

The Effect of Training and Work Engagement on the Performance of Educational Staff Mercu Buana University with Work Discipline as a Mediation Variable

Pratiwi Triasti and Charles Bohlen Purba

ABSTRACT

This study aims to measure the effect of training and work engagement on the performance of Mercu Buana University educational staff with work discipline as a mediating variable. This research is a type of quantitative research. The analysis in this study used SEM where the data processing uses the Partial Least Square (PLS) version 3.2.7 program. The number of respondents who were sampled in this study were 80 educational staff at Mercu Buana University. The results of the analysis show that there are differences in results between direct and indirect effects, where the direct effect on the training variable shows a positive and significant effect on performance of educational staff, while the direct effect shows that training has no effect on performance if it is mediated by work discipline, besides the direct influence of the variable. work engagement on performance has no effect, while the indirect effect mediated by work discipline shows the results of work engagement have a positive and significant effect on the performance of Mercu Buana University educational staff.

Keywords: Training, Employee Engagement, Work Discipline and Performance.

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I. INTRODUCTION

Mercu Buana University or what is called UMB is one of the private universities in Indonesia that has been accredited A by BAN-PT, besides that UMB has currently achieved international accreditation from the Accreditation Service of International School, Colleges & University (ASIC) and the International Accreditation Board for Engineering Education (IABEE). This of course cannot be separated from the role of educators and education staff in improving the quality of students and supporting the quality of education.

So, that it runs well. As for the performance of UMB educational staff during the last three years, it is stated in the following diagram:

Based on the table above, there has been no increase in either good or very good categories in the last two years and it appears that there is an increase in the category that needs improvement.

Therefore, researchers conducted a pre-research survey to determine the variables that can affect the performance of educational staff. Based on the results of the pre-survey research, it was found that the variables that could affect the performance of the educational staff were training, work engagement and work discipline.

UMB educational staff have low awareness of the importance of training provided by the University, there are still many employees who do not participate in these activities until it is finished, this has also been complained about by the Human Resources Bureau where to carry out their training

using third parties which of course need large funds in the implementation of training. The training that is given regularly every year is Excellent Service Training and Administration Management training which aims to improve employee competence, especially in the service sector.

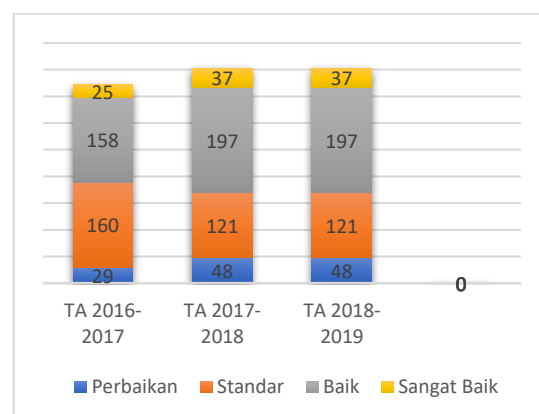


Fig. 1. Educational Staff Performance Report.

In addition, based on data obtained from the Bureau of Human Resources, it was stated that during the last five months there were still many employees who came not on time, of course this shows that employee work discipline is still low. In addition, almost every day educational staff always arrive late, there is no sanction if they are late at a predetermined time, resulting in employees always arriving late. The recapitulation of attendance is shown in the following table:

TABLE I: EMPLOYEE DELAY DATA FOR THE LAST 5 MONTHS

Month	Number of Employees	The number of employees who came late
November 2019	407	123
December 2019	407	145
January 2020	407	26
February 2020	407	112
March 2020	407	51

Involvement in work is shown by high enthusiasm and dedication in completing their work, one of which is using work time efficiently so that it has an impact on educational staff performance. However, on the results of observations made by researchers, there are still many employees who are not there when the break time is over, so that these employees will experience delays in completing work. This shows that employees have not yet been involved in work (work engagement), they tend to only work by doing their obligations as employees without thinking about the impact of what they do on the company's success.

Based on the explanation above, the authors are interested in researching and further examining the aspects of training, work engagement, work discipline, and educational staff performance.

