

Competence as Intervening on Training and Discipline on Student Performance as a Provision for Readiness to Compete in Era 4.0

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ABSTRACT

The competition in the business world requires companies to recruit human resources with high competence in order to achieve company goals. This study was conducted to determine how the direct and indirect effects of training and discipline on student performance as a provision for readiness to compete in the industrial 4.0 era job market with student competence as an intervening variable. With the aim of providing empirical evidence to prospective graduates, graduate users and parties involved in the world of education. With the results of this study, especially universities can provide strategic policies to prepare prospective graduates to be ready to work by having good abilities and achievements and preparing graduates who are able to compete or compete in the job market in the industrial era 4.0. This study used a questionnaire distributed to 97 students from various universities in Palembang city, South Sumatra.. Students as respondents come from universities in South Sumatra who have participated in training activities both within the university and outside the university environment. The analysis used smartPLS 3.0. The results showed that discipline has a significant effect on student performance; training has a significant effect on competence; and discipline has a significant effect on competence. The results showed that the competency variable had no role for the training and discipline variables on student performance. Further research needs to sharpen indicators and linkages with other variables besides those currently studied.

Keywords: Discipline, Competence, Student Performance, Training

ABSTRAK

Persaingan di dunia usaha menuntut Perusahaan merekrut sumber daya manusia memiliki kompetensi yang tinggi agar mampu mencapai tujuan Perusahaan. Penelitian ini dilakukan untuk mengetahui bagaimana pengaruh secara langsung dan tidak langsung pelatihan dan disiplin terhadap kinerja mahasiswa sebagai bekal kesiapan bersaing di pasar kerja era industri 4.0 dengan kompetensi mahasiswa sebagai variabel intervening. Dengan tujuan memberikan bukti empiris kepada calon lulusan, pengguna lulusan dan pihak-pihak yang terlibat dalam dunia Pendidikan. Dengan hasil penelitian ini juga terutama perguruan tinggi dapat memberikan kebijakan strategis untuk mempersiapkan calon lulusan agar siap kerja dengan memiliki kemampuan yang baik dan berprestasi serta menyiapkan lulusan yang mampu berkompetisi atau bersaing di pasar kerja di era industri 4.0. Penelitian ini menggunakan kuesioner yang disebar pada 97 mahasiswa berbagai perguruan tinggi di kota Palembang, Sumatera Selatan. Mahasiswa sebagai responden berasal dari perguruan tinggi di Sumatera Selatan yang pernah mengikuti kegiatan pelatihan baik dilingkungan perguruan tinggi maupun diluar lingkungan perguruan tinggi. Analisis nya yang menggunakan smartPLS 3.0. Hasil penelitian bahwa disiplin berpengaruh signifikan terhadap kinerja mahasiswa; pelatihan berpengaruh signifikan terhadap kompetensi; serta disiplin berpengaruh signifikan terhadap kompetensi. Hasil penelitian menunjukkan bahwa variabel kompetensi tidak memiliki peran bagi variabel pelatihan dan disiplin terhadap kinerja mahasiswa. Penelitian lanjutan perlu adanya ketajaman indikator dan keterkaitan dengan variabel lainnya selain yang diteliti saat ini.

Kata Kunci: Disiplin, Kompetensi, Kinerja Mahasiswa, Pelatihan

1. Introduction

The industrial era 4.0 requires education managers to produce quality human resources with appropriate competencies. The competencies that must be formed can be in the form of hard skills and soft skills. Hardskill competencies can be said to be measurable abilities and are directly related to specific tasks or to certain jobs which include practical skills, technical knowledge or abilities that can be measured concretely and tangibly.

Softskill competencies are abilities with non-engineering quality specifications that affect how a person interacts with others, works with a team (teamwork) or the ability to handle certain conditions and situations. Student competence can be intended as the ability of students in terms of their knowledge, skills, and attitudes. These hardskill and softskill competencies are important in improving the achievements and abilities that students

need to have as prospective graduates who will compete in the world of work after graduating from college.

