

The Influence of Training Program, Empowerment, Need for Achievement and Job Satisfaction on Performance

*Determinants of
Administrative Staff
Performance*

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ABSTRACT

This research is motivated by the performance issues of Educational Personnel which indicate the need for planned performance improvement efforts based on managerial and psychological factors. The purpose of this study is to produce a performance improvement strategy through strengthening the Training Program, Empowerment, Need for Achievement, and Job Satisfaction. The study population was all Administrative Staff with a sample of 112 people determined through a multistage random sampling technique. The research methodology uses a combination approach through survey methods and path analysis supplemented by qualitative analysis. The results show that the Training Program, Empowerment, Need for Achievement, and Job Satisfaction have a positive and significant direct influence on Educational Staff Performance. In addition, the Training Program, Empowerment, and Need for Achievement also have a positive and significant direct influence on Job Satisfaction. Testing the indirect effect shows that the Training Program, Empowerment, and Need for Achievement have a positive effect on Performance through Job Satisfaction, but Job Satisfaction has not functioned effectively as an intervening variable. Based on these findings, the West Jakarta City Education Office is advised to implement strategies to improve the performance of educational staff through strengthening Job Satisfaction, developing sustainable Training Programs, increasing Empowerment, and strengthening Need for Achievement motivation.

Keywords: Performance, Job Satisfaction, Training Program, Empowerment, Need for Achievement,

ABSTRAK

Penelitian ini dilatarbelakangi oleh permasalahan kinerja Tenaga Kependidikan yang menunjukkan perlunya upaya peningkatan kinerja secara terencana berdasarkan faktor manajerial dan psikologis. Tujuan penelitian ini adalah untuk menghasilkan strategi peningkatan kinerja melalui penguatan Program Pelatihan, Pemberdayaan, Kebutuhan Berprestasi, dan Kepuasan Kerja. Populasi penelitian adalah seluruh tenaga administrasi dengan jumlah sampel sebanyak 112 orang yang ditentukan melalui teknik multistage random sampling. Metodologi penelitian menggunakan pendekatan kombinasi melalui metode survei dan analisis jalur yang dilengkapi dengan analisis kualitatif. Hasil penelitian menunjukkan bahwa Program Pelatihan, Pemberdayaan, Kebutuhan Berprestasi, dan Kepuasan Kerja memiliki pengaruh langsung yang positif dan signifikan terhadap kinerja Tenaga Kependidikan. Selain itu, Program Pelatihan, Pemberdayaan, dan Kebutuhan Berprestasi juga memiliki pengaruh langsung yang positif dan signifikan terhadap Kepuasan Kerja. Pengujian pengaruh tidak langsung menunjukkan bahwa Program Pelatihan, Pemberdayaan, dan Kebutuhan Berprestasi berpengaruh positif terhadap kinerja melalui Kepuasan Kerja, namun Kepuasan Kerja belum berfungsi secara efektif sebagai variabel intervening. Berdasarkan temuan tersebut, Dinas Pendidikan Kota Jakarta Barat disarankan untuk menerapkan strategi peningkatan kinerja tenaga kependidikan melalui penguatan Kepuasan Kerja, pengembangan Program Pelatihan yang berkelanjutan, peningkatan praktik Pemberdayaan, serta penguatan motivasi Kebutuhan Berprestasi.

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INTRODUCTION

Improving the quality of education is not only determined by teacher quality and student learning outcomes, but also depends heavily on the performance of Education Personnel, a strategic element in the governance of educational units. Education Personnel play a crucial role in supporting the administration, management, supervision, and technical services of education, as mandated by Law Number 20 of 2003 concerning the National Education System. Therefore, improving the performance of Education Personnel is an integral part of efforts to continuously improve the quality of education services.

Public schools in DKI Jakarta Province are managed using operational funds sourced from the DKI Jakarta Provincial Budget (APBD), receive school operational assistance (BOS) from the central government, and utilize government curriculum policies. The research was conducted in public schools for the sake of research homogeneity. Educational personnel play a crucial role in the delivery of education but rarely receive special attention, especially in the field of research.

The 2024 Education Report Card shows that the performance of Education Personnel at the junior high school level is among the lowest compared to other regions. Scores declined across several key indicators, including training experience, participation in the Merdeka Mengajar Platform, and utilization of school resources for quality improvement. This situation indicates structural and individual issues that directly impact the performance of Education Personnel, particularly administrative staff, who play a central role in supporting school operations.

Various previous studies have shown that human resource performance in educational organizations is influenced by both organizational and individual psychological factors. Job satisfaction has been shown to have a positive and significant relationship with educational employee performance (M. Oco, P. Jaudian, and Elvin G. Janubas 2022). Training programs also play a significant role in improving the competence and performance of educational administration employees (Yimam 2022) (Khawaldeh 2023). Furthermore, empowerment contributes to improved performance both directly and through increased job satisfaction (Gelaidan, Al-Swidi, and ... 2024) (Maulida 2021). The need for achievement factor has also been reported to have a positive effect on individual performance in various organizational contexts (Hartono 2020) (Sagara, Permatasari, and Soemantri 2020). The influence of motivational factors is also confirmed by (Yuniar 2016) who found that the need for achievement has a positive and significant effect on the performance of state civil servants. Furthermore, (Hifzi, Sitorus, and Siagian 2024) revealed that training has a positive effect on job satisfaction, which ultimately has an impact on improving performance, so that job satisfaction functions as a psychological mechanism that connects organizational policies with performance results. In addition, (Marlina; and Natuna 2022) showed that a work environment that provides space for participation and autonomy can increase positive attitudes towards work. The influence of job satisfaction on performance is also strengthened by (Rinny 2022) who stated that increasing job satisfaction has a direct impact on improving employee performance. Overall, these findings confirm the consistency of the relationship between training, empowerment, need for achievement, job satisfaction, and performance, while opening up space for further research in the context of Education Personnel which is still relatively limited in empirical studies.

