

The Effect Of Education And Training (Total) On Education Performance Through Education Competency With Organization Support As Variable Moderating On School Country Police (Spn) Polda Sumut

Suhana Sinaga

Master of Management, FEB
University of North Sumatra
Medan, Indonesia
suhanasinagay@gmail.com

Sitti Raha Agoes Salim

Departement of Management, FEB
Universitas Sumatera Utara
Medan, Indonesia
Indonesiasittisalim@yahoo.com

Yeni Absah

Departement of Management, FEB
Universitas Sumatera Utara
Medan, Indonesia
Indonesiasittisalim@yahoo.com

Abstract—Education and training can not be separated to create an environment where educators can improve their skills, knowledge and attitudes to help the organization achieve its goals. In other words it helps educators to grow. The purpose of this study is to determine the effect of Educator Training on Educators' Competence on Navy Police SPN North Sumatra. To know the effect of Educator Training on Education Performance on Navy Police SPN North Sumatra. To know the influence of Educator's Competence on Educator's Performance at SPN Polda North Sumatra. To know the effect of Training of Educators on Performance through Educator Competence on Navy Police SPN North Sumatra. To find out whether Organizational Support moderates the relationship of Educator Training to Educators' performance on SPN Polda North Sumatra. Population in this research is educator SPN Polda Sumut which amounts to 141 people by using sample with formula Slovin so that obtained sample as many as 105 people. Data analysis techniques used path analysis (Path Analysis) and Moderating Regression Analysis (MRA). The results of this study prove that proves that the training has a significant effect on the competence of Educators, Training has a significant effect on the Performance of Educators, Competence has a significant effect on the Performance of Educators, Training and significant effect on Performance through Educator and Organizational Support Competence Moderate the relationship Diklat on Performance Educators

Keywords—Training; Educator Competency; Organizational Support and Educator's, Performance

I. INTRODUCTION

Development of science and technology as well as the demands of society on the performance of the Indonesian National Police, have an impact on the demands of professional, morally superior, modern and superior human resources which perform their duties in accordance with the Vision and Mission of the Indonesian National Police. The

improvement of professional human resources to the National Police of the Republic of Indonesia is implemented through a programmed, systematic, systematic, and sustainable education system based on the policies and Strategy of the Chief of Police of the Republic of Indonesia.

Herefore, Lemdiklat Polri along with the staff and SPN Polda as an element of Polri education and training, especially on 8 (eight) educational standards make efforts to increase the human resources of the Professional. Lemdiklat Polri conducts Professional Certification through Competence Test against Police Educator at Pusdik and SPN Polda conducted by Police LSP. In the hope that all Educators at Pusdik and Spn Polda have Competency in accordance with the established standard, as regulated in Law number 20 of 2003 on National Education System, Government Regulation number 19 of 2005 on National Education Standards and Regulation of the Chief of Police of the Republic of Indonesia number 14 of 2015 on Polri's Education System.

SPN Polda North Sumatra that plays a role in the field of education and training of members of the Police, is required to keep trying to equip and improve the quality of education personnel as the spearhead in managing and organizing the education and training of Police to produce professional and professional Police personnel. Certification of Educator Competence on SPN Polda North Sumatra is one effort to prepare the educator / instructor in order to have adequate ability in transferring knowledge and skill to learners in order to get the Results Educate as expected.

In order to realize the Polri Independent, Professional and trusted the community needed Professional Educators in managing and organizing education and training at the Police education institutions. The appointment of Teachers Educators is not in accordance with the competence and quality required, so the need to improve and develop the knowledge and skills of

Navy Police SPN North Sumatra. The need to improve the skills and skills of educators / instructors in order to strengthen the competencies of educators and able to perform tasks professionally. Certification of Police Educator Competence in SPN Polda North Sumatra to realize the professional Educator in providing teaching and learning process.

