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Vol. 33 No. 1 (2025): JURNAL KAJIAN BISNIS

DOI: <https://doi.org/10.32477/jkb.v33i1>

PUBLISHED: 30-01-2025

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eISSN 2622-173X



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pISSN 0854-4530



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The Influence of Internal Marketing Practices on Employee Satisfaction Private Universities in Yogyakarta

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Abstract

This study aims to evaluate the impact of Internal Marketing dimensions on employee satisfaction. The dimensions analyzed in internal marketing include leadership support, training and development, information and communication, and rewards. This research was conducted in 2022 involving 25 employees from a college in Yogyakarta as respondents. For data analysis, multiple regression and Smart PLS version 3.29 software were used. The analysis results indicate that only the dimension of information and communication has a positive and significant effect on employee satisfaction, thus confirming the hypothesis. Meanwhile, the direct effects of leadership support, training and development, and rewards on job satisfaction were not confirmed.

Keywords: *internal marketing leadership; training and development; information and communication; reward.*

INTRODUCTION

Research examining the relationship between internal marketing and employee satisfaction is an intriguing theme in the service marketing literature. In the context of services, the role of employees is inseparable due to their significant contribution to customer satisfaction. Previous literature in service organizations indicates that service employees play a crucial role in creating customer satisfaction (Burmam & König, 2011). Other studies also suggest that frontline employee commitment has a direct relationship with service quality (Berry & Parasuraman, 1991). Various service studies reveal that customer satisfaction is greatly influenced by the attitudes and behaviors of service employees (Berry & Parasuraman, 1991). Therefore, attention to service employees is essential, as their service quality is positively related to customer satisfaction.

Good service quality will have a positive impact on customer satisfaction in the long term, which in turn will affect customer loyalty. Thus, motivating and satisfying quality service employees becomes the key to the success of service organizations. Employee satisfaction will yield products that satisfy external customers; in other words, employees who are satisfied with their jobs will provide satisfaction to customers. This paradigm continues to evolve with the growing interest in internal marketing (IM) research and its relevance in a highly competitive business world (Greenley, 2009; Tortosa, Moliner, & Sánchez, 2009). Generally, the concept of IM refers to the company's selling to its employees (Grönroos, 1984). IM has been defined as "viewing employees as internal customers, viewing work as an internal product that meets the needs and wants of customers to achieve the company's goals" (Berry, 1981).

The increase in research on internal marketing indicates a high interest in IM, which has been observed in the UK and the US over the last decade, and is spreading to other countries including the Caribbean and several countries in Asia and Africa (Ndubisi & Ndubisi, 2013). As a result, the impact of IM practices on performance in these various countries has become an increasingly interesting topic compared to previous research that focused more on issues of competitiveness, market structure, business environment, and various studies on customer needs

(Sohail, 2009). Research on internal marketing practices in various organizations has been extensively conducted, with the early stages of IM research emphasizing employee motivation and satisfaction. Satisfied employees will produce products that satisfy customers, or in other words, employees who are satisfied with their jobs will provide satisfaction to customers, in line with the definition of IM expressed by Berry (1981).

Employee satisfaction is one of the significant outcomes of various studies on internal marketing practices within organizations. This is supported by research conducted by Bowers & Martin (2007), which explored internal marketing practices through three specific dimensions: communication, training, and internal market. These three dimensions have been shown to have a positive and significant impact on employee attitudes and behaviors. Tansuhaj et al. (1988) specifically identified the components of internal marketing as training, motivation, and retention. Meanwhile, Ahmed, Rafiq, and Saad (2003) categorized the components of internal marketing into three categories known as the internal marketing mix: first, top management support mix, which includes empowerment, leadership, rewards, and environment; second, business process support mix, which consists of staffing, selection, succession, process changes, and incentive systems; and third, cross-functional coordination mix, which encompasses internal communication, inter-functional coordination, training, and development.

Another relevant study in the organizational context was conducted by Ferdous and Polonsky (2012), which investigated the impact of internal marketing programs on frontline employee perceptions in insurance companies in Bangladesh. The dimensions examined in internal marketing practices included perceptions, job satisfaction, and customer-oriented behaviors. The results indicated that internal marketing programs positively evaluated by frontline employees (FLE) led to a favorable view of internal market orientation, which in turn enhanced employee performance. This study also found that internal marketing programs are effectively implemented in companies with high consumer interaction, such as in the tourism, aviation, and healthcare sectors, where FLE play a crucial role in serving customers. Overall, the antecedent variables of internal marketing programs on FLE perceptions showed a better influence.

Internal marketing practices are relevant not only for profit-oriented organizations but also for non-profit organizations, such as higher education institutions. As a strategic service sector, each higher education institution has unique characteristics that encompass social, managerial, and physical environments, which can be synthesized into four dimensions: physical environment factors, socio-emotional factors, learning quality, and interpersonal relationships as well as structural environment. Physical environment factors, which include facilities and infrastructure (such as buildings, libraries, laboratories, and parking spaces), influence job satisfaction. Additionally, interpersonal relationships, social interactions, and relationships among staff, faculty, and students also contribute to job satisfaction. Learning quality or academic atmosphere, including campus ambiance, the implementation of teaching and learning activities, and regulations, also impacts job satisfaction. The structural environment, which includes relationships between management and faculty, employees, and students, significantly affects job satisfaction.

As a highly strategic service organization, it is essential for higher education institutions to evaluate internal marketing practices to understand employee satisfaction, which in turn will affect student satisfaction. The growth of higher education institutions in Indonesia over the past three years has shown significant fluctuations, particularly in private universities (PTS). Data released by the Central Statistics Agency in 2020 in five major cities in Java is shown in Table 1.

Table 1: Data on the Number of Private Universities in Five Provinces from 2018 to 2020.

No.	Province	Number of Private Universities			Number of Lecturers at Private Universities		
		2018	2019	2020	2018	2019	2020
1.	DKI Jakarta	315	291	284	23.612	25.005	24.632

2.	West Java	385	389	377	23.703	24.781	24.930
3.	Central Java	271	263	259	13.488	13.948	14.192
4	DIY	106	106	103	7.958	8.037	8.151
5	East Java	320	337	328	21.809	22.809	2.643

Source: https://www.bps.go.id/indikator/indikator/view_data_pub (2020).