Currently, the competence possessed by prospective graduates can be seen from the Certificate of Diploma Companion (SKPI) issued by the university. SKPI can explain various additional information related to academic achievement or student learning experience such as the results of information on training that has been attended during their studies. SKPI is issued to accompany diploma documents and academic transcripts. The diploma and transcript documents are proof of the completion of an educational level containing a list of achievements during the course of study. The legal basis is the Regulation of the Minister of Education and Culture (Permendikbud) Number 81 of 2014 concerning diplomas, certificates of competence and professional certificates of higher education. Therefore, SKPI can be a direction for higher education graduates so that every higher education graduate must have a certificate of competence in accordance with the needs of the labor market. The certificate information listed in the SKPI cannot be separated from the results of training activities carried out by students both on campus and off campus.

Training is an educational process carried out by someone in the short term using a systematic and organized procedure, so that those who take part in the training have the ability and expertise in accordance with the training that is followed. Training is a process that is systematically designed to improve the knowledge, skills, attitudes, or behavior of individuals or groups in a particular context. The importance of training is aimed at overcoming the gap between the knowledge, skills, and attitudes possessed in accordance with the demands of the job (Sitepu & Saragih, 2021). Research results (Parsakia et al., 2022) that the use of strengths-based training can help improve students' academic performance. Training can also be understood as where learners effectively apply the knowledge, skills and attitudes gained from training into their work environment (Newstrom, 1984; Wexley and Latham, 1991) (Rahayu & Paerah, 2022). Habituation with discipline at school will have a positive influence on the lives of students in the future. Training has a very important role in developing individual competencies. Training helps students hone the necessary skills so that when they enter the world of work they carry out their work tasks more effectively and efficiently. The results obtained from the implementation of the training followed can ultimately be an assessment for graduate users. Research (Theobald, 2021) stated that training can improve competencies that increase interest and can increase the subjective value of student performance tasks. According to Sutrisno Performance is the result of employee work seen from the aspects of quality, quantity, work time, and cooperation to achieve the goals set by the organization (Sutrisno, 2019). Performance itself is the point of success in doing a job or activity (Hustia & Rahmawati, 2024). Student performance is the result of a learning process that refers to and is measured over a certain period of time based on the provisions or

agreements that have been previously set by the college that is supervised.

In achieving this competency, it is also inseparable from the disciplinary attitude that must be possessed by students. Another thing that becomes an issue for students who are currently included in generation Z is that student discipline is also a factor that needs attention. Discipline in education refers to a series of behaviors and attitudes that refer to obedience to rules, norms, and self-discipline in the teaching and learning process. According to Gordon in (Prihatin et al., 2020) Discipline is behavior and order in accordance with rules and regulations, or behavior that is obtained from continuous practice. Student discipline plays a very crucial role in the development of a student's competence. Discipline helps students to remain consistent in their learning and self-development efforts. Some of the things include students need to take time regularly to learn, practice skills, or improve knowledge without trying to delay or ignore learning opportunities both formal and informal, both hard skills and soft skills. Discipline can also create students who are better able to transform theoretical knowledge into consistent and effective practice in carrying out learning activities well. Research (P. Gunawan et al., 2021) shows that student learning outcomes are significantly affected by learning discipline.

Considering the urgency of the importance of training and discipline on student competence and its impact on student performance, this study aims to determine the direct and indirect effects of training and discipline on student performance as a provision for readiness to compete in the era 4.0 job market with student competence as an intervening variable. Based on this, the author raises this issue with the title competence as intervening in training and discipline on student performance as a provision for readiness to compete in Era 4.0.

2. Theoretical Foundation Competencies

According (Loufrani-Fedida & Missonier, 2015) Competence as the ability of an individual, team, or company to mobilize and combine resources (i.e., knowledge, skills, and attitudes) to implement an activity in a situation. The most common understanding of competencies is that they are a combination of knowledge, skills, and attitudes, and attitudes, widely known as 'KSAs' (Knowledge, skill and attitude). (Magano et al., 2020). Student competence can be intended as the ability of students in terms of their knowledge, skills, and attitudes.

