

# **Original Research Article**

## **LOYALTY AND PERFORMANCE OF EDUCATIONAL PERSONNEL WITH THE ROLE EXPERIENCE AND TRAINING**

### **ABSTRACT**

This study aims to see the effect of work experience and training on the performance of education personnel with loyalty to the intervening variable at Prima Indonesia University. This research is a survey research with a quantitative approach. The population is education staff at Prima Indonesia University totaling 104 people. Data collection techniques using a questionnaire. The results of the research by testing the hypothesis show that work experience and training partially have a positive effect on loyalty, work experience and training have a partial effect on educational staff and loyalty has a negative effect on educational performance. For the intervening variable, it is obtained that work experience has no effect on education staff with loyalty as the intervening variable, but training affects the performance of education personnel with loyalty as the intervening variable. The value of the coefficient of determination of model I uses an R Square value of 0.156 or 15.6% which indicates that loyalty can be explained by work experience and training variables and the remaining 84.4% are other variables not examined in this study. The coefficient of determination of model II uses an R Square value of 0.122 which indicates that the performance of education personnel can be explained by the variables of work experience, training and loyalty and the remaining 87.8% are other variables not examined in this study.

Keywords: Loyalty, Education Personnel Performance, Experience, And Training

### **1. INTRODUCTION**

In line with globalization at this time, human resources are very important because at this time the superiority of a country cannot be measured from the abundance of natural resources it has, but from the superiority of its human resources. The superiority of these human resources can be forged in good educational institutions, especially higher education institutions as one of the highest formal education institutions.

Currently, the increasingly competitive competition between universities, both State Universities (PTN) and Private Universities (PTS) certainly requires every institution to improve institutional capabilities through increasing excellence and competitiveness. Among existing resources, Human Resources (HR) is the most important aspect and has the

greatest contribution to the success of a university.

Performance can be defined as the level of achievement of an employee in an organization in this case an educational institution that can increase work productivity. External factors are factors that affect employee performance that come from the environment, leadership, actions of colleagues, types of training and supervision, work engagement, wage system and social environment. (Dale, 2002).

Education staff at Prima Indonesia University have different abilities, knowledge and skills, where education personnel have the desire to work diligently and skillfully in producing optimal performance. To produce optimal performance results in accordance with the achievements of educational staff with a very good category, Prima Indonesia University needs to know what causes the encouragement and needs of educational staff to work.

## 2. MATERIALS AND METHODS

Putu Ivan Ady Paratama's (2013) research entitled "The Effect of Placement and Work Experience and Work Environment on Employee Loyalty" states that the variables of placement and work experience as well as the work environment have a significant simultaneous and partial effect on employee loyalty at PT. asibuan (2011) understanding performance is a result achieved by a person in carrying out the tasks assigned to him based on skills, experience, and sincerity and time. Improved performance can be caused by the training system implemented by the company. Dessler (2009) states that training is "the process of teaching new or existing employees the basic skills they need to carry out their jobs". Training is one of the efforts to improve the quality of human resources in the world of work. Employees, both new and already working, need to attend training because of job demands that can change due to changes in the work environment, strategies, and so on. Training or training is an activity from a company that intends to be able to improve and develop attitudes, behavior, skills, and knowledge of employees in accordance with the wishes of the company concerned (Nitisemito, 2001: 80). The Effect of Loyalty on Performance. Rizky Pradana et al (2016) Analysis of the Effect of Job Satisfaction, Job Loyalty, And Non-Physical Work Environment on Employee Performance (Study at Bank Indonesia Semarang City) The results of the study stated that work loyalty has a positive effect on employee performance. So it can be concluded that the higher the level of employee loyalty at Bank Indonesia Semarang City, the employee's performance will increase because employees have a high level of responsibility towards their work. Therefore, a loyal attitude is needed and important for employees to improve performance within the company.

Based on the background of the problem and the formulation of the problem as mentioned above regarding the research, the following hypothesis is proposed:

- H1: Work experience has a significant effect on the loyalty of education staff.
- H2: Training has a significant effect on Loyalty of education staff
- H3: Work experience has a significant effect on the performance of education personnel
- H4: Training has a significant effect on the performance of education personnel
- H5: Loyalty has a significant effect on the performance of education personnel

H6: Work experience has a significant effect on performance through loyalty as an intervening variable

H7: Training has a significant effect on performance through loyalty as an intervening variable.

## 2.1 Population And Sample

### 2.1.1 Population

According to Sugiyono (2013: 117) the population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. The population in this study were all educational staff at the Prima Indonesia University, which amounted to 134 educational staff.