The data in the table illustrates the growth of Private Higher Education Institutions in five major cities in Java, which varies in both the number of PTS and educators. Indonesia is indeed listed among the countries with the highest number of higher education institutions in the world according to QS World University Rankings and Times Higher Education (THE). According to data released by Statista in 2020, Indonesia ranks among the countries with the most campuses globally, with India having 4,381 campuses, the United States with 3,254 campuses, Indonesia with 2,694 campuses, China with 2,595 campuses, and Brazil with 1,346 campuses.

Based on this data, it is important to evaluate internal marketing practices to ensure an improvement in the quality of internal marketing practices and customer satisfaction. This research focuses on developing a theoretically derived internal marketing model to test its impact on employee satisfaction.

THEORETICAL FRAMEWORK AND HYPOTHESIS

This research aims to examine the impact of internal marketing practices on the satisfaction of students at private universities in Yogyakarta. The study to be conducted is empirical research that requires a theoretical foundation to generalize in hypothesis formation, so that the research results can be interpreted and concluded accurately.

The discussion in this section will cover: the influence between internal marketing practices and employee satisfaction, internal marketing practices, including: leadership support; training and development; information and communication; rewards; and, secondly, employee satisfaction.

The Influence Between Internal Marketing Practices and Employee Satisfaction

Employees are viewed as internal customers, while the job is considered a product, which is the initial definition of internal marketing (L. L. Berry et al., 1976). This concept has become an interesting topic of debate among researchers, with currently 42 different definitions of internal marketing (Abzari et al., 2011). In addition to the initial definition proposed by Berry et al., there are also definitions that examine internal marketing in the context of culture to achieve alignment between service employees and marketing activities (Ahmed & Rafiq, 2003). From another perspective, internal marketing is seen as a collection of human resource policies, where employees are considered internal customers who need to be informed, developed, and motivated to serve customers effectively (Arnett et al., 2003). Furthermore, from an epistemological standpoint, internal marketing is understood as a social construct (Ahmed et al., 2003). In this context, internal marketing is divided into three phases: the employee satisfaction phase, the customer orientation phase, and the strategy implementation or change management phase.

The first phase, which is the initial development stage, focuses on issues of motivation and employee satisfaction. Employee satisfaction becomes an important indicator that influences customer satisfaction (Rafiq & Ahmed, 2000). This employee satisfaction phase has the potential to affect service quality and external customer satisfaction (Berry & Parasuraman, 1991).

The second phase is the customer orientation phase. In this phase, internal marketing is developed by Gronroos (1982) with the concept of interactive marketing that focuses on customers.

The interaction between customers and marketers will influence purchase decisions and repurchases, as well as provide broader opportunities in market development. To capitalize on these opportunities, customer-oriented and sales-minded personnel are required. Gronroos (1982) states that employees need not only to be motivated to improve performance, as expressed by Berry, but also to have a sales-oriented mindset (Berry, 1981). Therefore, the goal of internal marketing in this phase is to motivate and make employees aware of the importance of customers. Gronroos (1982) expands the definition of internal marketing to include employee motivation to recognize customers and sales in marketing activities. This requires effective coordination between employees who interact directly with customers and supporting employees (Gronroos, 1982). Gronroos also emphasizes that internal marketing means integrating various different and important functions to serve customers.

The third phase is known as the strategy implementation phase. This phase is marked by the explicit recognition by internal marketing researchers that internal marketing is a tool for strategy implementation (Ballantyne, 2003; Lings, 2004; Rafiq & Ahmed, 2000). One perspective from researchers, expressed by Rafiq and Ahmed (2000b), highlights the limitations of previous definitions of internal marketing, namely: first, unlike external marketing situations where external customers can choose the products they want to buy, employees as internal customers do not have a choice over the products (jobs) they desire. Second, employees must be able, even, if necessary, to be compelled to accept jobs that they may not want. Third, it is necessary to question whether the needs of employees as internal customers are truly met as are the needs of external customers, which are the top priority (Rafiq & Ahmed, 1993).

The development of internal marketing as an implementation of strategy is supported by the belief that internal marketing has the potential to serve as a cross-functional integration mechanism within organizations. George (1990) argues that internal marketing is a holistic concept that involves management processes to integrate various functions within the organization (George, 1990). This view is also expressed in the research by Glassman & McAfee (1992), which emphasizes the role of internal marketing in integrating marketing and employees within human resources into the marketing function (Glassman & McAfee, 1992).

Internal marketing is crucial in organizations concerning employee satisfaction (Sihombing & Gustam, 2007), in line with the early conception of internal marketing development that emphasizes employee satisfaction (Berry, 1981). The underlying assumption is that customers will feel satisfied if employees are also satisfied, which is very important for organizations (George, 1977). Satisfied employees will provide quality service, and quality service will please and satisfy customers, which in turn will encourage repeat purchases. This concept holds significant value for organizations.

Development of Hypotheses

The Influence of Supportive and Participative Leadership on Employee Satisfaction.

Supportive and participative leadership styles within organizations have a significant impact on employee motivation (Voola, Casimir, & Haugen, 2003). Voola et al. (2003) argue that effective and supportive leadership styles used by managers indirectly influence internal marketing strategies due to the importance of managing employees who are always in contact with customers. In many cases, managers act as role models for employees. Managers need to empower employees in various ways, including how to implement emerging ideas (Harris & Ogbonna, 2001). George (1990) argues that management support is the most important component of effective internal marketing because it communicates to employees that their work is important. Supportive and participative leadership provides an environment that fosters a market-oriented culture (Harris & Ogbonna, 2001), emphasizing employee empowerment. More empowered employees will experience increased satisfaction (Barroso, Martin, & Martin, 2004;

Lee, Lee, & Kang, 2012). Based on this practical and conceptual review, the first hypothesis is formulated as follows:

Hypothesis 1: Supportive and participative leadership has a positive effect on employee satisfaction.

