KPI achievement has declined over the last five years, with a more significant drop in 2024. This decline indicates a performance problem that requires deeper analysis, especially since KPI is widely used as a quantitative measure of organizational and individual goal attainment, as noted by Villazón et al., (2020) and Głodziński, (2021). On the other hand, training data show that competency fulfillment remains above 80% and the average number of training activities per employee is more than once per year. However, company surveys indicate that complaints about insufficient training and knowledge sharing remain frequent, suggesting that the implementation of learning organization is not fully effective. This is reinforced by the fact that only around 58% of employees were involved in training over the last three years, which suggests that learning opportunities are still unevenly distributed across the workforce.

Another relevant phenomenon is employee turnover. Data from PT KBS show that average turnover over the last five years is 13 employees per year, or about 3.6% of the total workforce, meaning that approximately 96.3% of employees remain with the company. In general, this indicates a relatively good level of organizational commitment. However, the turnover trend has fluctuated noticeably, and the increase in 2024 suggests that there are still issues that cannot be ignored. In organizational settings, or changes in employees' perceptions of the work environment. Therefore, although aggregate commitment appears relatively strong, fluctuations in turnover signal that human resource management is not yet fully stable. Gede & Huluka, (2023) emphasize that aligning company goals with human resource management is essential for achieving organizational targets. Accordingly, the combination of declining KPI, uneven training distribution, and fluctuating turnover provides a strong empirical basis for examining the relationships among learning organization, organizational commitment, job satisfaction and employee performance.

From a theoretical perspective, this study is supported by inconsistent findings in previous research. Several studies report that learning organization has a positive and significant effect on employee performance, including (Anwar & Nurani, 2023; Cao et al., 2024; Hassani et al., 2022; Huynh et al., 2024; Laksono, 2023; Sunarsi et al., 2021; Suswati & Sawitri, (2022); Tortorella et al., (2019); Udin et al., (2023); Zgrzywa-Ziemak & Walecka-Jankowska, (2020), found that learning organization does not significantly affect employee performance. A similar

pattern apperas in the case of organizational commitment. Studies by Adiyono et al., (2023); Chiu et al., (2019); Loan, (2020); Makhfudho & Abadiyah, (2019); Nabhan & Munajat, (2023); Nasab & Afshari, (2019); Sufia et al., (2020); Suharto et al., (2019) found a positive and significant effect on employee performance, while (Goetz & Wald, 2022; Indrayani et al., 2023; Montayop et al., 2024; Rembet et al., 2020; Setiawan, 2020) reported non significant results. These inconsistencies show that that there is still a research gap that has not been fully resolved, especially in organizational contexts with spesific operational characteristics such as PT KBS. In addition, several studies suggest that job satisfaction may mediate the relationship between learning organization and employee performance, as well as between organizational commitment and employee perfomance, including Afrizal et al., (2022); Bagis et al., (2021); Cao et al., (2024); Gunawan et al., (2021); Hendri, (2019); Indrayani et al., (2023). Based on this empirical gap, the present study examines the influence of learning organization and organizational commitment on employee performance, with job satisfaction as a mediating variabel, in order to provide a mode comprehensive explanation of the decline in employee performance at PT KBS.

This study focused on explaining the mechanism linking learning organization, organizational commitment, job satisfaction, and employee performance at PT Krakatau Bandar Samudera. The main objective is not only the test the direct effect of the two exogenous variables on employee performance, but also to examine whether job satisfaction serves as mediating pathway that strengthens or explains these relationships. This approach is important because pervious finding on the direct effect of learning organization and organizational commitment on performance remain inconsistent, making mediation analysis relevant for understanding the more complex dynamics within organizations. From a practical perspective, the findings are expected to support managerial evaluation in improving tranining distribution, increasing job satisfaction, strengthening commitment, and utimately improving employee KPI achievement in a more measurable way.

RESEARCH METHODS

Research Design

This study employed a quantitative approach to examine the relationships among the research variables, using a survey method as the primary data collection technique. As stated by Creswell & Creswell, (2018), quantitative research involves a set of interrelated variables that are used to formulate hypotheses and determine how those variables are connected. In this study, the research design was cross-sectional, meaning that data were collected at one point in time from the selected respondents in order to capture the current condition of the research object. The variables examined in this study consisted of learning organization and organizational commitment as exogenous variables, job satisfaction as a mediating variable, and employee performance as the endogenous variable.

Population and Sample

The population comprised all permanent employees of PT Krakatau Bandar Samudera, totaling 380 employees, while the sample consisted of 204 employees from the core and supporting units. The sampling technique applied was saturated sampling, in which all members of the accessible population were involved, and the final sample size exceeded the minimum requirement suggested by Hair et al., (2022). Data were collected through an online questionnaire distributed via Google Forms, and both primary and secondary data were used to support the analysis. The questionnaire used an interval scale from 1 to 10 with a bipolar semantic differential format to measure respondents' perceptions of learning organization, organizational commitment, job satisfaction, and employee performance.

Data Analysis Technique

The instrument was tested for validity and reliability using IBM SPSS 31.0, while the data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS 4.0. This method is suitable for testing complex causal relationships among latent constructs and does not require strict normality assumptions. The analysis process included descriptive analysis, inferential analysis, outer model evaluation, inner model evaluation, hypothesis testing, and mediation testing. Descriptive analysis was used to summarize respondent characteristics and response tendencies, while inferential analysis was applied to test the proposed hypotheses and assess the significance of relationships among variables. Overall, this methodological design was selected to ensure that the study could produce valid, reliable, and empirically grounded findings regarding the influence of learning organization and organizational commitment on employee performance through job satisfaction.

