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Effects of Training and Organizational Commitment on Employee Performance through Work Motivation at Bontang Customs

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Abstract

Purpose: This study examines the effect of training and organizational commitment on employee performance, both directly and indirectly through work motivation, at the Medium Type Customs and Excise Supervision and Service Office C Bontang (*Kantor Pengawasan dan Pelayanan Bea dan Cukai Tipe Madya Pabean C/*KPPBC TMP C) Bontang, Indonesia.

Research Methodology: A quantitative explanatory design was used. Saturated (census) sampling covered all 43 civil servants of the office. Data were collected with a five point Likert scale questionnaire and analyzed with variance based structural equation modeling in SmartPLS with bootstrapping.

Results: Training (β=0.384) and organizational commitment (β=0.398) have positive and significant effects on work motivation. Organizational commitment (β=0.324) and work motivation (β=0.376) also directly and significantly improve employee performance. Training has no significant direct effect on employee performance (β=0.073, p=0.320). Work motivation fully mediates the effect of training on performance and partially mediates the effect of organizational commitment on performance. The model explains 56.8% of the variance in work motivation and 64.2% of the variance in employee performance.

Conclusions: Organizational commitment and work motivation are the main drivers of employee performance, while training improves performance only when it first raises motivation, because performance is anchored to rigid key performance indicators and automated customs applications.

Limitations: The study covers a single office with 43 respondents and relies on cross sectional self reported data.

Contributions: The study clarifies the mediating mechanism of work motivation in a highly standardized public organization and offers practical guidance for post training management in customs offices.

Keywords: *Customs Office, Employee Performance, Organizational Commitment, Training, Work Motivation*

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1. Introduction

Human resource management in state revenue institutions requires employees to perform consistently at a high level of accuracy and accountability. This need is especially visible at the Medium Type Customs and Excise Supervision and Service Office C Bontang (*Kantor Pengawasan dan Pelayanan Bea dan Cukai Tipe Madya Pabean*/KPPBC TMP C Bontang), which holds a strategic position in supervising nationally important goods and the international scale liquefied natural gas and chemical

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industries in East Kalimantan. Given the large volume of maritime logistics and the downstream industries under its supervision, employee performance in examining physical goods, documenting manifests, and enforcing the law against illegal excisable goods is a key determinant of smooth logistics flows and the security of state revenue. Errors or delays at this point do not stay inside the office. They affect shipping schedules, the operations of export oriented industries, and the revenue that the state collects from import duties and excise.

Public organizations around the world face growing pressure to deliver more with limited resources while adapting to digital service systems (OECD, 2020; Lindgren et al., 2019). In Indonesian customs offices, much of the daily work is now carried out through national digital applications, and individual output is tracked against Key Performance Pndicators (KPIs) set by the Ministry of Finance. This combination of digitalization and formal performance targets changes how human resource practices translate into results. Competencies that once allowed employees to improvise on the job now have to fit into standardized procedures, and the motivation of employees becomes an important bridge between what they know and what they actually deliver (Mainardes et al., 2024; Kravariti et al., 2023).

In human resource management theory, improved performance is usually seen as the result of intensive competency development through training and of strong psychological attachment in the form of organizational commitment. Planned training equips employees with practical skills that reduce human error (Bell et al., 2017). Organizational commitment, especially its affective dimension, encourages employees to contribute beyond the formal minimum for the good of the institution (Meyer & Morin, 2016). Ideally, these external and internal pillars are transformed into positive energy in the form of achievement motivation before they lead to better individual performance (Kanfer et al., 2017; Van den Broeck et al., 2021).

However, several studies show that in service training often fails to have a direct effect when it meets the rigid structures of government bureaucracies. Research on training transfer explains that newly learned skills are applied on the job only when the work environment allows them to be used, and that transfer depends heavily on motivation and on opportunities to perform (Ford et al., 2018; Blume et al., 2019). In highly standardized organizations, daily work performance is anchored to formal targets in the form of KPIs and automated national digital systems. Additional knowledge from training therefore does not automatically translate into immediate performance improvement (Parker et al., 2017; Oldham & Fried, 2016). This creates a research gap about the pathway through which training and commitment affect performance in such settings.

