DOES COMPETENCE AND WORK DISCIPLINE EXPLANATORY FACTORS FOR EDUCATIONAL STAFF?

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Abstract

Competence and work discipline are seen as important factors for improving the performance of educational staff in higher education. The purpose of this study was to determine the effect of work competence and discipline on the performance of educational staff at the Main Office of Makassar State University. Data collection using a questionnaire to 132 respondents. At the 0.05 significance level, the results of multiple linear regression analysis prove that competence and work discipline have an effect on the performance of educational staff. These results indicate that competence and work discipline are explanatory factors that can encourage educational staff to achieve the expected performance. The results of this study are expected to provide an understanding of human behavior in organizations, so that it can be useful for self-development and the ability of educational staff to achieve the expected performance.

1. INTRODUCTION

Humans are resources that can determine the success of an organization. Human resources are an important asset and play a role as the prime mover in the implementation of all organizational activities. Competence and work discipline are seen as important factors for improving the performance of education staff in higher education (Mangkunegara & Waris, 2015). High performance achievements are expected to be able to support the achievement of higher education goals, namely developing innovative, responsive, creative, skilled, and competitive academicians.

Educational staff are members of society who are devoted and appointed to support the provision of education. UU No. 20/2003 "National Education System" states that educational staff are tasked with carrying out administration, management, development, supervision and technical services to support the educational process in education units. In

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this study, the educational staff referred to are those assigned to higher education units, namely those assigned to the Main Office of the Makassar State University.

Competence is seen to improve the performance of education staff. The more often a person does the same job, the more skilled and the faster he completes the job. Competence describes what individuals do in the workplace at various levels and details the standards for each level, identifies the characteristics of the knowledge and skills that individuals need to carry out their duties and responsibilities effectively, so as to achieve standards of professional quality and good performance (Wibowo, 2009; Mangkunegara & Waris, 2015; Roeleejanto et al., 2015; Jeffrey & Dinata, 2017; Heriyanto et al., 2018).

Work discipline is also seen as improving the performance of educational staff. Work discipline can be realized if an employee complies with institutional regulations. Individuals will carry out their duties properly and responsibly if they have high work discipline (Mangkunegara & Waris, 2015; Roeleejanto et al., 2015; Jeffrey & Dinata, 2017; Maduningtias, 2018; Heriyanto et al., 2018). Work discipline can encourage educational staff to work productively so that they can achieve the expected performance.

However, in fact, in carrying out their duties and functions, it is often found that educational staff lack the appropriate knowledge and skills, as well as low work discipline. In fact, education staff are required to be disciplined, professional and qualified. The increasing demands of the tasks faced, the educational staff will be faced with various problems, such as: heavy workloads, complex and monotonous work, and limited knowledge and skills. So that we need a study that focuses on efforts to increase the competence and work discipline of educational staff so that increased performance can be achieved.

Makassar State University is an institution that organizes higher education and has an important role in producing quality human resources. For this reason, it is necessary to be supported by competent educational staff, who can work optimally to meet maximum performance targets and be disciplined in completing their work, as well as providing administrative services to lecturers and students. Arif, H. M., & Ray, A. (2023) Competent educational staff who have high work discipline tend to have high performance . Competence can provide opportunities for educational staff to expand work capacity. Work discipline is needed so that they can carry out their duties to achieve predetermined goals. If education staff have competencies that are in accordance with their profession and high work discipline, it is hoped that this will encourage the achievement of increased performance.

This study aims to examine and analyze the effect of competence and work discipline on the performance of educational staff at the Main Office of the Makassar State University. The focus of this study is to examine and analyze independent factors (namely, competence and work discipline) which are thought to have a positive and significant effect on the performance of educational staff. That, the competencies possessed by educational staff are in accordance with the duties and responsibilities assigned to them. In addition, work

discipline which is reflected in the work carried out seriously and responsibly will encourage an increase in the performance of educational staff

LITERATURE REVIEW AND HYPOTESIS DEVELOPMENT

The analysis of this study is based on the perspective of Organizational Behavior Theory and Performance Management Theory. Organizational behavior is a study that analyzes the influence that individuals, groups, and structures have on behavior in organizations in order to increase the effectiveness of achieving goals (Robbins & Judge, 2013). Performance management is a study that analyzes ways to get better results for organizations by understanding and managing the resources they have in accordance with the planned targets, standards and competency requirements that have been determined (Amstrong & Baron, 2016). Thus, the results of this study are expected to provide an understanding of human behavior in organizations, so that it can be useful for self-development and their abilities in achieving the expected performance of the organization.