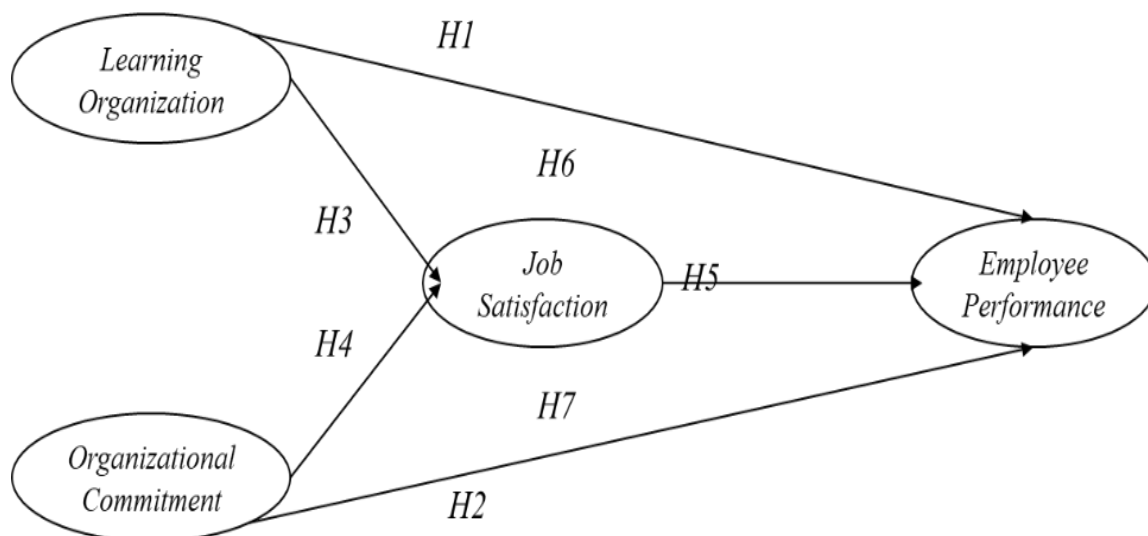


Figure 1. Research Model

Criteria of Outer and Inner Model

The outer model evaluation is conducted to determine the extent to which the indicators in the research model are capable of representing the latent constructs accurately. Hair et al. (2019) explain that this evaluation encompasses three principal dimensions, namely convergent validity, discriminant validity, and construct reliability. The criteria used for assessing the outer model are presented in table 1 below.

Table 1. Evaluation Values of Outer and Inner Model

Criterion	Evaluation Measure	Minimum Threshold	Description
Convergent Validity	Loading Factor	> 0.40	A factor loading above 0.70 indicates that the indicators of the latent variable are strongly correlated with the construct being measured. However, indicators with loading values in the range of 0.40 to 0.70 may still be retained for analysis (Hair et al., 2022)
Convergent Validity	Average Variance Extracted (AVE)	> 0.50	An AVE value greater than 0.50 indicates that the latent variable explains a sufficient proportion of the variance in its indicators (Hair et al., 2019)
Discriminant Validity	Fornell-Larcker Criterion	$\sqrt{\text{AVE}} >$ inter-construct correlations	The square root of AVE should be greater than the correlations among latent variables, indicating that there is no duplication of measurement across constructs (Hair et al., 2019)
Discriminant Validity	Heterotrait-Monotrait Ratio (HTMT)	< 0.90	This criterion indicates that each latent variable does not measure the same concept as another latent variable.
Construct Reliability	Composite Reliability	> 0.70	This measure indicates the consistency of the indicators in measuring the latent variable (Hair et al., 2021).
Construct Reliability	Cronbach's Alpha	> 0.70	This index is used to assess the internal consistency of the indicators within each latent variable (Hair et al., 2014)
Coefficient of Determination	Adjusted R ²	0.25= weak 0.50= moderate 0.75= strong	Measures the extent to which the independent variable explains the dependent variable (Hair et al., 2022)

If all criteria in Table 1 are satisfied, the constructs in the research model can be regarded as valid and reliable, with a loading factor of 0.70 generally recommended and values between 0.40 and 0.70 still acceptable when content validity is maintained. In the structural model, an Adjusted R² above 0.67 indicates strong predictive power, while bootstrapping results with a t-statistic greater than 1.65 or a p-value below 0.05 confirm a significant relationship; thus, a positive and significant path coefficient shows that higher levels of the independent variable are associated with higher employee performance.

Table 2. Indicators of Variable

Variable	Indikator
Employee Performance (Y)	1. Task Performance-Work Quality 2. Task Performance-Work Efficiency 3. Contextual Performance -Team Cooperation 4. Contextual Performance-Initiative 5. Adaptive Performance-Work Adaptive 6. Adaptive Performance-Solution Learning 7. Counter productive Behavior- Work Discipline Egenius et al. (2020)
Learning Organization (X1)	1. Continuous Learning 2. Dialogue Inquiry 3. Collaborative Learning 4. Embeded System 5. Empowerment 6. System Connection 7. Strategic Leadership Chai & Dirani (2018)
Organizational Commitment (X2)	1. Affective Commitment-Sense of Belonging 2. Affective Commitment-Personal Meaning 3. Affective Commitment-Emotional Attachment 4. Continuance Commitment-Job Continuance 5. Cintinuance Commitment-Limited Alternatives 6. Continuance Commitment-Personal Sacrifice 7. Normative Commitment-Guilt Feeling 8. Normative Commitment-Organization Loyalty 9. Normative Commitment-Sense of Obligation Adiyono et al. (2023)
Job Satisfaction (Z)	1. Ability Utilization 2. Advancement 3. Compensation 4. Moral Value 5. Recognition 6. Supervision-Technical 7. Working Condition Gazi et al. (2024)

RESULTS AND DISCUSSION

Description of Respondents

The dataset analyzed in this study comprises completed questionnaires from 204 respondents, which accurately represent the sample size used in the research.

Table 3. Characteristics of Respondent

Category	Type	Frequency	Percentage
Gender	Male	196	96.1%
	Female	8	3.9%
Age	Generation X	39	19.1%
	Millennial Generation	132	64.7%
	Generation Z	33	16.2%
Tenure	0-4 years	16	7.8%
	5-10 years	65	31.9%
	More than 10 years	123	60.3%
Education	Senior High School or equivalent	74	36.3%
	Diploma	25	12.3%
	Bachelor's Degree	95	46.6%
	Master's Degree	10	4.9%
Position Level	Managerial	90	44.1%
	Non-Managerial	114	55.9%
Unit	Core	142	69.6%
	Support	62	30.4%

Source: Data Processing (2026)

Outer Model Analysis

Convergent validity is evaluated by examining the relationship between each variable and its indicators. A construct is considered valid when its loading value exceeds 0.700, its indicators show a strong correlation. A score between 0.500 and 0.600 is deemed adequate for early-stage research applications. For a construct to have sufficient convergent validity, its Average Variance Extracted (AVE) value must be more than 0.500. In the meantime, the reliability of the measurement in measuring a specific construct is assessed using composite reliability. An instrument is regarded as reliable if the composite reliability value is greater than 0.700.

