

# Loyalty and Performance of Educational Performance with the Role of Experience and Training

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## Authors' contributions

*This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.*

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## ABSTRACT

This study aims to examine the effect of work experience and training on the performance of education personnel with loyalty to the intervening variable at Universitas Prima Indonesia. This research is a survey research with a quantitative approach. The population in this study was education staff at Universitas Prima Indonesia, which amounted to 104 people. Data collection techniques using a questionnaire. The results of the research by testing the hypothesis show that work experience and training have a positive effect on loyalty, work experience, and training partially affect education personnel and loyalty has a negative effect on educational performance. For the intervening variable, 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 an intervening variable. 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. 6% 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

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*Keywords: Loyalty; education personnel performance; experience; training.*

## 1. INTRODUCTION

In line with today's globalization, human resources are very important because at this time the superiority of a country cannot be measured by the abundance of natural resources it has, but by the superiority of its human resources. The advantages of these human resources can be forged in good educational institutions, especially universities as one of the highest formal educational 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 the existing resources, Resources Human (HR) is the most important aspect and has the biggest contribution to the success of a university.

“Performance can be interpreted 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 from the environment, leadership, actions of colleagues, types of training and supervision,

work engagement, remuneration system, and social environment” [1].

Education staff at Universitas Prima Indonesia have different abilities, knowledge, and skills, whereas education staff has the desire to work diligently and skill fully to produce optimal performance. To produce optimal performance results by the achievements of educational staff in the very good category, Universitas Prima Indonesia needs to know what causes the encouragement and needs of educational staff to work.

## 2. MATERIALS AND METHODS

Putu Ivan Ady Paratama's research [2] 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 of performance is the result achieved by a person in carrying out the tasks assigned to him based on skills, experience, sincerity, and time. Improved performance can be caused by the training system implemented by the company.” “Dessler [3] 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 working, need to attend training because job demands can change due to changes in the work environment, strategy, and so on." "Training or training is an activity of a company that aims to improve and develop the attitudes, behavior, skills, and knowledge of employees in accordance with the wishes of the company concerned [4]." The Effect of Loyalty on Performance. Rizky Pradana et al. [5] analysis of the Effect of Job Satisfaction, Job Loyalty, And the Non-Physical Work Environment on Employee Performance (Study at Bank Indonesia Semarang City) The results of the study state that work loyalty has a positive effect on performance employees. So it can be concluded that the higher the level of employee loyalty at Bank Indonesia Semarang City, the higher the level of employee loyalty at Bank Indonesia Semarang City. Employee performance will increase because employees have a high level of responsibility for their work. Therefore, a loyal attitude is needed and employees need to improve performance within the company. Employee performance will increase because employees have a high level of responsibility for their work. Therefore, a loyal attitude is needed and employees need to improve performance within the company.

The following hypothesis is proposed based on the background of the problem and the phrasing of the problem as indicated above in relation to the research:

H1: Work experience has a significant effect on the loyalty of education staff.

H2: Training has a significant effect on Loyalty of Education Personnel

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 [6], population is a generalization region made up of objects/subjects with specific features and attributes that researchers have specified should be investigated and conclusions drawn. The participants in this study were all of the educational staff of Prima Indonesia University, a total of 134 individuals. "According to Sugiyono [6], 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, namely a sampling technique that does not provide the same opportunity/opportunity 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 [6], saturated sampling is the determination of the sample by taking all members of the population as research samples."

Of the total 134 education personnel, 30 will be used for validity and reliability tests (Universitas Pembangunan Panca Budi), and 104 education staff (Universitas Prima Indonesia) will be used as research samples.

## 2.2 Operational Definition of Research Variables

### 2.2.1 Corporate governance

Universitas Prima Indonesia (UNPRI) is one of the campus private sectors located in Medan, North Sumatra. Until now, Universitas Prima Indonesia (UNPRI) has developed into 10 Faculties consisting of 38 Study Programs. The governance of the Universitas Prima Indonesia is a process and structure that is applied in providing higher education according to Law Number 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 education personnel are to carry out administration, management, guidance, supervision, and technical services to support the education process in education units. The education staff is an important part of the Universitas Prima Indonesia which has a very large influence on the progress, smoothness, and success of UNPRI Higher Education.

