ORGANIZATIONAL COMMITMENT AND TURNOVER INTENTION: IMPACT OF EMPLOYEE TRAINING IN SME'S

Abstract. This study will explore the impact of job training on organizational commitment and turnover intention in employees, especially in the context of MSMEs in Indonesia. The focus of the research is on millennials who tend to move between jobs. The purpose of this study is to describe, identify the influence, and evaluate the relationship between job training, organizational commitment, and turnover intention. This study used a correlational approach with a population of millennial employees in Malang City, with a sampling technique using purposive sampling. Data were collected through questionnaires and analyzed using Likert Scale and path analysis. The results showed that there was a significant influence between Employee Training with Organizational Commitment and Turnover Intention.

Keywords: Organizational Commitment, Turnover Intention, Employee Training

I.   INTRODUCTION

This research will provide an overview of the extent of the impact of employees on training and organizational commitment, and its impact on turnover intentions within a company, especially focusing on MSMEs. Some research related to human resources has a very large focus on how organizations develop organizational commitment from their employees (Malhotra, et al 2007). Meyer et al. (1993) see organizational commitment divided into 3 parts: affective, continuance and normative commitment. Normative Commitment is formed by several employee values that are determined by their cultural, social, and family backgrounds and experiences they have had before. This research will focus on how the role of HR in intervening employees after entering the company by focusing on training, organizational commitment and its sustainability while in the company.

The benefits to organizations of high levels of organizational commitment have been widely researched (Gamble and Huang, 2008). Some of this research supports the notion that it is positively associated with a range of demonstrated outcome desirability including job satisfaction, performance, and decreased employee turnover. This is true for some contexts in Asian countries (Meyer et al, 2002) as well as research conducted by Cheng et al. (2003). Some research also shows that when employees increase their commitment to the organization, the organization or company will try to meet their expectations with respect to meeting their individual needs (Malhotra, et al 2017).

The changing conditions of the current work environment have resulted in an increasing problem of employee turnover. (Tnay, 2013). This is reinforced by the results of the Hay Group survey in 2014 regarding employee turnover rates which continue to increase globally. Research entitled Individual Correlates of Organizational Commitment and Intention to Leave the Organization (Lina, 2007) states that individual characteristics positively affect intention to leave and individual characteristics affect intention to leave through organizational

commitment. The results of this study are reinforced by the results of Dale Carnegie's 2016 study on Employee Engagement Among Millennials. The results are quite surprising, because it turns out that only 25% of the millennial workforce is fully engaged with the company they work for.

The research to be carried out is to look at the characteristics of the millennial generation who tend to move from job to job whether this also applies to MSMEs in Indonesia because previous research submitted by Carneige (2016) states that very few millennials are involved in the workplace, does this also occur in MSMEs in Indonesia.

Based on the existing phenomena, the objectives of this study are to: (1) Describe job training, organizational commitment and turnover intention. (2) Knowing the effect of job training on organizational commitment. (3) To determine the effect of organizational commitment on turnover intention. (4) To determine the effect of job training on turnover intention. (5) Knowing the effect of job training on turnover intention through organizational commitment.

This research is correlational research, namely research that studies the relationship between two or more variables in one study. The population of this research is all employees who are included in the millennial workforce in Malang city, namely the workforce born around 1980 - 2000, with an age range of 17 - 37 years. The research sampling technique used purposive sampling. Data was collected through questionnaires distributed to direct sources, in this case the millennial workforce and collected by distributing questionnaires. In order to be interpreted, research data is measured using a Likert Scale, score 1 to score 5 with data analysis techniques using scale ranges and path analysis.

It is hoped that the research will be able to provide an overview related to the impact that will be generated when the training is managed properly, whether it will have an impact on organizational commitment and their desire to leave their jobs. This research is also expected to be able to provide proof of the results of previous research which explains that there is an impact of training on organizational commitment in the company and their desire to leave the job.