Training

Training is a process that is systematically designed to improve the knowledge, skills, attitudes, or behavior of individuals or groups in a particular context. Research results (Parsakia et al., 2022) that the use of strength-based training can help improve students' academic performance. Training can also be understood as where learners effectively apply knowledge, skills, and

attitudes gained from training into their work environment (Newstrom, 1984; Wexley and Latham, 1991) (Rahayu & Paerah, 2022)

Discipline

Discipline in education refers to a series of behaviors and attitudes that refer to obedience to rules, norms, and self-discipline in the teaching and learning process. Gordon in (Prihatin et al., 2020) discipline is behavior and order in accordance with rules and regulations, or behavior that is obtained from continuous practice.

Student Performance

According to Sutrisno (Sutrisno, 2019) "Performance is the result of employee work seen from the aspects of quality, quantity, work time, and cooperation to achieve the goals set by the organization. Student performance is the result of a learning process that refers to and is measured over a certain period of time based on the provisions or agreements that have been previously set by the college that is shaded.

The flow of thought in this study is illustrated as follows:

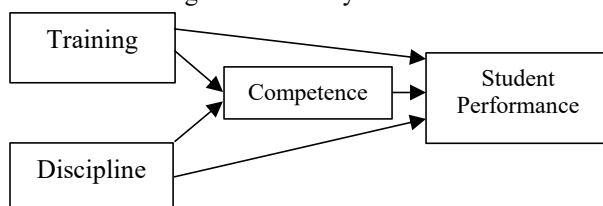


Figure 1. Research Thinking Flow

The following describes the research hypothesis that will be carried out:

- 1) Training has a significant effect on student competence (H1)
- 2) Discipline has a significant effect on student competence (H2)
- 3) Training has a significant effect on student performance (H3)
- 4) Discipline has a significant effect on student performance (H4)
- 5) Competence has a significant effect on student performance (H5)
- 6) Training has a significant effect on student performance with student competence as an intervening variable (H6)
- 7) Discipline has a significant effect on student performance with student competency variables as intervening variables (H7)

3. Methodology

Data

In this study the data used is primary data sourced from questionnaires distributed to respondents. Research respondents are college students in South Sumatra who have participated in training activities both within the college environment and outside the college environment. The research is in the form of primary research where

the questionnaire that will be distributed to respondents will be the analytical tool to be studied. A total of 97 respondents to be used as research data. The number of samples taken is based on the calculation that the research population is not known with certainty, so the size of the sample is based on the calculation. The sample was calculated using the Cochran formula (Sugiyono, 2019), which is as follows:

$$n = \frac{Z^2 \eta}{e^2} = \frac{(1.96)^2 (0.05)}{0.05^2} = 96,04 = 97 \text{ respondent}$$

Analysis Method

Structural Equation Modeling (SEM) based on Partial Least Square (PLS) was used in this study. PLS is a method that is considered very effective for testing whether there is a relationship between variables in a structural model that uses intervening. This method can allow researchers to test the model they determine which is considered complex because there are independent, dependent and intervening variables. According to (Musa & Yuliza, 2022) PLS is possible to model structural equations with a relatively small sample size so that it can be used in all data sizes (ordinal, nominal, ratio, interval) also does not require many assumption requirements. Some of the stages carried out in this study are:

Measurement Model (Outer Model) Test

The Measurement Model (Outer Model) test in PLS-SEM research is very important to ensure that constructs can be measured properly by relevant research indicators. Researchers will be able to ensure that the measurement model used in the study can be said to be valid and reliable so that it can test the hypothesis in the structural model. The tests carried out are convergent validity tests, discriminant validity seen from the Average Variance Extracted (AVE) value and reliability is assessed from several tests, namely Cronbach's Alpha, rho-A and composite reliability.

Structural model test (inner model)

In the context of PLS-SEM (Partial Least Squares - Structural Equation Modeling) Structural Model or Inner Model Test is a stage to test the relationship between latent variables or constructs in the structural model specified in the study. The purpose of this stage is to measure the level of strength and significance of the relationship that exists between construct variables. Then it can also evaluate whether or not the model is good at explaining variance in existing data and in predicting new data.

The analysis carried out is to evaluate the path coefficient, R2 test level, and F2. The advanced stage uses bootstrapping to test the level of significance of the relationship between construct variables.

The hypothesis of this study can also be answered from the results of this test. Hypothesis testing uses full model structural equation modeling (SEM) analysis with smart PLS. In the full model structural equation modeling can also explain whether or not there is a relationship between latent variables (Ghozali, 2021). The hypothesis is accepted or proven if the t statistic value is greater than the t-table set at 1.96 (with a significance of 5%).