Therefore, the management of human resources for educational staff must be optimal and mutually beneficial between education staff and Prima Indonesia University.

## 2.3 Research Method

### 2.3.1 Validity test

“Validity test [7] 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 Correction value of Item-Total Correlation (Karl Person Moment Correlation Product) is greater than r table and has a positive value, then all research instruments are declared valid.

### 2.3.2 Reliability test

The reliability test is a test carried out to measure the questionnaire which is an indicator of a variable or construct (Ghozali, [7] reliability is Cronbach Alpha, if the Cronbach Alpha value is greater than 0.70 it indicates the instrument used is reliable. The reliability test of the questionnaire is very dependent on the seriousness of the test) respondents in answering all research question items.

### 2.3.3 Classical assumption test

#### Normality test

The normality test aims to test whether, in the model, the confounding variables or residual variables are normally distributed. Decision-making basis:

1. The regression model fits the assumption of normality if the data spreads around the diagonal

line and follows the diagonal line's direction, or if the histogram graph exhibits a normal distribution pattern.

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 uses the One Kolmogorov Smirnov method according to Priyatno [8], 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 [7]. The cut off value 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 [7]. 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 it is not statistically significant (significance level greater than 0.05), it means that there is no heteroscedasticity in the research model and vice versa” [7].

### 2.3.6 Hypothesis Test

#### t test

The t test is used to determine the effect of several independent variables on the dependent variable partially. The criteria for testing the hypothesis 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 [7] a variable is called intervening if the variable affects the relationship between the independent variable and the dependent variable.” The Sobel test was carried out by testing the strength of the indirect effect of X1 on Y to Z and the indirect effect of X2 on Y to Z, as follows:

Where:

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

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

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 effect of the independent variable on the mediating variable

Sb = Standard error of estimation of the effect of the mediating variable on the dependent variable