II. LITERATURE REVIEW

A. Employee Performance

According to Mathis and Jackson [7] explaining that performance is something that employees can do or not do.

According to Mathis and Jackson [7] in general, there are several dimensions of performance variables, including: a) Quantity of Results; b) The Quality of the Results; c) Timeless of Results; d) Attendance; e) Ability to Work together.

B. Training

According to Mangkunegara [5] training is a short-term educational process that uses a systematic and organized procedure where non-managerial employees learn technical knowledge and skills for limited purposes.

In addition, according to Mangkunegara the dimension of the training variables includes: a) Instructors; b) Participants; c) Material; d) Methods; and e) Purpose [5].

C. Work Engagement

According to Schaufeli & Bakker in Setyawati & Nugrohoseno [12] defines that work engagement is a relationship between employees and their work which is characterized by a high dedication spirit in completing their work.

According to Schaufeli & Bakker in Siswono & Sim [11] divides the dimensions of work engagement into 3 (three) dimensions, including: a) Vigor; b) Dedication; and c) Absorption.

D. Work Discipline

Rivai [10] defines work discipline as a tool used by managers to communicate with employees so that they are willing to change behavior and rules properly, leadership also plays an important role as a role model for their subordinates.

According to Rivai there are several dimensions to the work discipline variable, including: a) Attendance; b) High Alertness; c) Compliance with work standards; d) Compliance with work regulations; and e) Work Ethics [10].

E. Previous Research

Based on the results of research by Ginting & Purba [1], it is said that there is a positive and significant effect of discipline on employee performance. Then based on research Mardiyah & Purba [6], said that training has a positive and significant impact on employee performance at Hermina Kemayoran hospital. Furthermore, according to research by Herlissha & Riyanto [2], work engagement has a positive and significant effect on employee performance.

F. Conceptual Frameworks

The conceptual framework in this study can be described as follows:

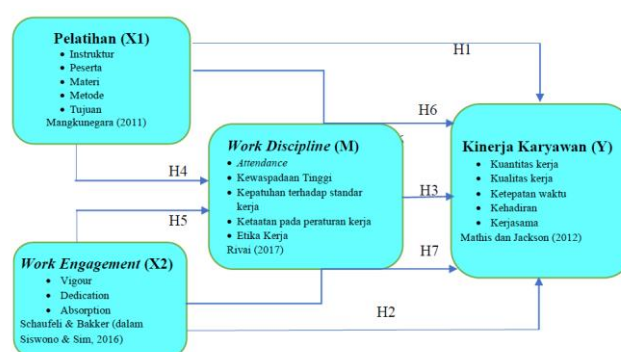


Fig. 2. Conceptual Framework.

G. Hypothesis

The hypothesis in this study can be explained as follows:

H1: Training has a positive and significant effect on the performance of the educational staff at Mercu Buana University.

H2: Work Engagement has a positive and significant effect on the performance of the educational staff at Mercu Buana University.

H3: Work Discipline has a positive and significant effect on the performance of the educational staff at Mercu Buana University.

H4: Training has a positive and significant effect on the work discipline of the educational staff at Mercu Buana University.

H5: Work Engagement has a positive and significant effect on the work discipline of the educational staff at Mercu Buana University.

H6: Training has a positive and significant effect on the performance of the educational staff at Mercu Buana University with work discipline as a mediating variable.

H7: Work Engagement has a positive and significant effect on the performance of the educational staff at Mercu Buana University with work discipline as a mediating variable.

III. METHOD

This research is a quantitative study with causality approach. The exogenous variables in this study were training, work engagement and work discipline. While the endogenous variable in this study is the performance of the teaching staff. Measurement of variables using a Likert scale. The entire educational staff at Mercu Buana University, amounting to 407 people, were made into the population in this study. While the sample was 80 respondents (using Slovin, 10% error tolerance). Methods of data analysis using Structural Equation Modeling (SEM) with the help of Partial Least Square (PLS) 3.2.7 program to test the hypothesis.

IV. DISCUSSION

A. Respondent Characteristics

In accordance with the characteristics of the 80 respondents who are educational staff, it is known that many employees are women (52.5%), aged 25-35 years (62.5%), undergraduate education (70%) and with a service period of <5 years (37.5%). This illustrates that the education staff are women who have worked at Mercu Buana University for a long time, so they already know how the performance at Mercu Buana University is.

