



THE INFLUENCE OF EDUCATION & TRAINING (TAINING) AND EDUCATOR COMPETENCY ON EDUCATOR PERFORMANCE THROUGH ORGANIZATIONAL SUPPORT AS MEDIATION VARIABLES AT THE SOUTH SULAWESI POLICE POLICE SCHOOL

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Abstract

This study aims to analyze the effect of education and training on organizational support at the National Police School (SPN) Polda South Sulawesi, the effect of educator competence on organizational support, the effect of education and training on educator performance, the influence of educator competence on educator performance, the effect of organizational support on performance. educators, the effect of organizational support as a mediating variable on the effect of education and training, and organizational support as a mediating variable on the effect of educator competence on educator performance by taking 46 employees as research samples. The results of this study indicate that (1) Based on the results of statistical tests, it is known that education and training have a significant effect on organizational support, and the competence of educators has a significant effect on organizational support at the State Police School (SPN) Polda South Sulawesi; (2) Based on the results of statistical tests, it is known that education and training, educator competence and organizational support have a significant effect on the performance of educators at the State Police School (SPN) Polda South Sulawesi; (3) Based on the results of statistical tests, it is known that organizational support as a mediating variable has a significant effect on education and training while organizational support as a mediating variable has no effect on educator competence on educator performance at the State Police School (SPN) Polda South Sulawesi. This means that organizational support can directly affect education and training, while organizational support does not indirectly affect the competence of educators on the performance of educators at the National Police School (SPN) Polda South Sulawesi.

Keywords: *Training, Educator Competence, Organizational Support and Performance.*

1. INTRODUCTION (TNR, 11 Bold)

The development of science and technology as well as the needs of the community for the activities of the Indonesian National Police, have an impact on the demands for increasing professional, moral, modern and quality human resources; carry out tasks in accordance with the vision and mission of the Indonesian National Police. Improving

professional human resources within the Indonesian National Police is carried out through a programmed, directed, systematic and sustainable education system based on the policies and strategies of the Indonesian National Police Chief.

The National Police School (SPN) of the South Sulawesi Regional Police which plays a role in the field of education and training for Polri members, is required to continue to strive to equip and improve the quality of education personnel as the spearhead in managing and implementing Polri education and training so as to produce moral and professional Polri personnel. . Educator Competency Certification at the South Sulawesi Polda SPN is one of the efforts to prepare educators/instructors to have adequate capabilities in transferring their knowledge and skills to students in order to obtain expected student outcomes.

In the practice of human resource management by empirical studies in various literatures which include; recruitment, selection, education, training, career development, compensation and promotions (Dessler, 2013). Therefore, the National Police Education and Training Institute (Lemdiklat) and the ranks and SPN of the South Sulawesi Regional Police as implementing elements of Polri education and training, especially on the 8 (eight) educational standards, are making efforts to increase professional human resources.

As demands in the professional era according to Chouhan & Srivastava (2014) that various important things are motivated by empirical experience of human resource management in the development of modern organizations. HR has an important role as a change agent (Chouhan & Srivastava, 2014).

The opinion put forward by Ratnasari (2018) that education and training are the same as development which is a process of increasing work skills both technical and managerial. Theory-oriented education, carried out in class, lasts a long time and usually answers why. The exercises are practice oriented, conducted in the field, are short in duration and usually answer how. Ivancevich et al, (2013: 154) put forward his understanding of training and development (diklat) as "a systematic process for changing employee behavior directed at achieving organizational goals". Training is related to current job skills and abilities. The orientation is in the moment and helps one master specific skills and abilities to be successful at work.

Another main supporting element for achieving organizational goals is competence. According to Sulistyorini (2015), competence is the work ability of an educator that can be formed through training. Employee competency is reflected through knowledge. While knowledge is obtained through formal education. If competence increases, performance will also increase. Therefore, between competence and performance have a very close relationship.

Based on the results of observations made that, the phenomenon that occurs relates to competence on performance at the South Sulawesi Regional Police National Police School (SPN) has not had the good performance as expected. Where in the implementation of the work of teaching staff there is still a lack of discipline both in time discipline and in the



learning process, for example in planning learning that is not optimal and lack of innovation in developing monotonous learning materials. In addition, there are still educators who do not communicate teaching materials properly so that students find it difficult to receive and understand the material. The low performance of the teaching staff is inseparable from the competence of the teaching staff.