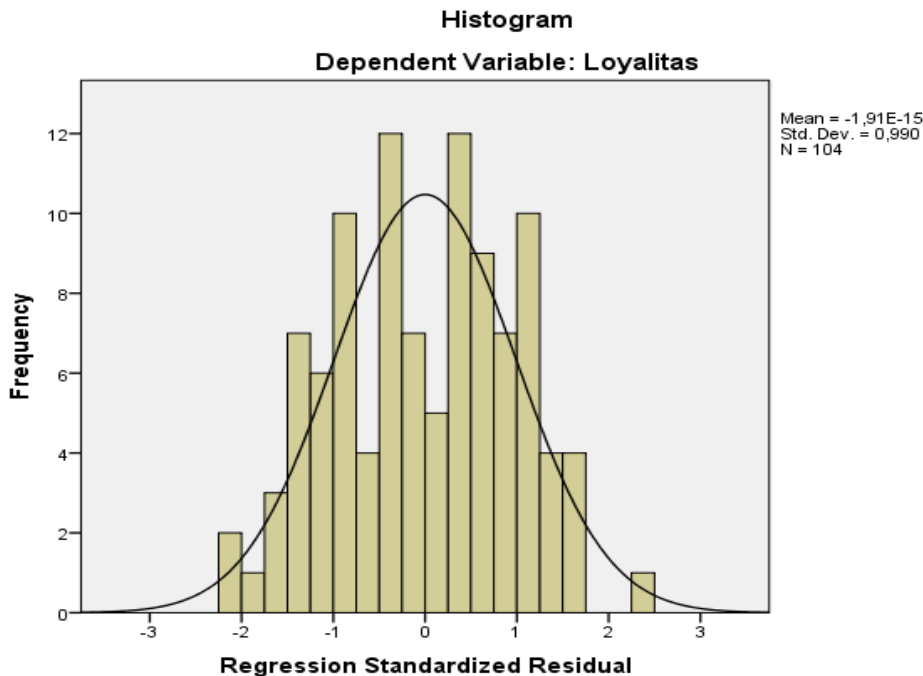
**3. RESULTS**

**3.1 Classical Assumption Test**

**3.1.1 Classical Assumption Testing Sub Model I**

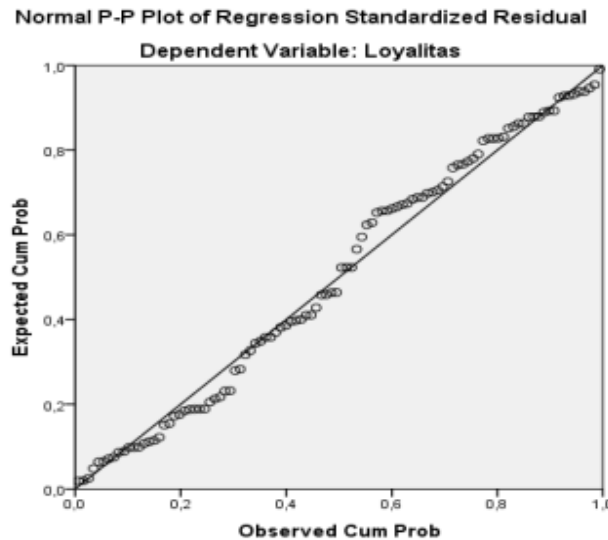
*3.1.1.1 Normality Test Results*

The normality test aims to test whether the model contains confounding variables or the residuals are normally distributed. There are two ways to detect whether the residuals are normally distributed or not, namely by using graph analysis (histogram graph and probability plot graph) and KS statistical test (Kolmogorov Smirnov). Following are the results of the normality test of model I:



**Fig. 1. Normality test results with histogram graph**

Based on Fig. 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.



**Fig. 2. Normality test results with P-Plot normal graphics**

Based on Fig. 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.

**Table 1. Normality test results with Kolmogorov Smirnov**

<b>Kolmogorov-Smirnov Test One Sample</b>		
		<b>Non-Standard Residual</b>
n		104
Normal Parameters, b	means	0E-7
	Std. Deviation	3.48146732
The Most Extreme Difference	Absolute	,087
	Positive	,068
	negative	-,087
Kolmogorov-Smirnov Z		,885
sour. Signature (2-tail)		,414

Based on Table 1 the value of Kolmogorov Smirnov is 0.853 and significant at 0.461, where the significance value is above 0.05 (0.414 > 0.05) so it can be said that the residuals are normally distributed.

**3.1.1.2 Multicollinearity Test**

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

**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, multicollinearity does not occur in the model.

**3.1.1.4 Heteroscedasticity test**

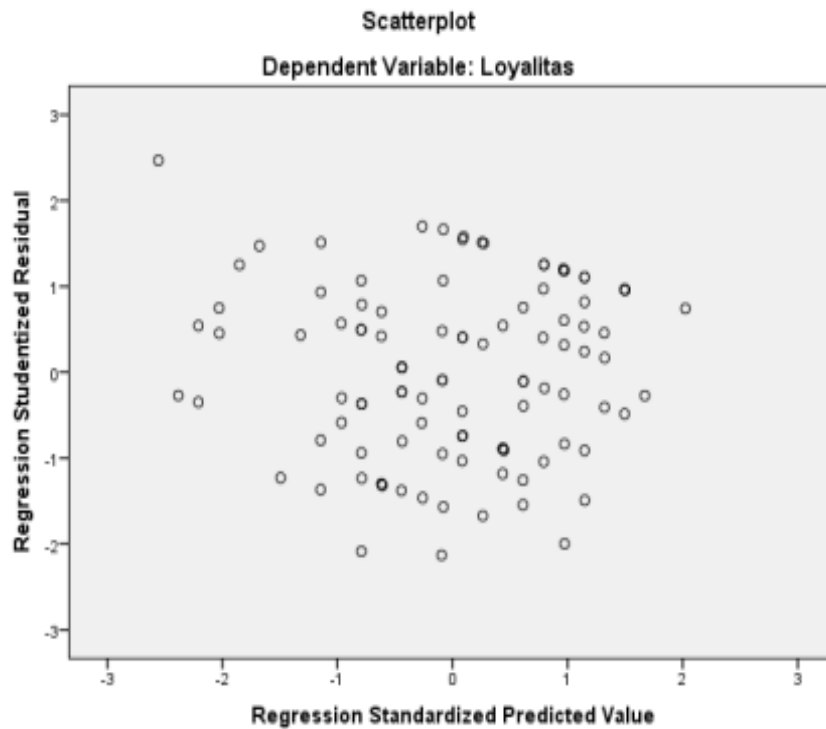
This test is conducted to test whether in the model there is an inequality of variance from the residuals of one observation to another observation. To detect the presence or absence of heteroscedasticity in the regression model, it can be done by analyzing the distribution of points on the scatter plot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

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.

