

PalArch's Journal of Archaeology  
of Egypt / Egyptology

FACTORS AFFECTING QUALITY COMMITMENT OF STATE CIVIL  
APPARATUS IN HUMAN RESOURCES DEVELOPMENT AGENCY,  
MINISTRY OF HOME AFFAIRS, INDONESIA

*Dindin Wahidin<sup>1</sup>, Hamidah<sup>2</sup>, I Ketut R. Sudiarditha<sup>3</sup>*

<sup>1,2,3</sup> Study Program in Management Science-MSDM, Universitas Negeri Jakarta Indonesia

E-mail: [dindinwahidin\\_7647140225@mhs.unj.ac.id](mailto:dindinwahidin_7647140225@mhs.unj.ac.id) , [hamidahsam@gmail.com](mailto:hamidahsam@gmail.com)

**Dindin Wahidin, Hamidah, I Ketut R. Sudiarditha. Factors Affecting Quality Commitment Of State Civil Apparatus In Human Resources Development Agency, Ministry Of Home Affairs, Indonesia-- Palarch's Journal Of Archaeology Of Egypt/Egyptology 18(9), 1049-1057. ISSN 1567-214x**

**Keywords: Quality Commitment, Training And Development, Praiseworthy Behaviour, Work Awareness, Human Resources Development Agency**

## ABSTRACT

The State Civil Apparatus (SCA) already has standards concerning principles, basic values, code of ethics, code of conduct, functions, duties, and roles. Real condition is still far from that standard. Addressing this gap requires quality commitment from SCA. The SCA of Human Resources Development Agency of the Ministry of Home Affairs face with the problem of inefficiency, ineffectiveness, and low creativity, innovation, and quality orientation. The purpose of this study is to identify the factors that influence the quality commitment of SCA from Human Resources Development Agency (HRDA) of Ministry of Home Affairs. Based on the literature review, three factors were found, namely training and development, work awareness, and praiseworthy behaviour. The method used is a questionnaire survey design involving 196 samples of SCA HRDA Ministry of Home Affairs. Smart-PLS is used to test the hypothesis as well as the validity and reliability of the instrument. The results show that work awareness has the highest positive and significant direct effect on quality commitment, while training and development has no effect on quality commitment. This study has contributed to the existing literature where training and development have no effect on quality commitment. This is different from various previous studies. Suggestions for the human resource development agency is to evaluate the implementation of training and development that has been carried out so far.

## INTRODUCTION

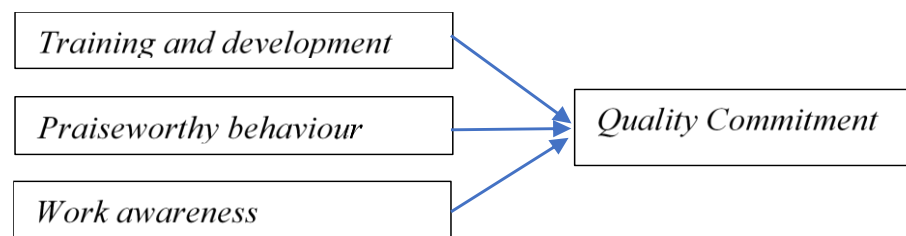
Quality commitment is a commitment that is directed at improving the quality of individual employees in realizing individual goals and organizational goals in an integrated manner. Quality commitment is characterized by: a) a sense of

security and comfort in the organization; b) there is a high sense of attachment to the organization and wants to maintain its sustainability; c) individual goals with organizational goals are mutually synergistic based on a psychological contract; d) appreciation for the spirituality of employees in the workplace; e) the existence of adaptation and self-regulation of individuals according to organizational changes. Those characteristics of quality commitment are compiled based on [1][2][3][4][5][6][7][8][9][10][11].

The State Civil Apparatus (SCA) needs to implement the principles, basic values, code of ethics, code of conduct, functions, duties, and roles [12] as the standard for the SCA's quality commitment. But, the empirical fact in the Human Resources Development Agency of the Ministry of Home Affairs, there are inefficiencies and ineffective implementation of work, as well as low creativity, innovation, and quality orientation of the SCA. In order to have reliable, professional, competent and competitive capabilities in providing public services, it is necessary to accelerate the improvement of the quality of human resources of the SCA.

