

The Influence of Work Discipline, Training, and Competence on Employee Performance at PT REI Sistem Indonesia Group

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Abstract

Introduction/Main Objectives: This study examines the determinants of employee performance in a management system consulting company, focusing on work discipline, training, and competence as key antecedents within the context of PT REI Sistem Indonesia Group in Bekasi City.

Background Problems: Employee performance is critical for organizational success, yet PT REI Sistem Indonesia Group faces challenges in optimizing productivity. Preliminary observations indicate varying levels of discipline, training effectiveness, and employee competence. The research questions examine how work discipline, training, and competence individually and simultaneously influence employee performance.

Research Methods: A quantitative approach with a cross-sectional design was employed. Primary data were collected using structured Likert-scale questionnaires distributed to all 33 employees (saturated sampling). Multiple linear regression analysis with SPSS was conducted, supplemented by classical assumption tests (normality, heteroscedasticity, multicollinearity).

Finding/Results: Simultaneously, all three variables significantly influence employee performance ($F = 8.947$; $\text{sig} = 0.000$; $R^2 = 0.475$). Partially, competence has a positive significant effect ($t = 4.237$; $\text{sig} = 0.000$), while work discipline ($t = 0.849$; $\text{sig} = 0.403$) and training ($t = 1.128$; $\text{sig} = 0.268$) show no significant effects. The regression equation is $Y = 8.421 + 0.089X_1 + 0.124X_2 + 0.512X_3$.

Conclusion: Work discipline, training, and competence simultaneously have a significant effect on employee performance at PT REI Sistem Indonesia Group. However, partially only competence significantly influences performance. The company should continuously develop employee competence through sustainable human resource development programs, while evaluating disciplinary systems and training effectiveness.

Keywords: Work discipline; training; competence; employee performance; consulting company



Introduction

Human resources are a strategic factor in determining organizational success in achieving established goals. Organizations with quality human resources tend to have better productivity and performance levels compared to organizations that do not manage their human resources optimally (Mangkunegara, 2017).

Employee performance is the work results achieved by an employee in carrying out their duties and responsibilities according to standards set by the organization. Employee performance is influenced by various factors, both individual factors and organizational factors. Therefore, companies need to pay attention to factors that can improve employee performance (Afandi, 2018).

One factor influencing employee performance is work discipline. Work discipline reflects the level of employee compliance with applicable rules and procedures within the organization. Employees with high work discipline will demonstrate responsibility in carrying out tasks, thereby improving work effectiveness (Hasibuan, 2016). At PT REI Sistem Indonesia Group, initial observations suggest that work discipline is relatively stable but may not be optimally enforced.

In addition to work discipline, training is also an important factor in improving employee performance. Training is a learning process aimed at improving employee abilities, skills, and knowledge so they can perform work more effectively and efficiently. Appropriate training programs can help employees improve the competencies needed to carry out their tasks (Simamora, 2015). However, training effectiveness at PT REI Sistem Indonesia Group requires further evaluation.

Competence is a fundamental characteristic of a person related to the knowledge, skills, and attitudes needed to perform work effectively. Employees with high competence will be able to complete work with better quality, thereby improving organizational performance (Spencer & Spencer, 1993). In a management system consulting company like PT REI Sistem Indonesia Group, competence is particularly critical given the nature of work that requires expertise and professional judgment.

Previous research has shown inconsistent findings. Hisan & Nurhidayati (2023) found that work discipline has a positive significant effect on employee performance, while Soden et al. (2023) found no significant effect. Regarding training, several studies confirm its positive influence, yet others indicate training does not directly translate to performance without adequate competence. Competence consistently emerges as a strong predictor of performance (Wibowo, 2016).

Based on this background, this study formulates the following hypotheses:

- **H1:** Work discipline has a significant effect on employee performance at PT REI Sistem Indonesia Group.
- **H2:** Training has a significant effect on employee performance at PT REI Sistem Indonesia Group.
- **H3:** Competence has a significant effect on employee performance at PT REI Sistem Indonesia Group.
- **H4:** Work discipline, training, and competence simultaneously have a significant effect on employee performance at PT REI Sistem Indonesia Group.

Research Methods

This study employs a quantitative approach with an associative research design aimed at determining the relationship between independent and dependent variables. The research was conducted at PT REI Sistem Indonesia Group in Bekasi City from September to November 2025.

The independent variables in this study consist of work discipline (X_1), training (X_2), and competence (X_3), while the dependent variable is employee performance (Y).

The population comprised all employees of PT REI Sistem Indonesia Group, totaling 33 individuals. The sampling technique used saturated sampling (non-probability sampling), where all population members were used as samples. Thus, the sample size was 33 employees (100% response rate).