4. Results and Discussion

Descriptive Analysis

Descriptive analysis is an initial analysis that has been carried out by researchers to describe the answers given by respondents for each statement item which will later become a source of data to be analyzed in answering the research hypothesis that has been determined. There are 5 criteria that have been determined in answering the statements written in the questionnaire questionnaire. From the results of this descriptive analysis, the results related to the scale and interpretation of measurements are as follows:

Table 1. Descriptive Statistic Test Results

Variabel	Samp	Min	Max	Ave	Sum	Std
Training (X1)	97	3	5	3.862	2248	0.682
Discipline (X2)	97	3	5	3.897	2268	0.711
Competence (Z)	97	3	5	3.864	2249	0.697
Student performance (Y)	97	2	5	3.888	2263	0.699

The training variable shows that there are 97 students who answered the questionnaire with the following measurements: the minimum score value is 3, the maximum score value is 5, the average score value is 3.862 and the standard deviation obtained is 0.682.

The discipline variable shows that there are 97 students who answered the questionnaire with the following measurements: the minimum score value is 3, the maximum score value is 5, the average score value is 3.897 and the standard deviation obtained is 0.711.

The competency variable shows that there are 97 students who answered the questionnaire with the following measurements: the minimum score value is 3, the maximum score value is 5, the average score value is 3.864 and the standard deviation obtained is 0.697.

The student performance variable shows that there are 97 students who answered the questionnaire with the following measurements: the minimum score value is 2, the maximum score value is 5, the average score value is 3.888 and the standard deviation obtained is 0.699.

Partial Least Square (PLS) Test

In this study, research testing used Partial Least Square (PLS) analysis techniques with the smart PLS 3.0 program.

The following is the PLS program model scheme tested:

Measurement model test (outer model)

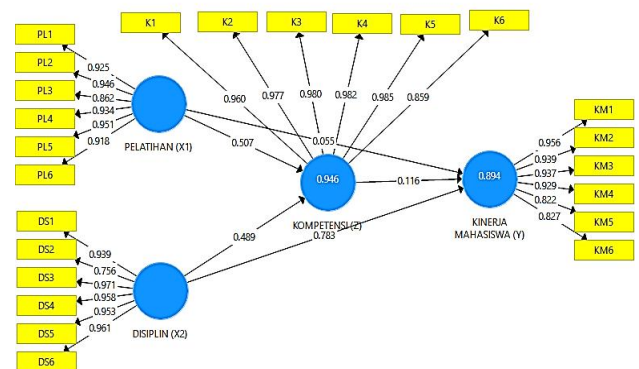


Figure 2. Image of convergent validity test

Based on Figure 2, it can be stated that in this study the outer loading value of all indicators of training variables, discipline, competence and student performance is greater than 0.5 so that all indicators used in the study are declared valid.

Discriminant validity

seen from the Average Variance Extracted (AVE) value, the results are as follows:

Table 2. Average Variance Extracted (AVE) test results

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Discipline (X2)	0.965	0.972	0.973	0.858
Student performance (Y)	0.955	0.964	0.964	0.816
Competence (Z)	0.982	0.983	0.985	0.918
Training (X1)	0.965	0.966	0.972	0.852

Dari tabel 2 hasil dari analisis construct reliability and validity telah diperoleh Nilai Average Variance Extracted (AVE) atas semua indikator-indikator variabel pelatihan, disiplin mahasiswa, kompetensi mahasiswa dan kinerja mahasiswa bernilai lebih besar dari 0,5 sehingga semua indikator-indikator yang digunakan dalam penelitian ini dinyatakan valid. Batasan nilai valid ini sesuai dengan syarat bahwa dinyatakan valid jika nilai lebih dari 0,5.

Reliability

Pengujian reliability ini di nilai dari beberapa pengujian yaitu Cronbach's Alpha, rho-A dan composit reliability.