### 2.1.2 Sample

According to Sugiyono (2013: 18), the sample is part of the number and characteristics possessed by the population. In sampling, there are certain sampling techniques used. Sampling techniques are grouped into two, namely probability sampling and non-probability sampling. This study uses a non-probability sampling technique, which means a sampling technique that does not provide equal opportunities / opportunities for each element or member of the population to be selected as a sample. The type of sampling used is saturated sampling. According to Sugiyono (2013: 124), saturated sampling is the determination of the sample by taking all members of the population as research samples.

Of the total 134 educational staff, 30 will be used for the validity and reliability test (Universitas Pembangunan Panca Budi), and 104 education staff (Universitas Prima Indonesia) will be used in the research sample.

## 2.2 Operational Definition of Research Variables

### 2.2.1 Corporate governance

Prima Indonesia University (UNPRI) is one of the College private sector located in Medan, North Sumatra. Until now, Prima Indonesia University (UNPRI) has developed into 10 Faculties consisting of 38 Study Programs. The governance of the prima indonesia university is a process and structure that is applied in running higher education according to Law No. 20 of 2003 concerning the national education system Article 39 paragraph (1) of Law Number 20 of 2003 concerning the National Education System the duties of educational staff are to carry out administration, management, development, supervision, and technical

services to support the education process in the education unit. Educational staff is an important part of Prima Indonesia University which has a very big influence on the progress, smoothness and success of UNPRI Higher Education. Therefore, human resources management of human resources for education personnel must be optimal and mutually beneficial between education staff and Prima Indonesia University.

## 2.3 Research method

### 2.3.1 Validity Test

The validity test (Ghozali, 2016) is used to measure the validity or validity of a questionnaire. A questionnaire is said to be valid if the questions on the questionnaire can reveal something that will be measured on the questionnaire. If from the results of the instrument validity test the variables of Work Experience (X1), Training (X2), Performance (Y) and Loyalty (Z) obtained  $r$  count for  $r$  each item has a value of Corrected Item-Total Correlation (Product Moment Correlation of Karl Person) is more is greater than  $r_{table}$  and the value is positive, then all research instruments are declared valid.

### 2.3.2 Reliability Test

Reliability test is a test carried out to measure a questionnaire which is an indicator of a variable or construct (Ghozali, 2016 reliability is Cronbach Alpha, if the Cronbach Alpha value is greater than 0.70 it indicates the instrument used is reliable. The results of the questionnaire reliability test are very dependent on the seriousness of the test). respondents in answering all research question items

### 2.3.2 Classical Assumption Test Normality test

The normality test aims to test whether in the model, the confounding or residual variables have a normal distribution. Decision making basis:

1. If the data spreads around the diagonal line and follows the direction of the diagonal line or the histogram graph shows a normal distribution pattern, then the regression model meets the assumption of normality.
2. If the data spreads far from the diagonal and/or does not follow the direction of the diagonal line or the histogram graph does not show a normal distribution pattern, then the regression model does not meet the assumption of normality.

The normality test using the One Kolmogorov Smirnov method according to Priyatno (2014), the test criteria are:

1. If the significance value  $> 0.05$ , then the data is normally distributed.
2. If the significance value  $< 0.05$ , then the data is not normally distributed

### 2.3.4 Multicollinearity Test

Multicollinearity is the existence of a perfect linear relationship between some or all of the independent variables. According to Ghozali (2016). The cut off value that is commonly used to indicate the presence of multicollinearity is the Tolerance value less than 0.10 or equal to the VIF value greater than 10 (Ghozali, 2016). If there is an independent variable that has a tolerance value of more than 0.10, the VIF value is less than 10, it can be concluded that there is no multicollinearity between the independent variables in the model.

### 2.3.5 Heteroscedasticity Test

Park's test is done by regressing the independent variable with the value of the logarithm of the residual that has been squared. If the results show that they are not statistically significant (the significance level is greater than 0.05), it means that there is no heteroscedasticity in the research model and vice versa (Ghozali, 2016).

### 2.3.3 Hypothesis Test

#### t test

T test is used to determine the effect of several independent variables on the dependent variable partially. The criteria for hypothesis testing according to Santoso (2016), namely:

- a. If  $t_{count} < t_{table}$  at  $\alpha = 0.05$ , then  $H_0$  is accepted.
- b. If  $t_{count} > t_{table}$  at  $\alpha = 0.05$ , then  $H_0$  is rejected ( $H_a$  is accepted).