Based on this background, this study aims to test and explain the direct and indirect relationships, including the mediating pathway, among training, organizational commitment, work motivation, and employee performance at KPPBC TMP C Bontang. Specifically, it examines whether training and organizational commitment affect work motivation, whether training, organizational commitment, and work motivation affect employee performance, and whether work motivation mediates the effects of training and organizational commitment on performance. The study contributes to the literature by showing how a motivational mechanism operates in a public organization where performance is tightly formalized, and it offers practical guidance for designing post training management in customs offices.

2. Literature Review and Hypothesis/es Development

2.1 Employee Performance

Employee performance refers to the quality and quantity of work that an employee achieves in carrying out the duties assigned to him or her. In the public sector, performance covers compliance with Standard Operating Procedures (SOPs), the achievement of quantitative targets, timeliness, and the ability to work independently. These dimensions are particularly important in customs work, where accuracy and adherence to procedures directly determine the legality of goods movements and

the collection of state revenue. Performance is shaped by ability, motivation, and the opportunity to perform, so both competency development and psychological factors play a role (Kanfer et al., 2017; Bakker & Demerouti, 2017). Job attitudes such as commitment and satisfaction also shape how much effort employees are willing to invest in their tasks (Judge et al., 2017). In public organizations, the motivation to serve the public also adds to the explanation of why civil servants perform well (Ritz et al., 2016).

2.2 Training

Training is a planned effort by an organization to help employees acquire job related knowledge, skills, and behaviors. A century of research shows that well designed training, with relevant content, appropriate methods, qualified trainers, and attention to the work environment after training, improves individual and organizational outcomes (Bell et al., 2017; Lacerenza et al., 2017). In this study, training is measured through the relevance of material content, training methods, the quality of trainers, and the impact on competencies. For public servants, professional training builds both technical competencies and soft skills that are needed to serve citizens and enforce regulations (Krpálek et al., 2021; Mainardes et al., 2024).

The benefit of training, however, depends on whether learning is transferred to the job. Transfer requires that trainees are motivated to apply what they have learned and that the work context provides opportunities to do so (Ford et al., 2018). Blume et al. (2019) describe transfer as a dynamic process in which trainees decide over time whether to keep using new skills, depending on feedback and the results they experience. When jobs are tightly prescribed by procedures and digital systems, opportunities to apply new skills may be limited, which can weaken the direct link between training and performance (Parker et al., 2017).

2.3 Organizational Commitment

Organizational commitment describes the psychological bond that ties employees to their organization. It is commonly divided into affective commitment, which reflects emotional attachment and identification, continuance commitment, which reflects the perceived cost of leaving, and normative commitment, which reflects a sense of obligation to stay (Meyer & Morin, 2016). In this study, organizational commitment is measured through affective, continuance, and normative dimensions together with extra role behavior. Employees with strong commitment tend to accept the goals of the organization, are willing to exert effort on its behalf, and want to remain members (Al Balushi et al., 2022).

Social exchange theory explains why commitment influences behavior. When employees feel that the organization values them and supports them, they reciprocate with loyalty, effort, and better performance (Cropanzano et al., 2017; Kurtessis et al., 2017). Studies in the Middle East and elsewhere show that loyalty and commitment are linked to stronger job performance, often through attitudes such as satisfaction and engagement (Ateeq et al., 2023; Alzoraiki et al., 2024).

2.4 Work Motivation

Work motivation is the set of internal and external forces that initiate work related behavior and determine its direction, intensity, and duration (Kanfer et al., 2017). In this study, it covers intrinsic and extrinsic factors, the need for achievement, and recognition. Self determination theory distinguishes autonomous motivation, which comes from interest and personal values, from controlled motivation, which comes from external pressure or rewards, and shows that autonomous motivation is more strongly related to performance and well being (Deci et al., 2017; Van den Broeck et al., 2021). Intrinsic and extrinsic motivation also relate differently to employee outcomes, with intrinsic motivation being the stronger predictor of work performance (Kuvaas et al., 2017).