**Table 2. Multicollinearity test results**

Model	Coefficient					Signature	Collinearity Statistics	
	Non-standard coefficient		Standard Coefficient	T			Tolerance	VIF
	B	Std. Error	Beta					
1 (Constant)	29,700	4.677		6.351	,000			
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



**Fig. 3. Heteroscedasticity test results**

**Table 3. Heteroscedasticity test results with park**

Model	Coefficient					Signature
	Non-standard coefficient		Standard Coefficient	T		
	B	Std. Error	Beta			
1 (Constant)	2.380	2.230		1.067	,288	
Work experience	-0.059	0.060	-,098	-,984	,327	
Training	0.014	0.035	,041	,409	,684	

A. Dependent Variable: Lnei2

**Test**

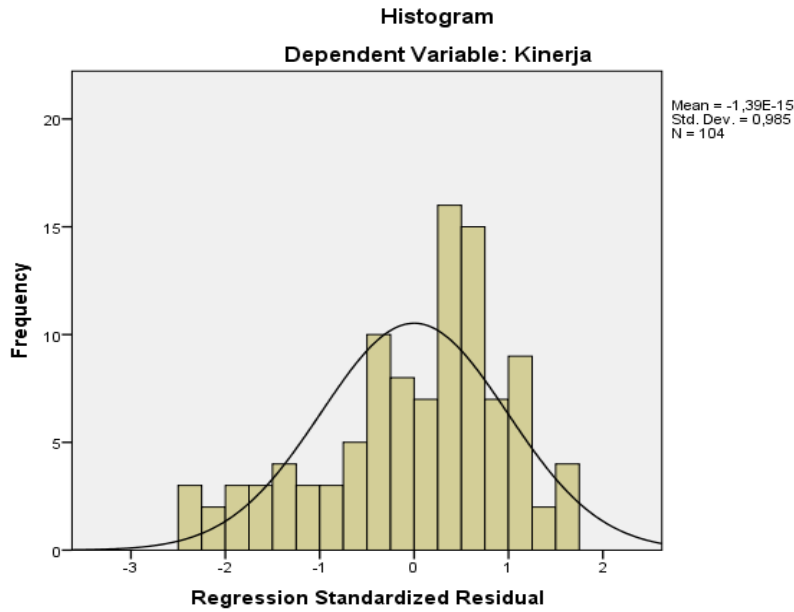
Based on Table 2, from the garden test results, the work experience variable (X1) has a significance value of  $0.327 > 0.05$  and the training variable (X2) has a significance value of  $0.684 > 0.05$ . Thus it can be said that the model does not occur heteroscedasticity.

**3.2.1 Classical Assumption Testing Model II**

*3.2.1.1 Normality test results*

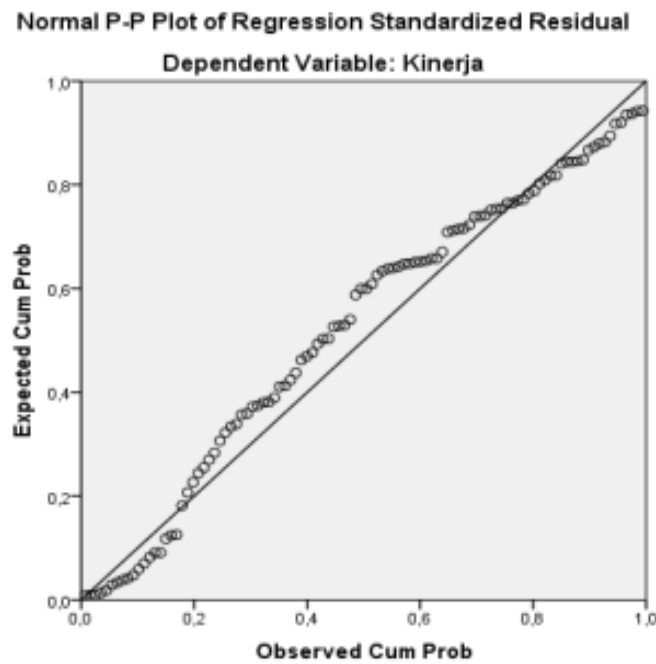
The normality test aims to test whether the model contains confounding variables or the residuals are normally distributed. A good regression model is one that has a normal distribution.