### 2.3.7 Sobel Test

The Sobel test was used to determine the effect of the mediating variable, namely satisfaction. According to Baron and Kenny (1986) in Ghozali (2011) a variable is called intervening if the variable influences the relationship between the independent variable and the dependent variable. The Sobel test is carried out by testing the strength of the indirect effect of X1 to Y through Z and the indirect effect of X2 to Y through Z, as follows:

Where:

$$Sab = \sqrt{b^2 Sa^2 + a^2 Sb^2 + Sa^2 Sb^2}$$

$$thit = \frac{ab}{sab}$$

a = Regression coefficient of the independent variable on the mediating variable  
b = Regression coefficient of the mediating variable on the dependent variable  
Sa = Standard error of estimation of the influence of the independent variable on the mediating variable  
Sb = Standard error of estimation of the effect of the mediating variable on the dependent variable

### 3. RESULTS

#### 3.1 Classical Assumption Test

##### 3.1.1 Testing the Classical Assumptions of Sub Model I

###### 3.1.1.1 Normality Test Results

The normality test aims to test whether the model contains a confounding variable or the residual has a normal distribution. There are two ways to detect whether the residuals are normally distributed or not, namely by using graphical analysis (histogram graphs and probability plot graphs) and the KS statistical test (Kolmogorov Smirnov). The following are the results of the normality test of model I:

Model	Coefficients		Stand ardiz ed Coeffi cients Beta	t	Sig.	Collinearit y Statistics	Toler ance	VIF
	Unstandardized							
	B	Std. Error						
(Constant)	29,700	4,677		6,351	,000			
1 Work experience	,260	,127	,189	2,055	,042	,995	1,005	
Training	,262	,073	,331	3,612	,000	,995	1,005	

a. Dependent Variable: Loyalty

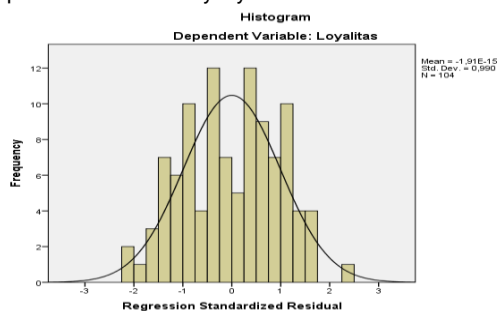


Figure 1. Normality Test Results with Histogram Graph

Based on Figure 1, it can be seen that the histogram graph results show that the residual data is normally distributed, as can be seen from the symmetrical graphic image. Thus the model satisfies the assumption of normality

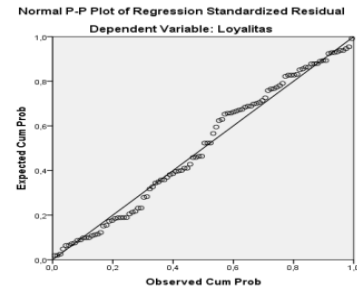


Figure 2. Normality Test Results with P-Plot . Normal Graph

Based on Figure 2, it can be seen that the normal plot graph has points that spread around the diagonal line and the spread follows the diagonal line. Thus the model fulfills the assumption of normality.

##### One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		104
Normal Parameters, b	mean	0E-7
	Std. Deviation	3.48146732
Most Extreme Differences	Absolute Positive	,087
	negative	-,087
Kolmogorov-Smirnov Z		,885
asympt. Sig. (2-tailed)		,414

Table 1 Normality Test Results with Kolmogorov Smirnov

Based on table 1 Kolmogorov Smirnov's value is 0.853 and significant at 0.461, where the significant value is above 0.05 (0.414 > 0.05). Thus, it can be said that the residuals are normally distributed.

###### 3.1.1.2 Multicollinearity Test

This test is used to test whether the regression model found a correlation between the independent variables (independent). A good regression model is one in which there is no correlation between independent variables. Detection can be done by looking at the Tolerance and Variance Inflation Factor (VIF) values.

Table 2. Multicollinearity Test Results

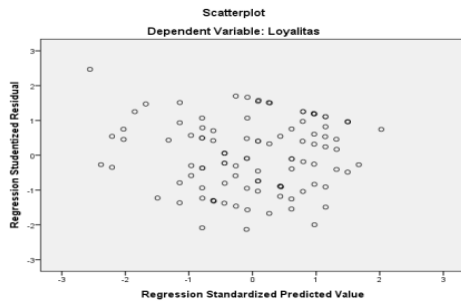
###### 3.1.1.3 Multicollinearity Test Results

Based on table 2, the tolerance value for the work experience variable is 0.995 > 0.10, the tolerance value for the training variable is 0.995 > 0.10. The VIF value for the work experience variable is 1.005 < 10, the VIF value for the

training variable is  $1.005 < 10$ . Thus, the model does not occur multicollinearity.

### 3.1.1.4 Heteroscedasticity Test

This test is conducted to test whether in the model there is an inequality of variance from the residual of one observation to another observation. To detect the presence or absence of heteroscedasticity in the regression model, it can be done by analyzing the spread of points on the scatter plot and park test.



**Figure 3. Heteroscedasticity Test Results**

Based on the figure, it can be seen that the points on the scatterplot do not have a clear pattern and spread above and below the number 0 on the Y axis. Thus, there is no heteroscedasticity in the model.

