

THE EFFECT OF TRAINING AND WORK DISCIPLINE ON EMPLOYEE PERFORMANCE AT EDUCATIONAL INSTITUTIONS IN BANDUNG

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ABSTRACT

The purpose of this study was to determine the effect of training and work discipline on employee performance at educational institutions in the city of Bandung. Job training and work discipline are the main factors that are thought to have a positive effect on work performance at companies in general. However, does the same thing happen to non-profit organizations such as educational institutions? Samples were taken from non-educator employees at educational institutions in Bandung, as many as 59 respondents through a questionnaire. The results of this study indicate that training and work discipline simultaneously have a significant effect on employee performance at educational institutions in Bandung. In addition, work discipline partially has a significant effect on work performance, but partially training does not have a significant effect on the work performance of non-educator employees at educational institutions in Bandung.

Keywords : job training; work discipline; job performance; educational institutions

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh pelatihan dan disiplin kerja terhadap kinerja pegawai pada lembaga pendidikan di Kota Bandung. Pelatihan kerja dan disiplin kerja merupakan faktor utama yang diduga berpengaruh positif terhadap prestasi kerja pada perusahaan pada umumnya. Namun, apakah hal yang sama juga terjadi pada organisasi nirlaba seperti lembaga pendidikan? Sampel diambil dari pegawai non pendidik pada lembaga pendidikan di kota Bandung sebanyak 59 responden melalui kuesioner. Hasil penelitian ini menunjukkan bahwa pelatihan dan disiplin kerja secara simultan berpengaruh signifikan terhadap kinerja pegawai pada lembaga pendidikan di Bandung. Selain itu, disiplin kerja secara parsial berpengaruh signifikan terhadap prestasi kerja, namun secara parsial pelatihan tidak berpengaruh signifikan terhadap prestasi kerja pegawai non kependidikan pada lembaga pendidikan di Bandung.

Kata kunci : pelatihan kerja; disiplin kerja; kinerja pekerjaan; lembaga pendidikan

INTRODUCTION

Multiple trainings are conducted at various institutions, both on commercial and non-profit institutions, and of course, educational institutions are not left behind. Dessler (2009) states that training is a process of educating new or existing employees the basic skills they need to carry out their work. For this training, according to

Mangkunegara (2006:51), whatever the form is, has the following components: training objectives and targets must be clear and measurable, trainers must be experts who are adequately qualified, training materials must be adapted to the objectives which will be achieved, training methods must be in accordance with the abilities of the workers who will be the participants, the participants must meet the specified requirements.

Work discipline is essential in order to be able to carry out work programs to achieve the goals that have been set. Employees' work discipline is measured by the punctuality of clocking in and out, not taking leaves that often. Thus, in an effort to increase employees' productivity, one way that can be done is by paying attention to employees' work discipline. Someone will carry out their duties well and be full of responsibility if the employee has a high work discipline. Work discipline is one of the requirements that helps employees to work productively thus improving work performance.

Hasibuan (2008) states that work performance is a result of work achieved by a person in carrying out the tasks assigned to him based on skills, experience, sincerity, and time. The work performance of an employee is achieved through a long process (the process of evaluating work performance) how the results of an employee's efforts in carrying out his work with the ability of his personal character and the extent of perception of his role in the job.

This research aims to determine the effect of training and work discipline on work performance of employees of educational institutions in Bandung, especially non-educator employees. The benefits of this research, among others, are to broaden the insight and knowledge in the field of human resource management, and provide benefits for researchers to deepen the knowledge in the field of training and motivation for employee performance. It also provides an empirical picture of the effect of training and work discipline on work performance so that it can be taken into consideration in improving employee performance.

LITERATUR REVIEW

Training is a process by which people achieve certain abilities to help achieve organizational goals (Mathis, 2002:33). Another definition of training is that it is a part of human investment to improve job skills and abilities, and thereby improve employee

performance (Simanjuntak, 2005). Thus, training is one of the efforts to improve the quality of human resources in the business world.

The training factors or indicators that affect work performance are as follows: type of training, training objectives, training materials, training methods used, participant qualifications, trainer qualifications, and time (number of sessions).

Siagian (2004) states that discipline is an attitude of respect for company rules and regulations, which exists within employees, that causes them to adjust voluntarily to company rules and regulations. The disciplinary action is the reduction imposed by the management on the rewards given by the organization due to a certain case (Gomes, 2000:232).

Furthermore, Hasibuan (2008) states that discipline is a person's awareness and willingness to obey all the company regulations and applicable norms. Awareness is the attitude of a person who voluntarily obeys all the regulations and is aware of his duties and responsibilities. Therefore, someone will be willing to obey all the rules and carry out his duties well, not because he is forced to.

