

THE INFLUENCE OF DISCIPLINE, MOTIVATION AND WORK ENVIRONMENT ON EMPLOYEE PERFORMANCE THROUGH CAREER DEVELOPMENT OF EMPLOYEES IN THE TECHNICAL IMPLEMENTATION UNIT OF THE MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY, RIAU ISLANDS PROVINCE

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Abstract

The research aims to determine the influence of discipline, motivation and work environment on employee performance through career development for employees of the Technical Implementation Unit of the Ministry of Education, Culture, Research and Technology, Riau Islands Province. This research was conducted to test the proposed hypothesis using research methods that have been designed according to the variables to be studied in order to obtain accurate results. This type of research is quantitative descriptive. The types and sources of data used in this research are primary and secondary research. Data analysis techniques in research use two statistical approaches, namely descriptive statistics and inferential statistics. The results of this research show that work discipline has a positive and insignificant effect on employee career development, work motivation has a positive and significant effect on employee career development, the work environment has a positive and significant effect on employee career development, work discipline has a positive and significant effect on employee performance, work motivation positive and significant effect on employee performance, work environment has a negative and insignificant effect on employee performance, career development has a positive and significant effect on employee performance, work discipline has an indirect and insignificant positive effect on employee performance, motivation has an indirect and positive effect significantly on employee performance through career development, the work environment has an indirect and significant positive effect on employee performance through career development.

Keywords : *Discipline, Motivation, Work Environment, Employee Performance, Career Development*

1. INTRODUCTION

The Education Quality Assurance Institute, hereinafter abbreviated to LPMP, is a technical implementing unit of the Ministry of Education and Culture which is located under and is responsible to the Director General of Early Childhood Education, Basic Education and Secondary Education, which has the task of carrying out guarantees and improving the quality of early childhood education and basic education. , secondary education and community education in the province. The Language Office is a technical implementation unit of the Ministry of Education and Culture in the field of development and socialization and language and literature which is located under and is responsible to the Head of the Language Development and Development Agency and has the task of carrying out the protection and popularization of Indonesian language and literature in the province of its working area. The success or failure of an organization in achieving its goals depends on the level of success of each individual in the organization themselves in carrying out their duties (Wahyuddin, 2016: 1). Many factors can influence performance, including motivation,

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leadership, work environment, work discipline, work culture, communication, commitment, position, quality of work life, training, compensation, job satisfaction, and many others.

One of the factors that influences work discipline according to Hasibuan (2020:195) is a close working relationship and mutual assistance between fellow employees, and between employees and leaders, which will have a good influence on employee job satisfaction and lead to good performance output as well. These factors are expected to be able to provide excellent service so that there is added value to the services of the agency. Motivation is a drive from within an individual to carry out certain activities to achieve goals. Motivation is a process that determines an individual's intensity, direction and persistence in efforts to achieve goals. Motivation is a process that originates from physiological and psychological forces or needs which result in behavior or encouragement aimed at a goal or incentive (Busro, 2018). Another factor that is no less important in supporting employee performance is the work environment factor. The work environment in an organization is very important to pay attention to. The working environment conditions in it can carry out activities optimally, healthily, safely and comfortably. According to Mangkunegara, AP (2014:17) The work environment in question includes clear job descriptions, challenging work targets, effective work communication patterns, work climate and relatively adequate work facilities.

Performance is the basis for achieving the goals of an organization. The success of an organization in improving its performance is very dependent on the quality of the human resources concerned in their work while in the organization. Furthermore, the role of human resources in organizational performance is very important, human resource decisions must be able to increase efficiency and even be able to provide increased organizational results and also have an impact on increasing customer satisfaction (Logahan, 2019: 3). According to Robbins (2016), career development is something that shows improvements in a person's status in an organization along the career path that has been determined in the organization concerned. Career development is very necessary because career is a need that must continue to be developed within an employee so that it can motivate employees to improve their performance.

The level of attendance of ASN employees in the Technical Implementation Unit of the Ministry of Education and Culture, Riau Islands Province is still relatively low, thus affecting employee performance. According to the researcher's observations in the pre-research conducted, employee discipline has also been clearly regulated, for example entering the office at 08.00 WIB and leaving at 16.00 WIB, but apparently there are still some employees who arrive late and leave early, there are even some employees who come to the office, then it disappears when it's still office hours, then when it's time to leave the office it comes again. On the other hand, facilities that support performance are inadequate because the provision of facilities in the office to support a better working environment still requires proposals to the center, especially and motivation is still low, which has an impact on career development.