Performance is defined as the quality and quantity of work achieved by individuals in carrying out their duties in accordance with the responsibilities assigned to them (Mangkunegara, 2011:67; Kurniawan, 2012). Individual work performance in an organization is commonly used in terms of employee performance. In this study, the employees in question are educational staff at universities.

Achieving performance as expected will have implications for the following: 1) increase employee skills and abilities; 2) comfortable working environment, improving the quality and results of work; 3) employee career development; 4) encouraging the creation of a healthy reciprocal relationship between superiors and subordinates; 5) employees understand the overall organizational environment; 6) employees understand the strengths and weaknesses of the organization, as well as the opportunities and threats facing the organization; and 7) superiors better recognize their subordinates and can provide fair and objective judgments, so as to motivate employees to improve their performance (Sedarmayanti, 2007).

There are several factors that affect individual performance achievement, including: competence and work discipline. Several previous studies have proven that competence and work discipline affect employee performance, including a study conducted by Harlie (2010), Octorina (2013), Mangkunegara and Waris (2015), Roeleejanto et al. (2015), Jeffrey and Dinata (2017), Maduningtias (2018), and Heriyanto et al. (2018). Competence is defined as knowledge of individual skills, abilities, or personal characteristics that directly affect employee performance (Sudarmanto, 2011). Competence describes the knowledge base and performance standards required to successfully complete a job or hold a position.

Competencies that are in accordance with their duties and functions will be able to improve employee performance. The more often a person does the same job, the more skilled

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and the faster he completes the job. Competency describes what employees do in the workplace at various levels and specifies the standards for each level, identifies the characteristics of the knowledge and skills that individuals need to carry out their duties and responsibilities effectively, so as to achieve professional quality standards in work and achieve the expected performance (Wibowo, 2009; Renyut et al., 2017).

Work discipline is defined as the awareness and willingness of an individual to comply with all agreed organizational rules and social norms (Simamora, 2004; Hasibuan, 2006; Sutrisno, 2009; Rivai, 2011; Maduningtias, 2018). Work discipline can encourage employee performance improvement. Work discipline can be realized if employees comply with organizational regulations. In other words, someone will carry out their duties properly and responsibly if the employee has high work discipline.

The conceptual framework of this study is described as follows.
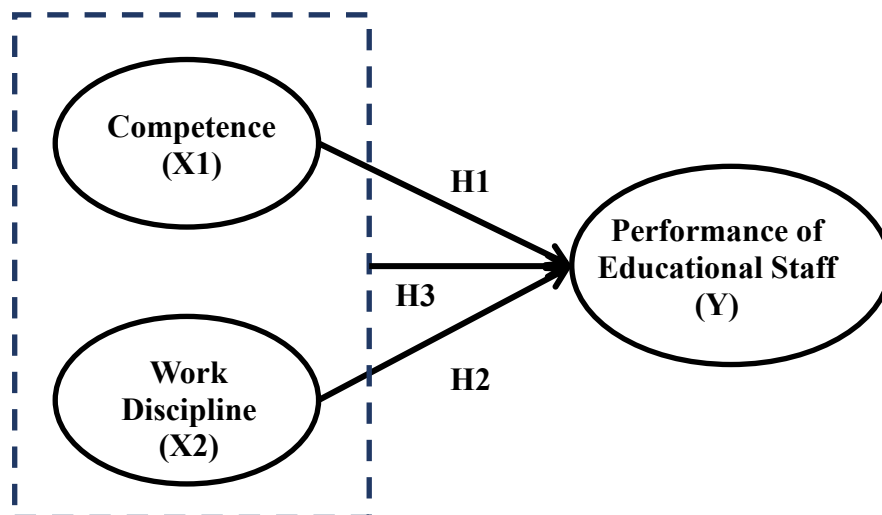

Figura 1. The Conceptual Framework

Based on the description in the introduction and literature review, it is assumed that competence and work discipline have an effect on the performance of educational staff. Therefore, the following hypothesis is formulated:

H1   : Competence partially has a positive and significant effect on the performance of educational staff.