Other research shows that empowerment, need for achievement, and job satisfaction play a significant role in improving performance. (Setyanti 2022) demonstrated that empowerment, self-efficacy, and organizational culture have a positive and significant impact on employee performance. (Akhter, Karim, and Islam 2021) found that need for achievement has a positive influence on work intentions and individual performance,

both directly and through intervening psychological variables. Similar findings were also reported by (Hartono 2020), who demonstrated that need for achievement contributes significantly to organizational performance, and by (Sagara, Permatasari, and Soemantri 2020), who confirmed the positive influence of need for achievement on job performance, both directly and through mediating variables

However, most of this research still focuses on teachers or non-educational sector employees, resulting in limited empirical studies specifically examining Civil Service Administrative Staff in junior high schools. Furthermore, previous research generally examines the influence of variables partially, failing to integrate training programs, empowerment, and need for achievement into a single analytical model with job satisfaction as an intervening variable. This limitation indicates a research gap that needs to be filled to gain a more comprehensive understanding of the determinants of education personnel performance.

Based on theoretical and empirical studies, this study positions job satisfaction as an intervening variable that bridges the influence of training programs, empowerment, and need for achievement on education personnel performance. Training programs are viewed as systematic efforts to improve work competency, empowerment as a form of trust and authority that encourages work engagement, and need for achievement as an intrinsic drive for individuals to achieve superior performance standards. Theoretically, the integration of these three variables is expected to increase job satisfaction, which ultimately impacts performance.

Thus, this study aims to analyze the direct and indirect effects of training programs, empowerment, and need for achievement on the performance of ASN Administrative Education Personnel at Public Junior High Schools in West Jakarta City through job satisfaction. This study is expected to provide theoretical contributions in the development of educational human resource management studies, as well as practical contributions as a basis for formulating strategies to improve the performance of Education Personnel that are more focused, contextual, and sustainable.

LITERATURE REVIEW

Performance is the sum of the behaviors and contributions of organizational members toward achieving organizational goals (Colquitt, J. A; LePine, J. A; Wesson 2022). (Nelson, Debra L. ; Campbell 2006) suggest that performance, as defined by the achievement of work goals within an organization, is highly diverse; therefore, measures of work achievement need to be established by each work department. (Mathis, R., & Jackson 2010) define performance as results-based information that emphasizes employee accomplishments. (Kinicki, Angelo; Williams, Brian K.; Scott-Ladd, Brenda; Perry 2011) state that training programs are activities undertaken by organizations to assist employees in performing their jobs. (Nunvi 2006) states that training programs are aimed at maintaining and improving current job performance, while development programs seek to enhance skills for future jobs.

Psychological empowerment is a leadership effort based on the belief that employees can contribute to tasks and work toward achieving organizational and personal goals (Colquitt, J. A; LePine, J. A; Wesson 2022). Empowerment as providing opportunities and authority to employees or individuals working in lower positions within an organization to contribute to the organization according to their responsibilities (Wong, Drake, A. R; Salter 2007). Empowerment involves employees in having the authority to make decisions in a specific area of operational activity without having to obtain approval from others (Luthans, F; Luthans, B. C;Luthans 2021).

Need for achievement is an individual's inner drive to achieve (succeed) and avoid failure (Gibson, J.A: Ivancevich, J.M., Donnelly, J.H: Knopaske 2012). Need for achievement is the desire to complete a task or goal more effectively than has been

done in the past (Griffin, R. W; Moorhead 2014). Need for achievement (N-Ach) is a learned need where people desire to achieve moderately challenging goals and desire unambiguous feedback and recognition for their success (Steven, McShane, L: Von Glinow 2010). Job satisfaction is an emotional state arising from the assessment of work and work experiences. Employees who have a high level of job satisfaction experience positive feelings about carrying out their duties (Colquitt, J. A; LePine, J. A; Wesson 2022). Job satisfaction is a person's feelings and attitudes toward their job (Stephen, P Robbins; Coutler 2016). Job satisfaction is an affective or emotional response to one's work (Kreitner, R; Kinicki 2010).

Research conducted by (Khawaldeh 2023) found that training programs significantly impact employee performance, with a coefficient value of 0.694 at a significance level ($\alpha \leq 0.01$). Simple regression analysis results indicate that overall training positively contributes to improving employee performance at the Ma'an Directorate of Education. This finding confirms that organizational investment in competency development has a direct impact on individual productivity.

Research by (Yimam 2022) showed a coefficient value of 0.694 at a significance level ($\alpha \leq 0.01$), indicating a positive and significant effect of training programs on the performance of administrative employees, particularly at the technology institution at Bahir Dar University. These results strengthen the argument that training not only improves technical skills but also boosts work effectiveness in the context of higher education institutions. Research conducted by (Nathasya, Satoto, and Umamy 2024) showed that training programs significantly impacted the performance of educational staff, with a path coefficient of 0.380 and a p-value < 0.001 . This research also indicates that training can play a role, either directly or through intervening variables such as competency, in improving performance.