Variables were defined operationally as follows:

- **Employee Performance (Y):** Work results achieved by employees in carrying out their duties according to organizational standards. Indicators (Mangkunegara, 2017) include work quality, work quantity, responsibility, and punctuality.
- **Work Discipline (X_1):** Employee compliance with organizational rules and procedures. Indicators (Hasibuan, 2016) include adherence to working hours, adherence to work procedures, and use of company facilities.
- **Training (X_2):** Learning process to improve employee skills and knowledge. Indicators (Simamora, 2015) include training objectives, training materials, training methods, and training evaluation.
- **Competence (X_3):** Underlying characteristics related to knowledge, skills, and attitudes. Indicators (Spencer & Spencer, 1993) include knowledge, skills, attitude, and work motivation.

All variables were measured using a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire consisted of 25 statements distributed across the four variables. Before the main data collection, a pilot test was conducted with 10 respondents to test validity and reliability. All items showed corrected item-total correlation > 0.30 and Cronbach's Alpha values > 0.70 for all variables.

Data analysis was conducted using SPSS. The analysis stages included:

1. Classical assumption tests: normality (Kolmogorov-Smirnov), heteroscedasticity (Glejser test), and multicollinearity (Tolerance and VIF).
2. Multiple linear regression analysis with the model: $Y = a + b_1X_1 + b_2X_2 + b_3X_3$.
3. Hypothesis testing: partial t-test and simultaneous F-test at $\alpha = 0.05$ significance level.
4. Coefficient of determination (R^2).

Result

Respondent Profile

The 33 respondents consisted of 22 males (66.7%) and 11 females (33.3%). Based on age, 12 respondents (36.4%) were aged 25–35 years, 15 (45.5%) aged 36–45 years, and 6 (18.2%) aged >45 years. Education levels: high school (8 respondents, 24.2%), diploma (7, 21.2%), and bachelor's degree (18, 54.5%). Work experience: <5 years (9, 27.3%), 5–10 years (16, 48.5%), >10 years (8, 24.2%).

Classical Assumption Tests

Normality Test: The Kolmogorov-Smirnov test for unstandardized residuals yielded a significance value of 0.200 (> 0.05), indicating normally distributed residuals.

Heteroscedasticity Test: The Glejser test showed significance values of 0.452 (work discipline), 0.387 (training), and 0.521 (competence), all > 0.05, so no heteroscedasticity.

Multicollinearity Test: Tolerance values were 0.782 (work discipline), 0.654 (training), and 0.721 (competence); VIF values were 1.279, 1.529, and 1.387 respectively, all < 10, so no multicollinearity.

Multiple Linear Regression Analysis

Table 1. Regression Coefficients

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	8.421	3.245		2.595	0.015
Work Discipline (X ₁)	0.089	0.105	0.142	0.849	0.403
Training (X ₂)	0.124	0.110	0.192	1.128	0.268
Competence (X ₃)	0.512	0.121	0.654	4.237	0.000

Source: Primary data processed with SPSS, 2025

The regression equation is:

$$Y = 8.421 + 0.089X_1 + 0.124X_2 + 0.512X_3$$

Interpretation:

- Constant (8.421): When all independent variables are zero, employee performance is 8.421.
- Work discipline coefficient (0.089): Each one-unit increase in work discipline increases performance by 0.089, but not significant.
- Training coefficient (0.124): Each one-unit increase in training increases performance by 0.124, but not significant.
- Competence coefficient (0.512): Each one-unit increase in competence increases performance by 0.512, significant at p < 0.001.

Coefficient of Determination (R²)

The R Square value was 0.475, indicating that 47.5% of the variation in employee performance can be explained by work discipline, training, and competence collectively. The remaining 52.5% is explained by other factors outside the model. The Adjusted R Square was 0.421.

F-Test Results (Simultaneous)

Table 2. ANOVA (F-Test)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	178.234	3	59.411	8.947	0.000 ^a
Residual	192.766	29	6.647		

Total	371.000	32			
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Source: Primary data processed with SPSS, 2025

F-calculated = 8.947 > F-table (approximately 2.93), and significance = 0.000 < 0.05. Thus, H4 is accepted: work discipline, training, and competence simultaneously have a significant effect on employee performance.

t-Test Results (Partial)

- **Work Discipline (X_1):** t-calculated = 0.849 < t-table (2.045), sig = 0.403 > 0.05 → H1 rejected.
- **Training (X_2):** t-calculated = 1.128 < t-table (2.045), sig = 0.268 > 0.05 → H2 rejected.
- **Competence (X_3):** t-calculated = 4.237 > t-table (2.045), sig = 0.000 < 0.05 → H3 accepted.

Competence is the only variable with a statistically significant partial effect on employee performance, and it has the largest standardized coefficient (Beta = 0.654).