B. Outer Model Measurement

Based on the convergent validity test, it is known that all indicators in this study have a loading factor value > 0.5. So that, from testing, no indicators are removed from the model and all research indicators are declared valid.

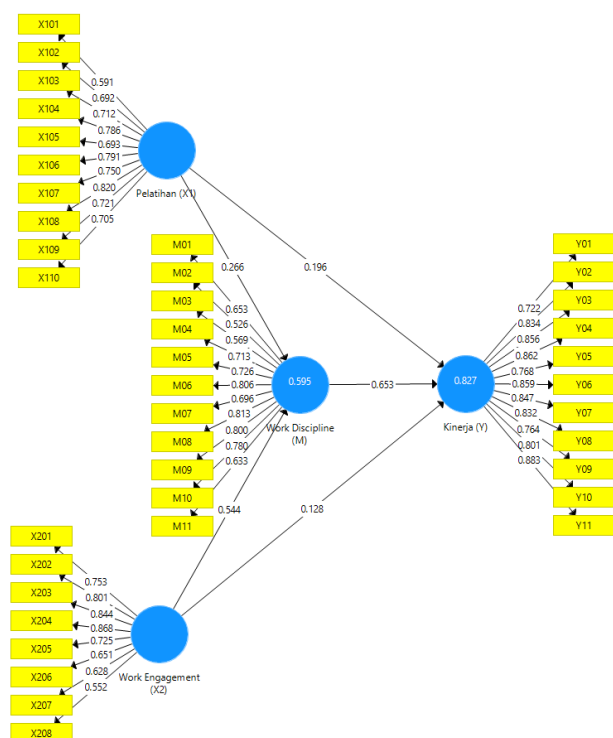


Fig. 3. Outer Model.

Based on the reliability test, it is known that the Cronbach's Coefficient Alpha and Composite Reliability values for all variables are > 0.60, even close to 1, meaning that all variables have met high reliability standards.

TABLE II: RELIABILITY TEST

Label	Variabel	Cronbach's Coefficient Alpha	Composite Reliability
X1	Training	0.900	0.918
X2	Work Engagement	0.873	0.902
M	Work Discipline	0.898	0.915
Y	Employee Performance	0.952	0.958

C. R-Square Test

Based on the results of data processing, the following R-Square results are obtained:

TABLE III: R-SQUARE TEST

	R Square	R Square Adjusted
Employee Performance (Y)	0.827	0.820
Work Discipline (M)	0.595	0.584

Based on the data above, it can be concluded that the R-Square Adjusted value on the performance variable is 0.820, which means that the contribution of the independent variable simultaneously in influencing the dependent variable (performance) is 82% and the other 18% is influenced by other variables outside of this study. While the R-Square Adjusted value in the work discipline variable is 0.584, which means that the contribution of the mediating variable simultaneously in mediating the independent variable is 58.4% and 41.6% is influenced by other variables outside of this study.

D. Predictive Relevance (Q2)

The results of the calculation of Q2 must be done manually, with the following results:

$$\begin{aligned}
 Q2 &= 1 - [1-R12] [1-R22] \\
 &= 1 - [1-0.584] [1-0.820] \\
 &= 1 - 0.074 \\
 &= 0.926
 \end{aligned}$$

Based on the results of the calculation of Q2 above, information is obtained that the predictive relevance value in this study is 0.926. In this research, the endogenous latent variable has a Q2 value greater than 0 (zero), so that the exogenous latent variable as the explanatory variable can predict the endogenous variable, namely performance. In other words, it proves that this model is considered to have a very high predictive relevance because the Q2 value is almost close to 1.

E. Path Coefficient

Based on the results of calculations using calculate SmartPLS version 3.2.7 bootstrapping, the path coefficient results show the strength of the relationship between variable constructs as shown in the following Table IV.