Expectancy based views of motivation suggest that employees exert more effort when they believe their effort will lead to good performance and that performance will be rewarded. Training that raises competence can strengthen this belief by increasing self efficacy, while commitment provides the

moral basis for aligning personal goals with organizational goals (Kanfer et al., 2017; Gagné et al., 2022). Riyanto et al. (2021) found that work motivation improves employee performance, partly by increasing engagement.

2.5 Hypothesis Development

Training improves employees' technical competence, which strengthens their confidence, removes doubts about their ability to handle complex tasks, and stimulates an internal drive to succeed. Training that is relevant to the job also signals that the organization invests in its employees, which encourages them to put more effort into their work. When employees see that the skills they gain are valued and can be used in their daily duties, they become more eager to meet their targets and to take on new challenges (Bell, Tannenbaum, Ford, Noe, & Kraiger, 2017; Deci, Olafsen, & Ryan, 2017). This leads to the first hypothesis.

H_1: Training has a positive and significant effect on work motivation.

Employees with strong emotional ties to their organization, such as pride in being part of the Directorate General of Customs and Excise, are more likely to align their personal goals with organizational goals and to find meaning in their work. This alignment fuels motivation. Committed employees tend to view their duties as a personal responsibility rather than a mere obligation, so they are more willing to invest energy and persistence in completing them (Meyer & Morin, 2016). A sense of belonging and support from the organization also encourages employees to reciprocate with greater enthusiasm at work, which strengthens their motivation to achieve institutional targets (Meyer and Morin, 2016; Cropanzano, Anthony, Daniels, & Hall, 2017).

H_2: Organizational commitment has a positive and significant effect on work motivation.

Training equips employees with knowledge and skills that are expected to raise the quality and quantity of their work and to reduce errors (Bell et al., 2017; Lacerenza, Reyes, Marlow, Joseph, & Salas, 2017). At the same time, transfer research suggests that this effect may be weaker in highly formalized jobs (Ford, Baldwin, & Prasad, 2018). Even so, training remains a core investment in public organizations because well trained employees are better prepared to handle complex procedures and to adapt to changes in work systems (Blume, Ford, Surface, & Olenick, 2019).

H_3: Training has a positive and significant effect on employee performance.

Committed employees are willing to work beyond formal requirements, follow procedures carefully, and invest extra effort during peak workloads, which improves their performance (Al, Thumiki, Nawaz, Jurcic, & Gajenderan, 2022; Ateeq, Alzoraiki, Milhem, & Al, 2023). Their attachment to the organization makes them less likely to withdraw effort when tasks become demanding or repetitive. Instead, they treat the success of the institution as part of their own success and take greater care in meeting quality and time targets (Meyer & Morin, 2016). In public agencies such as customs offices, this dedication is reflected in strict adherence to regulations and a consistent commitment to protecting state revenue (Ritz, Brewer, & Neumann, 2016).

H_4: Organizational commitment has a positive and significant effect on employee performance.

Motivated employees work with more energy, persistence, and attention to quality, and they are more likely to meet or exceed their targets (Kuvaas, Buch, Weibel, Dysvik, & Nerstad, 2017; Riyanto, Endri, & Herlisha, 2021). Motivation that comes from interest in the work and a sense of achievement keeps employees engaged even when tasks are routine or closely monitored (Deci et al., 2017; Van, Howard, Leroy, & Gagné, 2021). As a result, motivated employees tend to show greater initiative, fewer errors, and more consistent output over time (Kanfer, Frese, & Johnson, 2017).

H_5: Work motivation has a positive and significant effect on employee performance.

If training raises motivation and motivation raises performance, then motivation can act as the channel through which training affects performance, especially where the direct effect of training is constrained by formal structures (Blume et al., 2019; Nitzl, Roldán, & Cepeda, 2016). If training

raises motivation and motivation raises performance, then motivation can act as the channel through which training affects performance, especially where the direct effect of training is constrained by formal structures (Blume et al., 2019; Nitzl et al., 2016). In such settings, new knowledge and skills may not change output immediately, but they can strengthen employees' confidence and willingness to apply what they have learned (Ford et al., 2018). This increased motivation then becomes the driving force that turns training into better performance over time (Van et al., 2021).

H_6: Work motivation mediates the effect of training on employee performance.