H2   : Work discipline partially has a positive and significant effect on the performance of educational staff.

H3   : Competence and work discipline simultaneously have a positive and significant effect on the performance of educational staff.

2. RESEARCH METHOD

The design of this study is explanatory research, which is intended to explain the causal relationship between the independent and dependent variables through testing the formulated hypotheses. The study population was 132 educational staff at the Main Office of the Makassar State University. The entire population is the respondent in this study. In other words, the sampling technique is saturated sampling.

Data were collected using a questionnaire as a research instrument. Thus, the data analyzed is primary data, namely data obtained or collected by researchers based on respondents' answers using a questionnaire. The collected data were then analyzed using multiple linear regression analysis to test the hypothesis consisting of: partial test (t test), simultaneous test (F test) and coefficient of determination (R2), with the following equation:

$$Y = a + b1X1 + b2X2 + ...+ e$$

explanation:

Y	= performance of educational staff
a	= constanta (value of Y if X1, X2...Xn= 0)
b1	= regression coefficient of competence
b2	= regression coefficient of work discipline
X1	= competence
X2	= work discipline
e = error	

However, previously the classical assumption test was carried out, consisting of: linearity test, normality test, heteroscedasticity test, and multicollinearity test, so it is expected that regression results will be obtained that meet the best, linear, unbiased, and estimated (BLUE) criteria.

3. RESULTS AND DISCUSSION

The results of the analysis of this study are divided into 3 stages, namely: results of descriptive analysis, results of classical assumption test, and results of hypothesis test. Following are the results of descriptive analysis based on the respondents' answers for each variable in this study.

The results of descriptive analysis of the competency variable (X1)

The results of descriptive analysis on the competency variable obtained a minimum value of 17.00; the maximum value is 28.00; the mean is 22.84; and standard deviation of 3.25378. Furthermore, competency variables are categorized using mean scores and standard deviation. The number of questions for the competency variable consists of 7 questions, each of which has a score of 1, 2, 3 and 4. Categorization for the competency variable is presented in Table 1.

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Table 1 shows that educational staff with competence in the high category were 16.0%, educational staff with competence in the medium category were 63.2%, and educational staff with competence in the low category were 20.8%. Thus, it is concluded that the majority of educational staff with competence are in the medium category, namely 64.8%.

Table 1. Average Percentage of Respondents' Answer Score for Competency Variables (X1)

Category	Score Interval	Frequency	Percentage (%)
High	$X \geq 26.09$	22	16.0
Medium	$19.59 \leq X < 26.09$	82	63.2
Low	$X < 19.59$	28	20.8
Total		132	100.0

Source: results of the analysis.

The results of descriptive analysis of work discipline variables

The results of descriptive analysis on the work discipline variable obtained a minimum value of 15.00; the maximum value is 32.00; the mean is 23,5040; and standard deviation of 3.59575. Furthermore, work discipline variables are categorized using mean scores and standard deviation. The number of questions for the work discipline variable consists of 8 questions, each of which has a score of 1, 2, 3 and 4. Categorization for work discipline variables is presented in Table 2.

Table 2. Average Percentage of Respondents' Answer Score for Work Discipline Variable (X2)

Category	Score Interval	Frequency	Percentage (%)
High	$X \geq 27.10$	22	16.0
Medium	$19.91 \leq X < 27.10$	79	60.8
Low	$X < 19.91$	31	23.2
Total		132	100.0

Source: results of the analysis.

Table 2 shows that educational staff with work discipline in the high category were 16.0%, educational staff with work discipline in the medium category were 60.8%, and educational staff with work discipline in the low category were 23.2%. Thus, it is concluded that the majority of educational staff have work discipline in the medium category, namely 60.6%.