The factors of work discipline, work motivation, work environment on employee performance through career development are thought to have a role and close relationship with the low performance of employees in the Technical Implementation Unit of the Ministry of Education and Culture, Riau Islands Province, which is still not optimal. The performance of employees in the Technical Implementation Unit of the Ministry of Education and Culture of the Riau Islands Province is greatly influenced by aspects of work discipline, work motivation, work environment

and career development. Based on the background of the problem above, the researcher is interested in carrying out research on: "The Influence of Work Discipline, Work Motivation and Work Environment on Employee Performance Through Career Development for Employees of the Technical Implementation Unit of the Ministry of Education, Culture, Research and Technology, Riau Islands Province".

2. IMPLEMENTATION METHOD

Research Approach

This research was conducted to test the proposed hypothesis using research methods that have been designed according to the variables to be studied in order to obtain accurate results. This type of research is quantitative descriptive. Quantitative descriptive research is a type of research that aims to describe systematically, factually and accurately the facts and characteristics of a particular object or population (Sinulingga, 2016).

Location and Time of Research

This research was conducted on employees of the Technical Implementation Unit of the Ministry of Education, Culture, Research and Technology, Riau Islands Province, Bukit Bestari District, Tanjungpinang City, Riau Islands 29124. This research started from March 2023 to August 2023.

Population and Sample/types and Data Sources

a. Population

Population is a group of research elements, where elements are the smallest units which are the source of the required data. Elements can be analogous to units of analysis, as long as business research data collection is carried out only on respondents. The population in this study was all there are 91 employees of the Technical Implementation Unit of the Ministry of Education, Culture, Research and Technology, Riau Islands Province.

b. Sample

The sample is part of the number and characteristics of the population (Sugiyono, 2018). What is learned from the sample, the conclusions can be applied to the population. To obtain a sample that describes the population, this research used a census sampling method, where the entire population was used as a research sample, namely 91 employees of the Technical Implementation Unit of the Ministry of Education, Culture, Research and Technology, Riau Islands Province.

Data collection technique

According to Sinulingga (2017:88) a questionnaire is a form of data collection instrument in written question format equipped with a column where respondents will write answers to questions/statements directed at them.

3. RESULTS AND DISCUSSION

Structural Equation Modeling Analysis (SEM)

a. Measurement Model Analysis (Outer Model)

The reliability test of indicators in PLS on reflective constructs is assessed based on the factor loading values (correlation between item scores or component scores and construct scores)

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of the indicators that measure the construct. Hair et al. (2016) stated that the rule of thumb that is usually used is that a loading factor value greater than or equal to 0.50 is said to be reliable. The loading factor value for each indicator obtained in this research can be seen in Figure 1:

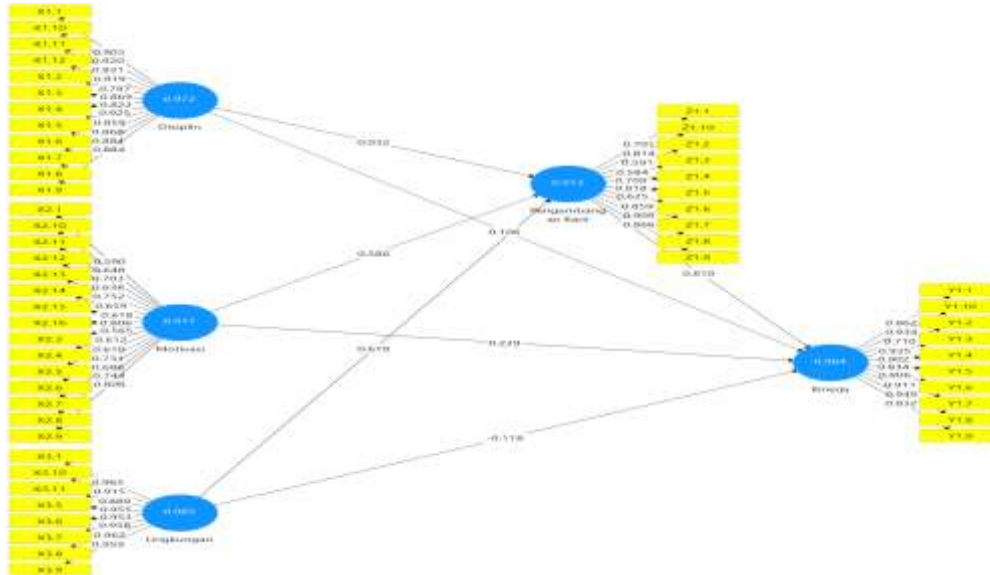


Figure 1. Loading Factor Value

Figure 1 shows that there are indicators that have not reached a factor loading of 0.5. Further assessment of the factor loadings is shown in Table 1 below:

Table 1. Loading Factor

Variable	Statement	Loading Factor	Factor Loadings	Information
Discipline	X1.1	0.903	0.500	Valid
	X1.2	0.797	0.500	Valid
	X1.3	0.869	0.500	Valid
	X1.4	0.822	0.500	Valid
	X1.5	0.925	0.500	Valid
	X1.6	0.859	0.500	Valid
	X1.7	0.868	0.500	Valid
	X1.8	0.884	0.500	Valid
	X1.9	0.884	0.500	Valid
	X1.10	0.920	0.500	Valid
	X1.11	0.831	0.500	Valid
	X1.12	0.919	0.500	Valid
Motivation	X2.1	0.590	0.500	Valid
	X2.3	0.565	0.500	Valid
	X2.4	0.612	0.500	Valid
	X2.5	0.610	0.500	Valid
	X2.6	0.731	0.500	Valid

Variable	Statement	Loading Factor	Factor Loadings	Information
	X2.7	0.688	0.500	Valid
	X2.8	0.744	0.500	Valid
	X2.9	0.806	0.500	Valid
	X2.10	0.648	0.500	Valid
	X2.11	0.703	0.500	Valid
	X2.12	0.638	0.500	Valid
	X2.13	0.752	0.500	Valid
	X2.14	0.659	0.500	Valid
	X2.15	0.618	0.500	Valid
	X2.16	0.806	0.500	Valid
Work environment	X3.1	0.965	0.500	Valid
	X3.5	0.955	0.500	Valid
	X3.6	0.953	0.500	Valid
	X3.7	0.958	0.500	Valid
	X3.8	0.962	0.500	Valid
	X3.9	0.959	0.500	Valid
	X3.10	0.915	0.500	Valid
	X3.11	0.889	0.500	Valid
Career development	Z1.1	0.701	0.500	Valid
	Z1.2	0.591	0.500	Valid
	Z1.3	0.584	0.500	Valid
	Z1.4	0.709	0.500	Valid
	Z1.5	0.818	0.500	Valid
	Z1.6	0.625	0.500	Valid
	Z1.7	0.859	0.500	Valid
	Z1.8	0.909	0.500	Valid
	Z1.9	0.866	0.500	Valid
	Z1.10	0.814	0.500	Valid
Performance	Y1.1	0.862	0.500	Valid
	Y1.2	0.710	0.500	Valid
	Y1.3	0.935	0.500	Valid
	Y1.4	0.902	0.500	Valid
	Y1.5	0.834	0.500	Valid
	Y1.6	0.806	0.500	Valid
	Y1.7	0.911	0.500	Valid
	Y1.8	0.949	0.500	Valid
	Y1.9	0.832	0.500	Valid
	Y1.10	0.934	0.500	Valid

Source: Smart PLS Processed Results (2023)

In Table 1, it is known that many indicators of each research variable have an outer loading value of > 0.5 . According to Ghozali (2014), an outer loading value between 0.5 - 0.6 is considered sufficient to meet the convergent validity requirements. This data shows that the indicators are deemed appropriate or valid for research use and can be used for further analysis.

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Internal consistency reliability assessment is carried out on each construct. The composite reliability value of each construct is expected to be at least 0.7. However, in exploratory research, a composite reliability value of ≥ 0.6 is acceptable (Bagozzi and Yi, 1998). The results of the SmartPLS algorithm on the composite reliability of each construct are known in Table 2.

Table 2. Composite Reliability

	Composite Reliability
Discipline	0.972
Performance	0.964
Environment	0.983
Motivation	0.917
Career development	0.913

Source: Smart PLS Processed Results (2023)

Table 2 shows that in the good enough category each construct has met the outer model reliability assessment criteria with a composite reliability value > 0.7 . Thus, the outer model analysis continues to the outer model validity stage. The validity of the outer model is carried out using convergent validity and discriminant validity. Convergent validity assessment is carried out by looking at the average variance extracted (AVE) value for each construct. The AVE value for each good construct is at least > 0.5 . The results of the SmartPLS algorithm on AVE values are summarized in Table 3.