In the same way, commitment can improve performance both directly and by strengthening employees' daily motivation to complete their duties (Meyer and Morin, 2016; Kurtessis, Eisenberger, Ford, Buffardi, Stewart, & Adis, 2017). Employees who feel attached to their organization are more likely to find personal meaning in their work, which keeps their motivation high even under strict targets and routine procedures (Deci et al., 2017). This sustained motivation then translates into greater effort, accuracy, and consistency, so commitment influences performance through a motivational pathway as well as through its direct effect (Al et al., 2022; Ateeq et al., 2023).

H_7: Work motivation mediates the effect of organizational commitment on employee performance.

3. Research Methodology

3.1 Research Design, Population, and Sample

This study uses a quantitative explanatory approach to test causal relationships among latent variables. The population consists of all active employees working at KPPBC TMP C Bontang. Because the population is small and clearly defined, saturated sampling, also known as census sampling, was used, so all 43 employees were included as respondents. A sample of this size is small for structural equation modeling, but variance based Partial Least Squares Structural Equation Modeling (PLS SEM) is suited to small samples and to models that aim to explain and predict, and the minimum sample size can be assessed through the inverse square root method (Kock & Hadaya, 2018; Hair et al., 2019).

3.2 Data Collection and Measurement

Primary data were collected directly by distributing a structured questionnaire using a five point Likert scale ranging from strongly disagree (1) to strongly agree (5). Each variable was measured with four indicators. Training (X_1) was measured through material content, training methods, trainer quality, and competency impact. Organizational commitment (X_2) was measured through affective, continuance, and normative commitment together with extra role behavior. Work motivation (Z) covered intrinsic factors, extrinsic factors, the need for achievement, and recognition. Employee performance (Y) was assessed through work quality, reflected in compliance with SOPs, work quantity, reflected in KPI targets, timeliness, and independence.

3.3 Data Analysis

The data were analyzed with variance based structural equation modeling using SmartPLS. The analysis followed two stages (Hair et al., 2019; Hair et al., 2022; Sarstedt et al., 2022). The measurement model, or outer model, was assessed for convergent validity, with outer loadings above 0.70 and Average Variance Extracted (AVE) above 0.50, for discriminant validity through the Fornell and Larcker criterion, and for reliability, with Cronbach's alpha and composite reliability above 0.70. The structural model, or inner model, was then evaluated through the coefficient of determination (R^2), and the direct and indirect hypotheses were tested with bootstrapping. A hypothesis was accepted when the t statistic exceeded 1.96 and the p value was below 0.05. Mediation was classified as full when the indirect effect was significant and the direct effect was not, and as partial when both effects were significant (Nitzl et al., 2016). Because all data came from the same respondents at one

point in time, the risk of common method bias was considered in interpreting the results (Kock et al., 2021).

4. Results and Discussions

4.1 Measurement Model

The evaluation of the measurement model showed that all indicators met the requirements for convergent validity, with outer loadings above 0.70 and AVE above 0.50, for discriminant validity based on the Fornell and Larcker criterion, and for reliability, with Cronbach's alpha and composite reliability above 0.70. The outer loadings produced by the PLS algorithm are shown in Figure 1 and summarized in Table 1, and the bootstrapping t statistics for the indicators are shown in Figure 2.