The results of the descriptive analysis of the educational staff performance variables

The results of descriptive analysis on the educational staff performance variables obtained a minimum value of 14.00; the maximum value is 32.00; the mean is 23.5120; and a standard deviation of 3.83241. Furthermore, employee performance variables are categorized using mean scores and standard deviation. The number of questions for the educational staff performance variable consists of 8 questions, each of which has a score of 1, 2, 3 and 4. Categorization for the educational staff performance variables is presented in Table 3.

Table 3. Average Percentage of Respondents' Answers Score for Educational Staff Performance Variables (Y)

Category	Score Interval	Frequency	Percentage (%)
High	$X \geq 27.34$	19	13.6
Medium	$19.68 \leq X < 27.34$	95	73.6
Low	$X < 19.68$	18	12.8
Total		132	100.0

Source: results of the analysis.

Table 3 shows that educational staff with performance in the high category were 13.6%; educational staff with performance in the medium category as much as 73.6%; and educational staff with performance in the low category as much as 12.8%. Thus, it is concluded that the majority of educational staff performance is in the medium category, namely 73.6%.

The results of classical assumption test

The classical assumption test is performed before multiple linear regression analysis, consisting of: linearity test, normality test, multicollinearity test and heteroscedasticity test.

The results of linearity test

The aim of the linearity test is to determine the linear relationship between the independent and dependent variables. Linearity test criteria, if the significance value is greater than 0.05 (sig. > 0.05), then the relationship between the independent and dependent variables is linear.

Table 4. The Results of Linearity Test

Variable	Significance	Explanation
Competence	0.709	Linear
Work Discipline	0.464	Linear

Source: results of the analysis.

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The linearity test results in Table 4 show that all variables have a significance value greater than 0.05 (sig. > 0.05). These results indicate that all variables in this study have a linear relationship, meaning that the relationship between the independent and dependent variables is linear (straight line).

The results of normality test

The normality test is intended to determine the normal distribution of the data. This study uses the Kolmogorov-Smirnov test. The results of the normality test are presented in Table 5.

Table 5. The Results of Normality Test

Variable	Significance	Explanation
Competence	0.176	Normally Distributed
Work Discipline	0.096	Normally Distributed
Performance of Educational Staff	0.211	Normally Distributed

Source: results of the analysis.

The results of the normality test show that the data on all variables have a significance value greater than 0.05 (sig. > 0.05). Thus, it is concluded that the data in this study are normally distributed, so it is feasible to do multiple linear regression analysis.

The results of multicollinearity test

Multicollinearity test was conducted to determine the amount of intercolerance between independent variables. To detect multicollinearity, it can be seen at the tolerance and VIF values. If the tolerance value is more than 0.1 and the VIF value is less than 10 then multicollinearity does not occur.

Table 6. The Results of Multicollinearity Test

Variable	*Tolerance*	VIF	Explanation
Competence	0.922	1.085	Non-multicollinearity
Work Discipline	0.922	1.085	Non-multicollinearity

Source: results of the analysis.

Table 6 shows that the competency and work discipline variables have a tolerance value of more than 0.1 and a VIF value of less than 10. Thus, it is concluded that the regression model in this study does not occur multicollinearity. These results indicate that the independent variables in this study are not correlated.

The results of heteroscedasticity test

The heteroscedasticity test aims to determine whether in the regression model there is an inequality of variants of the error for all observations of each independent variable in the regression model. A good regression model does not occur heteroscedasticity. The method of heteroscedasticity testing in this study is using the Glejser test, which is carried out by regressing between the independent variables and their residual absolute values. If the significance value between the independent and absolute residual variables is more than 0.05, there is no heteroscedasticity problem.

Table 7. The Results of Heteroscedasticity Test

Variable	Significance	Explanation
Competence	0.254	Non-heteroscedasticity
Work Discipline	0.448	Non-heteroscedasticity

Source: results of the analysis.

Table 7 shows that all variables have a significance value greater than 0.05. Thus, it is concluded that the regression model in this study does not occur heteroscedasticity problems. This means that in the regression model there is no variance inequality of the residuals for all observations of each independent variable in the regression model.

The results of hypothesis test

The results of multiple linear regression analysis are presented in Table 8 below.