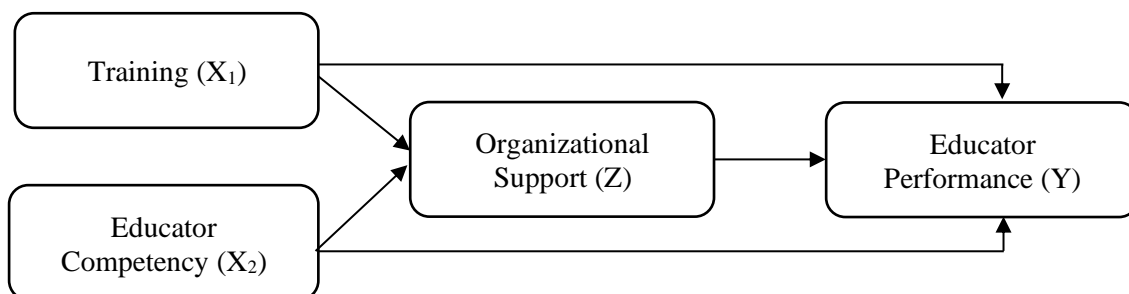
The success of an institution or organization is inseparable from the role of organizational support that supports one's performance and to realize this success, performance appraisal is needed. Based on the description of the background above, it is necessary to conduct research with the title "The Influence of Education & Training (Training) and Educator Competence on Educator Performance through Organizational Support as a Mediation Variable in the State Police School (SPN) Polda South Sulawesi"

Based on the theory above, there are several factors that can affect the performance of educators, which will be explained in detail, among others; According to Mumu et al, (2015), education is an important factor in human resource development. Education not only increases knowledge, but also improves work skills, thereby increasing work productivity. While training is a process of systematically changing employee behavior to achieve organizational goals. Training is related to the skills and abilities of employees to carry out current work (Rivai & Basri, 2012).

Sudarmanto (2012: 67) classifies competencies into dimensions and clusters, which include: a) Ability to manage actions and goals, with dimensions including: flexibility, self-control, attention to detail, initiative, planning, and efficiency; b) The ability to manage people with its dimensions includes: self-confidence, negotiation, networking, persuasiveness, and empathy; c) analytical logic management with its dimensions including: written communication, social objectivity, quantitative analysis, use of technology, theory development, recognition of patterns, and use of concepts. Hutchinson in Riani (2013) says that Organizational support for employees can be provided in various forms, including rewards, equal compensation, and a fair organizational climate.

Based on the description above, this research is structured through a conceptual framework that can be described as follows:

Figure 1. Research Concept Framework



Through the conceptual framework image above, the hypothesis is as follows:

1. Education and Training (Training) has a significant influence on the performance of educators at the South Sulawesi Regional Police SPN.
2. The competence of educators has a significant influence on the performance of educators at the South Sulawesi Regional Police SPN.
3. Education and Training (Training) has a significant influence on organizational support at the South Sulawesi Regional Police SPN.
4. The competence of Educators has a significant influence on Organizational Support at the South Sulawesi Regional Police SPN.
5. Organizational support has a significant influence on the performance of educators at the South Sulawesi Regional Police SPN.
6. Education and Training (Training) has a significant influence on the performance of educators through organizational support at the South Sulawesi Regional Police SPN
7. The competence of Educators has a significant influence on the performance of educators through organizational support at the South Sulawesi Regional Police SPN

2. IMPLEMENTATION METHOD

This research uses a quantitative descriptive research approach. a quantitative approach is defined as an approach that produces data, writing, and behavior obtained from what is observed (Sugiyono, 2016: 4). This research was conducted at the State Police School (SPN) Polda South Sulawesi, with a sample of 46 employees who were all educators at the State Police School (SPN) Polda South Sulawesi.

Data analysis techniques using path analysis (path analysis) are used to determine the direct and indirect effects between research variables which are preceded by validity tests and reliability tests on research data hypothesis testing is used t test to test. Analysis of significance in this study was used through a test of the coefficient of determination (R square).

3. RESULTS AND DISCUSSION

3.1 Results

Regression Equation Model 1

Linear regression equation 1 is used to determine the effect of educational training and competence of educators on organizational support at the State Police School (SPN) Polda South Sulawesi. The results of the linear regression test 1 can be seen in the following table:

Table 1 Results of Regression Analysis Model 1

Variable	Regression Coefficient	T _{count}	t _{table}	Sig.
(Constant)	8.135	3.547		.001
Training (X ₁)	.410	3.313	2.016	.002
Educator competence (X ₂)	.201	3.586	2.016	.003

Dependent Variable: Organizational Support (Z)



$$Z = 8,135 + 0,410X_1 + 0,201X_2 + e$$

In the regression equation above, the constant (Z) is 8.135. This means that if the variable Education and Training/Training (X₁) and Educator Competency (X₂) is zero then motivation is 8.135.