II. LITERATURE REVIEW

A. Employee Training

Training has been identified as a major contribution to organizational competitiveness (Schuler and MacMillan 1984). Research suggests that investment in training can be justified by the contribution it makes to improving individual and organizational performance (Bartel 2000). However, previous research has shown difficulty in identifying causality between training and organizational performance (Tan and Batra 1995; Blundell, Dearden, Meghir and Sianesi 1999). Bartlett (2001) suggests that a problem that exacerbates this difficulty is developing effective measures for organizational performance. Blundell et al. (1999) support this by arguing that "lack of suitable data and methodological difficulties have prevented an adequate assessment of the impact of human capital appreciation on firm performance, and that estimates of the impact of training on productivity are still subject to wide margins of uncertainty."

There is a growing consensus that HRM practices influence employee attitudes and work-related behaviors (Allen et al. 2003; Gould-Williams 2007). To better assess the effectiveness

of training, it has been suggested that its relationship with organizational commitment be examined directly. It has been shown to be positively related to organizational effectiveness (Bartlett 2001). The literature suggests that positive work-related behaviors and attitudes are largely dependent on employees' perceptions of the extent to which their employers value their contributions and care about their well-being (Allen et al.2003). This view is consistent with social exchange theory (Blau 1964) which proposes that the psychological contract between employer and employee is an important determinant of organizational behavior. This is the theoretical basis for our research. Social exchange is initiated by organizations when they signal their willingness to care about employees' interests (Gould-Williams 2007).

Employees reciprocate with positive attitudes and behavioral responses helping their organizations (Settoon, Bennett and Liden 1996; Aryee, Budhwar and Chen 2002). Training, like other HRM practices, can be leveraged to elicit desired responses that may include increased organizational commitment (Bartlett, 2001). Existing research suggests that the provision of training and development is taken as a sign by employees that their organization wants to enter into a social exchange with them. This creates a strong psychological bond between them and their employer (Garrow 2004).

B. Organizational Commitment

Organizational commitment is the degree to which an employee favors a particular organization and its goals and intends to maintain his or her membership in the organization (Robbins, 2015). Research evidence demonstrates a negative relationship between organizational commitment and both absenteeism and employee turnover. Organizational commitment has three dimensions, namely: affective commitment, continuance commitment, normative commitment. (Luthan, 2008).

Organizational commitment is defined as a condition in which an employee sides with an organization is a kind of agreement between individuals in it that is binding and leads to overall organizational goals. Robbins and Judge (2007) define commitment as a condition in which an individual sides with the organization and its goals and desires to maintain his membership in the organization. The definition of organizational commitment in this study leads to the theory of Allen and Meyer (2004) which says that committed employees will work with dedication, which makes employees have the desire to provide more energy and responsibility to support the welfare and success of the organization where they work.

Organizational commitment has three components: (1) Affective Commitment; related to emotional, identification, and involvement of employees in an organization. Employees with high affective still join the organization because of the desire to remain a member of the organization. (Allen and Meyer, 2004). Emotional affective commitment states that the organization will make employees have a strong belief to follow all organizational values, and strive to realize organizational goals as a top priority. Affective commitment identification arises out of necessity, and views that commitment occurs because of dependence on activities that have been carried out in the organization in the past and this cannot be abandoned because it will harm employee involvement in the organization.

Allen and Meyer (2004) state that affective commitment has characteristics: (a) Employees are happy to spend their careers in the company. (b) Employees like to talk about the company with coworkers when they are not working. (c) Employees feel that the problems faced by the company are employee problems too. (d) Employees feel adaptable when working at the

International Journal of Research on Financial & Business (IJRFB)   ISSN: 3046-4609 (Online)
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company. (e) Employees feel that the company and the people in it are like part of the employee's own family. (f) Employees feel very emotionally attached to the company. (g) The company has deep meaning for employees (h) Employees feel part of the company.

Normative commitment is an employee's feeling of obligation to the organization. The normative component develops as a result of socialization experiences, depending on the extent of the feeling of obligation that employees have. Loyalty that must be given because of the influence of others. Commitment that occurs when employees continue to work for the organization due to pressure from other parties to continue working in the organization. Employees who have a high stage of normative commitment are very concerned about how others will view them if they leave the organization. This commitment refers to a reflection of feelings of obligation to be an employee of the company.

Employees with high normative commitment feel that these employees should continue to work for the organization where they work now. In other words, the commitment that exists within the employee is caused by the employee's job obligations to the organization.
Normative commitment has the following characteristics: (a) Employees feel they have an obligation when they become employees of the company. (b) Employees feel they have many benefits when working for the company. (c) Employees will feel guilty if they leave the company. (d) The company deserves employee loyalty. (e) Employees will not leave the company because they still have obligations. (f) Employees owe a lot to the company.