The Influence of Training and Development on Employee Satisfaction.

The success of an organization partly depends on the service provider's ability to resolve issues that arise with customers (Ling, Yih, Eze, Gan, & Ling, 2008). Findings from numerous internal marketing studies highlight the importance of employee training and development as a key component of internal marketing (Ahmed & Rafiq, 2003; Lee et al., 2012; Tsai & Wu, 2011). Employees who are knowledgeable, skilled, and trained are essential for organizations to achieve sustainable competitive advantage (Tseng, 2009). Based on these findings, the second hypothesis is formulated as follows:

Hypothesis 2: Training and development have a positive effect on employee satisfaction.

The Influence of Information and Communication on Employee Satisfaction.

Establishing healthy internal and external relationships within an organization is one of the essential elements supporting organizational success (Palmer, 1996). Organizations must focus on building relational exchanges with employees (George, 1990). The underlying assumption of this argument is that if an organization does not have a good relationship with its employees, it will lead to dissatisfaction, and employee dissatisfaction will affect customer satisfaction (Grönroos, 2000). Supporting this argument, Gummesson (2000) describes the characteristics of internal relationship dynamics within organizations using a win-win paradigm to achieve organizational goals. According to this paradigm, when organizations provide a satisfying work environment, employees are likely to align their interests with those of the organization, benefiting both parties. A good relationship between the organization and its employees will contribute to improving the quality of work life while also benefiting organizational performance (Brettel et al., 2012). Employees whose needs and desires are met will be more customer-oriented and will become more customer-centric (Wagenheim and Anderson, 2008).

In the practice of internal marketing, one element that can build employee satisfaction is the establishment and openness of internal information and communication. This element is a crucial function of internal marketing (Lings, 2004). A communication system that integrates and enables employees to access better communication channels by expressing their ideas and opinions leads to the effectiveness of customer service and the satisfaction of both internal and external customers. Based on this theoretical review, the third hypothesis is formulated as follows:

Hypothesis 3: Information and communication have a positive effect on employee satisfaction.

The Influence of Adequate Rewards on Employee Job Satisfaction Rewards are related to the compensation given to employees based on performance evaluations.

The basic definition of rewards is something given as recognition for service, effort, or achievement (Shelley, 2011), ranging from monetary incentives, such as bonus payments, to non-monetary rewards, such as praise and public recognition. Rewards can also be intrinsic, such as the pleasure employees derive from their performance. Most organizations use reward systems to attract employees to commit to providing services. An important factor of the reward system in organizations is the fairness perceived by employees (Slåtten, 2009). A fair reward system creates

loyal employees because they gain satisfaction from their work and deliver outstanding performance (Jeon & Choi, 2012; Lenka, Suar, & Mohapatra, 2010). Previous research has concluded that employees who receive adequate rewards positively influence employee satisfaction (Jeon & Choi, 2012; Lenka et al., 2010). Based on the theoretical framework and previous research, the fourth hypothesis is as follows:

Hypothesis 4: Adequate rewards have a positive effect on employee job satisfaction.

Research Framework Model

The research model developed in this study can be seen in Figure 1 below:

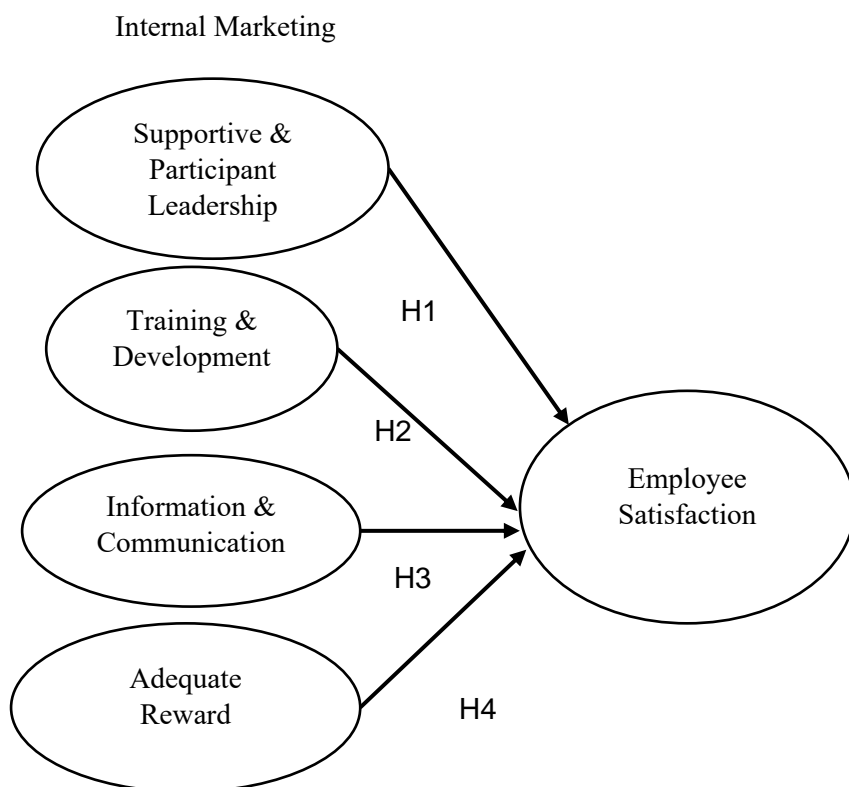


Figure 1: Research Model

Source : Sohail dan Jang (2017)

RESEARCH METHOD

Research Design

The paradigm used in this research is the positivist paradigm, which emphasizes the explanation and testing of relationships between variables in the research model (Jennings et al., 2005). The positivist paradigm is deductive and views reality as real, singular, and causal, aiming to obtain explanations regarding the cause-and-effect relationships between one variable and another by testing the hypotheses proposed in this research. Furthermore, it elaborates and enriches the explanations of previous theories and research by expanding to propose new topics and contexts. Next, it seeks the best explanation among the explanations in the model tested in the research so that it can be more applicable in the field (Cooper & Emory, 1995).