Model	Coefficients <sup>a</sup>			t	Sig.
	Unstandardized Coefficients	Standardized Coefficients	Beta		
	B	Std. Error			
(Constant)	2,380	2,230		1.067	,288
1 Work experience	-0.059	0.060	-,098	-,984	,327
Training	0.014	0.035	,041	,409	,684

a. Dependent Variable: Lnei2

**Table 3. Heteroscedasticity Test Results with Park Test**

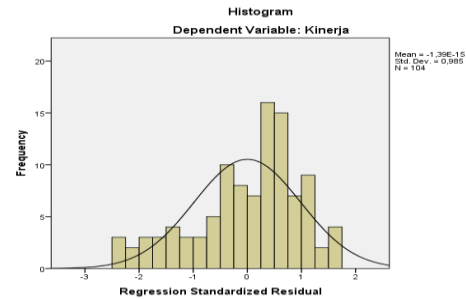
Based on table 2, from the park test results, the work experience variable (X1) has a significant value of  $0.327 > 0.05$  and the training variable (X2) has a significant value of  $0.684 > 0.05$ . Thus it can be said that the model does not occur heteroscedasticity.

### 3.2.1 Classical Assumption Testing Model II

#### 3.2.2.1 Normality Test Results

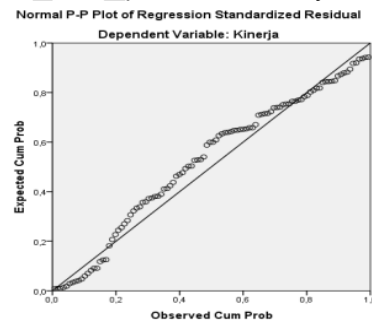
The normality test aims to test whether the model contains a confounding variable or the residual has a normal distribution. A good regression model is to have a normal distribution. There are two ways to detect whether the residuals are normally distributed or not, namely by using graphical analysis (histogram graphs and probability plot graphs)

and the KS statistical test (Kolmogorov Smirnov). The following are the results of the normality test model II:



**Figure 4. Normality Test Results with Histogram Graph**

Based on Figure 4, it can be seen that the histogram graph results show that the residual data is normally distributed, as can be seen from the symmetrical graphic image. Thus the model satisfies the assumption of normality



**Figure 5. Normality Test Results with P-Plot Normal Graph**

Based on Figure 5, it can be seen that the normal plot graph has points that spread around the diagonal line and the spread follows the diagonal line. Thus the model fulfills the assumption of normality.

**Normality Test Results with Kolmogorov Smirnov One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		104
Normal Parameters, b	mean	,0E-7
	Std. Deviation	3.16439236
Most Extreme Differences	Absolute	,111
	Positive	0.056
	negative	-,111
Kolmogorov-Smirnov Z		1,128
asympt. Sig. (2-tailed)		,157

a. Test distribution is Normal.

b. Calculated from data.

**Table 4. Kolmogorov Smirnov . values**

Based on table 4, Kolmogorov Smirnov's value is 1.157 and significant at 0.138, where the significant value is above 0.05 ( $0.157 > 0.05$ ). residuals are normally distributed.

#### 3.2.1.2 Multicollinearity Test

This test is used to test whether the regression model found a correlation between the independent variables (independent). A good regression model is one in which there is no correlation between independent variables. Detection can be done by looking at the Tolerance and Variance Inflation Factor (VIF) values.

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
(Constant)	49,280	5.053		9.752	,000		
Work experience	,244	,118	,199	2,067	,041	,955	1,047
Training	,191	,071	,271	2,704	,008	,881	1,135
Loyalty	-,219	,091	-,247	2,411	0,018	,846	1,182

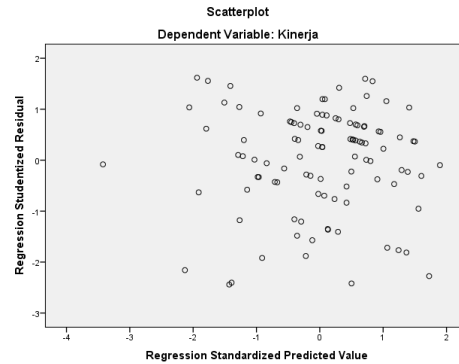
a. Dependent Variable: Performance

**Table 5. Multicollinearity Test Results Coefficientsa**

Based on table 5, the Tolerance value for the work experience variable is 0.995 > 0.10, the Tolerance value for the training variable is 0.881 > 0.10, the Tolerance value for the loyalty variable is 0.846 > 0.10. The VIF value for the work experience variable is 1.047 < 10, the VIF value for the training variable is 1.135 < 10, the VIF value for the loyalty variable is 1.182 < 10. Thus, the model does not occur multicollinearity.