Table 4. Loading Factor

Variable	Indikator	Loading Factor	Validity
----------	-----------	----------------	----------

Employee Performance (Y)	EP1	0.918	Valid
	EP2	0.909	Valid
	EP4	0.910	Valid
	EP5	0.904	Valid
	EP6	0.856	Valid
Learning Organizaton (X1)	LO1	0,856	Valid
	LO2	0,834	Valid
	LO3	0,856	Valid
	LO4	0,847	Valid
	LO5	0,847	Valid
	LO6	0,876	Valid
	LO7	0,697	Valid
Organizational Commitment (X2)	OC2	0,852	Valid
	OC3	0,846	Valid
	OC5	0,457	Valid
	OC6	0,721	Valid
	OC7	0,797	Valid
	OC8	0,812	Valid
	OC9	0,790	Valid
Job Satisfaction (Z)	JS1	0.887	Valid
	JS2	0.863	Valid
	JS3	0.820	Valid
	JS4	0.794	Valid
	JS5	0.854	Valid
	JS6	0.804	Valid
	JS7	0.871	Valid

Source: Data Processing (2026)

Table 5. Output Construct Reliability and Validity

Variable	Cronbach's Alpha	Composite Reliability	AVE
Employee Performance	0.918	0.955	0.810
Job Satisfaction	0.941	0.945	0.710
Learning Organization	0.928	0.940	0.693
Organizational Commitment	0.844	0.905	0.584

Source: Data Processing (2026)

The reliability analysis indicates that all constructs in this study demonstrate very strong internal consistency and are therefore considered reliable. Organizational commitment (OC) shows excellent reliability, with Cronbach's alpha of 0.844 and composite reliability of 0.905, all exceeding the recommended threshold of 0.700. Similarly, learning organization (LO) exhibits strong reliability, indicated by Cronbach's alpha of 0.928 and composite reliability of 0.940, which likewise surpass the standard criterion. Job satisfaction (JS) meets the reliability requirement, with Cronbach's alpha of 0.941 and composite reliability of 0.945, confirming

high consistency across its indicators. In addition, employee performance (EP) presents very high reliability, as reflected in Cronbach's alpha of 0.918 and composite reliability of 0.955. These results indicate that all constructs in the research model satisfy the criteria for construct reliability, confirming that the measurement instrument is consistent, dependable, and also appropriate for representing the variables under investigation.

Structural Model Analysis

Table 6. Output Adjusted R Square

Variable	R-Square	R-Square Adjusted
Employee Performance	0.639	0.634
Job Satisfaction	0.760	0.757

Source: Data Processing (2026)

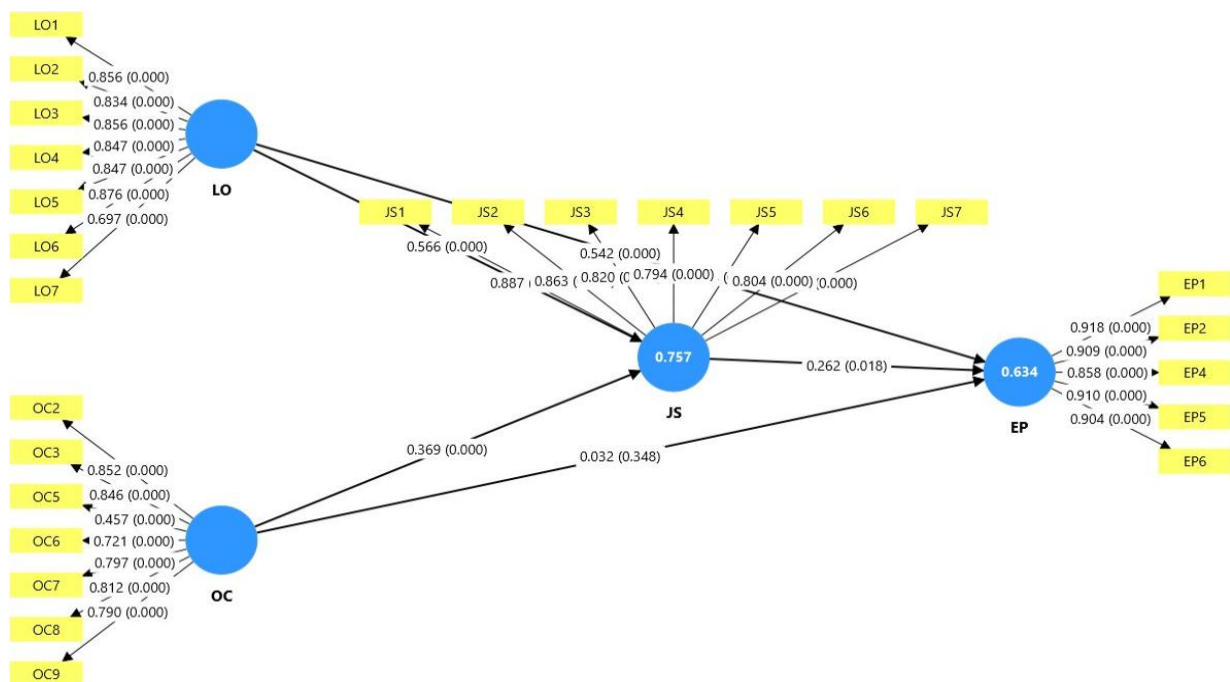


Figure 2. Results of Path Coefficient Test Using the Bootstrapping Technique

Path Coefficients

Table 7. Path Analysis Direct and Indirect Effect

Direct Effect

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-Statistics (O/STDEV)	P-Values
JS -> EP	0.262	0.261	0.125	2.094	0.018
LO -> EP	0.542	0.539	0.105	5.143	0.000
LO -> JS	0.566	0.560	0.058	9.712	0.000
OC -> EP	0.032	0.033	0.082	0.392	0.348
OC -> JS	0.369	0.376	0.057	6.436	0.000

Source: Data Processing (2026)

Based on the table 7, job satisfaction has a positive and significant effect on employee performance, as shown by the t-statistic of 2.094, p-value of 0.018, and a positive coefficient of 0.262, indicating that higher job satisfaction is associated with better employee performance. Learning organization also demonstrates a strong positive and significant effect on employee performance, with a t-statistic of 5.143, p-value of 0.000, and coefficient of 0.542, suggesting that a stronger learning-oriented environment substantially improves performance. Likewise, learning organization significantly influences job satisfaction, as reflected in the t-statistic of 9.712, p-value of 0.000, and coefficient of 0.566, confirming that an organization that supports learning tends to increase employees satisfaction. Organizational commitment has a significant positive effect on job satisfaction, with a t-statistic of 6.436, p-value of 0.000, and coefficient of 0.369, indicating that stronger commitment is followed by greater job satisfaction. In contrast, the relationship between organizational commitment and employee performance is not supported, since the t-statistic of 0.392 and p-value of 0.348 do not meet the required significance level, although the coefficient remains positive at 0.032 and shows only a very weak effect.