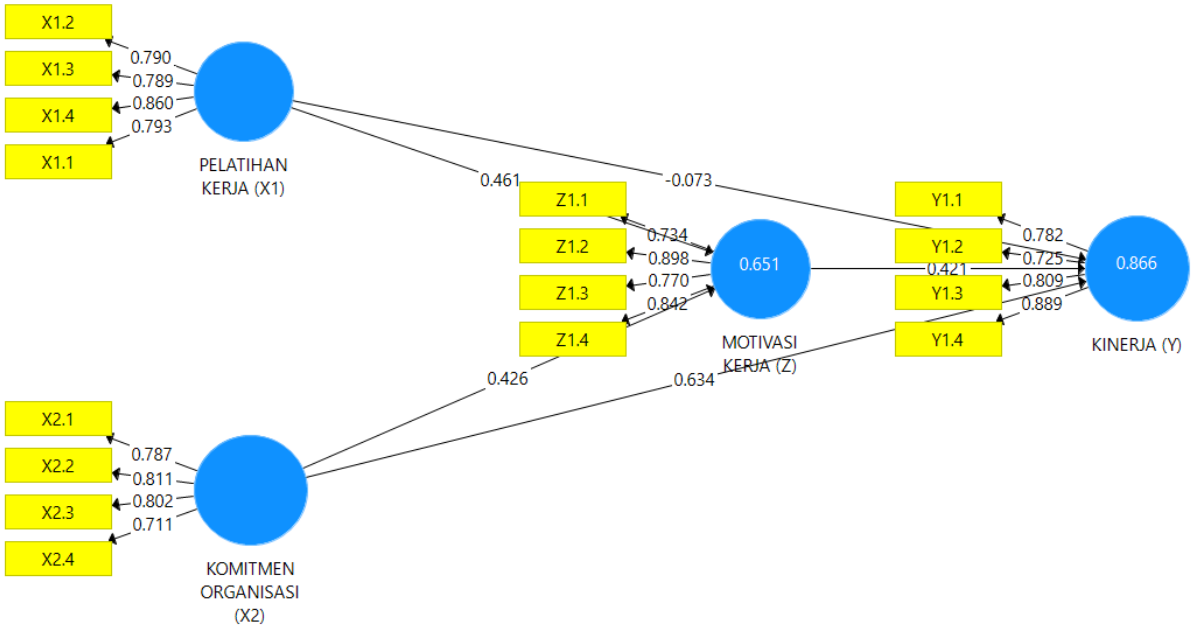


Figure 1. PLS algorithm output with outer loadings

Figure 1 presents the output of the PLS algorithm for the research model. Each latent variable, namely training (X_1), organizational commitment (X_2), work motivation (Z), and employee performance (Y), is drawn as a circle, and its four indicators appear as rectangles linked to it by the outer loadings. All sixteen loadings lie between 0.711 and 0.898. The strongest indicator is $Z_1.2$ for work motivation, with a loading of 0.898, followed by $Y_1.4$ for employee performance, with 0.889, and $X_1.4$ for training, with 0.860. The weakest indicator is $X_2.4$ for organizational commitment, with 0.711, which is still above the 0.70 threshold. These values show that every indicator shares a large part of its variance with its construct, so the indicators can be considered valid reflections of training, organizational commitment, work motivation, and employee performance. The figure also displays the structural paths among the constructs and the R^2 values inside the endogenous constructs.