The research model that explains internal marketing practices and their influence on customer satisfaction is presented in Figure 1. Internal marketing practices include four dimensions: (1) supportive and participative leadership, (2) training and development, (3) information and communication, (4) adequate rewards, and their influence on employee satisfaction.

Data and Sample

Primary data is obtained from the results of questionnaires distributed to respondents and collected through surveys. This research is quantitative, using surveys as the main instrument for data collection, thus not requiring the study of all individuals in the population. The sample selected consists of 25 employees from Private Higher Education Institutions (PTS) in Yogyakarta. The sampling technique used is purposive sampling. Purposive sampling is a non-probability sampling technique that selects respondents based on certain characteristics, which are considered closely related to the known characteristics or traits of the population (Indriantoro & Supomo, 2002). The sample criteria in this study are educational staff respondents who serve and have frequent direct interactions with students.

Operational Definitions of Variables and Measurement

According to Jogiyanto (2011), a variable is a characteristic possessed by participants or situations in a study that shows different values in that study. Each variable must have variation or differences in value or level/category. If a concept in the research has only one value, then that concept cannot be considered a variable because it only has a single and constant value. Variables must be defined operationally, meaning they should be able to describe or define the variable in terms of operationalization or the techniques used to measure a concept. Abstract concepts or latent variables are operationally defined by detailing how these concepts are measured in a specific study, and they are generally measured using indicators.

In quantitative research, variables (Jogiyanto, 2011) are divided into two categories: independent variables and dependent variables. Independent variables, also known as predictors, are sometimes referred to as antecedents or factors. There are two types of independent variables: active independent variables and attribute independent variables. Active independent variables or manipulations are variables that experience changes in value at certain levels during the research period.

The concept of abstract variables or latent variables, based on their function, is divided into two types: exogenous variables and endogenous variables (Santoso, 2015). Exogenous variables are those that influence endogenous variables, indicated by arrows pointing from the exogenous variable to the endogenous variable. Conversely, endogenous variables are those that are influenced by exogenous variables, indicated by arrows pointing towards the endogenous variable. In this study, there are five variables, consisting of exogenous and endogenous variables. The exogenous variables in this study include: supportive and participative leadership (SP), training and development (TD), information and communication (IC), and adequate rewards or compensation (AR). Meanwhile, the endogenous variable is employee satisfaction (ES).

Furthermore, the variables in this study are defined operationally to facilitate theoretical testing. The operational definitions of the variables refer to previous research. Below are the operational definitions and their indicators, where each indicator consists of five statement items answered by respondents using a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree).

Internal marketing is defined by Berry et al. (1976) as employees who are internal customers and their work as a product. Employees function as internal customers who will serve external customers, making job satisfaction important for satisfying external customers. Arnett, German, &

Hunt define internal marketing as a set of human resource (HR) policies and procedures that treat employees as an internal market that needs to be informed, educated, developed, and motivated to serve customers effectively (Arnett et al., 2003). Internal marketing is measured using four dimensions, namely:

- a. Supportive and participative leadership (Bouranta and Mavridoglou, 2004).
 - 1) Leaders communicate a credible vision and mission.
 - 2) The vision and mission are well communicated to all employees.
 - 3) Leaders hold regular meetings with employees.
 - 4) Leaders accommodate employee opinions.
- b. Training and development (Bouranta and Mavridoglou, 2004).
 - 1) Employees are trained to provide good service.
 - 2) Training and development for employees are conducted continuously.
 - 3) Training and development are planned and clear.
- c. Information and communication (Rafiq and Ahmed, 1993).
 - 1) Communication with employees is conducted regularly.
 - 2) Internal information is consistent with external information.
 - 3) The importance of employee service roles is communicated.
 - 4) Open to receiving criticism and suggestions from employees.
- d. Adequate rewards or compensation (Foreman and Money, 1995).
 - 1) Providing rewards to employees with the best work performance.
 - 2) Performance measurement and reward systems motivate employees.
 - 3) Recognizing contributions and work of employees.

Employee satisfaction (Locke, 1976) is a pleasant or positive emotional state resulting from the evaluation of a person's job or work experience. This definition views employee job satisfaction from an affective perspective related to a person's emotions, while based on cognitive aspects, employee job satisfaction is the difference in individual perceptions of expected conditions and actual conditions (Campbell et al., 1976). Employee job satisfaction based on the two-factor theory (Herzberg, 1966) consists of needs that must be met for employees to be satisfied with their jobs. There are two factors that serve as indicators of employee satisfaction: first, factors related to the execution of the job itself (job itself), or intrinsic factors consisting of recognition, achievement, work itself, advancement, and responsibility. Second, factors related to the work environment or extrinsic factors consisting of five factors: salary, company policies, technical competence, interpersonal relations, and working conditions.

Data Analysis Method

Models and Programs Used

To analyze the data and test the research model, Structural Equation Modeling (SEM) was employed, focusing on Smart PLS. The Partial Least Square (PLS) method is often referred to as soft modeling because it does not require the assumptions present in Ordinary Least Square (OLS) regression, such as the necessity for multivariate normal distribution of data and the absence of multicollinearity issues among exogenous variables. PLS is suitable for testing weak theories and

less robust data, such as when the sample size is small or there are issues with data normality (Wold, 1982). Additionally, PLS avoids two serious problems that can arise from covariance-based SEM, namely incorrect solutions and factor uncertainty (Ghozali, 2015). In this case, PLS assumes that all variance measures are relevant to be explained, thus treating latent variable approaches as linear variables of indicators, which helps avoid factor uncertainty issues (Ghozali, 2015).

Descriptive Analysis

The analysis provides an overview of respondents' answers for each research variable, which is then used to obtain the tendency of respondents' answers regarding the conditions of each construct. Descriptive analysis includes mean values, standard deviations, percentage values, frequency distributions, variance, graphical representations, and so on.

Inferential Statistical Analysis

a. Validity Test

Construct validity consists of convergent validity and discriminant validity (Hartono, 2008). Convergent validity relates to the principle that measures of a construct should correlate highly. The convergent validity test in PLS with reflective indicators is assessed based on the loading factor (the correlation between item/component scores and construct scores).