Research (Maulida 2021) shows a correlation coefficient calculation of 0.562, indicating the influence of empowerment on teacher performance at a private vocational high school in Cimahi City. Research (Ali and Hakami 2023) shows that empowerment can increase job satisfaction. Job satisfaction mediates the effect of empowerment on improving employee performance. Research (Setyanti 2022) shows that empowerment, self-efficacy, and corporate culture have a positive and significant effect on employee performance at PT. Zebra Agrindo Utama Jember. Therefore, the better employees' perceptions of empowerment, self-efficacy, and organizational culture, the better their performance. Research (Akhtar 2020) shows that need for achievement and self-efficacy significantly influence entrepreneurial intention. Need for achievement has a positive and significant impact on entrepreneurial intention when mediated by self-efficacy behavior. Research (Hartono 2020) reveals that the need for achievement variable influences organizational performance in Islamic cooperatives in East Java. Research (Sagara, Permatasari, and Soemantri 2020) states that, directly and indirectly, need for achievement has a positive and significant effect on job performance through budgetary participation. The study shows that need for achievement and risk-taking tendencies have a positive effect on entrepreneurial intention, but entrepreneurial attitudes are not proven to mediate the effect of need for achievement on entrepreneurial intention. Furthermore, entrepreneurial attitudes are not proven to mediate the effect of need for achievement on entrepreneurial intention.

The research hypotheses are as follows:

- H1: There is a positive direct effect of the Training Program (X1) on Performance
- H2: There is a positive direct effect of Empowerment (X2) on Performance
- H3: There is a positive direct effect of Need for Achievement (X3) on Performance
- H4: There is a positive direct effect of the Training Program (X1) on Job Satisfaction
- H5: There is a positive direct effect of Empowerment (X2) on Job Satisfaction
- H6: There is a positive direct effect of Need for Achievement (X3) on Job Satisfaction
- H7: There is a positive direct effect of Job Satisfaction (Y) on Performance

Based on these hypotheses, the research model is as follows:

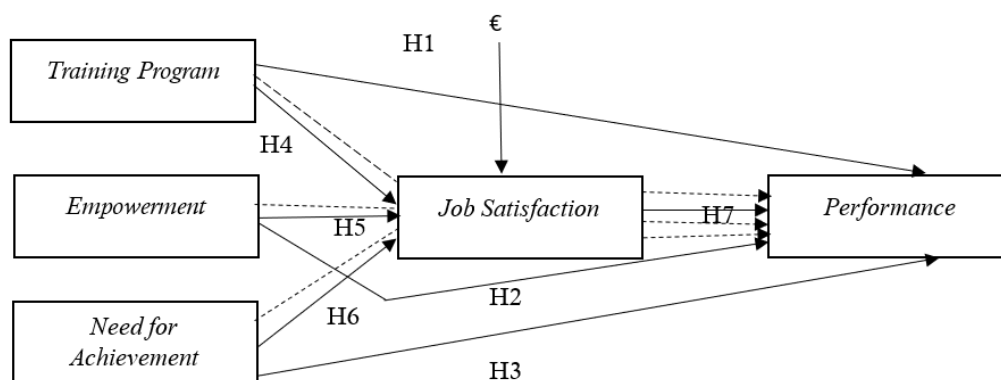


Figure 1: Research Framework

RESEARCH METHODS

This research was conducted at a public junior high school located in West Jakarta, DKI Jakarta Province. The population in this study were civil servant administrative staff in West Jakarta City. The number of schools in West Jakarta City is 53 schools and the accessible population is 253 people. The multistage random sampling technique is a sampling conducted on a population that has stratification and cluster characteristics. Furthermore, sampling is carried out from smaller clusters until reaching the desired sample unit where random selection is not only carried out on clusters, but also on sample units within the selected clusters by considering that the largest number of educational staff is in four regions. To determine the number of samples from the population using a 5% margin of error with the Slovin formula.

$$n = \frac{253}{1 + (253 \cdot 0,005)^2} = 154.96$$

$$n = 154,96 \text{ round to } 155$$

The research procedure began with the development of a research instrument based on variable indicators adapted from human resource management theory and relevant previous research. The instrument was then tested for validity and reliability to ensure its suitability as a data collection tool. The next stage was primary data collection by distributing questionnaires to respondents. This was followed by data processing and analysis using established analytical techniques, and conclusions were drawn based on the results of hypothesis testing. The data collection technique used a closed-ended questionnaire with a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). A questionnaire was used to obtain primary data regarding respondents' perceptions of training programs, empowerment, need for achievement, job satisfaction, and educational staff performance. Secondary data was also obtained through documentation studies in the form of school reports, educational policies, and other supporting documents relevant to the research focus.

The independent variables in this study include training programs, empowerment, and need for achievement. The intervening variable is job satisfaction, while the dependent variable is the performance of Education Personnel. A training program is defined as a systematic effort to improve work competency through education and training activities. Empowerment is defined as the granting of authority, trust, and opportunity to Education Personnel in carrying out their duties. Need for achievement is an individual's intrinsic drive to achieve optimal work performance. Job satisfaction is understood as an affective condition that reflects the level of individual satisfaction with their work, while Education Personnel performance is measured based on effectiveness, efficiency, productivity, and work responsibility. All variables are measured using validated indicators and assessed on a Likert scale. The data analysis technique used in this study utilizes a fully quantitative approach, encompassing descriptive and inferential statistical analysis. Descriptive

analysis is used to describe the characteristics of respondents and the tendencies of their responses to each research variable. Furthermore, inferential analysis is conducted using path analysis as the primary analytical tool to examine the direct and indirect influences between research variables, including the role of job satisfaction as an intervening variable. Model testing includes statistical assumption testing, instrument validity and reliability testing, and hypothesis testing using path coefficients and statistical significance levels.