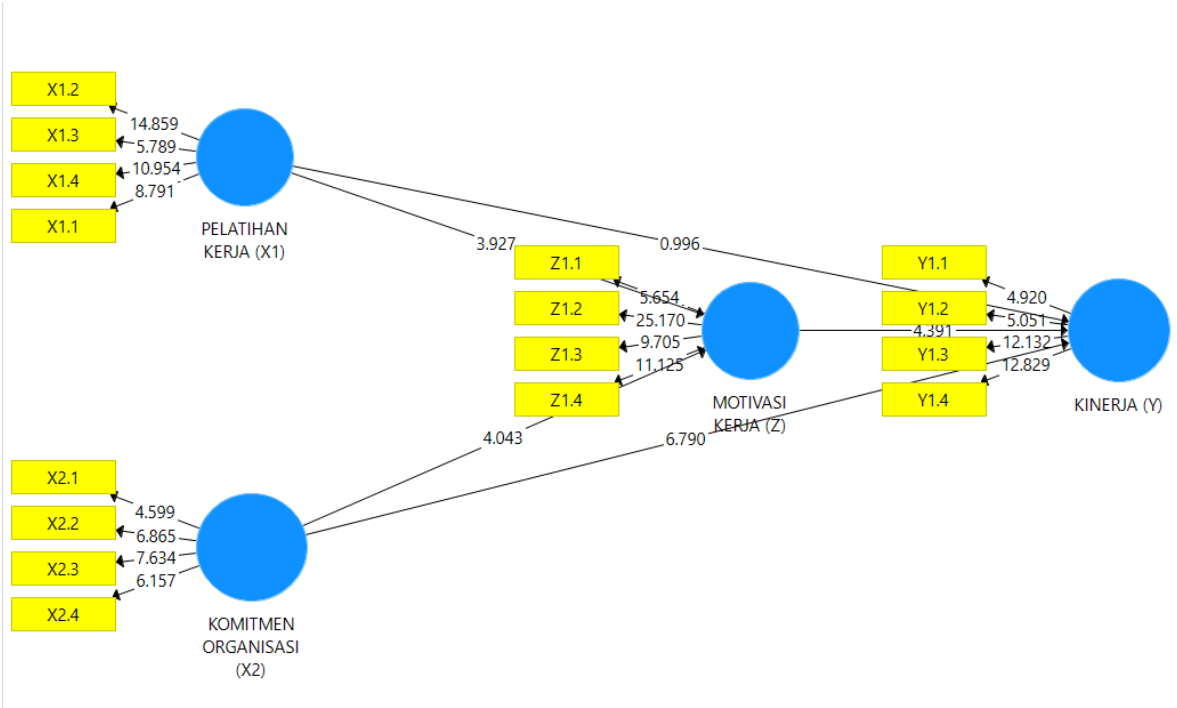


Figure 2. Bootstrapping output with t statistics

Figure 2 shows the bootstrapping output, in which the numbers on the arrows are *t* statistics rather than loadings. All indicator *t* statistics are well above the critical value of 1.96. The smallest is 4.599 for $X_2.1$ and the largest is 25.170 for $Z_1.2$, while the training indicators range from 5.789 to 14.859 and the employee performance indicators range from 4.920 to 12.829. This means that every outer loading is statistically significant at the 5% level, which confirms that the indicators are reliable measures of their constructs. The figure also shows the *t* statistics of the structural paths, among which the direct path from training to employee performance has the lowest value and is the only one below 1.96.

Table 1. Outer loadings and t statistics of the indicators

Variable	Indicator	Outer Loading	*t* statistic
Training (X_1)	$X_1.1$	0.793	8.791
	$X_1.2$	0.790	14.859
	$X_1.3$	0.789	5.789
	$X_1.4$	0.860	10.954
Organizational commitment (X_2)	$X_2.1$	0.787	4.599
	$X_2.2$	0.811	6.865
	$X_2.3$	0.802	7.634
	$X_2.4$	0.711	6.157
Work motivation (Z)	$Z_1.1$	0.734	5.654
	$Z_1.2$	0.898	25.170
	$Z_1.3$	0.770	9.705
	$Z_1.4$	0.842	11.125
Employee performance (Y)	$Y_1.1$	0.782	4.920
	$Y_1.2$	0.725	5.051
	$Y_1.3$	0.809	12.132
	$Y_1.4$	0.889	12.829

Table 1 brings together the loadings from Figure 1 and the *t* statistics from Figure 2 so that each indicator can be read in one place. For training, the four loadings range narrowly from 0.789 to 0.860,

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which suggests that material content, methods, trainer quality, and competency impact contribute in a balanced way to how employees perceive training. For organizational commitment, the loadings range from 0.711 to 0.811, and extra role behavior (X_2.4) is the weakest indicator, which may reflect the fact that customs work leaves limited room for voluntary activities outside formal duties. For work motivation, the second indicator stands out with a loading of 0.898 and a *t* statistic of 25.170, making it the most precisely measured indicator in the model. For employee performance, the loadings range from 0.725 to 0.889, with the fourth indicator, independence, being the strongest. Since every loading exceeds 0.70 and every t statistic exceeds 1.96, all indicators were retained for the structural analysis.

4.2 Structural Model

After the measurement model was declared acceptable, the structural model was tested with bootstrapping to evaluate the direct and indirect hypotheses, using a *t* statistic above 1.96 and a *p* value below 0.05 as the significance criteria. The explanatory power of the model is shown in Table 2.

Table 2. Coefficient of determination (R^2)

Endogenous Variable	R^2	Model Strength
Work motivation (*Z*)	0.568	Moderate
Employee performance (*Y*)	0.642	Strong or substantial

The R^2 values in Table 2 show that the model explains 56.8% of the variance in work motivation and 64.2% of the variance in employee performance through the contribution of the independent variables tested. In other words, training and organizational commitment together account for more than half of the differences in employees' motivation, and training, organizational commitment, and work motivation together account for almost two thirds of the differences in their performance. The remaining 43.2% of the variance in motivation and 35.8% of the variance in performance come from factors outside the model, such as leadership, compensation, workload, and the work environment. These values indicate that the model has good explanatory power for a study with a relatively small number of predictors (Hair et al., 2019).