Continuance Commitment is a component based on employees' perceptions of the losses they will face if they leave the organization. Employees with this organizational basis are caused because these employees need the organization. The disadvantage of leaving the organization Continuance commitment refers to the strength of a person's tendency to stay with an organization because there is no other alternative. High continuance commitment includes the time and effort put into gaining non-transferable skills and the loss of attractive benefits or privileges as a senior. Employees need the organization According to Allen and Meyer (2004), employees who remain in the organization because employees accumulate more benefits that will prevent employees from seeking other jobs.

The characteristics of continuance commitment can be mentioned as follows: (a) Employees are worried if they quit the company because they do not have a replacement workplace. (b) It is very difficult for employees to leave the company even if they want to. (c) The employee's life will be chaotic if the employee decides to leave the company now. (d) If employees leave the company in the near future, it will not have a bad impact on employees. (e) Currently, employees feel the need to work in the company. (f) Employees do not have many choices of replacement companies so they do not think about leaving the company. (g) One of the negative consequences of leaving the company is that alternative jobs are rarely available. (h) One of the biggest reasons employees stay is that other places do not provide the same benefits as the company. (i) Employees have given optimal effort while working at the company, so employees still want to work at the company. (Allen and Meyer, 2004).

C. Employee Performance

Turnover Intention can be interpreted as the level or intensity of an employee's desire to leave his company. Furthermore, W.H. Mobley (2011) states that turnover intentions are the desire to move employees from one workplace to another. This opinion means that turnover intentions are the desire to move, but have not yet reached the stage of realization and make

a move from one workplace to another. Many reasons cause this condition and among them is the desire to get a better job elsewhere.

Based on the views that have been expressed, it can be understood that turnover intention is the level or intensity of the desire to leave the company which is a form of behavior to withdraw from the world of work as well as this behavior is the right of every employee. The following are indications of turnover intention: (1) Employees are thinking about leaving the company. (2) Employees will try to find work with other companies. (3) Employees try to leave the company. (4) Employees are trying to leave the company in the near future. (5) Employees try to leave the company if there is a better opportunity.

There are times when employee turnover has a positive impact on the organization. However, most employee turnover has a negative impact on the organization, both in terms of costs and in terms of lost opportunities to take advantage of opportunities (Mobley, 2011). Turnover intention requires serious attention for companies because this condition leads to the act of leaving the company. Furthermore, the cessation of individuals as members of an organization has an impact on the provision of financial rewards by the organization concerned. Turnover is a particular challenge for human resource development. Since such events are unpredictable, development activities must prepare at all times for the replacement of departing employees. On the other hand, in many real cases, excellent company development programs actually result in increased turnover.

Based on the existing phenomenon, the objectives of this research are to: (1) Describe job training, organizational commitment and turnover intention. (2) Knowing the effect of job training on organizational commitment. (3) To determine the effect of organizational commitment on turnover intention. (4) To determine the effect of job training on turnover intention. (5) Knowing the effect of job training on turnover intention through organizational commitment.
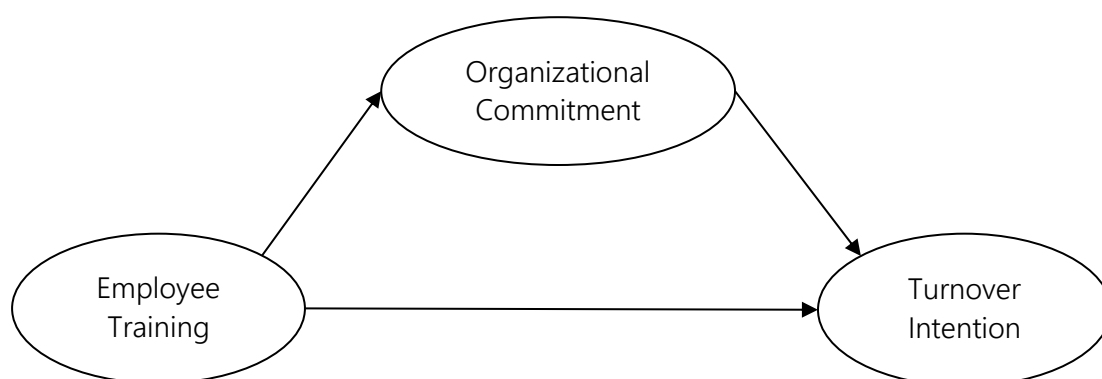
D. Research Framework