To strengthen the methodological rigor of the study and minimize potential respondent bias, several procedural remedies were implemented during the data collection process. First, the researcher ensured the anonymity and confidentiality of respondents, allowing participants to provide honest responses without concern about administrative consequences or evaluation from their institution. Second, before completing the questionnaire, respondents were provided with a clear explanation regarding the purpose of the study and the use of the collected data, emphasizing that the information would be used solely for academic and research purposes. Third, the research instrument was designed using clear, simple, and unambiguous statements, enabling respondents to understand each item consistently and reducing the risk of misinterpretation. Fourth, the questionnaire items were arranged systematically by separating indicators of different variables into several sections to reduce the likelihood of response pattern bias, where respondents might otherwise provide similar answers automatically. In addition, respondents were given sufficient time to carefully read and understand each statement before answering. Through these procedural steps, the study attempted to mitigate the potential risk of common method bias, thereby improving the quality and validity of the collected data and ensuring more reliable research findings.

RESULTS

The respondent profile demonstrates characteristics that support the quality and validity of the research data. Based on gender, respondents were predominantly female (55.48%) and male (44.52%), reflecting the real conditions of administrative education personnel and demonstrating the absence of extreme dominance of one group, thus providing representative data. In terms of age, the majority of respondents were in the age group above 35 years (54.84%), followed by those aged 30–35 years (37.42%) and those under 30 years (7.74%). This indicates that the educational personnel who responded were of productive age and professionally mature, thus having sufficient job stability and experience. Based on length of service, respondents with more than 10 years of experience dominated at 62.58%, followed by those with 5–10 years of service at 30.97%, and those with 3–5 years at 6.45%. This condition indicates that most respondents have extensive work experience and a good understanding of their duties and responsibilities.

The following is a recap of the descriptive analysis scores for all variables:

Table 1. Descriptive Analysis Score

Descriptive	Performance	Job Satisfaction	Training Program	Need for Ach	Empowerment
<i>Mode</i>	130	143	154	123	145
<i>Stand Deviation</i>	7.95	9.62	8.50	9.56	6.12
<i>Range</i>	44	47	57	56	30
<i>Minimum</i>	101	107	107	79	124
<i>Maximum</i>	145	154	164	135	154
Sum	19671	21078	23493	18464	22223
Count (Total)	155	155	155	155	155
<i>Mode</i>	130	143	154	123	145

Source: Data Processed (2025)

Furthermore, prerequisite analysis tests were conducted in this study, including normality tests, homogeneity tests, and linearity tests. The normality test aims to ensure that the research data is normally distributed, making it suitable for analysis using parametric statistical techniques. The homogeneity test is used to determine the similarity of variances between data groups, as a primary requirement in applying difference tests

such as ANOVA. Meanwhile, the linearity test is conducted to ensure a linear relationship between the independent and dependent variables, so that the analysis model used is in accordance with the characteristics of the research data. Then, a normality test is conducted to determine whether the sample data follows a normal distribution pattern. In this study, normality testing was conducted using the Chi-Square method by comparing the observed frequency (f_o) with the expected frequency (f_h) based on the theoretical normal distribution.

A normality test was conducted to determine whether the sample was normally distributed. In this study, the normality test was conducted using the Chi-Square method by comparing the observed frequency (f_o) and the expected frequency (f_h) based on the theoretical normal distribution (Supardi 2013). This test uses the following formula:

$$X^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Description: X^2 : Chi-Square value f_o : observation frequency f_h : expected frequency

In this study, the number of interval classes used was 6, so the degrees of freedom (df) were calculated using the formula: $dk = k - 1 = 6 - 1 = 5$

With a significance level of $\alpha = 0,05$, based on the Chi-Square $X_{tab}^2 = 11,070$.

The following are the results of the normality test:

Table 2. Normality Test

Performance	Job Satisfaction	Training Program	Need for Ach	Empowerment
2,658 < 11,070	2,365 < 11,070	1,618 < 11,070	2,465 < 11,070	2,220 < 11,070
Normally distribute	Normally distribute	Normally distribute	Normally distribute	Normally distribute

Source: Data Processed (2025)

The results of the analysis indicate that all independent variables in this study have VIF values below the critical threshold of 10 and tolerance values greater than 0.10, indicating that there is no evidence of multicollinearity in the regression model. These findings suggest that each independent variable—namely training program, empowerment, and need for achievement—contributes relatively independently in explaining the variance of the dependent variables, namely performance and job satisfaction. Therefore, the regression model used in this study satisfies the classical assumption of multicollinearity and can be considered reliable for testing the causal relationships among the variables in the proposed research model.

The basis for decision-making in the Homogeneity Test is the F-test procedure according to (Supardi 2013), which is to determine a significance level of $\alpha = 0.05$ to test the following hypotheses:

$H_0: \sigma_1^2 = \sigma_2^2$ (variance 1 is equal to variance 2 or homogeneous)

$H_1: \sigma_1^2 \neq \sigma_2^2$ (variance 1 is not equal to variance 2 or not homogeneous)

$$F_{count} = \frac{\text{largest varians}}{\text{smallest varians}}$$

with testing criteria:

1. Accept H_0 if, $F_{count} < F_{table}$; and
2. Reject H_0 if $F_{count} > F_{table}$

The following are the results of the homogeneity test:

Table 3. Homogeneity Test

Performance	Job Satisfaction	Training Program	Need for Ach	Empowerment
F-count = 1,505 < F-table = 2,430	F-count = 1,398 < F-table = 2,430.	F-count = 0,770 < F-table = 2,430	F-count = 1,033 < F-table = 2,430,	F-count = 1,457 < F-table = 2,660,
Homogeneous	Homogeneous	Homogeneous	Homogeneous	Homogeneous