Discussion

The Influence of Work Discipline on Employee Performance

The analysis shows that work discipline does not have a significant partial effect on employee performance at PT REI Sistem Indonesia Group ($t = 0.849$; sig = 0.403). This finding contradicts H1 and differs from previous studies such as Hisan & Nurhidayati (2023) and Pohan (2023) that found significant effects.

Several explanations may account for this result. First, the work discipline level among employees at PT REI Sistem Indonesia Group may be relatively homogeneous and consistently high, thus not creating sufficient variation to statistically influence performance differences. The company's standard operating procedures are well-established, and most employees comply adequately. Second, in a consulting company that emphasizes intellectual work and professional autonomy, strict discipline in terms of punctuality and rule adherence may be less critical compared to outcomes and project completion. Third, the measurement of discipline focused on attendance and procedural compliance, which may not directly translate to performance quality in knowledge-based work.

This finding aligns with Soden et al. (2023) who also found no significant influence of work discipline on performance in similar service-oriented organizations. However, this does not mean discipline is unimportant; rather, its effect may be indirect or mediated by other factors.

The Influence of Training on Employee Performance

Training also does not show a significant partial effect on employee performance ($t = 1.128$; sig = 0.268). H2 is rejected. This finding is surprising given that training is generally considered beneficial for skill development.

Potential explanations include: First, the training programs provided at PT REI Sistem Indonesia Group may not be optimally designed or relevant to the actual job demands. If training content is too generic or theoretical, it may not translate into improved on-the-job performance. Second, the transfer of training to the workplace may be hindered by lack of follow-up, inadequate reinforcement from supervisors, or insufficient opportunities to apply new

skills. Third, the sample size of 33 may limit the statistical power to detect a small-to-moderate effect. Fourth, the time lag between training and performance measurement may be insufficient to see tangible results.

This result is consistent with studies that show training alone does not guarantee performance improvement without supportive organizational climate and individual readiness (Saks & Burke, 2012). Companies should evaluate training effectiveness continuously.

The Influence of Competence on Employee Performance

Competence has a strong positive and significant effect on employee performance ($t = 4.237$; $\text{sig} = 0.000$; $\text{Beta} = 0.654$). H3 is accepted. This finding aligns with numerous previous studies (Wibowo, 2016; Spencer & Spencer, 1993) and confirms that competence is the most critical factor among the three variables.

The result is intuitive for a consulting company: PT REI Sistem Indonesia Group provides management system consulting services. Employees with high competence—possessing deep knowledge of ISO standards, management systems, auditing skills, and client handling abilities—will naturally deliver better performance. Competence encompasses not only technical skills but also problem-solving abilities, communication, and professional attitudes.

The dominance of competence suggests that the company should prioritize competence development strategies: recruitment of highly qualified personnel, continuous professional development, certification programs, mentoring, and knowledge sharing systems. Competence-based assessment and career progression can also motivate employees to enhance their competencies.

Simultaneous Influence of Work Discipline, Training, and Competence on Employee Performance

Although work discipline and training individually do not show significant effects, all three variables together significantly influence employee performance ($F = 8.947$; $\text{sig} = 0.000$). The R^2 of 0.475 indicates that nearly half of the variance in performance is explained by these three factors collectively.

This simultaneous significance implies that the variables interact in explaining performance. Even if discipline and training lack individual linear effects, they may contribute to the overall model by complementing competence or by having indirect effects. For instance, a certain level of discipline ensures that competent employees can work systematically, and effective training may enhance competence over time. The joint explanatory power of 47.5% is respectable for survey-based research in this context.

Conclusion

Based on the results and discussion, the following conclusions are drawn:

1. Partially, work discipline does not have a significant effect on employee performance at PT REI Sistem Indonesia Group. H1 is rejected.
2. Partially, training does not have a significant effect on employee performance. H2 is rejected.
3. Partially, competence has a positive and significant effect on employee performance. H3 is accepted.

4. Simultaneously, work discipline, training, and competence have a significant effect on employee performance ($F = 8.947$; $\text{sig} = 0.000$). H4 is accepted.

The most dominant factor influencing employee performance is competence ($\text{Beta} = 0.654$). Therefore, PT REI Sistem Indonesia Group should prioritize continuous and sustainable employee competence development through training programs that are relevant, practical, and followed by post-training evaluation and workplace application support. The company should also review its disciplinary system—while not statistically significant, good discipline remains foundational for organizational order—and reassess training effectiveness to ensure transfer of learning to the job.

Limitations and Future Research

This study has several limitations: small sample size (33 respondents) from a single company limits generalizability; cross-sectional design captures relationships only at one time point; reliance on self-reported questionnaires may introduce common method bias; and the study only explains 47.5% of performance variation. Future research should use larger samples across multiple companies, employ longitudinal designs, incorporate supervisor-rated performance data, and include additional variables such as organizational culture, motivation, and leadership.

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