The Education and Training/Training Variable (X₁) is a variable that influences organizational support with a coefficient value of 0.410. This means that Education and Training (X₁) has a positive effect on Organizational Support (Z) and if the value of Education and Training increases, Organizational Support will increase by 0.410.

Educator Competency Variable (X₂) is a variable that influences Organizational Support (Z) with a coefficient value of 0.201. This means that educator competence (X₂) has an effect on organizational support, and if the value of educator competence increases, Organizational Support will increase by 0.201.

T test for Regression Model 1

T-test is a test conducted to determine the effect of each independent variable on the dependent variable is significant or not. This test was carried out by comparing the t_{count} value of each independent variable with the t_{table} value at a significance level of 0.05. If the t_{count} > t_{table}, then the independent variable has a significant influence on the dependent variable. The results of the T test hypothesis testing are as follows:

Table 2. T test results

Variable	t _{count}	t _{table}	Sig.
Training (X ₁)	3.313	2.016	.002
Educator competence (X ₂)	3.586	2.016	.003

Source: *Data processed by researchers (2022)*

Based on the table above, the influence of the variables can be explained as follows:

- The Effect of Education and Training on Organizational Support at the State Police School (SPN) of the South Sulawesi Regional Police

The results of the education and training test (X₁) obtained a significance value of 0.002 with a t_{count} of 3.313 and using a significance level of 0.05 with a degree of freedom of 2.016. These results indicate that the t_{count} value is 3.313 > 2.016 and a significance value is 0.002 < 0.05. Statistical testing shows that partially education and training (X₁) has a significant effect on organizational support (Z) at the State Police School (SPN) Polda South Sulawesi.

- The Influence of Educator Competence on Organizational Support at the State Police School (SPN) of the South Sulawesi Regional Police

The results of the teacher competency test (X₂) obtained a significance value of 0.003 with a t_{count} of 3.586 and using a significance level of 0.05 with a degree of freedom of 2.016. These results indicate that the t_{count} value is 3.586 > 2.016 and a significance value is 0.003 < 0.05. Statistical testing shows that partially the competence

of educators (X₂) has a significant effect on organizational support (Z) at the State Police School (SPN) Polda South Sulawesi.

Regression Equation Model 2

The linear regression equation 2 is used to determine the effect of training education, educator competence and organizational support on the performance of educators at the South Sulawesi Regional Police National Police School. The results of the linear regression test 2 can be seen in the following table:

Table 3 Results of Regression Analysis Model 2

Variable	Regression Coefficient	t _{count}	t _{table}	Sig.
(Constant)	2.327	3.061		.952
Training (X ₁)	.303	2.450	2.016	.019
Educator competence (X ₂)	.177	3.516	2.016	.001
Organizational Support (Z)	.485	3.563	2.016	.001

Dependent Variable: Educator Performance (Y)

$$X = 2,327 + 0,303X_1 + 0,177X_2 + 0,485Z + e$$

In the regression equation above, the constant (Y) is 2.327. This means that if education and training (X₁), educator competence (X₂) and organizational support (Z) are zero then the educator's performance score is 2.327.

The education and training variable (X₁) is a variable that influences the performance of educators with a coefficient value of 0.303. This means that education and training (X₁) has a positive effect on the performance of educators, and if the value of education and training increases, the performance of educators will increase by 0.303.

The educator competency variable (X₂) is a variable that influences educator performance with a coefficient value of 0.177. This means that the competence of educators (X₂) affects educators and if the value of educator competence increases, the performance value of educators will increase by 0.177.

Organizational support variable (Z) is a variable that influences educator performance with a coefficient value of 0.485. This means that organizational support (Z) affects the performance of educators, and if the value of organizational support increases, the value of educator performance will increase by 0.485.