Figure 1. Research Framework

E. Hypothesis Development
Relationship between Employee Training and Organizational Commitment

This research refers to (Bartlett, 2001) training availability is considered the extent to which employees feel they can access training opportunities. Previous research shows that employees with this positive perception will be more committed to the organization. Some

research proves that in various countries the perceived availability of training has a strong relationship with affective but not continuance commitment (Bartlett, 2001).
H1: Employee training has a significant effect on organizational commitment.

Organizational Commitment Relationship to Turnover Intention

Anggraini (2016) conducted a study entitled "The Effect of Organizational Commitment on Turnover Intention" found that organizational commitment has a significant negative effect on turnover intention. The results of this study are the basis for making the following hypothesis.
H2: Organizational commitment has a significant effect on turnover intention.

Employee Training Relationship to Turnover Intention

Based on the framework that has been made, it is based on research conducted by Gamble and Huang (2008) which states that the relationship between organizational commitment and turnover intention has been widely studied, this encourages the creation of a relationship between organizational commitment and turnover intention.
H3: Employee training has a significant effect on Turnover Intention

Employee Training Relationship to Turnover Intention Mediated by Organizational Commitment

Research from Newman et al (2011) entitled "The impact of employee perceptions of training on organizational commitment and turnover intentions: a study of multinationals in the Chinese service sector" has similarities with the research to be carried out, namely the effect of training on organizational commitment and turnover intentions in companies in China, especially in the service sector.
H4: Employee training has a significant effect on turnover intentions mediated by Organizational Commitment.

III. RESEARCH METHODOLOGY

A. Data Collection Method and Data Processing

The data collection techniques used in this study are questionnaires and documentation. The following is an explanation of each data collection technique used:

1. In this study, the data collection instrument used was a questionnaire. The questionnaire is an efficient data collection mechanism if the researcher knows exactly what is needed and how to measure the research variables (Sekaran, 2006). The questionnaire was distributed to respondents who were in accordance with the characteristics of the sample that had been determined. Researchers also explained to respondents how to fill out the questionnaire so that there was no misunderstanding of the questions given.

2. Documentation is a data collection technique that is carried out by tracing information related to variables from notes, books, magazines, journals, and websites on relevant topics to obtain data and literature that can support this research.

B. Variable Measurement Technique

The measurement process is very important to facilitate the analysis of the meaningfulness and influence of each variable, for this reason the respondent's answer data in the form of actions and opinions is coded using a Likert scale (score 1 - 5). The Likert scale is a scale formed to explain how strongly the subject agrees or disagrees with a 5 (five) point question (Sekaran,

International Journal of Research on Financial & Business (IJRFB)   ISSN: 3046-4609 (Online)
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2006). This is done because the analysis and testing of hypotheses using statistical tools, the research data in the form of actions, opinions or sentences must be quantified by coding with numbers.

C. Data Analysis Method

This study uses a data analysis method using SmartPLS 3 software which is run on computer media. Partial Least Square (PLS) is a variant-based Structural Equation Model (SEM) analysis that can simultaneously test the measurement model and test the structural model. The measurement model is used for validity and reliability tests, while the structural model is used for causality testing (hypothesis testing with prediction models). Furthermore, Ghozali (2015) explains that PLS is an analytical method that is soft modeling because it does not assume data must be measured on a certain scale, which means that the number of samples can be small (under 100 samples).

There are several reasons that cause PLS to be used in a study. In this study these reasons are: First, PLS can accommodate both formative and reflective indicators. Second, PLS can be used to analyze theories that are still said to be weak, because PLS can be used for prediction, the prediction referred to here is the prediction of the relationship between constructs. Third, PLS allows the algorithm to use Ordinary Least Square (OLS) series analysis so that the efficiency of the calculation algorithm is obtained (Ghozali, 2015). Fourth, in the PLS approach, it is assumed that all variance measures can be used to explain.