From the Table IV, it can be explained that the largest path coefficient value is indicated by the direct effect of work discipline on performance with a T-statistic value of 8.810. then followed by the work engagement variable on performance with a T-statistic value of 3,675. then other variables have insufficient influence on work discipline and performance. Based on the above values, it can be concluded

that the higher the path coefficient value, the greater the effect on the dependent variable.

TABLE IV: PATH COEFFICIENT TEST

Label	Variable	T-Statistic (O/STDEV)	P-Values
X1 -> Y	Training – Employee Performance	2.443	0.015*
X1 -> M	Training – Work Discipline	1.709	0.088
M -> Y	Work Discipline – Employee Performance	8.810	0.000*
X2 -> Y	Work Engagement – Employee Performance	1.522	0.129
X2 -> M	Work Engagement – Work Discipline	3.675	0.000*
X1 -> M -> Y	Discipline – Employee Performance	1.607	0.109
X2 -> M -> Y	Work Engagement – Employee Performance	3.554	0.000*

P-Value <0.05 and T-Statistic >1.96 = Significant.

F. Hypothesis Test

The results of the hypothesis testing in this study are divided into two to see the direct effect and the indirect effect.

TABLE V: DIRECT EFFECT HYPOTESIS TEST

Hypothesis	T-Statistics (O/STDEV)	P-Values	Result
H1	2.443	0.015*	Accepted
H2	1.522	0.129	Rejected
H3	8.810	0.000*	Accepted
H4	1.709	0.088	Rejected
H5	3.675	0.000*	Accepted

Based on the table of the results of the direct effect hypothesis test, it can be concluded that there are three accepted hypotheses, including the direct influence between the training variables on performance, the direct influence between the work discipline variable on performance and the direct influence between the work engagement variable on work discipline. In addition, two hypotheses were rejected, including the direct influence between work engagement and performance and the direct influence between training and work discipline.

TABLE VI: INDIRECT EFFECT HYPOTHESIS TEST

Hypothesis	T-Statistics (O/STDEV)	P-Values	Result
H6	1.607	0.109	Rejected
H7	3.554	0.000*	Accepted

Based on the table of indirect effect hypothesis test results, it can be concluded that the rejected hypothesis is the training variable on performance mediated by work discipline, while the accepted hypothesis is the work engagement variable on performance mediated by work discipline.

G. Discussion

Training has a positive and significant effect on performance. This is in line with the results of research from Rosmadi [9] which states that training has a positive and significant impact on employee performance, where the provision of training can increase employee competence so that it will improve employee performance. Basically, Mercu Buana University, especially the Human Resources Bureau,

routinely organizes training within the Mercu Buana University, even in a pandemic at that time the training is still carried out even though it is online, one of the trainings routinely carried out is "Excellent Service Training" where the target is average is a new employee who has just joined the University of Mercu Buana or an employee who has never attended the training. The purpose of the implementation of the training is expected for all Mercu Buana University employees to understand their duties and responsibilities, considering that service to the academic community (students and lecturers) is important for the sustainability of Mercu Buana University. If the services provided are satisfactory, it will have a good impact on Mercu Buana University, one of which is the increasing number of new students every year. Therefore, the implementation of training by inviting competent resource persons and delivering material according to the target will help minimize dissatisfaction with the academic community.

Work Engagement has no significant effect on performance. This is in line with the results of research by Manan, Kalimin & Hamid [4] which states that employee engagement has no effect on employee performance. In this sample the lowest value is on the absorption dimension, which means that education personnel find it difficult to concentrate and find it easy to leave work that has not been completed.

Work discipline has a positive and significant effect on performance. This is in line with the results of research by Nurhidayat and Purba [8] which explain that work discipline has a positive and significant effect on employee performance. This shows that the educational staff at Mercu Buana University always comply with the work regulations and code of conduct that apply during work so that they can carry out their duties and responsibilities and complete work within a limited time so that this can directly improve the performance of educational personnel. In addition, Mercu Buana University also provides rewards to education personnel who are present earlier than the stipulated time in the form of incentives that will be given along with monthly compensation, this effort is carried out with the hope that education personnel come early to work earlier so that they are able to complete the work in accordance with time that has been determined and can do the job as well as possible which of course affects their performance.