Source: Data Processed (2025)

Next, a regression linearity test is carried out in order to test the regression equation model of a variable Y on a variable X. The linearity test requirements are needed to carry out inferential analysis in the association test

Table 3. Linearity Test

Performance	Job Satisfaction	Training Program	Need for Ach	Empowerment
Level of significance 0.001 < 0.05	Level of significance 0.022 < 0.05	Level of significance 0.000 < 0.05	Level of significance 0.000 < 0.05	Level of significance 0.041 < 0.05
Linear pattern	Linear pattern	Linear pattern	Linear pattern	Linear pattern

Source: Data Processed (2025)

The next step is to conduct a variable analysis to identify the relationship between the independent variable and the dependent variable and the intervening/mediator variable. The inter-variable analysis in this study can be seen in the following table:

Table 4. Results of Analysis of Variables X1, X2, X3 and Y on Variable Z

Independent variabel	Dependent variable Performance (Z)
Training Program (X1)	0,498
Empowerment (X2)	0,776
Need for Achievement (X3)	0,547
Job Satisfaction (Y)	0,491

Source: Data Processed (2025)

The table shows that the Training Program Variable (X1) with the Performance Variable (Z) has a correlation coefficient value of 0.498, which means that the relationship between these variables is in the moderate category. The Empowerment Variable (X2) with the Performance Variable (Z) has a correlation coefficient value of 0.776, which means that the relationship between these variables is in the strong category. Then the Need for Achievement Variable (X3) with the Performance Variable (Z) has a correlation coefficient value of 0.547, which means that the relationship between these variables is in the moderate category. Furthermore, the Job Satisfaction Variable (Y) with the Performance Variable (Z) has a correlation coefficient value of 0.491, which means that the relationship between these variables is in the moderate category.

Table 5. Results of Analysis of Variables X1, X2, X3 on Variable Y

Independenent variabel	Dependent variable Performance (Z)
Training Program (X1)	0,705
Empowerment (X2)	0,533
Need for Achievement (X3)	0,363

Source: Data Processed (2025)

The research obtained the results that the Training Program Variable (X1) with the Job Satisfaction Variable (Y) has a correlation coefficient value of 0.705 which means that the relationship between these variables is in the strong category. The Empowerment Variable (X2) with the Job Satisfaction Variable (Y) has a correlation coefficient value of 0.533 which means that the relationship between these variables is in the medium category. Then the Need for Achievement Variable (X3) with the Job Satisfaction Variable (Y) has a correlation coefficient value of 0.363 which means that the relationship between these variables is in the low category.

Table 6. Results of Indicator Analysis of Variables X1, X2, X3 and Y on Variable Z

Independent variabel	Z1	Z2	Z3	Z4	Z5	Z6	Z7	
Training Program	X1.1	0,533	0,345	0,588	0,251	0,302	0,535	0,419
	X1.2	0,572	0,326	0,521	0,285	0,526	0,651	0,462
	X1.3	0,427	0,550	0,580	0,425	0,281	0,531	0,302
	X1.4	0,274	0,252	0,543	0,305	0,568	0,559	0,66
	X1.5	0,389	0,330	0,445	0,621	0,472	0,681	0,480
	X1.6	0,256	0,358	0,442	0,320	0,599	0,569	0,598
	X1.7	0,263	0,333	0,482	0,642	0,312	0,743	0,536
Empowerment	X2.1	0,329	0,234	0,296	0,687	0,345	0,399	0,508
	X2.2	0,297	0,457	0,494	0,791	0,482	0,635	0,596
	X2.3	0,311	0,570	0,598	0,345	0,468	0,320	0,323
	X2.4	0,618	0,315	0,3229	0,460	0,471	0,362	0,424
Need for Achievement	X3.1	0,673	0,313	0,558	0,531	0,517	0,381	0,534
	X3.2	0,567	0,283	0,219	0,594	0,589	0,377	0,373

	X3.3	0,282	0,216	0,372	0,302	0,318	0,328	0,389
	X3.4	0,374	0,347	0,443	0,328	0,608	0,579	0,487
	X3.5	0,246	0,370	0,363	0,365	0,355	0,302	0,383
	X3.6	0,206	0,394	0,386	0,357	0,287	0,517	0,205
Job Satisfaction	Y1	0,317	0,288	0,377	0,365	0,644	0,372	0,222
	Y2	0,246	0,317	0,392	0,399	0,545	0,325	0,401
	Y3	0,439	0,258	0,398	0,219	0,553	0,204	0,568
	Y4	0,329	0,306	0,594	0,213	0,337	0,228	0,265
	Y5	0,357	0,262	0,484	0,229	0,546	0,420	0,538

Source: Data Processed (2025)

Based on the table, it can be seen that the training evaluation indicator (X1.7) and the Accountability indicator (Z6) have the highest correlation coefficient of 0.743, indicating that the relationship between these variables is strong and the indicator is the most dominant among the other indicators. Furthermore, the Sense of Competence indicator (X2.2) and the Quantity of Work indicator (Z4) have the highest correlation coefficient of 0.791, indicating that the relationship between these variables is strong and the indicator is the most dominant among the other indicators. Next, the Effective & Challenging Goals indicator (X3.1) and the Work Efficiency indicator (Z1) have the highest correlation coefficient of 0.673, indicating that the relationship between these variables is strong and the indicator is the most dominant among the other indicators. Furthermore, the Work Itself indicator (Y1) and the Productivity indicator (Z5) have the highest correlation coefficient of 0.644, indicating that the relationship between these variables is strong and the indicator is the most dominant among the other indicators.