D. Inferential Statistical Analysis

Inferential statistical analysis is used to test hypotheses and produce a feasible model (fit). The data analysis method used Structural Equation Model (SEM) with the Variance Based SEM approach or better known as Partial Least Square (PLS). The PLS software used for data analysis uses SmartPLS 3. Analysis in PLS is carried out in three stages, namely:

1. Outer Model Analysis (Measurement Model)
   Outer model analysis is carried out to ensure that the measurements used are suitable for measurement or valid and reliable. Outer model analysis specifies the relationship between latent variables and their indicators, or in other words, the outer model defines how each indicator relates to its latent variable.

2. Inner Model Analysis (Structural Model)
   Inner model analysis or structural model analysis is carried out to ensure that the structural model built is robust and accurate. This analysis shows the relationship between variables in accordance with theoretical studies and previous research results.

3. Hypothesis Testing
   Hypothesis testing is carried out to determine whether each hypothesis proposed in this study can be accepted / supported or not.

4. Mediation Test
   Mediation test is conducted to determine whether the mediating variable in a study provides a mediating role or not in the model being built. . The mediation test uses the Sobel Test, then proceeds to determine the nature of the mediation of each of these variables if the two variables are proven to be mediating variables.

IV. RESULT AND DISCUSSION
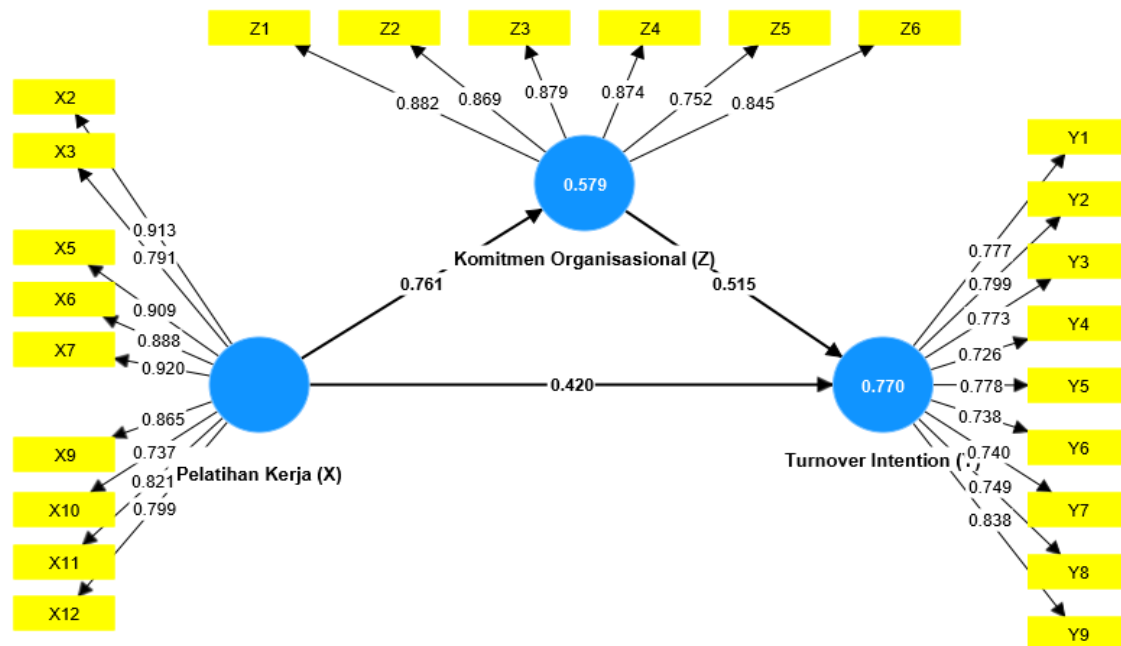
A. Partial Least Square (PLS) Model Analysis Results

Figure 2. Path Analysis Research Model
Source: Data Processed (2024)

B. Outer Model Testing Results

Convergent Validity Testing Results

The convergent validity test is carried out by looking at the loading factor of each indicator in each variable. The requirements for the convergent validity test are the loading factor value> 0.7 and the AVE value> 0.5. If it meets these requirements, it is declared valid. The following results of convergent validity testing can be seen in the following table:

Table 1. Outer Loading Value

Variable	Indicator	Loading Factor	AVE	Description
Job Training (X)	X.2	0.913	0.725	Valid
	X.3	0.792		Valid
	X.5	0.909		
	X.6	0.888		Valid
	X.7	0.920		Valid
	X.9	0.865		Valid
	X.10	0.737		Valid
	X.11	0.821		Valid
	X.12	0.799		Valid
	Y.1	0.777	0.725	Valid

International Journal of Research on Financial & Business (IJRFB)   ISSN: 3046-4609 (Online)
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	Y.2	0.799		Valid
	Y.3	0.773		Valid
	Y.4	0.726		Valid
Turnover Intention (Y)	Y.5	0.778		Valid
	Y.6	0.738		Valid
	Y.7	0.740		Valid
	Y.8	0.749		Valid
	Y.9	0.838		Valid
Organizational Commitment (Z)	Z.1	0.882		Valid
	Z.2	0.869		Valid
	Z.3	0.879	0.592	Valid
	Z.4	0.874		Valid
	Z.5	0.752		Valid
	Z.6	0.845		Valid

Source: Data Processed (2024)

C. Discriminant Validity Cross Loading

Discriminant Validity-Cross Loading is used to check discriminant validity using cross corelation which has criteria if the loading factor value in one variable is greater than the correlation value of indicators in other variables. Then, that way it can be interpreted that the indicator is valid in measuring the corresponding variable.

Table 2. Cross Loading

Item	Organizational Commitment (Z)	Job Training (X)	Turnover Intention (Y)
X2	0.690	0.913	0.739
X3	0.526	0.791	0.535
X5	0.771	0.909	0.754
X6	0.572	0.888	0.733
X7	0.632	0.920	0.716
X9	0.645	0.865	0.745
X10	0.535	0.737	0.550
X11	0.747	0.821	0.735

International Journal of Research on Financial & Business (IJRFB)   ISSN: 3046-4609 (Online)
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Item	Organizational Commitment (Z)	Job Training (X)	Turnover Intention (Y)
X12	0.651	0.799	0.650
Y1	0.607	0.712	0.777
Y2	0.651	0.738	0.799
Y3	0.634	0.830	0.773
Y4	0.638	0.546	0.726
Y5	0.560	0.568	0.778
Y6	0.693	0.587	0.738
Y7	0.641	0.470	0.740
Y8	0.547	0.422	0.749
Y9	0.769	0.638	0.838
Z1	0.882	0.794	0.832
Z2	0.869	0.635	0.698
Z3	0.879	0.605	0.694
Z4	0.874	0.669	0.717
Z5	0.752	0.518	0.601
Z6	0.845	0.621	0.687

Source: Data Processed (2024)

Table 2. Cross Loading

	Organizational Commitment (Z)	Job Training (X)	Turnover Intention (Y)
Organizational Commitment (Z)	0.852		
Job Training (X)	0.761	0.851	
Turnover Intention (Y)	0.834	0.811	0.769

Source: Data Processed (2024)

Table 3 shows that the root value of Average Variance Extracted (AVE) for each construct is greater than the correlation, so it can be concluded that the constructs in this research model have good discriminant validity and can be said to be valid.

D. Reliability Test

The reliability test can be done by looking at the results of the value of Cronbach's Alpha and Composite Reliability, where according to Yamin & Kurniawan (2011) indicators can be said to be valid if the value of Cronbach's Alpha ≥ 0.7 and also the Composite Reliability value ≥ 0.7. The calculation results of Cronbach's Alpha and Composite Reliability can be described in the following table:

Table 4. Cronbach's Alpha and Composite Reliaiblity

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average Variance Extracted (AVE)
Organizational Commitment (Z)	0.924	0.932	0.940	0.725
Job Training (X)	0.952	0.957	0.959	0.725
Turnover Intention (Y)	0.914	0.918	0.929	0.592

Source: Data Processed (2024)

Table 4 shows the Composite Realibility value for all constructs is ≥ 0.7. Thus it can be concluded that all constructs have good reliability.