Work performance is the result of work in quality and quantity achieved by a person in carrying out his duties, which are in accordance with the responsibilities given to him (Mangkunegara, 2006: 50. According to Ruky (2002:121), work performance includes results, work performance is determined by the interaction between abilities and motivation. Work performance can be measured through the behavior of the individual itself, namely the extent to which the individual behaves in accordance with what is expected by the organization or institution, as such, work performance is generally associated with the achievement of the results of the work standards that have been set. Many factors affect the performance of individual workers, including ability, motivation, support received, the existence of the work they do, rewards or incentives, their relationship with the organization and many other factors. (Zulkarnaen, W., & Suwarna, A., 2017:38).

Previous Research

Studies which have been conducted by experts, which eventually has reached the same conclusion, that training and work discipline have a positive effect on work performance. Ratnasari (2013) found that training materials, trainer abilities, training methods, and training participants partially have a significant effect on the work

performance of employees of the production department of PT X Batam. As for Tua, et al (2014) also found that self-concept, education and training, and work discipline simultaneously and partially have an effect on employee performance at the North Sulawesi High Court.

Jundah Ayu Permatasari, et al (2015) also proved through their research at PT BPR Gunung Runggit Malang, that the variables of work discipline and work motivation have a significant, simultaneous, and partial effect on employee performance. Meanwhile, the results from the research by Paoki, et al (2017) had shown that work discipline has no significant effect on employee performance, and teamwork has a significant effect on employee performance. This research is somewhat contrary to the basic assumption so far that work discipline should naturally tend to have a significant effect on work performance.

Anriza Julianry, et al (2017) found that in the research conducted by the Ministry of Information and Technology, that the training variable had a significant positive effect on employee performance but had a negative effect on organizational performance. The motivation variable had a negative effect on employee performance but had a positive effect on organizational performance. The training variable has a positive effect on motivation and employee performance also has a significant effect on overall organizational performance.

From a different research, Sri Tungga Dewi, et al (2018) had also proved through their research at a hospital X in the city of Bantul, Yogyakarta, that work motivation and work discipline had a significant effect on the nurses' performance at the said hospital.

Hypothesis

Based on the descriptions above, the following are the proposed hypotheses for this research:

- H1. Training has a significant effect on employee performance at educational institutions Bandung.
- H2. Work discipline has a significant effect on employee performance at educational institutions in Bandung.
- H3. Training and work discipline have a significant effect on employee performance at educational institutions in Bandung.

RESEARCH METHOD

The method used in this research is descriptive verification method. This research, however, is also a quantitative research as statistic is used for the analysis (Sugiyono, 2012). Descriptive research is research conducted to determine and explain the characteristics of the variables studied in a situation. The purpose of descriptive verification research in this study is to obtain information and descriptions of training and work discipline which are associated with work performance of non-educator employees at educational institutions in Bandung.

Variable Operations

This study uses two variables, namely the independent variable and the dependent variable. The independent variables in this study are training and work discipline, while the dependent variable is work performance. In Table 1, the operationalization of the variables in this study is presented.

Population and research sample

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the researchers to be studied and to draw the conclusions (Sugiyono, 2012, p. 80). The population in this study are all non-educator employees at educational institutions in Bandung. With that being said, the research sample in this study is non-educator employees at educational institutions in Bandung, with a target of 40 people.

Data collection technique

The instrument of this research is a questionnaire distributed to the selected educational institutions as the sample to be filled by the employees. According to Ferdinand (2006) this questionnaire produces primary data, where primary data is data obtained from direct research onsite at the company that is the object of research. The list of questions in the questionnaire must be in accordance with the problems studied and obtain data related to training, work discipline, and work productivity. Referring to Sugiyono (2010:45) the scale used in the questionnaire is a 1-5 Likert scale with the following explanation:

- | | |
|-----------------------------|---------|
| 1. SA : Strongly Agree (SS) | score 5 |
| 2. A : Agree (S) | score 4 |
| 3. N : Neutral | score 3 |

- | | |
|---------------------------------|---------|
| 4. D : Disagree (TS) | score 2 |
| 5. SD : Strongly Disagree (STS) | score 1 |

Validity Test

Validity test is used to measure whether or not a questionnaire is valid. A questionnaire is considered to be valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire. Validity test is done by conducting a bivariate correlation between each indicator score and the total construct score. The validity test criteria are as follows:

1. If r_{count} is positive and $r_{count} > r_{table}$, the question item is valid.
2. If r_{count} is negative and $r_{count} < r_{table}$, then the question item is invalid.