There are two ways to detect whether the residuals are normally distributed or not, namely by using graph analysis (histogram graph and probability plot graph) and KS statistical test (Kolmogorov Smirnov). Following are the results of the normality test of model II:



**Fig. 4. Normality test results with histogram graph**

Based on Fig. 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.



**Fig. 5. Normality test results with P-Plot**



**Normal Graphics**

Based on Fig. 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.

**Table 4. Kolmogorov Smirnov values**

Normality Test Results with Kolmogorov Smirnov Kolmogorov-Smirnov Test One Sample			Non-Standard Residual
n			104
Normal Parameters, b	means		0E-7
	Std. Deviation		3.16439236
The Most Extreme Difference	Absolute		,111
	Positive		0.056
	negative		-,111
Kolmogorov-Smirnov Z			1,128
sour. Signature (2-tail)			,157

A. Normal test distribution.  
B. Calculated from the data.

**Table 5. Multicollinearity Test Results**

Model	Coefficient				T	Signature	Collinearity Statistics	
	Non-standard coefficient		Standard Coefficient	Beta			Tolerance	VIF
	B	Std. Error						
1 (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

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 there is a correlation between the independent variables in the regression model. A good regression model is a model that has no correlation between independent variables. Detection can be done by looking at the value of Tolerance and Variance Inflation Factor (VIF).

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.

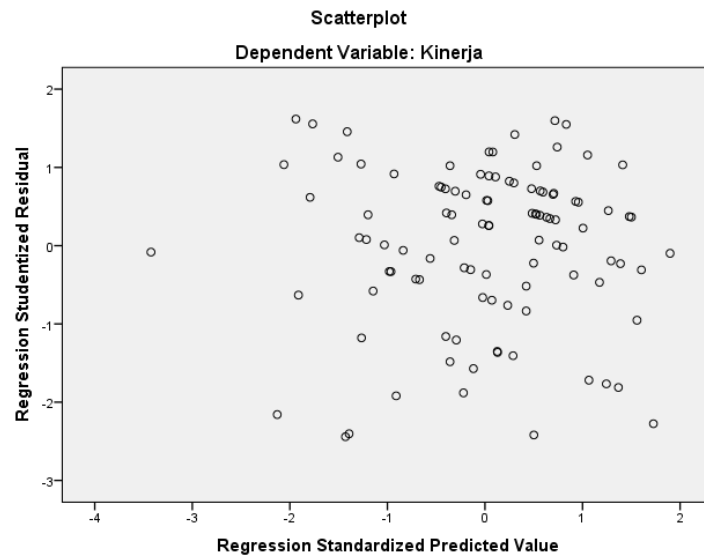
**3.2.1.3 Heteroscedasticity Test**

This test is conducted to test whether in the model there is an inequality of variance from the residuals 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 distribution of points on the scatter plot and the garden test.

Based on Fig. 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.

Based on Table 6, the results of the park test show that the work experience variable (X1) has a significance value of  $0.844 > 0.05$ , the training

variable (X2) has a significance value of 0.636 > value of 0.898 > 0.05. . Thus it can be said that 0.05 and the loyalty variable has a significance the model does not occur heteroscedasticity.



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

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

Model	Coefficient			T	Signature
	Non-standard coefficient	Standard Coefficient			
	B	Std. Error	Beta		
1 (Constant)	3.052	3,489		,875	,384
Work experience	-,016	,081	-,020	-,198	,844
Training	-,023	0.049	-,051	-,475	,636
Loyalty	-,008	,063	-,014	-,128	,898

A. Dependent Variable: Lnei2

### 3.2 Hypothesis Test

#### 3.2.1 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:

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

Model	Coefficient			T	Signature
	Non-standard coefficient	Standard Coefficient			
	B	Std. Error	Beta		
1 (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

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

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

Based on the above test results 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 big the overall ability of the work experience (X1) and training (X2) variables in explaining the loyalty variable (Z). The results of the coefficient of determination analysis are as follows:

**Table 8. Coefficient of determination test results**

Modelb summary				
Model	R	R box	Customized R Square	Std. Estimated Error
1	,392a	,154	,137	3.516

A. Predictors: (Constant), Training, Work Experience  
B. Dependent Variable: Loyalty

The results obtained from the summary of the SPSS model show 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.