Tabel 3. Uji Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Discipline (X₂)	0.965	0.972	0.973	0.858
Student performance (Y)	0.955	0.964	0.964	0.816
Competence (Z)	0.982	0.983	0.985	0.918
Training (X₁)	0.965	0.966	0.972	0.852

Reliability testing is said to be eligible, namely if the Cronbach's Alpha, rho_A and Composite Reliability values are greater than 0.7. In table 3, it can be seen that all values referring to their reliability are stated to be more than 0.7, so that the variables of this study are declared to have met the reliability test, in other words, the data studied in this study are reliable data.

Test structural model / inner model

R-square (R²) test

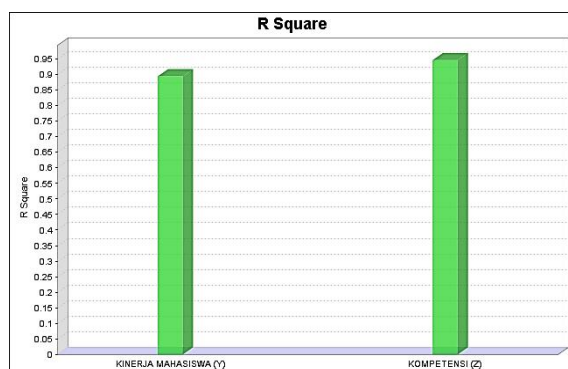
R square (R²) is a measure to see the proportion of variation in the value of the influenced variable (endogenous) that can be explained by the variables that influence it (exogenous).

Table 4. R-square (R²) test results

	R Square	R Square Adjusted
Student Performance (Y)	0.894	0.890
Competence (Z)	0.946	0.945

From the table of R-Square Test results (R²) it is found that the results of this study show 2 paths. In the first path, the ability of training and discipline variables to explain student performance is 89.4%, meaning that these two variables are classified as substantially strong. Then on the second path, namely the ability of training and discipline variables to explain student competence, which is 94.6%, meaning that these two variables are classified as substantially strong.

This is also supported by the green R-square (R²) graph, which means good, as shown in the figure below.

Figure 3. Grafik R-square (R²)

Hypothesis testing

The following are images and results of the PLS Bootstrapping test

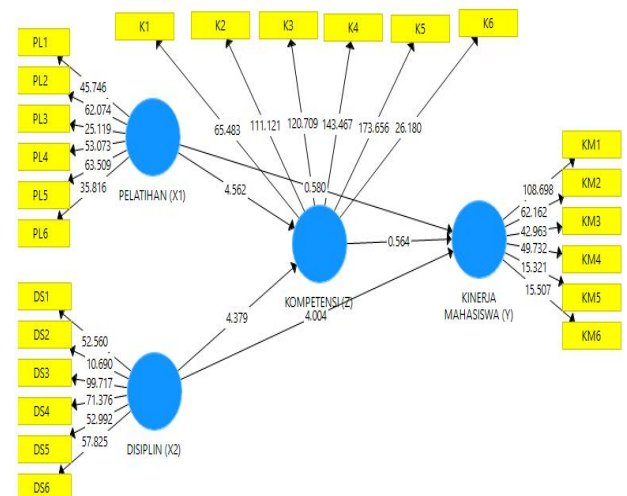


Figure 4. PLS Bootstrapping test result

Table 5. Path Coefficients test (Mean, SD, t-Value)

	Original Sample	Sample mean	Standard Deviation	T-Statistics	P Values
X₂ → Y	0.783	0.800	0.178	4.398	0.000
X₂ → Z	0.489	0.487	0.122	4.010	0.000
Z → Y	0.116	0.106	0.193	0.603	0.547
X₁ → Y	0.055	0.049	0.092	0.601	0.548
X₁ → Z	0.507	0.509	0.121	4.183	0.000

From the Path Coefficients table (Mean, SD, t-Value) it is obtained that the original sample value as a measure answers the research hypothesis and is supported by a 5% significance level.

Table 6. Specific Indirect effect test

	Original Sample	Sample mean	Standard Deviation	T-Statistics	P Values
X₂ → Z → Y	0.057	0.053	0.102	0.556	0.579
X₂ → Z → Y	0.059	0.053	0.099	0.597	0.551

Analysis of Hypothesis Test Results

Testing the first hypothesis (H1)

From table 5, it can be seen that the original sample estimate value of training is positive towards student performance, which is 0.055 but is not supported by significance where the value is above 5%, namely 0.548. The t-count value of 0.601 is smaller than the t-table of 1.962. This shows that for hypothesis 1 it can be

concluded that the first hypothesis is rejected, in other words, there is no influence between training and student performance.

