

Influence of Education and Training on Motivation and Productivity of Civil Servant Lecturers

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Abstract--The problem examined in this study was how the influence of education and training on the motivation and productivity of civil servant lecturers in Surakarta Second Region Private College. This type of research was a type of causal research. The method used was a survey method with a quantitative approach. The population was all civil servant lecturers employed in Surakarta Second Region Private College, with reference to the use of LISREL, the study was conducted on valid data, namely 147 lecturers. The results of the study showed that: (1) education and training had a positive and significant influence on motivation; (2) education and training had a positive and significant influence on lecturer productivity; (3) motivation had a positive and significant influence on lecturer productivity. Based on the results of the research, it was suggested that improving lecturer productivity needs to be performed by developing lecturers through education and training as well as increasing motivation for each lecturer personally.

Keywords: *education and training, motivation, lecturer productivity*

I. INTRODUCTION

Lecturer plays a very strategic role for the management of university. The existence of lecturer greatly determines the quality of education and graduates produced by university in addition to the quality of the university itself. Lecturer productivity will be a measure of university productivity. If lecturers have high productivity, it is possible for university to have high productivity (Sudibyo, 2004). The lecturer is the spearhead and activator of the institution to carry out the tri dharma activities.

Lecturer productivity is an interesting factor to study for several reasons: (1) an increase in work productivity is a challenge that must be faced by all components as well as elements of an organization including organizations engaged in education which are primarily university; (2) the increase in work productivity is the business of all people in the organization, including lecturers who act as teaching staff in university whose role is very much needed for the development of the relevant university; (3) lecturers are required to improve their performance

better. To improve performance, improving the quality of lecturers must be a top priority in a university.

The main goal of human resource management is to create a system of personnel empowerment that can display productive performance. Work productivity shows the level of ability of employees to achieve results (output), especially in terms of quantity.

Work productivity can be interpreted as concrete results (products) produced by individuals or groups, for a certain amount of time in a work process. In this case, the higher the product produced in a shorter period of time it can be said that the level of productivity is high.

Hasibuan (2010) explained that productivity is a comparison between outputs and inputs and expresses how to use resources in producing goods and services. Reaffirming this, Wibowo (2009) argued that an organization is said to be productive if it reaches its goals and that happens by converting inputs into low-cost outputs. Productivity is a measure of performance, including effectiveness and efficiency. Effectiveness in line with achieving goals. Meanwhile efficiency is the effective output ratio of the input needed to achieve it."

Productivity can be measured in individuals, groups and organizations. Individual productivity is how a person performs a job (job performance). Productivity index is measured based on comparison or ratio between performance achievement and allocated resources.

In general, lecturers are classified as educators. According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Article 39 paragraph 2 states that Educators are professionals who are tasked with planning and implementing the learning process, assessing the results of learning, guiding and training, and conducting research and community service especially for educator in university.

Lecturers as professional educators at university levels are appointed in accordance with the laws and regulations. In the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers, article 1 states that lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, training and community service. From article 1, it needs to be emphasized that a lecturer is not only a professional educator in university, but also a scientist. For this reason, in the Republic of Indonesia Law Number 14 of 2005 article 45 that lecturers must have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have other qualifications required by the university unit on duty, and have the ability to realize the goals of National Education."

Based on the opinions of experts, it can be concluded that productivity is the strength and ability of each employee to produce goods and services within a predetermined period of time or according to plan. Lecturer productivity is the result of work achieved in carrying out its main duties, namely implementing the tri dharma of university which includes education and teaching, research and community service in accordance with the time devoted to such professional activities.

There are many factors that influence the productivity of lecturers. Sedarmayanti (2011) explained there are several factors that affect productivity, namely: (1) mental attitude; (2) education; (3) skills; (4) management; (5) income level; (6) nutrition and health; (7) social security; (8) work environment and work climate; (9) production facilities; (10) technology; (11) achievement ability.

Productivity is also influenced by several factors that exist in each person, namely: knowledge, skills, abilities, attitudes, and behavior (Gomes, 2003).

Referring to the factors that influence productivity in the description above, it can be affirmed that the factors that influence the productivity of lecturers include: ability, skills, commitment, motivation, education, training, achievement opportunities, organizational climate, competence, work environment, work culture, social security, mental attitude, leadership, and management. The existence of factors that influence lecturer productivity need to be examined to find out how the factors influence the lecturer productivity, and how the factors influence.

Notoatmodjo (2009) stated education and training can be interpreted as a development process in the direction desired by the organization concerned. Education generally relates to prospective workers who are needed by an agency or organization, while training is more concerned with improving the abilities and skills of employees who have occupied a particular job or task.

Simamora (2006) defined training as a series of activities designed to improve skills, knowledge, experience, or changes in the attitude of an individual.

Government Regulation Number 101 of 2000 states that education and training is the process of teaching and learning in order to improve the ability of Civil Servants to carry out their positions. Education and training of Civil Servants is a process of increasing knowledge, theories relating to the work and skills of a Civil Servant so that government goals can be achieved maximally. The target of education and training is the realization of Civil Servants who have competencies in accordance with their respective job requirements. Education and training are important to improve the ability and expertise of lecturers.

The meaning of the education and training development is an effort to develop the quality and capability of existing resources, so that it can be used for welfare in the development of human resource capabilities, for example employees, including lecturers in the development and improvement of productivity. High work productivity is determined by performance or high achievement. Productivity is also influenced by motivation.