The validity test can be seen from the discriminant validity test, which first involves comparing the square root of each Average Variance Extracted (AVE) against the correlation values between constructs. If the square root of the AVE is higher than the correlation values between constructs, it is stated to meet the criteria for discriminant validity (Ghozali, 2015). Second, the discriminant validity test is assessed based on the cross-loading of measurements with their constructs, with a cross-loading value > 0.7 (Hartono, 2008).

b. Reliability Test

A data measurement instrument is said to be reliable if it consistently produces the same results each time measurements are taken (Ferdinand, 2014). A measuring tool is considered reliable if it has a loading factor value > 0.7 (Hair et al., 2011). The AVE produced by all constructs with reflective indicators that yield values > 0.50 is said to meet reliability requirements. If the Cronbach's Alpha value for all constructs is > 0.70 , it can be stated that all construct indicators are reliable or meet the reliability test (Ghozali, 2015).

To strengthen the reliability test, composite reliability needs to be calculated. A group of indicators measuring a variable has good composite reliability if it has a composite reliability ≥ 0.7 (Chin, 1998).

Hypothesis Testing

The hypothesis test conducted is a one-tailed hypothesis test using the t-value at a significance level of 5%. The t-value in Smart PLS 3 is the critical ratio of the regression weights from the fit model. Thus, if the critical ratio value ≥ 1.97 or the probability value (P) ≤ 0.05 , the hypothesis is accepted.

DATA ANALYSIS AND DISCUSSION

Research Design

This research is designed to observe and analyze the effect of internal marketing practices on employee satisfaction at Private Higher Education Institutions in Yogyakarta. To obtain the desired data, a questionnaire containing a list of statements was distributed to 25 employees of Private Higher Education Institutions in Yogyakarta, using Google Forms for the distribution.

The questionnaire in this study was designed in a simple format without neglecting the substance being researched, consisting of two parts: first, a questionnaire for employees containing statements regarding employee satisfaction with the internal marketing practices at each Higher Education Institution, and second, a questionnaire that includes the characteristics of the respondents. Furthermore, using a 5-point Likert scale ranging from strongly disagree to strongly agree, respondents were asked to select alternative answers to the statements in the questionnaire.

Respondent Characteristics

This section will explain the characteristics of the respondents based on the questionnaire data obtained from the survey and processed using distribution analysis based on percentages. The characteristics of employee respondents are analyzed based on gender, marital status, education level, age, and income, while the characteristics of student respondents are analyzed based on gender, age, education level, and marital status.

Employee Respondent Characteristics Based on Gender

Based on the analyzable questionnaire, there were 25 employee respondents, with 13 males and 12 females. The number of female employee respondents is higher than that of male respondents. The characteristics of respondents based on gender can be seen in Table 2.

Table 2: Characteristics of Employee Respondents Based on Gender

Gender	Number of Respondents (People)	Percentage
Man	13	52%
Woman	12	48%
Total number	25	100%

Source: Processed Primary Data (2022)

Respondent Characteristics Based on Marital Status

Table 3 shows the characteristics of respondents based on marital status, showing that the majority (84%) of respondents are married and only 16% of respondents are not married.

Table 3: Characteristics of Employee Respondents Based on Marital Status

Marital status	Number of Respondents (People)	Percentage
Married	21	84%
Not married yet	4	16%
Total number	25	100%

Source: Processed Primary Data (2022)

Respondent Characteristics Based on Education Level

Table 4 shows the characteristics of respondents based on education level, namely 40% have a bachelor's degree, 36% of respondents have a high school or equivalent education, 16% have a diploma, and 2% of respondents have a postgraduate education.

Table 4: Respondent Characteristics Based on Education Level

Educational level	Number of Respondents (People)	Percentage
High School Equivalent	9	36%
Diploma	4	16%
Bachelor	10	40%
Postgraduate	2	8%
Total number	25	100%

Source: Processed Primary Data (2022)

Characteristics of Employee Respondents Based on Age

Characteristics of respondents based on age, as in table 5, it can be concluded that the majority (56%) are aged 30-50 years, the second respondents are over 50 years old as much as 32%, and only 12% of respondents are under 30 years old.

Table 5: Characteristics of Employee Respondents Based on Age

Age	Number of Respondents (People)	Percentage
Less than 30 years	3	12%
Between 30 – 50 years	14	56%
More than 50 years	8	32%
Total Number	25	100%

Source: Processed Primary Data (2022)

Respondent Characteristics Based on Income.

Table 6 shows the characteristics of respondents based on income. It can be seen that the majority (60%) of respondents have an income of less than Rp2,500,000, - and 40% of respondents have an income between Rp2,500,000, --Rp5,000,000, -.

Table 6: Characteristics of Employee Respondents Based on Income

Income	Number of Respondents (People)	Percentage
Less than Rp.2,500,000,-	15	60%
Between Rp.2,500,000–Rp.5,000,000,-	10	40%
More than Rp.5,000,000,-	0	0%
Total Number	25	100%

Source: Processed Primary Data (2022)

HASIL DAN PEMBAHASAN

Analysis of Convergent Validity Testing (Outer Model)

The research model cannot be tested in the context of predicting relational and causal relationships before passing through the purification stage in the measurement model. The measurement model serves to test the construct validity and reliability of the instrument. The validity test aims to assess the ability of the research instrument to measure what it is supposed to measure (Cooper & Schindler, 2006). Meanwhile, the reliability test is used to assess the consistency of the measurement tool in measuring a concept, as well as to measure the

consistency of respondents in answering the items in the questionnaire or research instrument. Furthermore, the concepts of validity and reliability testing in the PLS measurement model will be explained.

Validity is divided into external validity and internal validity. External validity indicates that the research results can be generalized to various objects, situations, and different times. Internal validity refers to the ability of the research instrument to measure what it is supposed to measure from a concept (Hartono, 2008), which consists of qualitative validity and construct validity. Qualitative validity includes face validity and content validity; face validity indicates that the items measure a concept if it appears from their appearance that they measure that concept. Content validity shows the extent to which the items of the instrument represent the concept being measured.