Table 3. Average Variance Extracted (AVE)

	Average Variance Extracted (AVE)
Discipline	0.764
Performance	0.757
Environment	0.892
Motivation	0.565
Career development	0.572

Source: Smart PLS Processed Results (2023)

Meanwhile, Table 3 shows that the AVE value for each construct in the final model has reached a value of > 0.5 . Thus, the proposed structural equation model meets the convergent validity criteria.

b. Structural Model Analysis (Inner Model)

After the estimated model meets the Outer Model criteria, measurements are then carried out by testing the structural model (Inner Model) by looking at the R-Square (R²) value of the variables. The results of the R-Square (R²) values for the variables based on the measurement results are shown in Table 4.

Table 4. R Square

	<i>R Square</i>	<i>Adjusted R Square</i>
Performance	0.941	0.938
Career development	0.849	0.844

Source: Smart PLS Processed Results (2023)

Based on Table 4, the R Square value for the career development variable is 0.849, this means that the percentage influence of discipline, work motivation and work environment on career development is 84.9%, which means it is included in the high category, while the remaining 15.1% is explained by other variables not examined in this research and the R Square value for the performance variable is 0.941, this means that the percentage influence of discipline, work motivation, work environment and career development on performance is 94.1%, which means it is included in the very category high, while the remaining 5.9% can be explained by other variables not examined in this study.

c. Direct Effect Test (Direct Effect)

Hypothesis testing was carried out using the T-statistics test (t-test) with a significance level of 5%. If in this test a p-value < 0.05 ($\alpha=5\%$), it means the test is significant, and vice versa if the p-value is > 0.05 ($\alpha=5\%$), it means it is not significant. The results of the direct influence test for each variable can be seen in Figure 2.

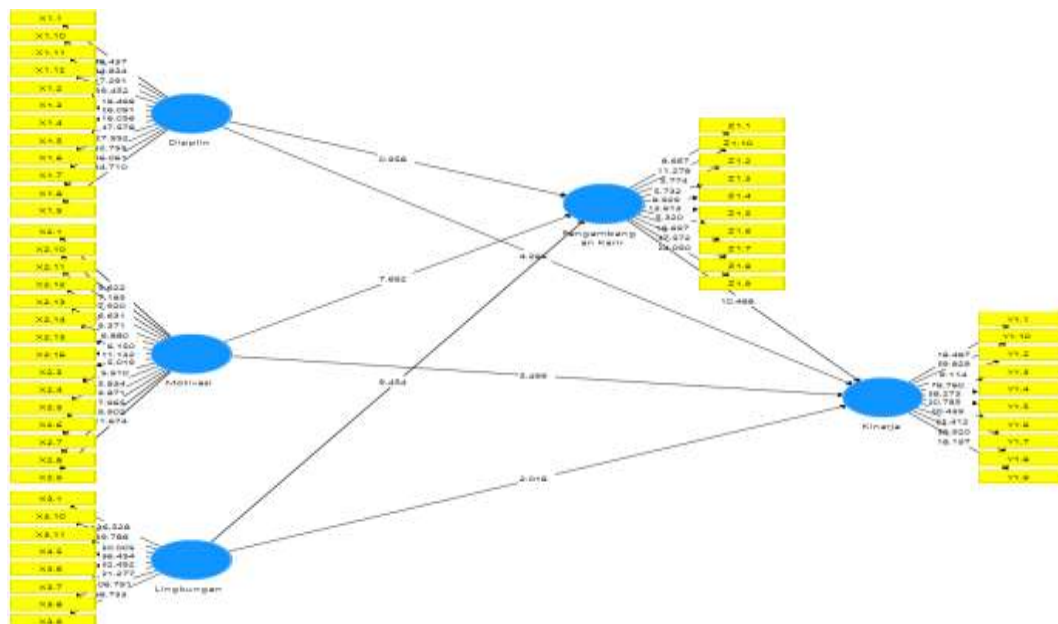


Figure 2. Path Coefficient between Research Variables

Table 5. Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Discipline → Career Development	0.032	0.031	0.032	1,002	0.317