Training has no effect on work discipline. This is evidenced by secondary data obtained from the Bureau of Human Resources which states that in the last 6 months each month there are still hundreds of employees who arrive late or are not on time. This proves that education personnel who have been provided with training have no effect on their work discipline.

Work engagement has a positive and significant effect on work discipline. This is in line with the results of research by Harter et al [14] which states that work engagement is a form of individual involvement and satisfaction and enthusiasm in doing work. The highest result on the work engagement variable stated that education staff felt that the work they completed had meaning and purpose, while the highest result on the work discipline variable stated that Mercu Buana University educational staff obeyed work regulations or work ethics. So that it can be concluded that educational staff who

feel they have meaning and purpose in the work they do will affect their work discipline such as completing work according to targets, having the responsibility to complete work, and of course always arriving on time with the aim of being able to start more work early.

Training has no effect on performance if it is mediated by work discipline. This is inversely proportional to the results of research by Sefriadi & Iskandar [13] which states that training has a positive and significant effect on employee performance through work discipline. These findings indicate that the education staff's perception of training has a direct effect on performance, it means that education personnel feel the impact of training which can increase competence and skills so that it will automatically increase their performance. So, this factor makes training more influential on performance without being mediated by work discipline.

Work engagement has a positive and significant effect on performance mediated by work discipline. This is in line with the research results of Lianasari, Wardoyo & Santoso [3] which state that work engagement has a positive and significant effect on employee performance through work discipline. The work engagement variable has no direct effect on performance but has an indirect effect. It can be interpreted that this relationship belongs to the type of competitive mediation, namely the direct effect and the indirect effect of different results. So, it can be concluded that education staff who have high enthusiasm in completing work and are supported by high work discipline will affect the performance of educational personnel. Therefore, work engagement will affect performance if it is mediated by work discipline.

V. CONCLUSION

From the results and discussion conducted by the author, conclusions can be drawn based on proving the hypothesis built in this study, such as:

1. Training has a positive and significant effect on the performance of the educational staff.
2. Work Engagement does not have a positive and significant effect on the performance of the educational staff.
3. Work Discipline has a positive and significant effect on the performance of the educational staff.
4. Training does not have a significant effect on work discipline.
5. Work Engagement has a positive and significant effect on work discipline.
6. Training does not have a significant effect on performance if it is mediated by work discipline.
7. Work Engagement has a positive effect on performance mediated by work discipline.

Suggestion for Mercu Buana University, namely follows:

1. Provide training to educational staff evenly because based on experience there are educational staff who have not had the opportunity to take part in training while there are also some education personnel who have attended the same training, this will certainly affect the performance of educational staff who have not attended the training.
2. Increase the socialization to educational staff that work attachments are very important for the progress of Mercu Buana University, remind educational staff that the work they do has meaning, remind education staff to be enthusiastic and

concentrate in work and remind education staff to continue to have a strong spirit. high in doing or completing work so that it will improve the performance of educational staff.

3. Increase incentives for educational staff who arrive 30 minutes earlier, this is aimed at motivating educational staff to arrive on time and start work on time and not to impose sanctions on educational staff who are not there when working hours are absent. reason, it aims to make educational staff more disciplined in their work so that they can complete work according to the target.

4. Routinely provide training to educational staff, so that educational staff can continue to improve their skills or competencies in their respective fields, besides that, regularly given training is expected to be able to improve the discipline of educational staff.

5. Continue to disseminate information to educational staff that work requires work engagement coupled with work discipline to produce good work.

6. Provide training by applying work discipline to educational staff, one of the examples is that if there are educational staff who do not participate in the training provided, they can be given a warning or other sanction, this is intended so that educational staff apply work discipline, one of which is to participate in activities given by the University until completion, because one of the objectives of the training is to improve the performance of the educational staff so that it can help the University to achieve its goals.

7. Further improve in terms of giving rewards or awards to educational staff who have excellent work attachments and work discipline, this is so that other educational staff feel motivated so that they will increase their work engagement and work discipline which will later effect on their performance.

8. Based on the results of this study, the authors suggest that further research can discuss other variables that affect the performance of educational staff, while the variables that can be investigated further include organizational justice, organizational communication, and organizational citizenship behavior.

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