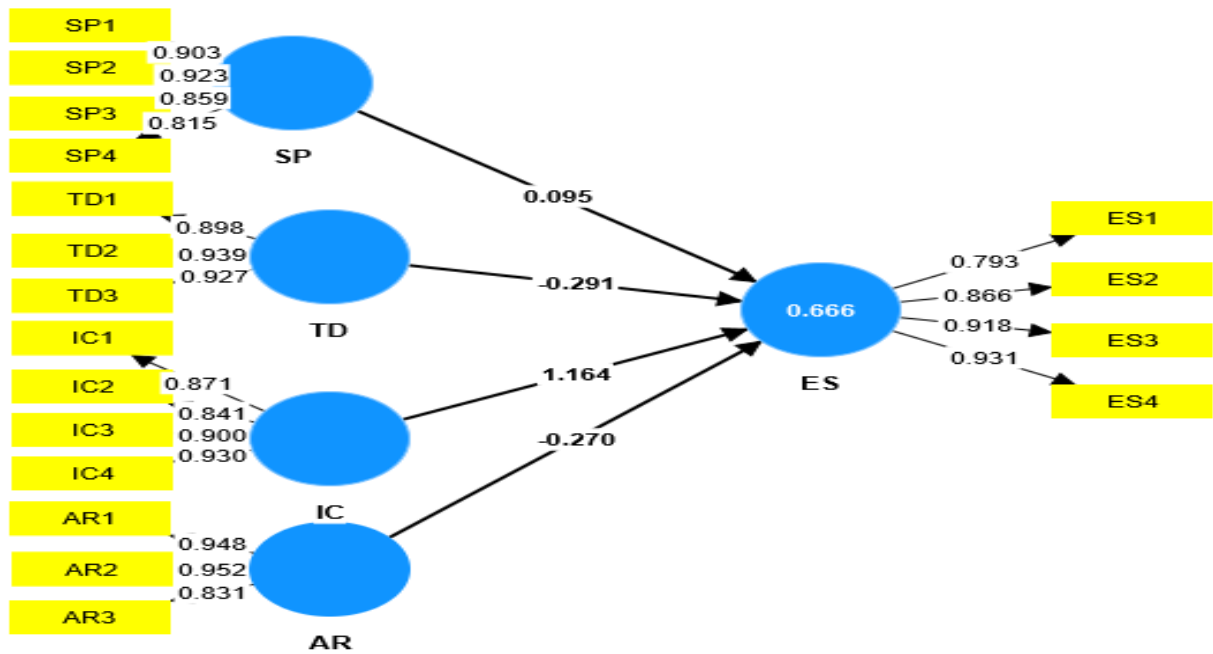
Meanwhile, construct validity indicates how well the results obtained from the use of a measurement align with the theories that define a construct. Construct validity consists of convergent validity and discriminant validity (Hartono, 2008). Convergent validity relates to the principle that measures of a construct should have a high correlation. Convergent validity occurs when the scores obtained from two different instruments measuring the same construct have a high correlation (Hartono, 2008). The convergent validity test in PLS with reflective indicators is assessed based on the loading factor (the correlation between item scores/component scores and construct scores). The higher the loading factor value, the more important the role of loading in interpreting the factor matrix. The general rule for convergent validity is outer loading > 0.7 , communality > 0.5 , and Average Variance Extracted (AVE) > 0.5 (Chin, 1995).

Discriminant validity relates to the principle that measures of different constructs should not have a high correlation. Discriminant validity occurs if two different instruments measuring two predicted constructs are not correlated, resulting in scores that are indeed uncorrelated. The discriminant validity test is assessed based on the cross-loading of the measurement with its construct, with a cross-loading value > 0.7 (Hartono, 2008). Another method to assess discriminant validity is by comparing the square root of AVE for each construct with the correlation between that construct and other constructs in one model. The model is considered to have adequate discriminant validity if the square root of AVE for each construct is greater than the correlation between constructs in the model (Chin et al., 1997).

In addition to the validity test, a reliability test is also conducted, which is used to measure the internal consistency of the measurement tool. Reliability reflects the accuracy, consistency, and precision of a measurement tool. In PLS, the reliability test is conducted using two methods, namely Cronbach's alpha and composite reliability. Cronbach's alpha measures the lower bound of the reliability value of a construct, while Composite Reliability measures the true value of the reliability of a construct (Chin, 1995). Composite reliability is considered better in estimating the internal consistency of a construct (Salisbury et al., 2002). The general rule for alpha or composite reliability values is > 0.7 , although a value of 0.6 is still acceptable (Hair et al., 2008).

The convergent validity of the measurement model with reflective indicators is determined based on the correlation between item scores/component scores estimated using SmartPLS 3.2.9 software. The measurement of outer loading values > 0.7 (Chin, 1995). The results of the item loading values on the outer model can be seen in Figure 2 and Table 7, as follows:

Figure 2: Convergent Validity-Outer Loading Test Results



Source: Processed Primary Data (2022)

Table 7: Convergent Validity-Outer Loading Test Results

	AR	ES	IC	SP	TD
AR1	0,948				
AR2	0,952				
AR3	0,831				
ES1		0,793			
ES2		0,866			
ES3		0,918			
ES4		0,931			
IC1			0,871		
IC2			0,841		
IC3			0,900		
IC4			0,930		
SP1				0,903	
SP2				0,923	
SP3				0,859	
SP4				0,815	
TD1					0,898
TD2					0,939
TD3					0,927

Source: Processed Primary Data (2022)

Based on the results in Table 7 above, the overall results of the indicators with outer loading value items > 0.50 are declared valid, this can be seen in the adequate reward (AR) variable in the range of 0.831-0.952, employee satisfaction (ES) in the range of 0.793-0.931, information communication (IC) in the range of 0.841-0.930, supportive & participant leadership (SP) in the

range of 0.815-0.923 and training development (TD) in the range of 0.898-0.927 thus the research process can be continued to the next analysis. Furthermore, the Average Variance Extracted (AVE) value can be seen in Table 8, as follows:

Tabel 8. AVE

	Average Variance Extracted (AVE)
AR	0,832
ES	0,772
IC	0,785
SP	0,767
TD	0,849

Source: Processed Primary Data (2022)

Nilai AVE pada Tabel 8 tersebut sudah memenuhi persyaratan sesuai dengan batas nilai minimum AVE yang ditentukan yaitu 0,50.