Table 7. Results of Indicator Analysis of Variables X1, X2, X3 on Variable Y

Independent variabel	Job Satisfaction					
	Y1	Y2	Y3	Y4	Y5	
Training Program	X1.1	0,346	0,484	0,323	0,395	0,294
	X1.2	0,430	0,522	0,399	0,367	0,361
	X1.3	0,475	0,559	0,302	0,311	0,729
	X1.4	0,398	0,574	0,307	0,279	0,398
	X1.5	0,238	0,317	0,453	0,439	0,656
	X1.6	0,206	0,541	0,336	0,550	0,310
	X1.7	0,392	0,509	0,336	0,482	0,427
Empowerment	X2.1	0,477	0,532	0,547	0,493	0,329
	X2.2	0,592	0,549	0,477	0,566	0,460
	X2.3	0,571	0,623	0,542	0,586	0,399
	X2.4	0,497	0,717	0,502	0,489	0,390
Need for Achievement	X3.1	0,320	0,597	0,681	0,448	0,410
	X3.2	0,438	0,610	0,657	0,234	0,387
	X3.3	0,565	0,502	0,597	0,327	0,483
	X3.4	0,357	0,513	0,691	0,329	0,374
	X3.5	0,545	0,589	0,586	0,512	0,402
	X3.6	0,598	0,575	0,502	0,592	0,399

Source: Data Processed (2025)

Based on the table, it can be seen that indicator (X1.3) Training Material Preparation with indicator (Y5) Coworkers has the highest correlation coefficient of 0.729, indicating a strong relationship between these variables and the indicator is the most dominant among the other indicators. Furthermore, indicator (X2.3) Self-determination with indicator (Y2) Pay has the highest correlation coefficient of 0.623, indicating a strong relationship between these variables and the indicator is the most dominant among the other indicators. Furthermore, indicator (X3.4) Courage to Take Risks and Set Goals with indicator (Y3) Promotion Opportunities has the highest correlation coefficient of 0.691, indicating a strong relationship between these variables and the indicator is the most dominant among the other indicators.

Based on the results of the variable and indicator analysis above, it can be explained that the correlation coefficient between the Training Program and Performance variables is 0.498, and the correlation coefficient between the Training Program and Performance variables is the highest at 0.743. The results show a correlation coefficient between variables of 0.498, <0.743, indicating that the indicators are functioning effectively. The

correlation coefficient between the Empowerment variable and the Performance variable is 0.776, and the highest correlation coefficient between the Empowerment variable and the Performance variable is 0.776. The results show a correlation coefficient between the variables of 0.776 and the highest correlation coefficient between the indicators of 0.791, indicating that the indicators are functioning effectively. The correlation coefficient between the Need for Achievement variable and the Performance variable is 0.547, and the highest correlation coefficient between the indicators of 0.673. The results show a correlation coefficient between the variables of 0.547 and the highest correlation coefficient between the indicators of 0.673, indicating that the indicators are functioning effectively. The correlation coefficient for the Job Satisfaction variable and the Performance variable is 0.491, and the highest correlation coefficient for the Need for Achievement variable and the Performance variable is 0.644. These results show that the correlation coefficient between variables is 0.491, <0.644, indicating that the indicators are functioning effectively.

The correlation coefficient for the Training Program variable and the Job Satisfaction variable is 0.705, and the highest correlation coefficient for the Training Program variable and the Job Satisfaction indicator is 0.729. These results show that the correlation coefficient between variables is 0.705 <0.729, indicating that the indicators are functioning effectively. The correlation coefficient for the Empowerment variable and the Job Satisfaction variable is 0.533, and the highest correlation coefficient for the Empowerment variable and the Job Satisfaction indicator is 0.623. The results show a correlation coefficient between variables of 0.533, <0.623, indicating that the indicators are functioning effectively. The correlation coefficient between the Need for Achievement variable and the Job Satisfaction variable is 0.363, and the highest correlation coefficient between the Need for Achievement variable and the Job Satisfaction variable is 0.691. The results show a correlation coefficient between variables of 0.328 <0.691, indicating that the indicators are functioning effectively.

After collecting and analyzing data obtained from all ASN Administrative Education Personnel at Public Junior High Schools in West Jakarta City using various required tests, the path method was then used to analyze the causality model. Based on the theoretically formed causal model, a path analysis diagram and coefficient values for each path were calculated.

The relationship model between variables in substructure-1 consists of one endogenous variable, namely Performance (Z), four exogenous variables, namely Training Program (X1), Empowerment (X2), Need for Achievement (X3), and Job Satisfaction (Y), as well as one residual variable, namely ε_z . Based on this relationship, the path model in substructure-1 is as follows: $Z = \beta_{Z1}X_1 + \beta_{Z2}X_2 + \beta_{Z3}X_3 + \beta_{Z4}Y + \varepsilon_z$

To simplify the calculations, SPSS 25 software was used. The results of the path coefficient calculations for substructure-1 can be seen in the following table.

The following are the results of the path coefficient calculations for substructure-1.

Table 8. Result of the calculation of the sub structure path coefficient 1

Performance	B	Std Error	Beta	t	P>t
Training Program	0,034	0,020	0,102	1,697	0,029
Empowerment	0,452	0,042	0,570	10,860	0,000
Need for Achievement	0,381	0,043	0,378	8,765	0,000
Job Satisfaction	0,029	0,019	0,091	1,669	0,033

Source: Data Processed (2025)

Table 9. Model Summary Substruktur-1

Model	R	R Square	Adjusted R Square
1	0,863	0,745	0,738

Source: Data Processed (2025)

In the table above, it can be seen that the R-square output value is 0.745. This means that 74.5% of the Officer Performance variable (Z) can be explained by the Training Program (X1), Empowerment (X2), Need for Achievement (X3), and Job Satisfaction (Y) variables, so that the remaining 25.5% or $\varepsilon_z = 0.255$ is influenced by other variables which

are factors not included in this study. The Substructure-1 path diagram is presented in following figure.