Indirect Effect

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-Statistics (O/STDEV)	P-Values
LO -> EP	0.148	0.146	0.073	2.034	0.021
OC -> EP	0.097	0.098	0.051	1.882	0.030

Source: Data Processing (2026)

Based on the analysis results, the mediation analysis indicates that job satisfaction plays a significant role in explaining the influence of learning organization and organizational commitment on employee performance. Job satisfaction significantly mediates the relationship between learning organization and employee performance, as shown by the indirect effect coefficient of 0.148, a t-statistic of 2.034, and a p-value of 0.021. The direct effect of learning

organization on employee performance is also significant, with the coefficient of 0.542, the mediation pattern is classified as partial mediation. Moreover, since both the direct and indirect effects are positive, the relationship reflects complementary mediation in the sense proposed by Hair et al., (2019). In contrast, organizational commitment does not show a significant direct effect on employee performance, while its indirect effect through job satisfaction is significant, with a coefficient of 0.097, t-statistic of 1.882, and p-value of 0.030. This pattern suggests that job satisfaction serves as a full mediation mechanism in the relationship between organizational commitment and employee performance. Overall, these results confirm that job satisfaction is an important psychological mechanism through which organizational factors contribute to employee performance.

Table 8 Hypothesis Result

No	Hypothesis	Test Result	Conclusion
H ₁	Learning organization has a positive and significant effect on employee performance.	Learning organization has a positive and significant effect on employee performance	H ₁ accepted
H ₂	Organizational commitment has a positive and significant effect on employee performance	Organizational commitment has a positive but not significant effect on employee performance	H ₂ rejected
H ₃	Learning organization has a positive and significant effect on job satisfaction	Learning organization has a positive and significant effect on job satisfaction	H ₃ accepted
H ₄	Organizational commitment has a positive and significant effect on job satisfaction	Organizational commitment has a positive and significant effect on job satisfaction	H ₄ accepted
H ₅	Job satisfaction has a positive and significant effect on employee performance	Job satisfaction has a positive and significant effect on employee performance	H ₅ accepted
H ₆	Job satisfaction positively mediates the relationship between learning organization and employee performance	Job satisfaction positively mediates the relationship between learning organization and employee performance	H ₆ accepted
H ₇	Job satisfaction positively mediates the relationship between organizational commitment and employee performance	Job satisfaction positively mediates the relationship between organizational commitment and employee performance	H ₇ accepted

Source: Data Processing (2026)

Discussion

The results of this study indicate that learning organization has a positive and significant effect on employee performance, a stronger learning organization within the company is associated with higher employee performance. These findings suggest that the impact of learning organization on performance is largely driven by the presence of strong internal and

external learning linkages, which enable employees to access knowledge more easily, respond more adaptively to work challenges, and reduce errors in task completion. In practice, a well-integrated learning system supports a more adaptive learning climate, enhances problem-solving capability, and ultimately contributes to better work quality. This results is consistent with prior studies showing that learning organization positively and significantly influences employee performance. Cao et al., (2024) found that a supportive learning climate contributes meaningfully to employee productivity, while Ziemak & Jankowska, (2020) emphasized that organizational learning processes are fundamental to sustainable performance. Similar findings were reported by Huynh et al., (2024) and Tortorella et al., (2019), both of which confirm that strengthening employees' learning capacity leads to improved performance outcomes. The qualitative responses from the questionnaire further reinforce these findings, showing that open discussion across hierarchical levels, continuous training, and active knowledge sharing foster a collaborative and comfortable work environment, improve technical competence, and support creativity and adaptability in dealing with organizational change. From the perspective of RBV theory, a learning organization can be understood as a valuable internal resource that builds unique knowledge assets, enhances employee capability, and creates a sustainable competitive advantage that is difficult for competitors to replicate.

On the other hand, the analysis results indicate that organizational commitment has a positive but insignificant effect on employee performance, suggesting that employee level of commitment does not automatically determine the quality of their performance. In other words, the emotional attachment and sense of belonging that characterize organizational commitment appear to encourage employees to remain loyal to the organization, but they do not yet provide sufficient impetus to raise the standard of their work output. The qualitative responses further support this interpretation, employees view the company as a second home and are willing to devote time and effort, including overtime work, for organizational continuity; however, this sense of loyalty is still limited to retention and moral responsibility rather than actual performance enhancement. These findings are not consistent with studies by Goetz & Wald, (2022); Indrayani et al., (2023); Setiawan, (2020), which reported a positive and significant relationship between organizational commitment and employee performance. On the other hand, the present result aligns with Chiu et al., (2019); Loan, (2020); Nabhan & Munajat, (2023); Nasab & Afshari, (2019), who emphasized that commitment alone is insufficient to improve performance without supporting factors. This result suggests that affective attachment and moral obligation may encourage employees to stay with the organization, such commitment does not necessarily translate into higher work quality unless it is accompanied by additional motivational and organizational supports.