To narrower the gap needs the quality culture. The concept that underlies the importance of the quality culture is the individual quality commitment. In realizing it, it is very dependent on internal and external factors of individuals within the organization. Internal factors include encouragement of individual intentions and behaviour in building praiseworthy behaviour and work awareness to create quality commitments while external factor is the training and development that he participates in.

Research on the quality commitment of the SCA at the Human Resources Development Agency of the Ministry of Home Affairs is limited to three independent variables, namely training and development, praiseworthy behaviour and work awareness. The objectives of this study are: first, analysis the effect of training and development on quality commitment. Second, analysis the effect of praiseworthy behaviour on quality commitment. Third, analysis the effect of work awareness on quality commitment. Figure 1 show the influence of training and development (T&D), praiseworthy behaviour, and work awareness on quality commitment. Each proposition based on literature review of the previous research done by others.



**Figure 1.** The Influence of Training and Development, Praiseworthy Behaviour, and Work Awareness on Quality Commitment

**METHODOLOGY**

The research design used is a questionnaire survey method. Respondents were SCA at the Human Resources Development Agency of the Ministry of Home Affairs. The number of samples is 196 calculated using the Slovin formula.

The sample is the class-three of SCA who have worked for more than one year. They are considered very potential in carrying out operational and strategic technical tasks by having analytical capacity and competence that demonstrates expertise and skills. Questions in the questionnaire use a Likert scale. Three types of questionnaires were used. First, the T&D and Work Awareness questionnaire was addressed to the sample. Second, the Quality Commitment questionnaire was addressed to the supervisor where the sample served. Third, the Praiseworthy Behaviour questionnaire addressed to colleagues in the same work unit from the sample.

Quality Commitment is measured from the dimensions of efficiency, effectiveness, innovation, and quality orientation with a total of 21 questions. T&D is measured through the dimensions: types of T&D activities, materials/substances of T&D activities, quality of trainers/teachers/facilitators, learning methods with the number of questions as many as 41 items. Praiseworthy Behaviour is measured through the dimensions of sincerity in intention, politeness of speech, friendliness of socializing, piety of worship with a total of 17 questions. Work Awareness is measured through the following dimensions: understanding the implications of quality at work, skills at work, technical skills at work, and a positive/supportive attitude at work; all dimensions are measured by 20 questions. All the questions in all the questionnaires used in the survey have passed the test by the relevant experts.

To test the hypothetical model was used Smart-PLS (Partial Least Square). This chosen software is in accordance with the research objectives and the conditions of the data collected regarding the dimensions of the latent variables. Also, it can predict the relationship among variables which emphasizes more on data than theory. It's more to confirm the theory/model being built. Testing with Smart-PLS begins with testing the construct validity and instrument reliability. The validity test was conducted to measure the ability of the research instrument to measure what it should be (Cooper and Schindler, 2006 in [13]). The construct validity test is carried out through convergent and discriminant validity and average variance extracted (AVE) tests. The reliability test in PLS used to measure the consistency of the measuring instrument use the composite reliability method and Cronbach's alpha [2].

## RESULTS

In summary, the test results are shown in Table 1 and Figure 2. The results of the construct validity test with reflective indicators are shown in the values of convergent validity, discriminating validity, and AVE. In Table 1 all indicators have a convergent validity value above 0.5 and the largest cross loading value is in the latent variable (see also Figure 2). The AVE value above 0.5 means that all latent variables used in this study are valid. The instrument reliability test is shown in the composite reliability and Cronbach's alpha values. Both must be above 0.7. Table 1 shows that all constructs have values above 0.7 so it can be concluded that the constructs have good reliability.

The value of  $R^2$  on the quality commitment variable is 0.936. This means that the independent variables (T&D, Praiseworthy Behaviour, and Work

Awareness) are able to explain the dependent variable (Quality Commitment) by 93.6 percent, while the rest are other variables outside the model. In addition, the model has predictive relevance with its  $Q^2$  value of 0.935. Thus, the quality commitment model is a good model and can be used to predict the amount of quality commitment with a change in the value of its independent variables.