Robbins (2004) explained that motivation is the willingness to issue a high level of effort for organizational goals that is conditioned by the ability of that effort to meet individual needs. Needs arise if there is no balance between what is owned and what is expected. Encouragement is a mental power oriented to meeting expectations and achieving goals. Thus motivation is a force that encourages someone to do something to achieve goals.

Motivation is something that encourages someone to do, where the impulse comes from outside and from within themselves (Mulyasa, 2007). The assumption is that the higher the motivation in a person the greater the results of work productivity and vice versa. Motivation is an important determinant of individual performance. Motivation is important, because with this

motivation it is expected that lecturers will want to work and be enthusiastic to achieve productivity.

In general, there are three motivational theories that need to be known, namely (1) Maslow's Hierarchy of Needs Theory; (2) Motivation Theory from David Mc. Clelland. The theory underlying this research is the motivation theory of David Mc. Clelland, accompanied by the reason that lecturers in carrying out tri dharma activities are motivated to achieve brilliant achievements and get the widest promotion. Work motivation indicators are based on the theory developed by Mc. Clelland in a three-dimensional study, namely *Need for Achievement* (*N-ach*), *Need for Power* (*N-pow*), and *Need of Affiliation* (*N-aff*).

II. METHODS

This study used a quantitative approach with causal design. Umar (2008) provided an explanation that causal design aims to determine the influence between variables or to analyze how a variable affects other variables.

The population in this study were all civil servant lecturers (PNS Dpk) in Private Colleges (PTS) of Surakarta District II, of 221 people. The sample in this study amounted to 147 civil servant lecturers referring to the use of LISREL on valid data. The technique of collecting data used a questionnaire. The data analysis technique used computer program assistance namely the AMOS 22 Linear Structural Relationship (LISREL) Program.

III. RESULTS AND DISCUSSION

The results of the analysis of causality relationships in the form of statistical parameters can be seen in table 1.

Table 1. Standard Estimate-Regression Weight Inter-variable relationships

	Std. Estimate	Estimate	S.E.	C.R.	P
Work motivation	.225	.186	.091	2.041	.041
← Education and Training of Lecturer	.	.226	.089	2.531	.011
productivity ← Productivity education and training					
← Work motivation	.280	.302	.152	1.984	.047

Source: *Output of AMOS*

Education and Training influence Work Motivation

Education and training had a significant influence on work motivation. Based on the justification of the results of hypothesis testing, the education and training variable had a positive and significant influence on work motivation. The statistical test produced several important values, namely the standardized estimated parameter value of 0.225, the standard error (S.E.) value of 0.091, the value of the critical ratio (C.R.) of 2.041 with a probability value of 0.041. By using a significance level $\alpha = 0.05$ it can be concluded that there is strong empirical evidence to reject H_0 and accept H_a .

The result of this study was consistent with several theories which state that there are several causes that can influence work motivation in an organization. One of the causes of the influence is training in the organization. According to study by Saleh (2013). Fuad (2014). Satria (2013) revealed that education and training had a positive and significant influence on work motivation. With education and training, it is expected to be able to increase work motivation, because education and training is felt to increase knowledge and insight, as well as experiences that can increase work motivation. The better the education and training provided by management to employees, the higher the motivation for the employee.

Education and Training influence Lecturer Productivity

Based on the results of hypothesis testing, the education and training variable had a positive and significant influence on lecturer productivity. The better the education and training the higher the productivity of lecturers. The results of statistical testing of the hypothesis using AMOS software showed that the standardized estimation parameter value of 0.254, the standard error (SE) value of 0.089, the value of the critical ratio (CR) of 2.51 with a probability value of 0.011 with a significance level $\alpha = 0.05$. These findings mean that when lecturer productivity is supported by good training activities, lecturer productivity will certainly be high. The findings of this study are supported by Khan (2011) who stated that training and development had a positive influence on organizational performance. Training and development had a significant influence on organizational performance, supported by the

findings of Bhat (2013) which stated that the performance of the organization is significantly determined by the training delivered to employees. In line with that Edi Pakpahan. et al. (2014) mentioned one way to improve the quality of human resources (HR). mainly the lecturer which is through a planned and systematic training program.

Work motivation influences Lecturer Productivity

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The influence of work motivation on lecturer productivity is supported by the theory of Adriyanto (2014) which stated that a person's performance is influenced by three factors, namely ability, motivation, and environment. Motivation is an important determinant of one's performance. This statement is supported by the results of research by Putu Damaryanti (2014) and Selvi Zola (2018) which stated that motivation had a positive influence on the performance of lecturers. The motivation of a lecturer is very important for improving the performance of lecturers.

IV. CONCLUSION

Based on the findings, analysis and discussion of the results of the study, several conclusions can be presented as follows: Education and training had a positive and significant influence on work motivation. This means that good education and training will increase the motivation of the work of civil servant lecturers at Surakarta Second Region Private College. Education and training had a positive and significant influence on lecturer productivity. This indicates that good education and training will be able to increase the productivity of public lecturers employed in Surakarta Second Region Private College. So that lecturer productivity increases, then education and training must be improved because it can increase knowledge, insight, and skills of lecturers in carrying out their duties. Work motivation had a positive and

significant influence on lecturer productivity. This indicates that lecturers who have high work motivation will be able to improve their work productivity.

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