The bootstrapping results indicate that learning organization has a positive and significant effect on job satisfaction, suggesting that the better the quality of learning organization implemented by the company, the higher the level of employee job satisfaction. This finding implies that a supportive learning culture within the workplace provides a concrete contribution to employees' positive evaluation of their work experience. These results indicate that the

contribution of learning organization to job satisfaction is strongly driven by the organization's knowledge integration system, which enables employees to access new information more easily and to utilize their skills and potential more optimally in completing work tasks. This result is consistent with previous studies by Allouzi et al., (2018); Cao et al., (2024); Demir & Tatar, (2022); Hendri, (2019), all of which reported that learning organization has a positive and significant effect on job satisfaction. The qualitative responses from the questionnaire further support this interpretation, open two-way discussion across hierarchical levels, easy access to new information, transparent knowledge sharing, and opportunities for continuous development create a comfortable and supportive work climate. These findings suggest that a successful learning organization integrates systems thinking with employees' personal mastery, thereby creating an environment that allows individuals to explore and apply their capabilities more effectively. Consequently, strengthening learning organization can be understood as an important strategy for sustaining employee job satisfaction over time.

The bootstrapping results indicate that organizational commitment has a positive and significant effect on job satisfaction, suggesting that higher levels of employee commitment are associated with greater satisfaction in the workplace. This finding implies that a strong and long-standing sense of attachment to the company provides a meaningful contribution to employees' positive feelings toward their jobs. These results suggest that the influence of organizational commitment on job satisfaction is primarily driven by the personal meaning employees attach to their organization, which in turn fosters positive perceptions of their responsibilities and strengthens their sense of fulfillment at work. This result is consistent with prior empirical studies by Dinc (2017); Loan (2020); Moshabi et al., (2024) and Soomro & Shah, (2019), all of which report that organizational commitment significantly enhances job satisfaction. The qualitative responses further reinforce this conclusion, employees perceive the company as a place for long-term dedication and career development, while fair appreciation and compensation from management increase their sense of being valued. These findings indicate that when employees demonstrate loyalty and dedication, organizations reciprocate through support and recognition, creating a balanced exchange relationship that ultimately promotes job satisfaction.

The bootstrapping results indicate that job satisfaction has a positive and significant effect on employee performance, suggesting that higher levels of job satisfaction are associated with better employee performance. This finding implies that employees who feel satisfied with their work experience are more likely to demonstrate stronger performance across their tasks and responsibilities. The effect of job satisfaction on employee performance is strongly driven by the extent to which employees are given opportunities to optimize their skills and capabilities. When employees are able to use their competencies effectively, their work enthusiasm increases, which in turn encourages them to produce higher-quality performance outcomes. This result is consistent with previous empirical studies by Hendri, (2019); Indrayani et al., (2023); Rawashdeh et al., (2020) and Prihadini et al., (2021), all of which found that job satisfaction significantly improves employee performance. The qualitative responses further

support this conclusion, employees feel satisfied when the company provides autonomy for self-development, fair compensation, a supportive family-like work environment, and adequate welfare facilities. These findings suggest that employees reciprocate favorable organizational treatment by exerting greater effort and delivering optimal work quality. Accordingly, the study confirms that job satisfaction is an important antecedent of sustainable employee performance.

The bootstrapping results indicate that job satisfaction partially and positively mediates the relationship between learning organization and employee performance. This finding suggests that job satisfaction provides a multiplier effect, because learning organization improves employee performance both directly and indirectly through the enhancement of employees' satisfaction at work. In this context, the presence of job satisfaction is important in explaining how the fulfillment of employees' skill-related needs is transformed into productive behavior and observable performance outcomes. These findings imply that a strong knowledge connection system within the company encourages employees to use their abilities more optimally, which increases job satisfaction and ultimately leads to better work quality. This result is consistent with prior studies by Arizanda Rahayu et al., (2024); Cao et al., (2024); Hendri, (2019); Kurland & Hasson-Gilad, (2015), all of which confirm that job satisfaction serves as an important intermediary in the relationship between learning organization and employee performance. The qualitative responses further support this conclusion by showing that open two-way communication across job levels and easy access to new knowledge directly improve performance while also enhancing satisfaction. When this satisfaction is reinforced by fair compensation and adequate facilities, employees become more motivated to perform optimally and solve work problems effectively in order to achieve organizational targets. Job satisfaction is strongly associated with performance achievement, and in this study learning organization functions as a key stimulus that generates such satisfaction. Accordingly, the findings affirm that a supportive learning environment becomes more effective in improving employee performance when accompanied by strong job satisfaction.

The bootstrapping results indicate that job satisfaction fully mediates the relationship between organizational commitment and employee performance. This finding suggests that a high level of organizational commitment can stimulate employee job satisfaction, which then translates into improved performance; however, the direct effect of organizational commitment on employee performance is not significant. In other words, employee loyalty does not automatically lead to higher performance unless it is first channeled through positive feelings toward the job. These findings indicate that deep emotional attachment to the organization and the satisfaction derived from using one's abilities effectively do not remain as personal loyalty alone, but rather are transformed into stronger work performance when job satisfaction is present. This result is consistent with prior empirical studies by Indrayani et al., (2023); Wilson, (2021) and Otoum et al., (2021), which identified job satisfaction as a mediating mechanism linking organizational commitment and employee performance. At the same time, the present finding differs from Afrizal et al., (2022) and Shidiq et al., (2024), who did not observe a significant mediating effect in their respective contexts. The qualitative responses support the

current result by showing that employees perceive the company as a second home with a strong family-like relationship, and that this emotional attachment becomes more productive when reinforced by training opportunities and fair financial compensation. Affective commitment reflects an emotional desire to remain with the organization, but such attachment does not necessarily produce superior performance on its own. Instead, it must be translated into job satisfaction before it can meaningfully improve work quality, confirming that job satisfaction is an essential intervening mechanism in the commitment-performance relationship.

CONCLUSION

The findings show that learning organization plays a central role in improving employee performance, both directly and indirectly through job satisfaction. By contrast, organizational commitment does not have a significant direct effect on employee performance, although it significantly improves job satisfaction and, through this mediator, contributes to performance indirectly. Overall, the results indicate that employee performance is more strongly driven by a supportive learning environment and the psychological state of job satisfaction than by organizational commitment alone. Job satisfaction partially mediates the relationship between learning organization and employee performance, while fully mediating the relationship between organizational commitment and employee performance. These results suggest that organizational learning practices and employee satisfaction are key factors in strengthening performance outcomes in the company.