**Table 1.** Variable Statistics and Statistical Test Results

Var	min	Max	mode	mean	std	AVE	Cronbach's Alpha	Composite Reliability
T&D	2	5	4	3.49	0.85	0.511	0.975	0.977
WA	1	5	4	3.67	0.98	0.760	0.983	0.984
QM	1	5	4	3.58	0.96	0.643	0.972	0.974
PB	1	5	3	3.43	0.95	0.524	0.941	0.948

Quality Commitment has R Square= 0.936 and R Square Adjusted =0.935  
 Value of  $Q^2 = 1 - (1 - 0.935) = 1 - 0.065 = 0.935$ . It is above null. It showed that the model has predictive relevance.  
 Godness of fit (gof) = the root of (mean of AVE\*mean of  $R^2$ ) = the root of  $(0.610 * 0.935) =$  the root of  $(0.570) = 0.755$ . Value of gof is above 0,38. The model is a good one if has gof value above 0,38.

Information: T&D= Training and Development; WA= Work Awareness; QM= Quality Commitment; PB= Praiseworthy Behaviour.

Consider Table 2. To test the hypothesis, the t-statistic values generated from the PLS output are compared with the t-table values. The PLS output is an estimate of the latent variable which is an aggregate linear of the indicators. The test criteria with a significance level of  $\alpha = 5\%$  for a one-way test (positive/negative effect) are determined as follows.

Based on the results of t table and t count, the comparison can be seen as follows:

- If t count > t table (1,64), then  $H_0$  is rejected and  $H_1$  is accepted
- If t count < t table (1,64), then  $H_0$  is accepted and  $H_1$  is rejected

Meanwhile, to see the significance effect between variables for the one-way test based on the following criteria:

- If prob.value sig/2 < 0.05 then there is a significant effect
- If prob.value sig/2 > 0.05 then the effect is not significant

**Table 2** Hypothesis Test Results

Relationship	Original Sample (O)	T- Statistics ((O/STDEV))	P Values	Decision	Conclusion
Training & Development-> Quality Commitment	0.032	1.035	0.150	don't reject $H_0$	No direct effect
Praiseworthy Behaviour -->	0.101	2.619	0.004	reject $H_0$	Direct effect

Quality Commitment					
Work Awareness	0.853	18.335	0.000	reject Ho	Direct effect
--> Quality Commitment					

From table 2 it appears that:

1) Answering Objective 1: T&D does not directly affect the Quality Commitment of the SCA at the Human Resources Development Agency of the Ministry of Home Affairs. The coefficient is 1.035 which is smaller than the t table (= 1.64) and a p value of 0.150 which is greater than  $\alpha = 0.05$ . The results showed that  $H_1$  was tested rejected. It means that the increase in T&D has not directly increased the quality commitment.