E. R-Square (R^2)

The R-square test is intended to determine how much percentage of the influence of the independent variable on the dependent variable. The results of the R-square calculations that have been carried out can be described in the following table:

Table 5. R-square value

	R-square	*R-square* adjusted
Organizational Commitment (Z)	0.579	0.566
Turnover Intention (Y)	0.770	0.756

Source: Data Processed (2024)

Table 4 shows the R-square value for the Organizational Commitment variable (Z) is obtained at 0.579. These results indicate that 57.9% of the Organizational Commitment variable (Z) is influenced by Job Training (X) and affects Turnover Intention (Y). The remaining 42.1% is influenced by other variables not examined.

Furthermore, the Turnover Intention (Y) variable shows the R-square value for the variable obtained is 0.770. These results indicate that 77% of the Turnover Intention (Y) variable is

influenced by the Job Training (X) variable. The remaining 23% is influenced by other variables not examined.

F. Hypothesis Test

Hypothesis testing is done to determine the effect of independent variables on the dependent variable directly or indirectly by looking at the significance value between constructs, t-statistics ≥ 1.96 and p-values ≤ 0.05 which can be seen from the bootstrapping results (Yammin & Kurniawan, 2011). The first hypothesis testing was carried out, namely to determine whether there was a direct influence between the independent variable and the dependent variable, with the results of the research model which can be described in the following table:

Table 6. Path Coefficient Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T statistics (|O/STDEV|)	P values
Organizational Commitment (Z) -> Turnover Intention (Y)	0.515	0.527	0.149	3.455	**0.001**
Job Training (X) -> Organizational Commitment (Z)	0.761	0.767	0.066	11.486	**0.000**
Job Training (X) -> Turnover Intention (Y)	0.811	0.813	0.060	13.429	**0.000**
Organizational Commitment (Z) -> Turnover Intention (Y)	0.515	0.527	0.149	3.455	**0.001**

Source: Data Processed (2024)

The results showed that employee training has a significant effect on organizational commitment. This finding confirms that good training implementation can increase employee attachment to the organization. Employees who feel that they have received self-development opportunities will build trust and a sense of belonging to the company. This is in line with social exchange theory which states that positive treatment from the organization will be reciprocated by positive attitudes from employees in the form of loyalty and commitment. This finding is in line with the research of Bartlett (2001) and Elmadi & Marquardt (2007) which prove that training plays an important role in increasing employees' affective commitment.

Furthermore, organizational commitment is proven to have a significant effect on turnover intention. Employees with high levels of commitment tend to have lower exit intentions. This

International Journal of Research on Financial & Business (IJRFB)   ISSN: 3046-4609 (Online)
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shows that emotional attachment, a sense of moral obligation, and consideration of losses if leaving the organization are the main factors that suppress turnover intention. This finding supports the results of Anggraini's (2016) research which states that organizational commitment has a negative effect on turnover intention.

The test results also show that employee training has a significant effect on turnover intention. The training provided by the organization is able to suppress employees' desire to leave, because employees feel they get learning opportunities, increased competence, and career development opportunities. This is in line with the findings of Ali (2005) and Newman et al. (2011) which prove that training plays a role in reducing the level of turnover intention.

Furthermore, organizational commitment is proven to act as a mediating variable in the relationship between employee training and turnover intention. This means that training not only directly reduces exit intention, but also works through increasing employee commitment. Training shapes positive perceptions of the organization which then strengthens commitment, ultimately reducing turnover intention. This finding strengthens the research results of Newman et al. (2011) which confirms the important role of organizational commitment as a linking mechanism between training and turnover intention.

In the context of MSMEs in Malang City, this result shows that HR training is an effective strategy to retain millennial generation employees who are known to have high job mobility. With the limited formal career system in MSMEs, training is the main alternative in building employee loyalty and engagement.

V. CONCLUSION

Based on the results of the research and discussion, the conclusions of this study are as follows: employee training can increase organizational commitment. With performance training, it is expected to increase the desire to quit the company, which here is intended for MSMEs in East Java. Employee training can also reduce turnover intention owned by employees. By synthesizing the findings from this study, a comprehensive understanding of how organizational commitment affects turnover intention, with employee training as a mediating factor, can be achieved. The mediating role of organizational commitment itself emerges as an important mechanism in shaping turnover intention in organizations. This synthesis provides a strong foundation for further research and practical implications in managing turnover and enhancing organizational commitment through strategic HR interventions.

ACKNOWLEDGEMENT

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