### 3.2.1.3 Heteroscedasticity Test

This test is conducted to test whether in the model there is an inequality of variance from the residual of one observation to another observation. To detect the presence or absence of heteroscedasticity in the regression model, it can be done by analyzing the spread of points on the scatter plot and park test.



**Figure 6. Heteroscedasticity Test Results with Scatterplot**

Based on Figure 6, it can be seen that the points on the scatterplot do not have a clear pattern and spread above and below the number 0 on the Y axis. Thus, there is no heteroscedasticity in the model.

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
	B	Std. Error			
(Constant)	3.052	3,489		,875	,384
1 Work experience	-,016	,081	-,020	-,198	,844
Training	-,023	0,049	-,051	-,475	,636
Loyalty	-,008	,063	-,014	-,128	,898

a. Dependent Variable: Lnei2

**Table 6. Heteroscedasticity Test Results with Park . Test**

Based on table 6, the park test results obtained that the work experience variable (X1) has a significant value of 0.844 > 0.05, the training variable (X2) has a significant value of 0.636 > 0.05 and the loyalty variable has a significant value of 0.898 > 0.05. Thus it can be said that the model does not occur heteroscedasticity.

## 3.2 Hypothesis Test

### 2.2.1 Regression Analysis Model I

Regression analysis model I (one) was used to determine the effect of the independent variable (independent) on the mediating variable (intervening).

a. Individual significance test (t test)

Partial test is used to test the effect of work experience (X1) and training (X2) on loyalty (Z) partially. Then the results of the t-test analysis can be seen as follows:

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			

	B	Std. Error	Beta		
(Constant)	29,700	4,677		6,351	,000
Work experience	,260	,127	,189	2,055	,042
Training	,262	,073	,331	3,612	,000

a. Dependent Variable: Loyalty

**Table 7. T-Test Results Model I**

Based on the results of SPSS, the regression equation that reflects the variables in this study is obtained:

$$\text{Loyalty} = 29,700 + 0.260 \text{ Work Experience} + 0.262 \text{ Training} + e_1$$

Based on the test results above individually, it is obtained that

1. The tcount value of the work experience variable (X1) is 2.055 where the ttable value is 1.98373 (df = 101, alpha = 0.05), where the value is 2.055 > 1.98373, with a sig value of 0.042 < 0.05. The results of the study accept that work experience H1 has a significant positive effect on loyalty.
2. The t-count value of the training variable (X2) is 3.612 where the t-table value is 1.98373 (df = 101, alpha = 0.05), where the value is 3.612 > 1.98373, with a sig value of 0.000 < 0.05. The results of the study accept H2 which means that training has a significant positive effect on loyalty

b. Coefficient of Determination (R2)

The coefficient of determination (R2) model I (one) aims to determine how much the overall ability of the work experience (X1) and training (X2) variables in explaining the loyalty variable (Z). The results of the analysis of the coefficient of determination are as follows:

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,392 <sup>a</sup>	,154	,137	3,516

a. Predictors: (Constant), Training, Work Experience

b. Dependent Variable: Loyalty

**Table 8. Coefficient of Determination Test Results**

The results obtained from the SPSS model summary show that the magnitude of R square is 0.154 or 15.4%. loyalty variable can be explained by work experience and training by 15.6% and the remaining 84.6% is explained by variables outside the research model.

### 2.2.2 Regression Analysis Model II

Regression analysis model II (two) is used to see the effect Regression analysis

model I (one) is used to determine the effect of the independent variable (*independent*) to the dependent variable (dependent).

a. Individual significance test (t test)

Partial test is used to test the effect of work experience (X1) and training (X2) and loyalty (Z) on the performance of education personnel (Y) partially. Then the results of the t-test analysis can be seen as follows:

Model	Coefficients <sup>a</sup>			t	Sig.
	Unstandardized Coefficients	Standardized Coefficients			
	B	Std. Error	Beta		
(Constant)	49,280	5.053		9,752	,000
Work experience	,244	,118	,199	2,067	,041
Training	,191	,071	,271	2,704	,008
Loyalty	-,219	,091	-,247	2,411	0,018

a. Dependent Variable: Performance

**Table 9. T-Test Results Model II**

Based on the results of SPSS, the regression equation that reflects the variables in this study is obtained:

$$\text{Performance} = 49.280 + 0.244 \text{ Work Experience} + 0.191 \text{ Training} + (-0.219) \text{ Loyalty} + e_2$$

Based on the above test results individually, the results obtained are that:

1. The tcount value of the work experience variable (X1) is 2,067 where the ttable value is 1,98397 (df = 100, alpha = 0.05), where the value is 2,067 > 1,98397, with a sig value of 0.041 < 0.05. The results of the study accept H3 which means that work experience has a significant positive effect on the performance of education personnel.
2. The t-count value of the training variable (X2) is 2.704 where the t-table value is 1.98397 (df = 100, alpha = 0.05), where the value is 2.704 > 1.98397, with a sig value of 0.008 < 0.05. The results of the study accept H4 which means that training has a significant positive effect on the performance of education personnel
3. The tcount value of the loyalty variable (Z) is -2.411 where the ttable value is 1.98397 (df = 100, alpha = 0.05), where the value is -2.411 < -1.98397, with a sig value of 0.018 < 0.05. The results of the study accept H5 which means that loyalty has a significant negative effect on the performance of education personnel

b. Coefficient of Determination (R2)

The coefficient of determination (R<sup>2</sup>) model II (two) aims to determine how much the ability of the work experience (X1), training (X2) and loyalty (Z) variables as a whole in explaining the educational staff performance variable (Y). The results of the analysis of the coefficient of determination are as follows:

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,338a	,115	,088	3,212

a. Predictors: (Constant), Loyalty, Work Experience, Training  
 b. Dependent Variable: Performance

**Table 10. Coefficient of Determination Test Results**

The results obtained from the SPSS model summary show that the magnitude of R square is 0.115 or 11.5%. variable performance of education personnel can be explained by work experience, training and loyalty by 11.5% and the remaining 88.5% is explained by variables outside the research model.

### 3.2.3 Path Analysis

This test uses path analysis. Path analysis is an extension of multiple linear regression analysis. This analysis was carried out twice. The first regression analysis was conducted to determine the effect of the independent variable on the mediating variable (intervening). The second regression analysis was to determine the effect of the independent variable on the dependent variable.

### 2.5 Interpretation of Path Analysis Model I

Based on the t test contained in table 8, the standardized coefficients beta value of the work experience variable is 0.182. The standardized coefficients beta value of 0.182 is the path value or P1 path. The value of standardized coefficients beta training is 0.338. The standardized coefficients beta value of 0.338 is the path value or P2 path.

Based on R . Test<sup>2</sup> in table 9 obtained the value of

$$e_1 = \sqrt{(1 - R^2)} = \sqrt{(1 - 0.154)} = 0.92$$

Thus, the effect of work experience and training on loyalty can be described through structural equation I (one), namely

$$\text{Loyalty} = 0.189 \text{ Work Experience} + 0.331 \text{ Training} + 0.92$$

### 2.6 Pathway Analysis Interpretation II

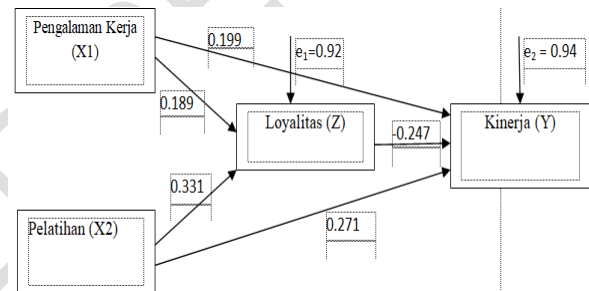
Based on the t-test contained in table 10, the

standardized coefficients beta value of the work experience variable is 0.201. The standardized coefficients beta value of 0.201 is the path value or P3 path. The value of standardized coefficients beta training is 0.278. The standardized coefficients beta value of 0.278 is the path value or P4 path. The value of standardized coefficients beta loyalty is -0.263. The standardized coefficients beta value of -0.263 is the path value or P5 path. Based on R . Test<sup>2</sup> in table 11 obtained the value of

$e_1 = \sqrt{(1 - R^2)} = \sqrt{(1 - 0.115)} = 0.94$  Thus, the effect of work experience and training on loyalty can be described through structural equation II (two), namely

$$\text{Performance} = 0.199 \text{ Work Experience} + 0.271 \text{ Training} + (-0.247) \text{ Loyalty} + 0.94$$

The interpretation of the results of the analysis is as follows



**Figure 7 Pathway Diagram of Work Experience, Training and Loyalty to Education Personnel Performance**

### Direct and Indirect Influence

In the path model, this research will explain the direct and indirect effects of exogenous variables on endogenous variables

- Effect of Work Experience (X1) on Performance (Y)  
 Direct Effect (X1Y) = 0.199  
 Indirect influence through loyalty  
 $0.189 \times (-0.247) = -0.047$
- Effect of Training on Performance  
 Direct effect (X2Y) = 0.271  
 Indirect influence through loyalty  
 $0.331 \times (-0.247) = -0.082$

No	Variable	Direct Influence	Indirect Influence	Total
1	Work experience	0.199	-0.047	0.152
2	Training	0.271	-0.082	0.189

Source: Research Results, 2020 (Data Processed)

**Table 1. Results of Analysis of Direct and Indirect Effects**

### 2.2.4 Sobel Test

Testing the mediation hypothesis can also be done by a procedure known as the Sobel test. The Sobel test is carried out by testing the strength of the indirect influence of work experience on the performance of educational staff with loyalty as an intervening variable.  $-1.98373$ . Then it is obtained that  $-1.24165 > -1.98373$ . So it can be concluded that work experience has no effect on the performance of education personnel with loyalty as an intervening variable.