Table 8. The Results of Multiple Linear Regression Analysis

Correlation coefficient (R)		0.732			
The coefficient of determination (R^2)		0.369			
Adjusted R^2		0.525			
Std. Error of the estimate		3.91025			
F value		46.866			
Sig. F		0.000			
Variables in the equation					
Variable	B	Std. Error	Beta	t	Sig.
Competence (X1)	0.471	0.063	0.318	3.089	0.003
Work Discipline (X2)	0.517	0.090	0.461	4.865	0.000
(Constant)	11.178	5.489		2.036	0.045

Source: results of the analysis.

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The results of the partial test (t test) show that: the value of the beta coefficient X_1 is 0.471. The significance value of X_1 is 0.003, this value is smaller than 0.05 ($0.003 < 0.05$). Thus, it is concluded that competence has a positive and significant effect on the performance of educational staff (**H₁ accepted**); and, the value of the beta coefficient X_2 is 0.517. The significance value of X_2 is 0.000, this value is less than 0.05 ($0.000 < 0.05$). Thus, it is concluded that work discipline has a positive and significant effect on the performance of educational staff (**H₂ accepted**).

The results of the simultaneous test (F Test) show that the F value is 46,866. The significance value of F is 0.000, this value is less than 0.05 ($0.000 < 0.05$). Thus, it is concluded that competence and work discipline simultaneously have a positive and significant effect on the performance of educational staff (**H₃ accepted**).

The coefficient of determination test results show that the coefficient of determination or R Square (R^2) is 0.369 or 36.9%. This means that the ability of all independent variables to explain the variance of the dependent variable is 36.9%, while the remaining 63.1% (100% - 36.9%) of the variance of the dependent variable is explained by other factors.

DISCUSSION
The effect of competence on the performance of educational staff

The results of this study indicate that the first factor affecting the performance of educational staff is competence. The results of this study prove that competence is an explanatory factor for the performance of educational staff. Simanjuntak (2005) argues that competence can deepen and expand work ability. The more often a person does the same job, the more skilled and the faster he will finish the job. Competence is an attribute of the quality of human resources that has a significant effect on individual performance (Sudarmanto, 2011).

An employee has high competence if the employee has work experience, educational background that supports the profession, has expertise, knowledge and skills. Work experience can improve the performance of an employee, because he will be able to position himself correctly, take risks, be able to face challenges, be responsible, and be able to communicate well with various parties to maintain productivity, perform well, and improve self-competence according to their fields (Sutrisno, 2009).

Competence in terms of education can also improve employee performance, because he has mastery of theory and skills to decide work-related problems in order to achieve goals. Knowledge can improve employee performance, because it can improve a person's abilities in certain specific areas. Competence in terms of skills indicators can also improve employee performance, because he is seen as having the ability to carry out certain physical or mental tasks (Sudarmanto 2011).

Competency describes what employees do in the workplace at various levels and details the standards for each level, identifies the characteristics of the knowledge and skills

needed by the individual to enable them to carry out their duties and responsibilities effectively, so as to achieve professional quality standards in work and produce good performance (Wibowo, 2009). The results of this study are consistent with the results of previous studies conducted by Mangkunegara and Waris (2015), Roeleejanto et al. (2015), Jeffrey and Dinata (2017), and Heriyanto et al. (2018) which also proves that competence affects employee performance. Employee competence can be achieved by providing training to employees in accordance with the needs of their work and organizational goals.

Job competence is important for improving employee performance. Competence can be defined as individual characteristics that can be measured and determined to demonstrate certain behavior and work performance in a person. Knowing employee competencies is important for the company. This is a reference for companies to know the work ability of employees. Not only that, through the competencies possessed by employees, the company will know what positions are suitable and appropriate for these employees. For employees, it is important to know the competencies they have, so that they understand what kind of competencies the company wants. Job competence is important for improving employee performance.

Competence can be defined as individual characteristics that can be measured and determined to demonstrate certain behavior and work performance in a person. Knowing employee competencies is important for the company. This is a reference for companies to know the work ability of employees. Not only that, through the competencies possessed by employees, the company will know what positions are suitable and appropriate for these employees. For employees, it is important to know the competencies they have, so that they understand what kind of competencies the company wants. Job competence is important for improving employee performance.