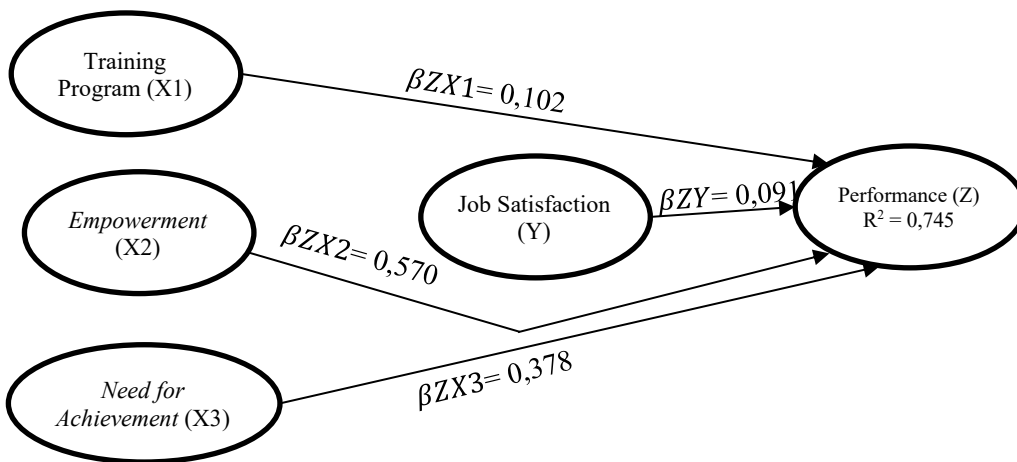


Figure 2: Empirical Causal Relationship Model Between Variables in Substructure-1
The following are the results of the path coefficient calculations for substructure-2.

Table 10. Result of the calculation ff the sub structure path coefficient 2

Job Satsication	B	Std Error	Beta	t	P>t
Training Program	0,240	0,043	0,228	5,530	0,000
Empowerment	0,308	0,091	0,124	3,390	0,001
Need for Achievement	0,778	0,042	0,708	18,511	0,000

Source: Data Processed (2025)

Table 11. Model Summary Substruktur-1

Model	R	R Square	Adjusted R Square
2	0,926	0,857	0,854

Source: Data Processed (2025)

It can be seen that the R-square output value is 0.857. This means that 85.7% of the Job Satisfaction variable (Y) can be explained by the Training Program (X1), Empowerment (X2), Need for Achievement (X3) variables, so that the remaining 14.3% or $\epsilon_{y_Y} = 0.143$ is influenced by other variables which are factors not included in this study. The Substructure-2 path diagram is presented in the following figure:

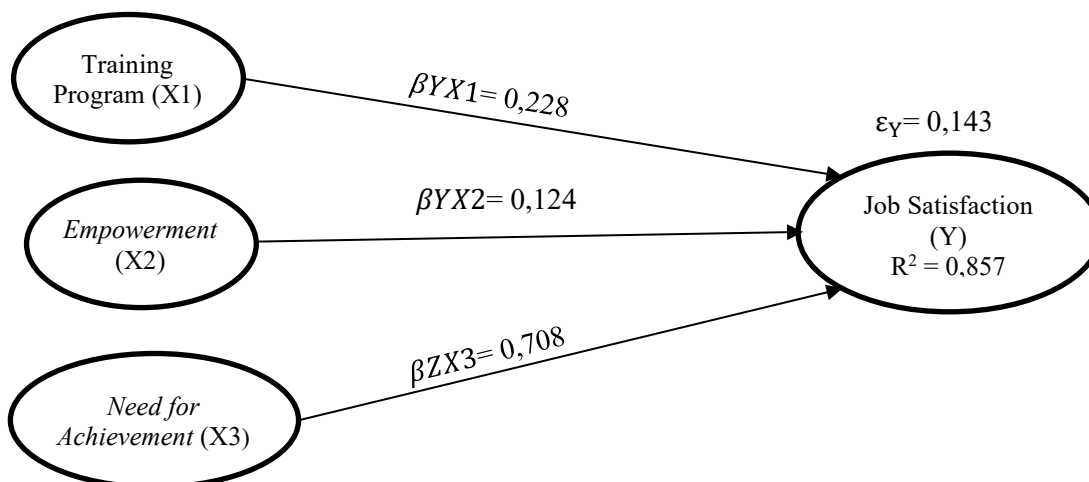


Figure 3: Empirical Causal Relationship Model Between Variables in Substructure-1

Based on the Figure above, it can be seen that the regression coefficient of the Training Program path on Job Satisfaction $\beta_{_YX1}$ is 0.228, which means there is a positive moderate influence of the Training Program on Job Satisfaction. Furthermore, the regression coefficient of the Empowerment path on Job Satisfaction $\beta_{_YX2}$ is 0.124, which means there is a positive moderate influence of Empowerment on Job Satisfaction. Then the regression coefficient of the Need for Achievement path on Job Satisfaction $\beta_{_YX3}$

_YX3 is 0.708, which means there is a strong positive influence of Need for Achievement on Job Satisfaction. The next step is to carry out an analysis of the direct and indirect influences of the empirical path diagram of the research which can be seen below.