Testing the mediation hypothesis can also be done by a procedure known as the Sobel test. The Sobel test is carried out by testing the strength of the indirect effect of training on the performance of education staff with loyalty as an intervening variable. From the results of the Sobel test calculation above, the t-count value is  $-2.28840$  and the t-table ( $\alpha = 0.05$ ,  $df = 101$ ) is obtained by  $-1.98373$ . Then it is obtained that  $-2.28840 < -1.98373$ . So it can be concluded that training has a significant negative effect on the performance of education personnel with loyalty as an intervening variable.

### 3. DISCUSSION OF RESEARCH RESULTS

#### 3.3.1 Effect of work experience on Loyalty

The results showed that work experience with a t-count value of 2.055 with a t-table of 1.98373, obtained t-count  $>$  t-table ( $2.055 > 1.98373$ ) partially significant effect on loyalty. The results of this study are in line with accepting H1 that work experience has a positive effect on loyalty.

From the results of testing the first hypothesis, it is known that work experience has an influence on the loyalty of the Prima Indonesia University Education Personnel. The effect of work experience on the loyalty of education personnel can be explained by several factors. The length of work indicator shows that work experience is something that needs to be considered by Prima Indonesia University. Because the length of work is a very important role and greatly influences to increase performance loyalty. The longer they work in their field, the Loyalty of the Education Personnel will increase in advancing the Prima Indonesia University institution

The results of this study are in accordance with research conducted by Putu Ivan Ady Paratama's Research (2013), Intan Masyichah et al (2016), Adhitiya Yudhi Sasongko (2018) stated that the work experience variable has a significant effect on loyalty.

#### 3.3.2 Effect of Training on Loyalty

The results showed that training with a t-count value of 3.612 with a t-table of 1.98373, obtained t-count  $>$  t-table ( $3.612 > 1.98373$ ) partially had a significant effect on loyalty. The results of this study are in line with accepting H2, namely training has a positive effect on loyalty.

Based on the results of testing the second hypothesis, it is known that training has an influence on the Loyalty of Education Personnel at Prima Indonesia University. The effect of training on the loyalty of education personnel can be explained by several factors. The training indicators are generally oriented to skill improvement, thus training is an important thing in increasing the loyalty of the University of Indonesia education staff. The results of this study are in accordance with research conducted by Ayu, Niken Alyani (2017), Jalal Hanaysha (2016), I Wayan Sutya Edy Kumara (2016) which states that training also has a positive and significant effect on employee loyalty.

#### 3.3.3 The Effect of Work Experience on the Performance of Education Personnel

The results showed that work experience with a t count value of 2,067 with a t table of 1,98397, obtained t arithmetic  $>$  t table ( $2.067 > 1.98397$ ) partially significant effect on the performance of education personnel. The results of this study are in line with accepting H3 i.e. work experience has a positive effect on the performance of education personnel

The effect of work experience on employee performance can be explained by several factors. The long working indicator shows that work experience is something that needs to be considered by the institution. Because the length of work is a very important role and greatly influences to improve the performance of Education Personnel. When education personnel work longer in their fields, education personnel will understand their duties better more quickly. This also affects the skill level indicator where new Education Personnel will tend to have difficulty understanding their work. Educational staff who have longer work experience and qualified skills will assist these education personnel in creating an efficient and effective use of time and tools used at work. With the efficient and effective use of working time, it can assist Education Personnel in completing their tasks and obligations on time. So that the length of work will affect the less optimal results of professional performance.

This study is in accordance with

Komang, et al (2016), Luh Aristarini (2014), Alias (2018) "Work experience has a positive and significant effect on employee performance.

### **3.3.4 The Effect of Training on the Performance of Education Personnel**

The results showed that training with a t-count value of 2.704 with a t-table of 1.98397, obtained  $t\text{-count} > t\text{-table}$  ( $2.704 > 1.98397$ ) partially significant effect on the performance of education personnel. The results of this study are in line with accepting H4 namely training has a positive effect on the performance of education personnel

Based on the results of testing the fourth hypothesis, it is known that training has an influence on the performance of the Prima Indonesia University Education Personnel. The training indicators are generally oriented to skill improvement, thus training is an important thing in improving the performance of education personnel in increasing the achievements of the University of Indonesia.

The results of this study are in accordance with the research of Sanur Beach-Bali (2017), Dessler's theory (2009), (Nitisemito, 2001: 80). which shows that employee training has a positive relationship with employee performance.