The results of this study indicate that the measurement of the competency variable, namely the skill indicator, gets the lowest score. Therefore, it is hoped that educational staff will take part in training that supports the improvement of their skills, both held by internal and other institutions. These steps are expected to increase the competence of educational staff so as to encourage an increase in the performance of educational staff.

The effect of work discipline on the performance of the educational staff

Work discipline is very important for improving employee performance. High work discipline, employee performance will be encouraged to increase. Sudarmanto (2011) suggests that employees who have high work discipline can be seen from: timeliness, proper use of office equipment, responsibility, and obedience to organizational rules. Punctuality is shown by the behavior of employees who are present on time, orderly and regularly, this reflects good work discipline. The use of office equipment properly, is indicated by a careful attitude in using office equipment, so that office equipment can be avoided from damage or

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errors in use, this reflects a person having good work discipline. High responsibility is shown by the awareness of employees who always complete their assigned tasks in accordance with procedures and responsibilities for work results, this also reflects good work discipline. Adherence to organizational rules also reflects high work discipline, among others shown by employees wearing office uniforms, using identification cards (personal identity), and permission when not present. If the work discipline indicator is in the employee, it tends to encourage employee performance improvement.

Work discipline is a procedure that corrects or punishes subordinates for violating rules or procedures. Work discipline can have an impact on the personal life of employees which affects organizational performance. The organization must monitor every action and behavior performed by employees while working. If there is an act of fraud that is not in accordance with the rules or something that is annulled from the existing facts, the organization should determine the punishment for its employees. Superiors should also know and implement the existing rules in the company (Belizzi & Hasty, 2000; Simamora, 2004).

The results of the study show results that are consistent with the results of previous studies conducted by Harlie (2010), Mangkunegara and Waris (2015), Roeleejanto et al. (2015), Sartika (2015), Cesilia et al. (2017), Jeffrey and Dinata (2017), and Heriyanto et al. (2018) which also proves that work discipline has a positive and significant effect on employee performance. The results of this study indicate that work discipline is an explanatory factor for the performance of educational staff.

Based on the results of the study, it is known that the measurement of work discipline variables, namely the indicators of using office equipment properly, gets the lowest score. Therefore, educational staff should use office equipment carefully and efficiently, so that it shows that educational staff have good work discipline, so that office equipment can avoid damage. These steps are expected to increase employee work discipline so as to encourage an increase in the performance of educational staff.

The effect of competence and work discipline on the performance of educational staff

Employee performance is the result of work in quality and quantity achieved by employees in carrying out their duties according to their responsibilities (Mangkunegara, 2011). Performance improvement is an important thing that both employees and organizations want to achieve. Organizations want optimal employee performance for the benefit of improving work results and organizational benefits. On the other hand, employees have an interest in self-development and job promotion. To fulfill this desire, a good performance management system is needed (Bangun, 2012).

Employee performance achievement can be influenced by competency factors and work discipline factors. Employees who already have high competence and work discipline tend to have better performance, because competence can provide opportunities for employees to improve their work abilities. Meanwhile, work discipline is needed in order to

carry out its work program to achieve predetermined goals. If employees have competencies in accordance with their profession and high work discipline, it will encourage increased performance as expected.

The results of this study are relevant to previous research conducted by Sartika (2015) which also proves that competence and work discipline simultaneously affect employee performance. That is, competence and work discipline are simultaneously explanatory factors for the performance of educational staff.

4. CONCLUSION

Based on the results and discussion, it is concluded that competence and work discipline, either partially or simultaneously, have a positive and significant effect on the performance of educational staff. The results of this study indicate that competence and work discipline are explanatory factors for the performance of educational staff. Based on their competencies, educational staff are able to complete work in accordance with their duties and functions. Work discipline is one of the requirements for educational staff to be able to work productively so as to encourage increased performance. The results of this study are expected to provide an understanding of human behavior in organizations, so that it can be useful for self-development and the ability of educational staff to achieve the expected performance.

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