4.3 Hypothesis Testing

Table 3. Results of direct and indirect effect hypothesis testing

Hypothesis	Structural path	Path coefficient (O)	*t* statistic	*p* value	Decision
H_1	Training (X_1) → Work motivation (*Z*)	0.384	3.114	0.002	Accepted
H_2	Organizational commitment (X_2) → Work motivation (*Z*)	0.398	3.425	0.001	Accepted
H_3	Training (X_1) → Employee performance (*Y*)	0.073	1.003	0.320	Rejected
H_4	Organizational commitment (X_2) → Employee performance (*Y*)	0.324	2.897	0.004	Accepted
H_5	Work motivation (*Z*) → Employee performance (*Y*)	0.376	3.318	0.001	Accepted
H_6	Training (X_1) → Work motivation (*Z*) → Employee performance (*Y*)	0.144	2.246	0.025	Full mediation
H_7	Organizational commitment (X_2) → Work motivation (*Z*) → Employee performance (*Y*)	0.150	2.412	0.016	Partial mediation

Table 3 summarizes the results of the hypothesis tests. Training has a positive and significant effect on work motivation, with a path coefficient of 0.384, a *t* statistic of 3.114, and a *p* value of 0.002, so H_1 is accepted. Organizational commitment also has a positive and significant effect on work motivation, with a coefficient of 0.398, a *t* statistic of 3.425, and a *p* value of 0.001, so H_2 is accepted. Of the two antecedents, commitment has a slightly stronger effect on motivation than training. The direct effect of training on employee performance is small and not significant, with a coefficient of 0.073, a *t* statistic of 1.003, and a *p* value of 0.320, so H_3 is rejected. Organizational commitment has a positive

and significant direct effect on employee performance, with a coefficient of 0.324, a *t* statistic of 2.897, and a *p* value of 0.004, so H_4 is accepted. Work motivation has a positive and significant effect on employee performance, with a coefficient of 0.376, a *t* statistic of 3.318, and a *p* value of 0.001, so H_5 is accepted, and it is the strongest direct predictor of performance in the model.

For the indirect effects, the path from training through work motivation to employee performance has a coefficient of 0.144, a *t* statistic of 2.246, and a *p* value of 0.025. Because this indirect effect is significant while the direct effect of training on performance is not, work motivation fully mediates the relationship, and H_6 is accepted. The path from organizational commitment through work motivation to employee performance has a coefficient of 0.150, a *t* statistic of 2.412, and a *p* value of 0.016. Because both this indirect effect and the direct effect of commitment on performance are significant, work motivation partially mediates the relationship, and H_7 is accepted. The indirect coefficients are consistent with the products of their component paths, since 0.384 multiplied by 0.376 gives about 0.144 and 0.398 multiplied by 0.376 gives about 0.150.

4.4 Discussion

4.4.1 Direct Effects among Variables

The estimates show that training (0.384) and organizational commitment (0.398) have positive and significant effects on building employees' work motivation, so H_1 and H_2 are accepted. This is consistent with expectancy based views of motivation, in which greater technical competence strengthens employees' self efficacy, removes doubts, and stimulates an internal drive to succeed (Kanfer et al., 2017; Bell et al., 2017). The emotional bond of affective commitment, expressed as pride in being part of the Directorate General of Customs and Excise, also acts as a moral foundation that encourages employees to voluntarily align their personal vision with the goals of the organization (Meyer & Morin, 2016; Deci et al., 2017).

However, a key finding comes from the test of H_3, which shows that training has no significant direct effect on employee performance (coefficient 0.073, *p* value 0.320). This result is in line with job characteristics and work design theory, which holds that in work systems with a high level of formalization, individual skills gained from training cannot immediately change performance output (Oldham & Fried, 2016; Parker et al., 2017). At KPPBC TMP C Bontang, performance parameters are strictly tied to the Ministry of Finance's KPI targets and tightly governed by the national customs service application. New skills from training therefore remain latent capabilities and fail to change daily performance figures directly if operational task designs in the field do not give employees the autonomy to improvise (Ford et al., 2018; Blume et al., 2019).