### 3.2.2 Regression Analysis Model II

Regression analysis model II (two) is used to see the effect of Regression analysis model I (one) is used to determine the effect of the independent variable (independent) on 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:

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

Coefficient						
Model		Non-standard coefficient			T	Signature
		B	Std. Error	Beta		
1	(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

Based on the results of SPSS obtained a regression equation that reflects the variables in this study: Performance = 49.280 + 0.244 Work Experience + 0.191 Training + (-0.219) Loyalty + e2. Based on the above test results individually, it is obtained that:

1. The t-count value of the work experience variable (X1) is 2.067 where the t-table 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 (R2) model II (two) aims to determine how much the variables of work experience (X1), training (X2) and loyalty (Z) as a whole explain the variable performance of education personnel (Y). The results of the coefficient of determination analysis are as follows:

**Table 10. Coefficient of determination test results**

Model Summary			
Model R	R box	Customized R Square	Std. Estimated Error
1	,338a	,115	,088
A. Predictors: (Constant), Loyalty, Work Experience, Training			
B. Dependent Variable: Performance			

The results obtained from the summary of the SPSS model 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 is to determine the effect of the independent variable on the dependent variable.

### 3.2.4 Interpretation of Path Analysis Model I

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

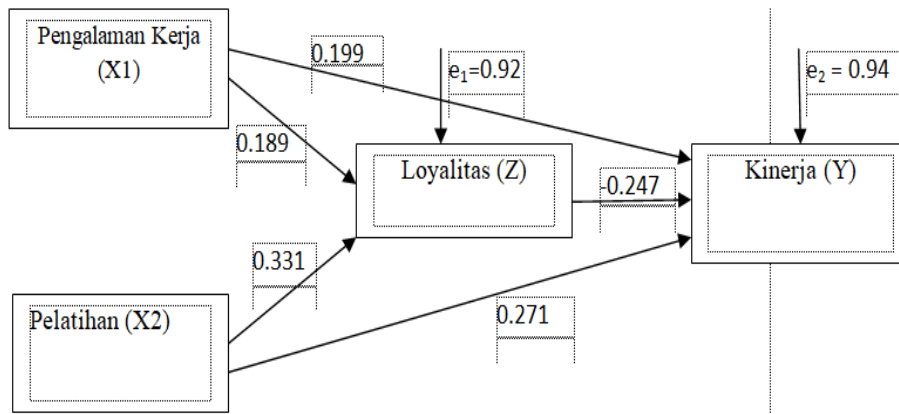
Based on R. Test<sup>2</sup> in Table 9 obtained the value of  $e_1 = \sqrt{(1 - R^2)} = \sqrt{(1 - 0.154)} = 0.92$  Thus, the effect of work experience and training on loyalty can be described through structural equation I (one), namely

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

### 3.2.5 Pathway Analysis Interpretation II

Based on the t-test contained in Table 10, the beta value of the standard coefficient of the work experience variable is 0.201. The standard coefficient beta value of 0.201 is the path value or path P3. The standard coefficient of beta training is 0.278. The standard coefficient of beta value of 0.278 is the path value or path P4. The standard coefficient of beta loyalty is -0.263. The standard coefficient beta value of -0.263 is the path value or path P5. 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:



**Fig. 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

- a. Effect of Work Experience (X1) on Performance (Y)

Direct Effect (X1Y) = 0.199

Indirect influence through loyalty

$$0.189 \times (-0.247) = -0.047$$

- b. Effect of Training on Performance

Immediate effect (X2Y) = 0.271

Indirect influence through loyalty

$$0.331 \times (-0.247) = -0.082$$

**Table 11. Results of analysis of direct and indirect effects**

Not	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)

**3.2.6 Sobel Test**

Testing the mediation hypothesis can also be done by a procedure known as the Sobel test. The Sobel test was carried out by testing the strength of the indirect influence of work experience on the performance of education personnel with loyalty as an intervening variable.  $-1.98373$ . Then we get  $-1.24165 > -1.98373$ . 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 was carried out by testing the strength of the indirect effect of training on the performance of education personnel 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  $-1.98373$ . Then it is obtained  $-2.28840 < -1.98373$ . So it can be concluded that training has a significant negative effect on the performance of education personnel with loyalty as an intervening variable.