Although the theory states that there is an influence of training on performance for the case in this study shows the opposite results. From this understanding, if it is related to student performance, it is possible that what happened to the respondents studied was that the training activities followed were different from the courses taken by the students studied.

Testing the second hypothesis (H2)

From table 5, it can be seen that the original sample estimate value of discipline is positive towards student performance, namely 0.783, supported by a significance level smaller than 5%, namely 0.000. The t-count value of 4.398 is greater than the t-table of 1.962. This shows that for the second hypothesis it can be concluded that the hypothesis is accepted, in other words, there is a significant influence between discipline on student performance.

Previous research states that work-based training and experience have a significant effect on student learning outcomes or performance (Kifta et al., 2022). This is the same or in accordance with the results of this study. Seeing the importance of this discipline on student performance, student discipline needs to be maintained, so that it can create students who are able to compete in Era 4.0.

Testing the third hypothesis (H3)

From table 5, it can be seen that the original sample estimate value of training is positive towards student performance, which is 0.507, supported by a significance level smaller than 5%, namely 0.000. The t-count value of 4.183 is greater than the t-table of 1.962. This shows that for the third hypothesis it can be concluded that the hypothesis is accepted, in other words, there is a significant influence between training on student competence.

Previous research states that training can improve competence. This is the same or in accordance with the results of this study. Seeing the importance of training to improve competence, training for students is very necessary to follow so that with the increase in soft skills and hard skills students can create competencies that are needed in Era 4.0. According to (Loufrani-Fedida & Missonier, 2015). Competence as the ability of an individual, team, or company to mobilize and combine resources (i.e., knowledge, skills, and attitudes) to implement an activity in a situation. The most common understanding of competence is that competence is a combination of knowledge, skills, and attitudes, widely known as 'KSA (Knowledge, skill and attitude) (Magano et al., 2020)

Testing the fourth hypothesis (H4)

From table 5, it can be seen that the original sample estimate value of training is positive towards student performance, which is 0.489, supported by a

significance level smaller than 5%, namely 0.000. The t-count value of 4.010 is greater than the t-table of 1.962. This shows that for the fourth hypothesis it can be concluded that the hypothesis is accepted, in other words, there is a significant influence between discipline on student competence.

In this study, it can be seen that discipline is very important because it is not only able to improve student performance but also able to improve competence. Discipline is very instrumental in developing both performance and competence, because with discipline, positive habits such as efficient time management are formed. Discipline can make students continuously have the desire to improve their abilities and knowledge consistently which will have an impact on developing competence and maintaining good learning performance.

Testing the fifth hypothesis (H5)

From table 5, it can be seen that the original sample estimate value of competence is positive towards student performance, which is 0.116 but is not supported by a significance level greater than 5%, namely 0.547. The t-count value of 0.603 is smaller than the t-table of 1.962. This shows that for the fifth hypothesis it can be concluded that the hypothesis is rejected, in other words, there is no significant influence between competence on student performance.

This can occur when the increase in competence carried out does not intersect with the values of learning outcomes for the courses taken by students.

Testing the sixth (H6) and seventh (H7) hypotheses

From table 6, it can be seen that the original sample estimate value of training on student performance with competence as an intervening variable is positive at 0.059 but is not supported by a significance level greater than 5%, which is 0.551. And in the seventh hypothesis, the original sample estimate value of competence on student performance with competence as an intervening variable is positive, namely 0.057 but not supported by a significance level greater than 5%, namely 0.579. This means that competence is used as an intervening variable for training and discipline, each research result does not show any indirect effect.

5. Conclusion

This study aims to test and find evidence of direct and indirect effects between training variables, discipline, student performance and competence as an intervening variable. This study shows empirical evidence that between discipline and student performance; between training and competence, between discipline and competence have a significant positive effect relationship. While between training on student performance and research results on competence on student performance have no effect.

The competency variable as an intervening variable has no indirect effect on the training or discipline variable on student performance.

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