Pengujian Reliabilitas (*Composite Reliability*)

Uji reliabilitas dilakukan dengan melihat nilai *cronbach's alpha* dan *composite reliability*. Cronbach's alpha mengukur batas bawah nilai reliabilitas sebuah konstruk sedangkan composite reliability mengukur nilai sesungguhnya reliabilitas suatu konstruk (chin dan Gopal, 1995). *Rule of thumb* nilai alpha atau *composite reliability* > 0,7, meskipun nilai 0,6 masih bisa diterima (Hair et al.2006). Berikut ini dapat dilihat hasil uji reliabilitas pada Tabel 9.

Table 9. Composite Reliability Results

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)
AR	0,897	0,907	0,937
ES	0,900	0,901	0,931
IC	0,909	0,919	0,936
SP	0,898	0,899	0,929
TD	0,911	0,921	0,944

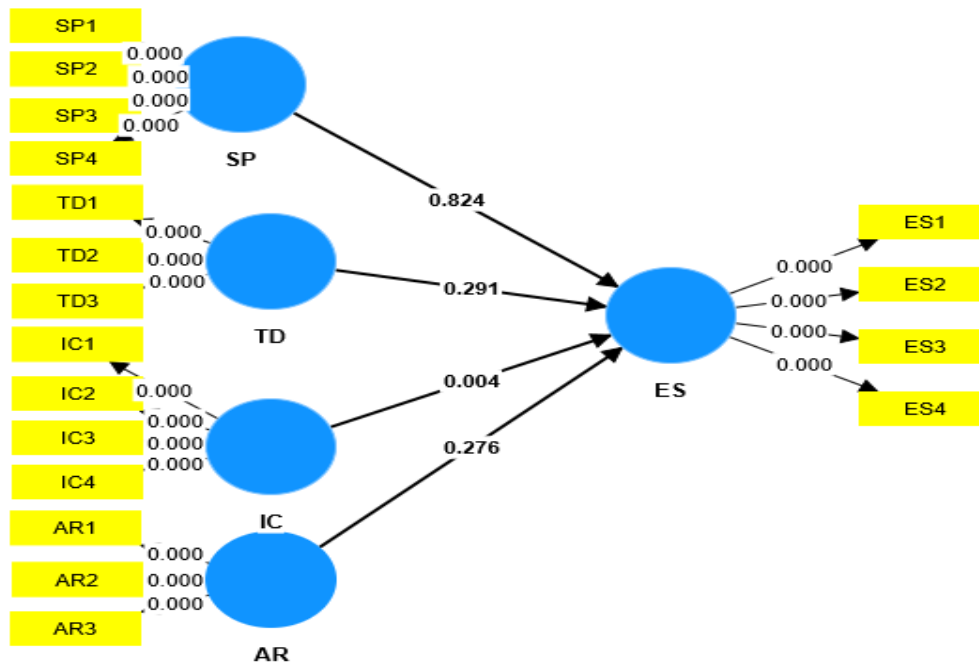
Source: Processed Primary Data (2022)

The results of the analysis show that the Composite Reliability of all constructs has a satisfactory value, namely the value of each variable is above the minimum value of 0.70. Based on this value, it shows that the reliability of the instrument is met.

Inner Model Testing (Structural Model)

Inner model or structural model testing is conducted to determine the relationship between constructs as hypothesized in this study. The structural model is evaluated using R-Square for the dependent construct, T-test and the significance of the structural path parameter coefficient. The model assessment step with Smart PLS begins by looking at the R-Square for each dependent variable whose interpretation is the same as the interpretation in the regression. Changes in the R-Square value can be used to assess the influence of certain independent latent variables on the dependent latent variable and whether it has a substantive influence. Furthermore, the results of the inner model can be seen in Figure 3 below:

Figure 3: Inner Model (Bootstrapping Test)



Source: Processed Primary Data (2022)

Nilai Koefisien dan Pengujian Hipotesis

The coefficient value with the estimated value is used to determine the direction of the relationship in the structural model of independent influence on the dependent variable. The magnitude of the influence between variables can be seen in Table 10, as follows:

Table 10: Hypothesis Testing

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
AR -> ES	-0,270	-0,183	0,248	1,090	0,276
IC -> ES	1,164	1,098	0,407	2,858	0,004
SP -> ES	0,095	0,050	0,425	0,223	0,824
TD -> ES	-0,291	-0,243	0,275	1,057	0,291

Source: Processed Primary Data (2022)

The results of the t-test analysis in this study include four hypotheses. Testing using the PLS approach shows that the coefficient of influence between Supportive & Participative Leadership and Employee Satisfaction is 0.223 (p value 0.824 > 0.05). With a t-statistic value of 2.087, which is lower than the t-table value of 2.00, the hypothesis stating "The Influence of Supportive & Participative Leadership on Employee Satisfaction" is not supported.

Furthermore, testing with the PLS approach yields a coefficient of influence of Training & Development on Employee Satisfaction of 1.057 (p value 0.291 > 0.05). The t-statistic result showing a value of 1.057, which is also smaller than the t-table value of 2.00, indicates that the hypothesis "The Influence of Training & Development on Employee Satisfaction" is not supported.

In this case, testing with the PLS approach shows a coefficient of influence of Information & Communication on Employee Satisfaction of 2.858 (p value 0.004 < 0.05). With a t-statistic value

of 2.858, which is greater than the t-table value of 2.00, the hypothesis stating "The Influence of Information & Communication on Employee Satisfaction" is supported.