Reliability Test

Reliability test is used to determine the consistency of the measuring instrument, whether the measuring instrument used is reliable and remains consistent if the measurement is repeated. If a measuring instrument is used twice to measure the same phenomenon and the measurement results are relatively consistent, then the measuring instrument is reliable. This reliability test is very dependent on the seriousness of the respondents in answering all the research question items. If the Cronbach's alpha standard > 0.6 , then the data is considered as reliable. The criteria for making decisions on the reliability test in this research are:

1. The instrument is considered as reliable if the Cronbach's Alpha value is > 0.6 .
2. The instrument is considered as unreliable if the Cronbach's Alpha value is < 0.6 .

Hypothesis Test

The hypothesis of this research is tested using simple regression. Referring to the opinion of Raharjo (2019), a simple regression analysis has the criteria for rejection and acceptance as follows:

1. H_0 will be rejected if the significance < 0.05 . This means that there is an effect between the independent variables on the dependent variable.
2. H_0 will be accepted if the significance > 0.05 . This means that there is no effect between the independent variables on the dependent variable.

RESULTS AND DISCUSSIONS

The initial plan of data collection was to collect a total of 40 respondents, eventually, there were 71 respondents collected, 59 of which could be processed. Table

4.1 shows a resume of respondents' demographic data. From the table, it can be seen that the number of female respondents is 34 people (57.63%) more than the male respondents, which amounted to 25 people (42.37%). There is no explanation on this phenomenon, whether the population of women who work in educational institutions is more than men or whether women are more responsive in responding to questionnaires. It can also be seen that there are 30 respondents assigned to higher education units, which means there are more than 50% of the total sample data that can be processed.

As discussed in Chapter III, this research includes three variables, namely training, work discipline, and work performance. The number of questions/statements for each variable are: 8 items for training, 8 items for work discipline and work performance, hence, there are 21 statements in total. It is also stated in chapter III, that for this analysis, the average score (value) of each item and cumulatively in each variable must be calculated.

From the results of data processing based on the SPSS program, the descriptive statistics of the collected data is presented. From the results of descriptive data processing, it can be seen that the average for the statement items is mostly above 3.42, which means that the achievement criteria are high. Only one statement item with sufficient achievement is item 5 for the work discipline variable.

Validity and Reliability Test

The results of the validity test show that overall, all statement items in the questionnaire are valid, as each item of the statement has a correlation coefficient value of R count greater than R table. R count for each statement item for each variable is greater than R table of 0.3336.

The reliability test was conducted using the Cronbach Alpha test. If the alpha value > 0.7 , it means that the reliability is sufficient. Meanwhile, if the alpha > 0.80 , it can be interpreted that all items are reliable and all tests are internally consistent because they have strong reliability. If alpha < 0.50 , it means that the reliability is low. The results of the total reliability test of the statement items in each statement variable are as follows (Table 2). The alpha number for each statement item can be seen in the appendix.

From the numbers shown in the table, it can be seen that the alpha value for the training variable is 0.806, the work discipline variable is 0.720, and the work

performance variable is 0.797, all of which are greater than 0.7, for this reason, they have sufficient reliability.

Hypothesis testing analysis

1. Simultaneous significance test (F statistic test)

The F test is intended to determine whether training and work discipline simultaneously have a significant effect on employee performance. The criteria for acceptance and rejection of the hypothesis with a significance level (α) selected for hypothesis testing is 0.05, which means it has a probability of 95% or an error rate of 5%.

SPSS is used to conduct the test, therefore, to determine the acceptance or rejection of the hypothesis, we simply pay attention to the level of significance obtained which can be seen from the ANOVA output. The criteria are as follows:

- a. If the significance is < 0.05 , the hypothesis is accepted, which means that the two independent variables (training and work discipline) simultaneously have an effect on the dependent variable (work performance).
- b. If the significance is > 0.05 , the hypothesis is rejected, which means that the two independent variables (training and work discipline) simultaneously have no effect on the dependent variable (work performance).

From the results of data processing through the SPSS program, the results for ANOVA output are shown on table 4.2.

In Table 3, it can be seen that the significance level is $\text{sig.} = 0.000$, which is less than 0.05, indicating that training and work discipline have a significant effect on work performance. Thus, the research hypothesis: Training and work discipline simultaneously have a significant effect on employee performance at educational institutions in Bandung, can be accepted.

As to understand the models and regression equations obtained below, the output of data processing results through the SPSS program, namely the model summary and coefficients, is presented in Table 4.

From the figures in the table, the coefficient values for Intercept, TotTraining, and TotDiscipline are 11,405, respectively; 0.71 and 0.269. These results produce the following regression model:

$$\text{Work Performance} = 11.405 + 0.071 \text{ Training} + 0.269 \text{ Work Discipline}$$

This regression model is feasible considering the significance F value of 0.000 is much smaller than the significance value set by the researcher at 0.05, which also means that training and work discipline have a significant effect on work performance. However, by looking at the R² (R square) value of 0.414, the statistical figures only show that training and work discipline can only explain 41.4 percent of their effect on work performance, which means there are about 58.6 percent explained by other factors.