T test for Regression Model 2

Table 4 T test results

Variable	t _{count}	t _{table}	Sig.
Training (X ₁)	3.313	2.016	.002
Educator competence (X ₂)	3.586	2.016	.003
Organizational Support (Z)	3.563	2.016	.001

Source: Data processed by researchers (2022)



Based on the table above, the influence of the variables can be explained as follows:

- a. The Influence of Education and Training on the Performance of Educators at the State Police School (SPN) of the South Sulawesi Regional Police

The results of the education and training test (X1) obtained a significance value of 0.019 with a tcount of 2.450 and using a significance level of 0.05 with a degree of freedom of 2.016. These results indicate that the tcount is $2.450 > 2.016$ and the significance value is $0.019 < 0.05$. Statistical testing shows that partially education and training (X1) has a significant effect on the performance of Educators (Y) at the State Police School (SPN) Polda South Sulawesi

- b. The Effect of Educator Competence on Educator Performance at the State Police School (SPN) of the South Sulawesi Regional Police

The results of the teacher competency test (X2) obtained a significance value of 0.001 with a tcount of 3.516 and using a significance level of 0.05 with a degree of freedom of 2.016. These results indicate that the tcount value is $3.516 > 2.016$ and a significance value is $0.001 < 0.05$. Statistical testing shows that partially the competence of educators (X2) has a significant effect on the performance of educators (Y) at the State Police School (SPN) Polda South Sulawesi

- c. The influence of organizational support on the performance of educators at the State Police School (SPN) of the South Sulawesi Regional Police

The results of testing organizational support (Z) obtained a significance value of 0.001 with a tcount of 3.563 and using a significance level of 0.05 with a degree of freedom of 2.016. These results indicate that the tcount value is $3.516 > 2.016$ and a significance value is $0.001 < 0.05$. Statistical testing shows that partially organizational support (Z) has a significant effect on the performance of educators (Y) at the State Police School (SPN) Polda South Sulawesi

3.2 Discussion

1. The Effect of Education and Training (Training) on Educators' Performance through Organizational Support at the South Sulawesi Regional Police SPN

These results indicate that directly education and training and organizational support as mediating variables have a significant effect on the performance of educators (Y) at the State Police School (SPN) Polda South Sulawesi. In other words, organizational support can mediate the influence of work culture on educator performance. The direct effect coefficient value is 0.303 and the indirect effect is 0.198 while the total effect is 0.059. Based on the results of the path analysis test with the Sobel Test, the t_{table} value is obtained from t with a significance level of 0.05 and degrees of freedom of 95, which is 2.004. Therefore, $t_{count} (3.3) > t_{table} (2.016)$ it can be concluded that there is a mediating effect.

The results of research conducted by Mariam (2014) suggested that education and training in the research conducted showed that the direct effect was higher, the effect of education and training on performance was obtained directly through organizational support.

This means that education and training will affect higher performance even though it is not mediated by organizational support.

2. The Effect of Educator Competence on Educator Performance through Organizational Support at the South Sulawesi Regional Police SPN

These results indicate that indirectly the competence of educators and organizational support as mediating variables have no significant effect on the performance of educators at the State Police School (SPN) Polda South Sulawesi. In other words, organizational support cannot mediate the effect of educator competence on educator performance.

Based on the results of the path analysis test with the Sobel Test, the t_{table} value is obtained from t with a significance level of 0.05 and degrees of freedom of 95, which is 2.016. Therefore, $t_{count} 1.769 < t_{table} 2.016$, it can be concluded that there is no mediating effect. The results of another study were put forward by Jufrizen and Sitorus (2021) suggesting that organizational support does not mediate the effect of educator competence on performance.

4. CONCLUSION

As previously described, this study aims to determine the effect of education and training and educator competence on educator performance through organizational support at the South Sulawesi Regional Police SPN. Based on the analysis that has been done in the previous section, several conclusions can be drawn, namely:

1. Based on the results of statistical tests, it is known that education and training (Training) is significant for the performance of educators at the State Police School (SPN) Polda South Sulawesi.
2. Based on the results of statistical tests, it is known that the competence of educators has a significant effect on the performance of educators at the State Police School (SPN) Polda South Sulawesi.
3. Based on the results of statistical tests, it is known that education and training have a significant effect on organizational support at the state Police School (SPN) Polda South Sulawesi.
4. Based on the results of statistical tests, it is known that the competence of educators has a significant effect on organizational support at the state Police School (SPN) Polda South Sulawesi.
5. Based on the results of statistical tests it is known that organizational support has a significant effect on the performance of educators at the state Police School (SPN) Polda South Sulawesi.
6. Based on the results of statistical tests it is known that education and training (Training) and organizational support as intervening variables have a significant effect on the performance of educators at the state Police School (SPN) Polda South Sulawesi.



7. Based on the results of statistical tests it is known that indirectly the competence of educators and organizational support as mediating variables do not have a significant effect on the performance of educators at the state Police School (SPN) Polda South Sulawesi.

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