Improved performance can be caused by the training system implemented by the company. Dessler (2009) states that training is "the process of teaching new or existing employees the basic skills they need to carry out their jobs". Training or training is an activity from a company that intends to be able to improve and develop attitudes, behavior, skills, and knowledge of employees in accordance with the wishes of the company concerned (Nitisemito, 2001: 80).

### **3.3.5 The Effect of Loyalty on the Performance of Education Personnel**

The results showed that loyalty with a t count value of -2.411 with a t table of -1.98397, obtained  $t\text{ arithmetic} > t\text{ table}$  ( $-2.411 < -1.98397$ ) partially significant effect on the performance of education personnel, it can be concluded that H5 is accepted with the result that loyalty negative and significant effect on the performance of education personnel

The results of this study are in line with accepting H5, namely loyalty has a negative effect on the performance of education personnel. Based on the results of testing the fifth hypothesis, it is known that loyalty has a negative effect on the performance of the Prima

Indonesia University Education Personnel. The results of this study are in accordance with the study of Olivia Guillon and Ce'cile Cezanne (2014) entitled "Employee loyalty and organizational performance" which discusses the relationship between employee loyalty and organizational performance. The results of this study indicate that the effect of loyalty on performance depends on the indicators used in these two variables. Thus, different indicators are not completely equal to each other so that using different indicators can weaken performance. This situation also occurs in the results of the education staff questionnaire with the loyalty variable. From these results, it is known that the education staff does not contribute either in the form of ideas or thoughts for the improvement and development of academic services, so it can be concluded that the loyalty of the education staff is not directly proportional to the increase in the performance of the education staff.

### **3.3.6 The influence of work experience on the performance of education personnel through loyalty**

The results showed that work experience on the performance of education personnel through loyalty has a t count value of -1.24165 with a t table of -1.98373, obtained  $t\text{ count} > t\text{ table}$  ( $-1.24165 > -1.98373$ ). In other words, this result accepts Hypothesis six. So it can be concluded that work experience has no effect on the performance of education personnel with loyalty as an intervening variable.

Based on the results of testing the sixth hypothesis, it is known that work experience does not affect the performance of education personnel through loyalty as an intervening variable at Prima Indonesia University. This is influenced by a decrease in employee productivity by comparing the productivity of current performance with previous performance. Decrease in Productivity is caused by the attitude of education staff who tend to procrastinate work so that it has no effect on work security on performance through loyalty at the University of Prima Indonesia.

### **3.3.7 The Effect of Training on the Performance of Education Personnel through Loyalty**

The results showed that training on the performance of education personnel through loyalty had a t-count value of -2.28840 with a t-table of -1.98373, obtained  $t\text{-count} > t\text{-table}$  ( $-2.28840 < -1.98373$ ). In other words, this result accepts Hypothesis seven. So it can be

concluded that training has a negative effect on the performance of education personnel with loyalty as an intervening variable.

Based on the results of testing the seventh hypothesis, it is known that training has a negative effect on the performance of education personnel through loyalty as an intervening variable. This is influenced by the not yet optimal regeneration management in assigning tasks in each work unit.

#### 4. CONCLUSIONS AND SUGGESTIONS

##### 4.1 Conclusion

Based on the results of research and discussion, some conclusions can be drawn as follows:

1. Work Experience has a positive and significant effect on Loyalty of Education Personnel from the results of the study receiving H1
2. Training has a positive and significant effect on Loyalty of Education Personnel. The results of the study received H2
3. Work experience has a significant positive effect on the performance of educational staff. The results of the study accept H3
4. Training has a significant positive effect on the performance of education personnel from the results of the study receiving H4.
5. Loyalty has a significant negative effect on the performance of education personnel.
6. Work experience has no significant effect on the performance of education personnel with loyalty as an intervening variable
7. Training has a significant negative effect on the performance of education personnel with loyalty as an intervening variable.

##### Suggestion

The suggestions that can be given based on the results of this study are as follows:

1. The work experience of Education Personnel at Prima Indonesia University needs to be considered, especially regarding skills and tenure that are still lacking. This can be done by conducting training and development for education staff who are still lacking in skills, and also increasing working time.
2. Prima Indonesia University to be able to improve the performance of Education Personnel at work, it is necessary pay attention to self-development and the expertise of its educational staff. One of them is to provide equal training opportunities to education staff. because

educational staff is a resource that must be developed.

3. Prima University of Indonesia can improve the performance of educational staff by providing rewards or appreciation through salary increases and opportunities in promotions and consistently applying them as well as providing stimulus in various forms of activities such as gatherings to foster a sense of belonging to institutions.
4. For further researchers are expected to further develop this research by adding other appropriate variables.

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