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	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Motivation → Career Development	0.580	0.593	0.078	7,393	0,000
Work Environment → Career Development	0.619	0.600	0.068	9,093	0,000
Discipline → Performance	0.106	0.105	0.024	4,350	0,000
Motivation → Performance	0.229	0.230	0.043	5,333	0,000
Work Environment → Performance	-0.118	-0.118	0.062	1,906	0.057
Career Development → Performance	0.810	0.809	0.081	9,979	0,000

Source: SmartPLS Output Results (2023)

Based on Table 5, the following results are obtained:

- a. It is known that the coefficient value of work discipline is 0.032, therefore work discipline has a positive effect on career development and the significant p value of $0.317 > 0.05$ is not significant. So it can be concluded that work discipline has a positive and insignificant effect on career development.
- b. It is known that the coefficient value of work motivation is 0.580, therefore work motivation has a positive effect on career development and the p value of $0.000 < 0.05$ is significant. So it can be concluded that work motivation has a positive and significant effect on career development.
- c. It is known that the coefficient value of the work environment is 0.619, therefore the work environment has a positive effect on career development and the significant p value of $0.000 < 0.05$ is significant. So it can be concluded that the work environment has a positive and significant effect on career development.
- d. It is known that the coefficient value of work discipline is 0.106, therefore work discipline has a positive effect on employee performance and the significant p value of $0.000 < 0.05$ is significant. So it can be concluded that work discipline has a positive and significant effect on employee performance.
- e. It is known that the coefficient value of work motivation is 0.229, therefore motivation has a positive effect on employee performance and the significant p value of $0.000 < 0.05$ is significant. So it can be concluded that motivation has a positive and significant effect on employee performance.
- f. It is known that the coefficient value of the work environment is -0.118, therefore the work environment has a negative effect on employee performance and the significant p value of $0.057 > 0.05$ is not significant. So it can be concluded that the environment has a negative and insignificant effect on employee performance.
- g. It is known that the coefficient value of career development is 0.810, therefore career development has a positive effect on employee performance and the significant p value of $0.000 < 0.05$ is significant. So it can be concluded that career development has a positive and significant effect on employee performance.

d. Indirect Effect Test

Indirect effect testing is also carried out using the T-statistics test (t-test), namely with a significance level of 5%, in this test the p-value is < 0.05 (α 5%), meaning the test is significant and vice versa if the p-value is > 0.05 (α 5%), means not significant.

Table 6. Indirect Effects

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
Discipline → Career Development → Performance	0.026	0.025	0.025	1,019	0.309
Motivation → Career Development → Performance	0.501	0.488	0.089	5,613	0,000
Work Environment → Career Development → Performance	0.470	0.476	0.058	8,154	0,000

Source: SmartPLS Output Results (2023)

Based on Table 6, the results of the indirect influence test of the analyzed variables can be seen as follows:

- a. The indirect effect of work discipline on performance through career development is 0.026, with a p-value of $0.309 > 0.05$, so work discipline indirectly has an insignificant effect on performance through career development. In other words, career development does not significantly mediate the relationship between work discipline and employee performance.
- b. The indirect effect of work motivation on performance through career development is 0.501, with a p-value of $0.000 < 0.05$, so work motivation indirectly has a significant effect on performance through career development. In other words, career development significantly mediates the relationship between work motivation and employee performance.
- c. The indirect effect of the work environment on performance through career development is 0.470, with a p-value of $0.000 < 0.05$, so the work environment indirectly has a significant effect on performance through career development. In other words, career development significantly mediates the relationship between the work environment and employee performance.

Research Discussion

a. The Influence of Work Discipline on Career Development

Work discipline has a positive and insignificant effect on career development. The research results show that the work discipline variable has a positive and insignificant effect on employee career development. In other words, the hypothesis which states that work discipline has an indirect effect on career development (H1) is rejected. This means that the more disciplined an employee is, the less significant the employee's career development will be.

b. The Influence of Work Motivation on Career Development

Work motivation has a positive and significant effect on career development. The research results show that the work motivation variable has a positive and significant effect on employee career development. In other words, the hypothesis which states that work motivation has a direct

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effect on career development (H2) is accepted. This means that the better employee motivation, the more career development will increase.

c. The Influence of the Work Environment on Career Development

The work environment has a positive and significant effect on career development. The research results show that work environment variables have a positive and significant effect on employee career development. In other words, the hypothesis which states that the work environment has a direct effect on career development (H3) is accepted. This means that the better the employee's work environment, the more career development will increase.