The findings imply that management should prioritize the development of a strong learning organization, especially through continuous learning, open discussion across hierarchical levels, systematic knowledge sharing, and regular training programs aligned with business needs. These initiatives are expected to enhance both job satisfaction and employee performance simultaneously. Management should also strengthen organizational commitment by improving fairness in compensation, recognition of long-term service, and emotionally supportive workplace relationships. Since job satisfaction is a critical mediator, policies that improve employee comfort, access to skills utilization, and opportunities for self-development should be treated as strategic priorities.

For the study site specifically, PT Krakatau Bandar Samudera should focus on three practical policy directions. First, it should institutionalize a more open and collaborative learning climate through digital knowledge systems and routine cross-level discussions. Second, it should reinforce employee commitment by creating fair and transparent reward mechanisms that acknowledge tenure, contribution, and performance. Third, it should intensify job satisfaction initiatives by improving work facilities, providing career development pathways, and ensuring that employees can use their competencies meaningfully. These measures are expected to translate organizational resources into stronger and more sustainable employee performance.

This study has several limitations that should be considered when interpreting the findings. First, the cross-sectional design captures employee perceptions at only one point in

time, so it cannot fully explain changes in commitment, satisfaction, or performance over time. Second, the study was conducted in a single company with a specific organizational culture, which limits the generalizability of the findings to other industries or organizations with different employee characteristics. Third, the sample is dominated by senior employees with long tenure, which may influence the strength of the observed relationships and reduce applicability to high-turnover workplaces.

Future studies should adopt a longitudinal design to observe changes in organizational learning, commitment, satisfaction, and performance over time. Researchers are also encouraged to expand the study across multiple organizations and industries so that the findings can be generalized more broadly. To reduce self-report bias, future research may combine questionnaires with interviews or other qualitative approaches. It would also be useful to include external control variables and to test alternative mediators that may better explain the relationship between organizational commitment and employee performance.

REFERENCES

- Adiyono, M., Wajdi, F. M., Waskito, J., & Setyawan, A. A. (2023). The Effect of Job Satisfaction, Organizational Commitment on Turnover Intention and Employee Performance At PT JJ Gloves Indo Company. *International Journal of Management Science and Information Technology*, 3(2), 280–292. <https://doi.org/https://doi.org/10.35870/ijmsit.v3i2.1848>
- Afrizal, A., Muhammad, M., Wibisono, C., Indrayani, I., & Al-Qarni, A. (2022). Mediating Role of Job Satisfaction in Relationship of Compensation, Motivation and Organizational Commitment on Employee Performance in Batam Island, Indonesia. *International Journal of Advances in Social Sciences and Humanities*, 1(3), 131–137. <https://doi.org/https://doi.org/10.56225/ijassh.v1i3.50>
- Akob, M., Arianty, R., & Putra, A. H. P. K. (2019). The Mediating Role of Distribution Kahn's Engagement: An Empirical Evidence of Salesforce in Indonesia. *Journal of Asian Finance, Economics and Business*, 7(2), 249–260. <https://doi.org/https://doi.org/10.13106/jafeb.2020.vol7.no2.249>
- Albrecht, S., Bekker, A., Gruman, J., Macey, W., & Saks, A. (2015). Employee engagement, human resource management practices and competitive advantage: An integrated approach. *Journal of Organizational Effectiveness*, 2(1), 7–35. <https://doi.org/https://doi.org/10.1108/JOEPP-08-2014-0042>
- Allouzi, R. A. R., Suifan, T. S., & Alnuaimi, M. (2018). Learning Organizations and Innovation Mediated by Job Satisfaction. *International Journal of Business and Economics Research*, 7(1), 7–19. <https://doi.org/https://doi.org/10.11648/j.ijber.20180701.12>
- Amiruddin, Al-Amin, & Nastiar, M. F. (2025). The Relationship Between Job Satisfaction And Employee Performance: An HRM Literature Perspective. *International Journal of Society Reviews (INJOSER)*, 3(2), 321–327.
- Anwar, S., & Nurani, N. (2023). The effect of empowerment, learning organization, and organizational citizenship behavior on performance of employees. *Jurnal Penelitian*

- Pendidikan Indonesia*, 9(3), 1265–1272. <https://doi.org/https://doi.org/10.29210/020232017>
- Arizanda Rahayu, R., Nurasik, Arista Firana, R., & Biduri, S. (2024). Fraud pentagon in detecting financial statement fraud. *Journal of Multiperspectives on Accounting Literature*, 2(1), 18–30. <https://doi.org/10.22219/jameela.v2i1.30462>
- Aziz, A. (2022). Talent Management: Effects on Organizational Performance in Creating Competitive Advantage. *International Journal of Economics, Business and Accounting Research (IJEBAR)*, 6(4), 2296–2307.
- Bagis, F., Kusumo, U. I., & Hidayah, A. (2021). Job Satisfaction As A Mediation Variables on The Effect of Organizational Culture And Organizational Commitment to Employee Performance. *IJEBAR: International Journal of Economics, Business and Accounting Research*, 5(2). <https://doi.org/https://doi.org/10.29040/ijebar.v5i2.2495>
- Cao, T. H. V., Chai, D. S., Nguyen, L. P., Nguyen, H. T. H., Han, C. S., & Park, S. (2024). Learning organization and employee performance: the mediating role of job satisfaction in the Vietnamese context. *The Learning Organization: An International Journal*, 32(7), 53–73. <https://doi.org/https://doi.org/10.1108/TLO-09-2023-0177>
- Chai, D. S., & Dirani, K. (2018). The dimensions of the learning organization questionnaire (DLOQ): A validation study in the Lebanese context. *The Learning Organization: An International Journal*, 25(5), 320–330. <https://doi.org/https://doi.org/10.1108/TLO-03-2016-0017>
- Chiu, W., Won, D., & Bae, J. (2019). Internal marketing, organizational commitment, and job performance in sport and leisure services. *Sport, Business and Management*, 10(2), 105–123. <https://doi.org/https://doi.org/10.1108/SBM-09-2018-0066>
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.
- Demir, B., & Tatar, A. (2022). Investigation of the Relationship between Organizational Learning and Job Satisfaction. *Logos Universality Mentality Education Novelty: Political Sciences & European Studies*, 7(1), 101–138. <https://doi.org/10.18662/lumenpses/7.1/34>
- Dinc, M. (2017). Organizational Commitment Components and Job Performance: Mediating Role of Job Satisfaction. *Pakistan Journal of Commerce and Social Sciences*, 11(3), 773–789.
- Egenius, S., Triatmanto, B., & Natsir, M. (2020). The Effect of Job Satisfaction on Employee Performance Through Loyalty at Credit Union (CU) Corporation of East Kutai District, East Kalimantan. *International Journal of Multicultural and Multireligious Understanding*, 7(10), 480. <https://doi.org/10.18415/ijmmu.v7i10.1891>
- Gazi, M. A. I., Yusof, M. F., Islam, M. A., Amin, M. Bin, & Senathirajah, A. R. bin S. (2024). Analyzing the Impact of Employee Job Satisfaction on Their Job Behavior in the Industrial setting: An analysis from the Perspective of Job Performance. *Journal of Open Innovation: Technology, Market, and Complexity*, 10(4), 100427. <https://doi.org/10.1016/j.joitmc.2024.100427>
- Gede, D. U., & Huluka, A. T. (2023). The impact of strategic alignment on organizational performance: The case of Ethiopian universities. *Cogent Business & Management*, 10(2),