## 4. DISCUSSION

### 4.1 Effect of Work Experience on Loyalty

The results showed that work experience with a t arithmetic value of 2.055 with a t table of 1.98373, obtained  $t_{\text{arithmetic}} > t_{\text{table}}$  ( $2.055 > 1.98373$ ) 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 affects the loyalty of Universitas Prima Indonesia 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 service plays a very important role and is very influential in increasing performance loyalty. The longer they work in their field, the Loyalty of Education Personnel will increase in advancing the Universitas Prima Indonesia institution.

The results of this study are in accordance with research conducted by Putu Ivan Ady Paratama [2], Intan Masyichah et al. (2016), Adhitiya Yudhi Sasongko (2018) which states that the work experience variable has a significant effect on loyalty.

### 4.2 Effect of Training on Loyalty

The results showed that training with a t arithmetic value of 3.612 with a t table of 1.98373, obtained  $t_{\text{arithmetic}} > t_{\text{table}}$  ( $3.612 > 1.98373$ ) partially 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 affects 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 towards skill improvement, so 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

[9], Jalal Hanaysha [10], I Wayan Sutya Edy Kumara (2016) which states that training also has a positive and significant effect on employee loyalty.

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

The results showed that work experience with an arithmetic value of 2,067 with a table of 1,98397, obtained  $t_{\text{arithmetic}} > t_{\text{table}}$  ( $2.067 > 1.98397$ ) 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 indicator of the length of work shows that work experience is something that needs to be considered by the institution. Because years of service play a very important and very influential role in improving the performance of Education Personnel. When education personnel works in their fields longer, education personnel will understand their duties 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 this education personnel in making efficient and effective use of the time and tools used in working. 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 them less than optimal results of professional performance.

This research is in accordance with Komang, et al. [11], Luh Aristarini (2014), Alias (2018) "Work experience has a positive and significant effect on employee performance.

### 4.4 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 influences the performance of the Universitas Prima Indonesia Education Personnel. The training indicators are generally oriented toward skill improvement so training is important in improving the performance of education personnel in improving the achievements of the University of Indonesia.

The results of this study are in accordance with the research of Sanur-Bali Beach (2017), Dessler's theory [12], [4]. 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 [12] 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 of a company that aims to improve and develop the attitudes, behavior, skills, and knowledge of employees in accordance with the wishes of the company concerned [4].

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

The results showed that loyalty with an arithmetic value of -2,411 with a table of -1,98397 obtained  $t$  count > 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 has a negative effect and significant to 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 Universitas Prima Indonesia 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 the use of different indicators can weaken performance. This situation also occurs in the

results of the education personnel questionnaire with the loyalty variable. From these results, it is known that education personnel 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 education personnel is not directly proportional to the increase in the performance of education personnel.

#### **4.6 The Effect 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 had a calculated value of - 1.24165 with a table of -1.98373, obtained  $t$  count >  $t$  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. Reduce it Productivity is caused by the attitude of education personnel who tend to procrastinate work so that it does not affect job security on performance through loyalty at Prima Indonesia University.

#### **4.7 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 has a  $t$ -count value of -2.28840 with a  $t$ -table of -1.98373, obtained  $t$ -count >  $t$ -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

cadre management in the division of tasks in each work unit.

## 5. CONCLUSIONS AND SUGGESTIONS

### 5.1 Conclusion

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

1. Work Experience has a positive and significant effect on the Loyalty of Education Personnel from the results of the study receiving H1
2. Training has a positive and significant effect on the Loyalty of Education Personnel. The results of the study got H2
3. Work experience has a significant positive effect on the performance of education personnel. The results of the study accepted 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.

### 5.2 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 Universitas Prima Indonesia needs to be considered, especially regarding the skills and tenure that are still lacking. This can be done by conducting training and development for education personnel who still lack skills, as well as increasing working time.
2. Universitas Prima Indonesia to be able to improve the performance of Education Personnel at work, it is necessary pay attention to the self-development and expertise of its educational staff. One of them is to provide equal training opportunities to education staff. Because the education staff is a resource that must be developed.
3. Universitas Prima Indonesia can improve the performance of education personnel 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 the institution.

4. For further researchers are expected to further develop this research by adding other appropriate variables.

## COMPETING INTERESTS

Authors have declared that no competing interests exist.

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