d. The Influence of Work Discipline on Employee Performance

Discipline has a positive and significant effect on employee performance. The research results show that the discipline variable has a positive and significant effect on employee performance. In other words, the hypothesis which states that discipline has a direct effect on employee performance (H4) is accepted. This means that the more disciplined employees are, the more employee performance will improve.

e. The Influence of Work Motivation on Employee Performance

Motivation has a positive and significant effect on employee performance. The research results show that motivation variables have a positive and significant effect on employee performance. In other words, the hypothesis which states that motivation has a direct effect on employee performance (H5) is accepted. This means that the more employee motivation the more employee performance will improve.

f. The Influence of the Work Environment on Employee Performance

The work environment has a negative and insignificant effect on employee performance. The research results show that work environment variables have a negative and insignificant effect on employee performance. In other words, the hypothesis which states that work motivation has a direct effect on employee performance (H6) is rejected. This means that the better employee motivation, the more employee performance will improve.

g. The Influence of Career Development on Employee Performance

Career development has a positive effect on employee performance. Career development has a positive and significant effect on employee performance. The research results show that the career development variable has a positive and significant effect on employee performance. In other words, the hypothesis which states that career development has a direct effect on employee performance (H7) is accepted. This means that the more an employee's career develops, the more employee performance will improve.

h. The Influence of Work Discipline on Employee Performance Through Career Development

The Technical Implementation Unit of the Ministry of Education, Culture, Research and Technology, Riau Islands Province has an indirect influence on work discipline on performance

through career development so that work discipline indirectly has an insignificant effect on performance through career development. In other words, career development does not significantly mediate the relationship between work discipline and employee performance. The research results show that the work discipline variable has a positive and significant effect on employee performance. In other words, the hypothesis which states that work discipline has a direct effect on employee performance (H8) is accepted. This means that the more disciplined employees are, the more employee performance will improve.

i. The Influence of Work Motivation on Employee Performance Through Career Development

The indirect effect of work motivation on performance through career development indirectly has a significant effect on performance through career development. In other words, career development significantly mediates the relationship between work motivation and employee performance. The research results show that work environment variables have a positive and significant effect on employee performance through career development. In other words, the hypothesis which states that the work environment has a direct effect on employee performance through career development (H9) is accepted. This means that the better the employee's work environment, the more employee performance will improve.

j. The Influence of the Work Environment on Employee Performance Through Career Development

The indirect influence of the work environment on performance through career development indirectly has a significant effect on performance through career development. In other words, career development significantly mediates the relationship between the work environment and employee performance. The research results show that work environment variables have a positive and significant effect on employee performance through career development. In other words, the hypothesis which states that the work environment has a direct effect on employee performance through career development (H10) is accepted. This means that the better the employee's work environment, the more employee performance will improve.

4. CONCLUSION

Based on the research results above, it can be concluded as follows:

1. Work discipline has a positive and insignificant effect on employee career development. In other words, the hypothesis which states that work discipline has an indirect effect on career development (H1) is rejected.
2. Work motivation has a positive and significant effect on employee career development. In other words, the hypothesis which states that work motivation has a direct effect on career development (H2) is accepted.
3. The work environment has a positive and significant effect on employee career development. In other words, the hypothesis which states that the work environment has a direct effect on career development (H3) is accepted.
4. Work discipline has a positive and significant effect on employee performance. In other words, the hypothesis which states that work discipline has a direct effect on employee performance (H4) is accepted.

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5. Work motivation has a positive and significant effect on employee performance. In other words, the hypothesis which states that work motivation has a direct effect on employee performance (H5) is accepted.
6. The work environment has a negative and insignificant effect on employee performance. In other words, the hypothesis which states that the work environment has a direct effect on employee performance (H6) is rejected.
7. Career development has a positive and significant effect on employee performance. In other words, the hypothesis which states that career development has a direct effect on employee performance (H7) is accepted.
8. Work discipline has an indirect and insignificant positive effect on employee performance. In other words, the hypothesis which states that work discipline has an indirect effect on employee performance (H8) is accepted.
9. Motivation has an indirect and significant positive effect on employee performance through career development. In other words, the hypothesis which states that the work environment has an indirect effect on employee performance through career development (H9) is accepted.
10. The work environment has an indirect and significant positive effect on employee performance through career development. In other words, the hypothesis which states that the work environment has a direct effect on employee performance through career development (H10) is accepted.

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