2247873. <https://doi.org/https://doi.org/10.1080/23311975.2023.2247873>
- Głodziński, E. (2021). Performance measurement embedded in organizational project management of general contractors operating in Poland. *Measuring Business Excellence*, 25(3), 271–286. <https://doi.org/10.1108/MBE-06-2019-0051>
- Goetz, N., & Wald, A. (2022). Similar but different? The influence of job satisfaction, organizational commitment and person-job fit on individual performance in the continuum between permanent and temporary organizations. *International Journal of Project Management*, 40(3), 251–261. <https://doi.org/https://doi.org/10.1016/j.ijproman.2022.03.001>
- Gunawan, A. W., Azzahroh, K., Tajib, E., & Aseanty, D. (2021). The Role of Job Satisfaction in Mediating the Effect of Organizational Culture and Organizational Learning on Employee Performance at PT. Techno Motor Indonesia. *Proceeding of the First Lekantara Annual Conference on Public Administration, Literature, Social Science, Humanities, and Education, LePALISSHE*. <https://doi.org/http://dx.doi.org/10.4108/eai.3-8-2021.2315143>
- Haerani, S., Sumardi, Hakim, W., Hartini, & Putra, A. H. P. K. (2020). Structural Model of Developing Human Resources Performance: Empirical Study of Indonesia States Owned Enterprises. *The Journal of Asian Finance, Economics and Business*, 7(3), 211–221. <https://doi.org/10.13106/JAFEB.2020.VOL7.NO3.211>
- Hair, J. ., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2021). *An Introduction to Partial Least Squares Structural Equation Modeling (PLS-SEM) Using R*. Springer, Cham. https://doi.org/https://doi.org/10.1007/978-3-030-80519-7_1
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate Data Analysis* (8th ed.). Annabel Alnscow.
- Hair, J., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2014). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)* (Sage Publi). SAGE Publications.
- Hair, J., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2022). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)* (Sage Publi). SAGE Publications.
- Hasnakamillah, A., & Purnomo, Y. J. (2023). The Influence of Motivation and Discipline on Employee Performance in the Public Sector in Bandung. *JIMKES: Jurnal Ilmiah Manajemen*, 11(3), 647–656. <https://doi.org/10.37641/jimkes.v11i3.2158>
- Hassani, E., Gelard, P., Sharifzadeh, F., & Azad, N. (2022). The Impact of Learning Organizations on Employee Performance with an Emphasis on Network Communication Approach. *Education in the Knowledge Society*, 23, 1–23. <https://doi.org/https://doi.org/10.14201/eks.26817>
- Hendri, M. I. (2019). The mediation effect of job satisfaction and organizational commitment on the organizational learning effect of the employee performance. *International Journal of Productivity and Performance Management*, 68(7), 1208–1234. <https://doi.org/10.1108/IJPPM-05-2018-0174>
- Huynh, T. N., Nguyen, P. Van, Do, A. M., Dinh, P. U., & Vo, H. T. (2024). Fostering organizational performance through innovation: The roles of environmental policy instruments, organizational learning supports, and intellectual capital. *Heliyon*, 10(20), 1–12. <https://doi.org/10.1016/j.heliyon.2024.e39361>
- Indrayani, I., Nurhatisyah, N., Damsar, D., & Wibisono, C. (2023). How does millennial

- employee job satisfaction affect performance? *Higher Education, Skills and Work-Based Learning*, 14(1), 22–40. <https://doi.org/10.1108/HESWBL-01-2023-0004>
- Ju, B., Lee, Y., & Yoon, S. W. (2021). A Meta-Analytic Review of the Relationship Between Learning Organization and Organizational Performance and Employee Attitudes: Using the Dimensions of Learning Organization Questionnaire. *Human Resource Development Review*, 20(2), 207–251. <https://doi.org/https://doi.org/10.1177/1534484320987363>
- Kurland, H., & Hasson-Gilad, D. R. (2015). Organizational learning and extra effort: The mediating effect of job satisfaction. *Teaching and Teacher Education*, 49, 56–67. <https://doi.org/https://doi.org/10.1016/j.tate.2015.02.010>
- Laksono, A. A. (2023). The Impact Learning Organization and Organization Culture To Employee Performance, Mediated By Knowledge Sharing (Empirical Study On Bumitama Agri LTD.). *Aptisi Transactions on Technopreneurship*, 5(2), 145–156. <https://doi.org/https://doi.org/10.34306/att.v5i2.294>
- Loan, L. T. M. (2020). The influence of organizational commitment on employees' job performance: The mediating role of job satisfaction. *Management Science Letters*, 10(14), 3307–3312. <https://doi.org/https://doi.org/10.5267/j.msl.2020.6.007>
- Makhfudho, S., & Abadiyah, R. (2019). Impact of Organizational Commitment on Employee Performance with Organizational Citizenship Behavior as an Intervening Variable in Transportation Companies in Sidoarjo, Indonesia: Dampak Komitmen Organisasi terhadap Kinerja Karyawan dengan Organizational. *Indonesian Journal of Law and Economics Review*, 5(353). <https://doi.org/https://doi.org/10.21070/ijler.2019.V5.353>
- Minh Ha, N., Mai, L., & Huynh Luong, T. (2019). The Role of Transformational Leadership toward Work Performance through Intrinsic Motivation: A Study in the Pharmaceutical Field in Vietnam. *The Journal of Asian Finance, Economics and Business*, 6(4), 201–212. <https://doi.org/10.13106/jafeb.2019.vol6.no4.201>
- Montayop, P. F., Rante, Y., Ratang, W., & Syauta, J. H. (2024). Organizational Commitment on Employee Performance: The Mediating Role of Organizational Citizenship Behavior in Papua Province. *International Journal of Research and Review*, 11(3), 105–113. <https://doi.org/https://doi.org/10.52403/ijrr.20240314>
- Moshabi, C. S., Schultz, C. M., & Plessis, F. du. (2024). The relationship between organisational commitment, job satisfaction and employee retention of detectives in the SAPS in the City of Tshwane. *SA Journal of Human Resource Management*, 22. <https://doi.org/https://doi.org/10.4102/sajhrm.v22i0.2266>
- Nabhan, F., & Munajat. (2023). The role of work engagement and organizational commitment in improving job performance. *Cogent Business & Management*, 10(2), 2235819. <https://doi.org/10.1080/23311975.2023.2235819>
- Nasab, A. H., & Afshari, L. (2019). Authentic leadership and employee performance: mediating role of organizational commitment. *Leadership & Organization Development Journal*, 40(5), 548–560. <https://doi.org/10.1108/LODJ-01-2019-0026>
- Otoum, R., Idiana, I., Amir, W., Al-Hussami, D. M., & Mohd Nawi, M. N. (2021). Mediating Role of Job Satisfaction in the Relationship between Job Performance and Organizational Commitment Components A Study among Nurses at One Public University Hospital in Malaysia. *Malaysian Journal of Medicine and Health Sciences*, 17(3), 197–204.