Table 12. Summary of Results of Direct and Indirect Influences

Path	PL β	Pr Reg.	Summary
X1 → Z	0,102	0,029	There is a significant positive direct effect of the Training Program on Performance.
X2 → Z	0,570	0,000	There is a significant positive direct effect of Empowerment on Performance.
X3 → Z	0,378	0,000	There is a significant positive direct effect of Need for Achievement on Performance.
Y → Z	0,091	0,033	There is a significant positive direct effect of Job Satisfaction on Performance.
X1 → Y	0,228	0,000	There is a significant positive direct effect of the Training Program on Job Satisfaction.
X2 → Y	0,124	0,001	There is a significant positive direct effect of Empowerment on Job Satisfaction.
X3 → Y	0,708	0,000	There is a significant positive direct effect of Need for Achievement on Job Satisfaction.

Source: Data Processed (2025)

DISCUSSION

The results of this study indicate that training programs, empowerment, need for achievement, and job satisfaction have a positive and significant influence on the performance of educational administrative staff in public junior high schools in West Jakarta. These findings suggest that employee performance in educational organizations is not solely determined by organizational structural factors but is also strongly influenced by psychological and motivational aspects embedded within individuals. From a theoretical perspective, this result is consistent with human capital theory, which views training as an organizational investment aimed at enhancing individual competencies and productivity. Well-designed and continuous training programs do not merely improve employees' technical skills but also strengthen their confidence and perception of organizational support, which ultimately contributes to better work performance. In the context of educational administration personnel, training related to administrative management, educational information systems, and digital governance of school services can significantly enhance employees' efficiency and effectiveness in performing their duties.

The findings also reveal that empowerment is the most influential variable affecting employee performance, indicating that granting authority, trust, and opportunities for participation in decision-making processes can substantially improve employee engagement and work commitment. This finding aligns with self-determination theory and job characteristics theory, which emphasize that autonomy, responsibility, and perceived control over work tasks increase employees' sense of ownership and accountability. In bureaucratic organizations such as public schools, empowerment becomes particularly important because administrative staff are often positioned within hierarchical structures that may limit initiative and creativity. When educational staff are provided with opportunities to contribute ideas, make operational decisions, and take responsibility for their tasks, they are more likely to demonstrate higher levels of productivity, responsibility, and organizational commitment.

Furthermore, this study finds that need for achievement has a strong influence on job satisfaction, indicating that individuals with a high internal drive to accomplish challenging goals tend to experience greater satisfaction when they successfully complete their work tasks. This result is consistent with McClelland's theory of needs, which emphasizes that the need for achievement represents a key intrinsic motivation that shapes work attitudes and behaviors. Individuals with a strong need for achievement tend to set challenging performance standards and seek feedback regarding their work outcomes. Within the context of educational administration personnel, this motivational

drive may manifest in efforts to improve service quality, ensure administrative accuracy, and support the operational effectiveness of the school system. As administrative roles require precision, accountability, and consistency, employees with a strong achievement orientation are more likely to experience a sense of fulfillment when they successfully meet these performance expectations.

In addition, the findings confirm that job satisfaction plays a mediating psychological role linking organizational policies and individual motivation with employee performance, although the mediation effect identified in this study is partial. This indicates that improvements in employee performance are not solely dependent on job satisfaction but are also directly influenced by structural organizational interventions such as training and empowerment, as well as intrinsic motivational factors such as the need for achievement. In other words, job satisfaction functions as a reinforcing psychological mechanism that strengthens the relationship between organizational practices and employee work behavior, but it does not fully explain the pathway through which performance improvements occur. The partial mediation observed in this study suggests that managerial interventions and intrinsic motivation simultaneously contribute to employee performance. From a managerial perspective, these findings provide important implications for human resource management in the educational sector, particularly for administrative staff who often receive less attention compared to teachers in educational research and policy development. Efforts to improve the performance of educational personnel should not rely solely on administrative regulations or procedural improvements but should also involve strategic investments in employee capacity development and motivational enhancement. Educational institutions, particularly public junior high schools, should therefore focus on implementing sustainable training programs, strengthening empowerment practices that provide autonomy and trust, and fostering achievement-oriented motivation among staff members. Through the integration of these organizational and psychological dimensions, schools can create a supportive work environment that enhances job satisfaction while simultaneously promoting higher levels of employee performance. Overall, the results of this study contribute to the literature on human resource management in educational institutions by demonstrating that sustainable performance improvement requires a holistic approach that integrates organizational interventions with individual motivational factors, thereby ensuring that educational personnel can effectively support the governance and operational effectiveness of educational institutions.

CONCLUSION

Conceptually, Job Satisfaction in this study functions as a mediating variable explaining the psychological mechanisms by which the Training Program, Empowerment, and Need for Achievement can improve performance. Effective training, empowerment practices that provide autonomy and trust, and a strong drive for achievement are expected to increase individuals' positive feelings about their work, ultimately impacting performance. However, path analysis results indicate that the mediation is partial, as the direct influence of these three variables on performance remains stronger. This finding underscores the importance of simultaneously integrating managerial interventions and intrinsic motivational factors in efforts to sustainably improve the performance of educational staff.

This finding strengthens the theoretical integration of managerial interventions and intrinsic motivational factors in improving employee performance in the context of educational administration personnel. Practically, the results of this study indicate that performance improvement efforts should prioritize strengthening empowerment practices, fostering achievement-oriented motivation, and implementing ongoing competency-based training programs. By simultaneously strengthening these strategic dimensions, educational institutions—particularly at the junior high school level in West Jakarta can systematically increase job satisfaction and achieve sustained performance improvement among educational staff.

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