Finally, testing with the PLS approach results in a coefficient of influence of Adequate Reward on Employee Satisfaction of 1.090 (p value $0.276 > 0.05$). The recorded t-statistic value of 1.090, which is smaller than the t-table value of 2.00, indicates that the hypothesis "The Influence of Adequate Reward on Employee Satisfaction" is not supported.

Discussion

Based on the analysis conducted, it was found that supportive and participative leadership does not have an effect on employee satisfaction, with a t-statistic value of 0.223, which is less than 1.96, and a p-value of 0.824, which is greater than 0.05. Therefore, the hypothesis stating that supportive and participative leadership influences employee satisfaction is not supported. This indicates that in the context of the organization studied, this leadership style does not impact employee satisfaction. These findings contradict the research by Voola et al. (2003), which states that supportive and participative leadership styles have a significant effect on employee satisfaction, and are not in line with the study by Barroso, Martin & Martin (2004), which shows that employees motivated by supportive and participative leadership experience increased satisfaction.

Furthermore, the analysis shows that training and development also do not influence employee satisfaction, with a statistical value of 1.057, which is less than 1.96, and a p-value of 0.291, which is greater than 0.05. Thus, the hypothesis stating that training and development affect employee satisfaction is not supported. This finding contradicts the research by Laurenisa (2019), which indicates that training has a partial effect on employee satisfaction. However, in the context of development, this study's results align with the research by Lauresia (2019), which shows that development has no partial effect on employee satisfaction at PT XYZ Palm Oil Plantation. This study also does not support the findings of Setiawan et al. (2022), which indicate that employee training affects employee satisfaction in the production department of PT. Setia Pesona Cipta, Jababeka, Cikarang.

From the analysis results, it is known that information and communication have an effect on employee satisfaction, as evidenced by a statistical value of 2.858, which is greater than 1.96, and a p-value of 0.004, which is less than 0.005. Thus, the hypothesis stating that information and communication influence employee satisfaction is supported. This means that well and transparently communicated information within the organization can create an atmosphere of openness, where employees feel free to express their opinions without fear or hesitation. This condition contributes to increased job satisfaction among employees. These findings are consistent with previous research stating that one of the factors that can enhance employee satisfaction is the presence of open communication and information within the organization (Lings, 2004). Additionally, the results of this study also support the findings of Safari et al. (2019), which show that positive communication within the organization affects employee job satisfaction at PD BPR LPK Garut Kota Branch Bayongbong.

Finally, the analysis shows that adequate rewards do not influence employee job satisfaction, with a statistical value of 1.090, which is less than 1.96, and a p-value of 0.276, which is greater than 0.05. Therefore, the hypothesis stating that adequate rewards influence employee job satisfaction is not supported. This finding does not support previous research that found adequate rewards to have an effect on employee satisfaction (Jeon & Choi, 2012). Furthermore, the results of this study are also not in line with the research by Pratama et al. (2015), which indicates that there is an effect of rewards on employee satisfaction at the Statistics Department of Bank Indonesia Jakarta

CONCLUSION, SUGGESTIONS, AND LIMITATIONS

Conclusion

Based on the analysis results conducted in this study, the following conclusions can be drawn:

The leadership style that is supportive and participative, after statistical analysis, shows that there is no effect on employee satisfaction. Therefore, the hypothesis claiming that there is an influence of supportive and participative leadership on employee satisfaction is not supported.

Furthermore, training and development also, after being statistically analyzed, do not show an effect on employee satisfaction. Thus, the hypothesis stating that there is an influence of training and development on employee satisfaction is also not supported.

On the other hand, the analysis of information and communication indicates that both have an effect on employee satisfaction. This proves that the hypothesis stating that there is an influence of information and communication on employee satisfaction is true.

Finally, the analysis regarding adequate rewards shows that there is no effect on employee satisfaction. Therefore, the hypothesis stating that there is an influence of adequate rewards on employee satisfaction is not supported.

Suggestions

Based on the findings of this study, several suggestions can be made as follows:

The leadership style adopted in this research is a supportive and participative leadership style. Support from leadership with this approach, based on several research results, has proven beneficial for profit-oriented companies. Future research could explore the development of leadership styles in the context of non-profit organizations, such as the democratic leadership style, which emphasizes the importance of gathering input from every employee to achieve the best and most supported decisions. The democratic leadership style is often a preferred choice, as communication between superiors and subordinates can occur smoothly and effectively.

Employee training and development should be conducted continuously and consistently. Leaders need to plan well regarding employee training and development to provide better services. Employees with adequate knowledge, skills, and training are essential elements for organizations to remain competitive in the future.

The information and communication that have been carried out are good, but they need to be maintained and improved consistently, with an open approach to receiving feedback for improvement. Organizations that have a quality communication and information environment, both between leaders and employees as well as among employees, can enhance the quality of working relationships and contribute to employee satisfaction.

Adequate rewards are a form of recognition for employee achievements, with the hope of retaining and enhancing those achievements. However, unfair reward distribution can lead to dissatisfaction among employees. Therefore, it is important to plan a reward system well, ensuring that the rewards given are fair based on employees' work contributions. A fair reward system can increase employee satisfaction and motivate them to be more committed to providing better services.

Limitations

The limitations of this study are as follows:

1. This research was conducted only on employees at a private university in Yogyakarta, specifically in the undergraduate program. Therefore, the results obtained cannot be generalized to internal marketing practices across all private universities. A future challenge is to continue this research by involving a more diverse sample, so that the results obtained are expected to be more representative.
2. Employee satisfaction related to internal marketing practices was measured only through four dimensions: supportive and participative leadership, training and development, information and communication, and adequate rewards and recognition. The analysis results of internal marketing practices in this study have not met expectations, so it is necessary to consider including other dimensions such as motivation, fairness, and integration in the future.
3. This study still has the potential to be developed by considering several other variables, such as gender as a moderating variable. This aims to determine whether the experience of internal marketing practices perceived by employees of different genders will affect their level of satisfaction. Additionally, this research can also be expanded by using commitment as an endogenous variable, with employee satisfaction as a mediating variable. The question that needs to be answered is whether the satisfaction experienced by employees will contribute to their commitment to the organization, or if it is limited to the satisfaction itself.

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