2. Partial significance test (t test)

The t-statistical test basically shows how far the effect of one independent variable individually in explaining the variation of the dependent variable (Ghozali, 2011). The criteria for accepting and rejecting the hypothesis in this study are with a significance level (α) of 0.05, which means that it has a probability of 95% or an error rate of 5%.

- a. If the significance level is less than the probability of 0.05, it means that there is an effect of the independent variable on the dependent variable, meaning that the hypothesis is accepted.
- b. If the significance level is greater than the probability of 0.05, it means that there is no effect of the independent variable on the dependent variable, meaning that the hypothesis is rejected.

Based on the significance level (α) which is set at 5%, hence, referring to the p-value in the regression, it can be seen that the p-value for the training variable is 0.196, which is greater than 5%, and the p-value for the work discipline variable is 0.000, which is smaller of 5%, which means it can be concluded that:

- a. Training has no effect on work performance, so the hypothesis is rejected. This means that the training partially has no effect on work performance.
- b. Work discipline has an effect on work performance, hence, the hypothesis is accepted.

This means that work discipline partially affects work performance.

The finding on work discipline has an effect on work performance is a result that confirms the results of the previous research. However, it deviates from the initial assumption that training has no effect on work performance. This is a question mark for researchers, why is that? Still, the researchers could not answer on the basis of the data that had been collected. This becomes interesting for further research. A clear and precise answer are needed so that it can direct training efforts, whether is it really needed or not for employees who are working in educational institutions?

There is an opportunity for further researchers to examine whether there are significant differences in the characteristics of educational institutions and other institutions, especially commercial institutions, regarding training efforts, characteristics, and its intensity. In addition, further confirmation is needed through a wider study related to these findings.

CONCLUSION (S) AND RECOMMENDATION (S)

Based on the results and discussions in Chapter IV, the conclusions are as follow:

1. Training and work discipline simultaneously have a significant effect on employee performance at educational institutions in Bandung. However, statistical figures show that training and work discipline only explain 41.4 percent of their effect on work performance, the rest is explained by other factors.
2. Partially, Training has no significant effect on employee performance at educational institutions in Bandung.
3. Partially, work discipline has a significant effect on employee performance at educational institutions in Bandung.

Suggestions

This research is certainly far from perfect, and for that, the suggestions, especially to further researchers related to the topic of this research are as follows:

1. To expand the target of respondents to a number of educational institutions, so that the data is relatively more representative to confirm the finding that training does not have a significant effect on work performance
2. It is necessary to study further through research whether there are significant differences in the characteristics of educational institutions and other institutions, especially commercial institutions regarding training efforts, characteristics, and intensity.

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TABLE

Table 1. Definition of Operational Variable

No	Variable	Definition	Dimension	Scale
1.	Work Discipline	Work discipline is a person's behavior in accordance with regulations, existing work procedures, or discipline is an attitude, behavior, and actions that are in accordance with the regulations of the organization, both written and unwritten.	1. The purpose of Work Discipline. 2. Factors which support Work Discipline. 3. Determining the Factors of Work Discipline.	Ordinal
2.	Training	Training is an effort to reduce or eliminate the gap between employee abilities and what the organization expects.	1. Training Objectives 2. The Trainers 3. Training Material 4. Training Method 5. Training Participants	Ordinal
3.	Work Performance	Work Performance is the result of work in quality and quantity achieved by an employee in carrying out his duties which are in accordance with the responsibilities given to him.	1. Organizational Factor 2. Personal Factor	Ordinal

Table 2. Reliability Test Results
 A. Training Variable

Case Processing Summary

		N	%
Cases	Valid	59	100.0
	Excluded ^a	0	.0
	Total	59	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.806	8

B. Work Discipline Variable

Case Processing Summary

		N	%
Cases	Valid	59	100.0
	Excluded ^a	0	.0
	Total	59	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.720	8

C. Work Performance Variable
 Case Processing Summary

		N	%
Cases	Valid	59	100.0
	Excluded ^a	0	.0
	Total	59	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.797	5

Table 3
 ANOVA^a

Model	Sum Squares	df	Mean Square	F	Sig.
Regression	112.074	2	56.037	19.777	.000 ^b
Residual	158.672	56	2.833		
Total	270.746	58			

a. Dependent Variable: Work Performance

b. Predictors: (Constant), Discipline, Training

Table 4. *Model Summary and Coefficients*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.643 ^a	.414	.393	1.68328

a. Predictors: (Constant), Totdiscipline, Tottraining

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.405	1.792		6.363	.000
	Tottraining	.071	.054	.159	1.308	.196
	Totdiscipline	.269	.060	.543	4.456	.000

a. Dependent Variable: Totworkperformance