Conversely, organizational commitment (H_4) and work motivation (H_5) have direct positive and significant effects on employee performance. Employees with strong moral commitment and achievement motivation consistently show strict discipline during supervision, adhere fully to SOPs without compromise, and are willing to put in extra effort, such as working overtime during surges in customs documents from Bontang's strategic industries (Ateeq et al., 2023; Kuvaas et al., 2017). This pattern is consistent with social exchange theory, in which employees who feel attached to and supported by their organization reciprocate with greater effort (Cropanzano et al., 2017; Kurtessis et al., 2017), and with evidence that motivated employees perform better (Riyanto et al., 2021).

4.4.2 Mediating Mechanism of Work Motivation

The analysis of indirect effects makes an important theoretical contribution to the research model. For H_6, a full mediation effect was found, with an indirect coefficient of 0.144 and a *p* value of 0.025. Because the direct path in H_3 is not significant, a training program must first work through work motivation before it can improve employee performance. New knowledge from technical training must first touch the psychological side of employees, by building self confidence and passion for the work, which then drives them to work productively and precisely and to exceed their formal performance targets. This result supports the view that motivation is the engine of training transfer

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(Blume et al., 2019; Ford et al., 2018) and that autonomous motivation is the channel through which development activities improve performance (Van den Broeck et al., 2021; Gagné et al., 2022).

For H_7, a partial mediation effect was found, with an indirect coefficient of 0.150 and a p value of 0.016. Employee loyalty can improve performance directly through formal compliance with work instructions, and indirectly by acting as a moral stimulus that strengthens employees' daily motivation to complete official reports on time. This dual pathway is consistent with research showing that commitment affects performance both on its own and through attitudes such as satisfaction and engagement (Al Balushi et al., 2022; Alzoraiki et al., 2024). For public organizations, this finding suggests that efforts to build attachment and a sense of belonging can pay off twice, through the direct effect of commitment on compliance and through its effect on motivation (Ritz et al., 2016; Kravariti et al., 2023).

5. Conclusions

This study concludes that organizational commitment and work motivation are the main determinants of employee performance at KPPBC TMP C Bontang. The formal training program has not been shown to have a direct effect on performance because of the rigid bureaucratic system and automated work applications. Training still plays an important role, however, through the full mediating mechanism of work motivation. Training and organizational commitment both raise work motivation, and motivation in turn improves performance, while commitment also improves performance directly. The model explains 56.8% of the variance in work motivation and 64.2% of the variance in employee performance.

As a practical recommendation, the head of KPPBC TMP C Bontang is advised to redesign post training management by shifting the focus from the number of training programs delivered to the conditioning of employees' daily motivation. This can be done by strengthening the two way interactive knowledge sharing program and by giving training alumni limited autonomy to lead tactical supervision initiatives in the field. Management also needs to maintain employee loyalty through regular team building and to meet employees' need for recognition by keeping monthly individual performance dialogues transparent, including discussions of vertical promotion opportunities.

This study has several limitations. It was conducted in a single customs office with 43 respondents, so the findings cannot be generalized to other offices or government agencies without caution. The data were cross sectional and self reported, which leaves room for common method bias and does not allow causal claims to be made with certainty. Future studies could involve several customs offices or other public agencies to obtain larger samples, use supervisor ratings or objective KPI data to measure performance, and apply longitudinal designs to follow how training effects develop over time. Researchers could also add variables such as leadership, perceived organizational support, job autonomy, and public service motivation to explain the remaining variance in motivation and performance (Kurtessis et al., 2017; Parker et al., 2017), and assess the out of sample predictive power of the model with PLSpredict (Shmueli et al., 2019).

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Author Contributions

ESPP and S contributed equally to the conceptualization of the study, the design of the questionnaire, data collection, data analysis, interpretation of the results, and the writing, review, and revision of the manuscript. All authors read and approved the final manuscript.

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Conflict of Interest

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