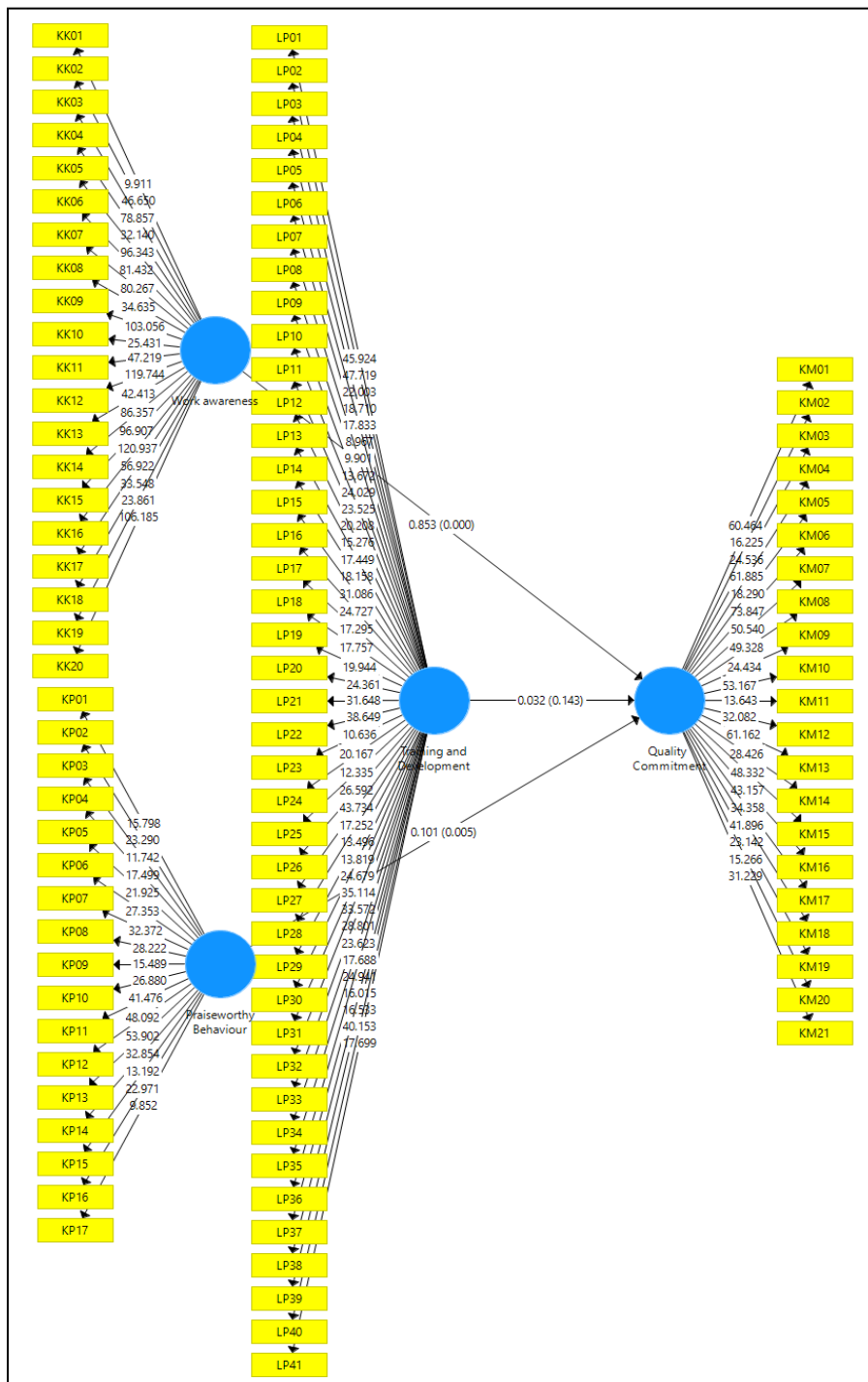


Figure 2 The Quality Commitment Model

2) Answering Objective 2: Praiseworthy Behaviour has a positive and significant direct effect on the quality commitment of the SCA at the Human Resources Development Agency of the Ministry of Home Affairs with a coefficient of 0.101, where the value of  $t_{stat} = 2.619 > t_{table} = 1.64$  and  $p$  value of  $= 0.004$  (reject  $H_0$ , accept  $H_1$ ). This means that an increase in praiseworthy behaviour will directly increase quality commitment.

3) Answering Objective 3: Work awareness has a positive and significant direct effect on the quality commitment of the SCA at the Human Resources Development Agency of the Ministry of Home Affairs. The effect of Work Awareness on Quality Commitment with a coefficient of 0.853, where the value of  $t_{stat} = 18.335 > t_{table} = 1.64$  and  $p$  value  $< 0.05$  (reject  $H_0$ , accept  $H_1$ ). This means that increasing work awareness will directly increase quality commitment.

## DISCUSSION

Praiseworthy behaviour and work awareness have a positive and significant direct effect on quality commitment. But T&D has no direct effect. It is different from the results of previous studies [14][15][16][17][18]. This result may be influenced by the different dimensions/indicators used in measuring T&D as well as quality commitment. In previous studies, the dimensions of training included: access or availability of training, its frequency, motivation of trainees, its benefits, support from colleagues, and support from supervisors [19][20][21][6], and some add to the dimensions or aspects of the training environment [21]. In [7] and [22] using the dimensions of training include employee participation in training and company interest in employee development. In this study, the dimensions of T&D include: types of T&D activities, materials/substances of T&D, quality of trainers/teachers/facilitators, and learning methods.