- Prihadini, D., Nurbaity, S., Rachmadi, H., & Krishantoro, K. (2021). The Importance of Job Satisfaction to improve Employee Performance. *Technium Social Sciences Journal*, 18, 367–377. <https://doi.org/10.47577/tssj.v18i1.3059>
- Rawashdeh, A., Elayan, M., Shamout, M., & Saleh, M. H. (2020). Job satisfaction as a mediator between transformational leadership and employee performance: Evidence from a developing country. *Management Science Letters*, 10(16), 3855–3864. <https://doi.org/10.5267/j.msl.2020.7.026>
- Rembet, G. A., Firdiansjah, A., & Sutriswanto. (2020). The Effect of Organizational Commitment and Employee Engagement towards Employee Performance through Organization Citizenship Behaviors. *Internasional Journal of Advances in Scientific Research and Engineering (IJASRE)*, 6(9), 7–13. <https://doi.org/http://doi.org/10.31695/IJASRE.2020.33869>
- Setiawan, L. (2020). The effect of emotional intelligence, organizational commitment on the team performance of hospital officers in South Sulawesi and Central Sulawesi province, Indonesia. *International Journal of Pharmaceutical and Healthcare Marketing*, 15(1), 64–82. <https://doi.org/10.1108/IJPHM-04-2019-0028>
- Shidiq, R. F., Noekent, V., & Alfain, M. (2024). The Synergistic Effect of Job Satisfaction as A Mediator between Quality of Work Life and Organizational Commitment on Job Performance. *Management Analysis Journal*, 13(4), 430–441. <https://doi.org/10.15294/maj.v13i4.15199>
- Soomro, B. A., & Shah, N. (2019). Determining the impact of entrepreneurial orientation and organizational culture on job satisfaction, organizational commitment, and employee's performance. *South Asian Journal of Business Studies*, 8(3), 266–282. <https://doi.org/10.1108/SAJBS-12-2018-0142>
- Sufia, Sofiyan, Toni, N., & Edward, Y. R. (2020). Effect of Organizational Commitment and Work Motivation on Employee Performance with Job Satisfaction as an Intervening Variable at PT. Famfit Bugar Nusantara. *International Journal of Research and Review*, 7(8), 303–312.
- Suharto, Suyanto, & Hendri, N. (2019). The Impact of Organizational Commitment on Job Performance. *International Journal of Economics and Business Administration*, 7(2), 189–206. <https://doi.org/10.35808/ijeba/227>
- Sunarsi, D., Rusilowati, U., Suwanto, Affandi, A., & Akib, H. (2021). The Influence of Knowledge Management and Learning Organizations on High School Employee Performance in Tangerang. *Journal of Educational Science and Technology (EST)*, 7(3), 253–260. <https://doi.org/https://doi.org/10.26858/est.v7i3.25095>
- Suswati, E., & Sawitri, D. (2022). Entrepreneurial Leadership and Learning Organization Its Influence on Midwives Performance Mediating By Organizational Commitment. *International Journal of Entrepreneurship*, 26(1), 1–15.
- Tortorella, G., Giglio, R., Fogliatto, F. S., & Sawhney, R. (2019). Mediating role of learning organization on the relationship between total quality management and operational performance in Brazilian manufacturers. *Journal of Manufacturing Technology Management*, 31(3), 524–541. <https://doi.org/10.1108/JMTM-05-2019-0200>
- Udin, Dhrma, R. D., Dananjoyo, R., & Shaikh, M. (2023). The Role of Transformational

- Leadership on Employee Performance Through Organizational Learning Culture and Intrinsic Work Motivation. *International Journal of Sustainable Development and Planning*, 18(1), 237–246. <https://doi.org/https://doi.org/10.18280/ijstdp.180125>
- Villazón, C. C., Pinilla, L. S., Olaso, J. R. O., Gandarias, N. T., & López de Lacalle, N. (2020). Identification of Key Performance Indicators in Project-Based Organisations through the Lean Approach. In *Sustainability*, 12(15), 5977. <https://doi.org/10.3390/su12155977>
- Vuong, T. D., & Nguyen, L. T. (2022). The Key Strategies for Measuring Employee Performance in Companies: A Systematic Review. In *Sustainability*, 14(21),14017. <https://doi.org/10.3390/su142114017>
- Ziemak, A. Z.-, & Jankowska, K. W.-. (2020). The relationship between organizational learning and sustainable performance: an empirical examination. *Journal of Workplace Learning*, 33(3), 155–179. <https://doi.org/10.1108/JWL-05-2020-0077>