The dimensions used here are based on theories and supported by everyday practical experience. [23] mentions four stages in the training process, namely the needs, design, implementation, and assessment. Training needs are in the form of determining the types of training activities that are in accordance with the needs to support the work. This forms the basis for the dimensions of the types of T&D activities. The training design stage is aimed at the learning concept which includes three important factors, namely the readiness of the trainees, the ability of the trainer, and the training materials. This becomes the basis for the dimensions of the material/substance of T&D activities as well as the dimensions of the ability or quality of the trainers/teachers/facilitators used in this study.

The implementation and assessment stages are very dependent on the instruments and training methods that are the basis for choosing the dimensions of the learning method. [24] revealed that training is a formal and systematic behaviour modification; [25][26][27] principally states that training refers to the teaching of specific knowledge and skills, by measuring short-

term or current outputs; and involves planned instruction in specific skills and practices to produce behaviour change [28]. [28] in line with [27] stated that development is much broader in focus and takes longer than training. This is in line with [29] and [24] which principally state that development is a long-term process in increasing the capacity and performance of individuals to be able to adapt to changes in individual behaviour, organizations and the environment in the future.

The dimensions of Quality Commitment in this study are more directed at the commitment to the implementation of the work and the results achieved in accordance with the promises, values, vision and mission as well as the goals of the organizational unit based on affective and rational norms with the dimensions of efficiency, effectiveness, innovation and quality orientation.

The novelty of this research is: first, there are different dimensions used to measure quality commitment as well as T&D. Second, praiseworthy behaviour and work awareness are the new constructs affecting quality commitment. Third, including development in addition to training. Fourth, it gives different results on the effect of T&D on quality commitment. Fifth, it is the new case for quality commitment study of the state civil apparatus in the Human Resources Development Agency of the Ministry of Home Affairs.

## CONCLUSIONS AND SUGGESTIONS

Based on the results of analysis, the research findings can be concluded as follows:

1. Training and Development has no effect on the Quality Commitment of the SCA. On this basis, it is recommended to the Human Resources Development Agency of the Ministry of Home Affairs to increase training related to the formation or strengthening of the character of the SCA. It is recommended for work units within it to make adjustments to training and development materials that are in accordance with the real needs for increasing quality commitment of SCA.
2. Praiseworthy Behaviour has a positive and significant direct effect on the quality commitment of the SCA. That is, the increase in praiseworthy behaviour will increase the quality commitment of the SCA. It is recommended that every institution/work unit can provide a positive social environment that can encourage the SCA to apply the norms, principles, vision, mission, values, duties and functions as outlined in the constitution of the SCA.
3. Work awareness has a positive and significant direct effect on the quality commitment of the SCA. That is, increasing work awareness can increase quality commitment. It is recommended that every SCA apply the material that has been obtained in the education and training in supporting the implementation of daily tasks.
4. Based on the results of this study, quality commitment is only directly influenced by work awareness with high values. While praiseworthy

behaviour has little effect, and training and development has no effect. Therefore, it is necessary to study further on these four variables by placing the work awareness variable as a mediation.

## REFERENCES

- Colquitt, J., Lepine, J. and Wesson, M. (2019). *Organizational Behavior: Improving Performance and Commitment in The Workplace*. McGraw-Hill
- Baumeister, R.F. (2018). *Self-Regulation and Self Control: Selected works of Roy F. Baumeister*. New York: Routledge.
- Ocen, E., Francis, K. and Angundaru, G. (2017). The role of training in building employee commitment: the mediating effect of job satisfaction. *European Journal of Training and Development*, 41(9), 742-757. <https://doi.org/10.1108/EJTD-11-2016-0084>.
- Pourkiani, M., Seyedi, S., & Sarasia, H. (2016). The effect of self-awareness and self-regulation on organizational commitment employees of Islamic Azad University of Mashhad with mediating role of job satisfaction. *Journal of Fundamental and Applied Sciences*, 8(2), 1886. <https://doi.org/10.4314/jfas.v8i2s.130>
- Abdullah, A. (2020). The role of sincerity as a motivating factor to work for non-profit organizations. *Humanities & Social Sciences Reviews*. 8(1). 651-658. <https://doi.org/10.18510/hssr.2020.8178>
- Bulut, C. and Culha, O. (2010). The effects of organizational training on organizational commitment. *International Journal of Training and Development*, 14:309-322. <https://doi.org/10.1111/j.1468-2419.2010.00360.x>
- Grund, C. and Titz, K. (2018). *Further Training and Affective Commitment*. Research Report at the Institute of Labor Economics.
- Rifa'i, A.A., Komariah, A., Permana, J., and Sudarsyah, A. (2018). The Influence of Quality Leadership and Quality Commitment to Performance of Higher Education Institution. *International Journal of Management Excellence*. 11(3).
- Alkhalaf, A. M., Al-Salaymeh, M., Alshare, F., & Eneizan, B. M. (2017). The effect of brand awareness on brand loyalty: Mediating role of brand commitment. *European Journal of Business and Management*,
- Orlu, K. G and Gabriel J.O., (2019). Social awareness and organisational commitment of hotels in Port Harcourt, Nigeria. *International Journal of Recent Innovations in Academic Research*, 3(12), 115-126.
- David, I., Iliescu, D. (2020). The influence of religiosity and meaning making on work outcomes: A path analysis. *Curr Psychol* (2020). <https://doi.org/10.1007/s12144-020-01119-y>
- Law of the Unitary State of the Republic of Indonesia Number 5 of 2014 concerning State Civil Apparatus
- Hartono dan Abdillah, (2014). *Partial Least Square (PLS)*. Yogyakarta: Publisher Andi.
- Achim, N., Ismail, N and Mohsin, F.H. (2020) Employee Commitment: Through Training Opportunities and Organization Compensation System. *Advances in Business Research International Journal*, 6(2), 81 – 91



- Nasfi, Rahmad, and Sabri. Effect of Education, Training, Motivation and Work Satisfaction on Banking Organization Commitments. *Research of Applied Science and Education*. 14(i1), 32-44.
- Khan, A.J and Iqbal, J. (2020). Training and Employee Commitment: The Social Exchange Perspective. *Journal of Management Sciences*. 7(1), 88-100. DOI: 10.20547/jms.2014.2007106.
- Nandi, V.T., Khan, S., Qureshi, M.A. and Ghias, S. (2020). Training & Development, Organizational Commitment and Turnover Intentions in SMEs. *Market Forces College of Management Sciences*. 15(2), 1- 24. <https://doi.org/10.51153/mf.v15i2.457>
- Hussain, A., Khan, M.A. and Khan, M.H. (2020). The Influence of Training and Development on Organizational Commitment of Academicians in Pakistan. *Review of Economics and Development Studies*. 6(1), 43-55. DOI: 10.47067/reads.v6i1.183
- Bartlett, K & Dae-seok Kang. (2004) Training and organizational commitment among nurses following industry and organizational change in New Zealand and the United States, *Human Resource Development International*, 7(4), 423-440, DOI: 10.1080/1367886042000299799
- Bashir, N. and Long, C.S. (2015). The relationship between training and organizational commitment among academicians in Malaysia. *Journal of Management Development*, 34(10),1227-1245. DOI: 10.1108/JMD-01-2015-0008
- Ahmad, K.Z. and Bakar, R.A. (2003). The association between training and organizational commitment among white-collar workers in Malaysia. *International Journal of Training and Development*, 7(3). <https://doi.org/10.1111/1468-2419.00179>
- Kulundi, E. (2013). Relationship between training and Employee commitment at Kenya Ports Authority. A Research Project Submitted in Partial Fulfilment of The Requirement for The Award of The Degree of Master of Business Administration, School of Business, University of Nairobi
- Bangun, W. (2012). *Human Resource Management*. Jakarta: Publisher Erlangga.
- Armstrong, M. (2001). *A Handbook of Human Resource Management Practice*. Kogan Page
- Kirkpatrick, D. L. (1993). *How to Train and Develop Supervisors*. New York: AMACOM.
- Gomez-Mejia, L.R., Balkin, D., and Cardy, R.L (2004). *Managing Human Resources*, 4<sup>th</sup> Edition, Pearson.
- Mondy, W. (2008). *Human Resource Management*. Volume 1, Edition 10. Jakarta: Erlangga Publisher.
- Truss, C., Mankin, D., Kelliher, C. (2012). *Strategic Human Resource Management*. New York: Oxford University Press.
- Meggison, D., Matthews, J.J, dan Banfield, P. (1997). *Human Resource Development*. Jakarta: Publisher PT. Elex Media Komputindo.