According to the Presidential Instruction of the Republic of Indonesia Number 15 dated September 13, 1974 [1] : Education is every effort to nurture the personality and develop the life-long human, physical and spiritual abilities of humanity, both within and outside the school, in the framework of building the unity of Indonesia and the just society and prosper based on Pancasila. While the exercise is an educational part of the learning process to acquire and improve skills beyond the applicable educational system, in a relatively short time and methods that prioritize practice rather than theory.

In Law No. 2 of 1989 [2] stated that "Education is a conscious effort to prepare learners through guidance, teaching, and / or exercises for their future role". According to Flippo [3] on education is "related to the general improvement of knowledge and understanding of our environment as a whole". While the exercise is an attempt to increase the knowledge and skills of an employee to do a particular job.

Another opinion expressed by Bella [4] that education and training with development is a process of improving work skills both technical and managerial. The theory-oriented education, done in the classroom, lasts longer, and usually answers why. Practice-oriented practice, done in the field, is short and usually answers how.

According to Sikula [5] "training is a short-term educational process using systematic and organized procedures, so that operational employees learn technical knowledge and craftsmanship for a particular purpose". Ivancevich (2010: 154) [6] proposes his understanding of training and development (training) as "a systematic process for changing employee behavior directed toward achieving organizational goals". Training related to current job skills and abilities. The orientation is current and helps employees master specific skills and abilities to succeed at work.

Table 1. Data Of Student Evaluation Result Diktuk Brigadir From Year 2014-2017 SPN Polda North Sumatra

EDUCATION PROGRAMS	YEAR								
	2014/2015			2015/2016			2016/2017		
	Amount	Pass	%	Amount	Pass	%	Amount	Pass	%
Education of Brigadir Establishment	517	333	64	425	119	28	355	52	14

Source: SPN Polda North Sumatra, 2017

Table 1 shows that many students get their grades (repeat / not pass) in the teaching and learning process. Student passing grade without her can be seen from year 2014/2015 students who passed without her is 333 people from number of students as much as 517 people, This means there are 184 students who experience some her on subjects. In 2015/2016 students who passed without her 119 people from the number of students as

much as 425 people, this means there are 306 students who experience some her on the subjects. In the year 2016/2017 students who passed without her is 52 people. This means there are 303 students who experience some her on subjects. The number of subjects that must be followed amounted to 45 subjects. The final result can be seen the number of pass (without her) from year to year decline. It can be seen that the performance of educators less than the maximum results of student evaluation diktuk and will lead to human resources that are less professional in their field.

Table 2. Educator Training Data SPN Polda North Sumatra

Class Rank	Amount	Number Of Training				
		1 Training	2 Training	3 Training	4 Training	5 Training
Pamen	64	20	15	14	5	1
Pama	25	11	7	4	1	-
Brigadir	41	29	12	2	1	-
PNS	11	3	-	-	-	-

Source: SPN Polda North Sumatra, 2017

From Table 2 it seems there are still many educators who are still less interested to follow the training. While Training can improve the productivity of organizational work and the realization of a harmonious relationship between superiors and subordinates in terms of delegation of authority, mutual respect interaction and subordinate opportunities for innovative thinking. But the personnel of SPN Police North Sumatra are still many who berpersepsi follow training less benefit in improving their careers because they do not have the talent and want a career outside educational institutions.

II. HYPOTESIS

- H₁. = Variable Educator Training have a positive and significant impact on Educator Competence on SPN Polda North Sumatra?
- H₂. = Variable Educator Training has a positive and significant impact on Education Performance on SPN Polda North Sumatra?
- H₃. = Variable Educators' Competence have a positive and significant impact on Education Performance on SPN Polda North Sumatra?
- H₄. = Variable Educator Training has a positive and significant impact on Educator's Performance through Educator Competence on SPN Polda North Sumatra?
- H₅. = What is the effect of Organizational Support Able to moderate the Education and Training relationship on the performance of Educators on SPN Polda North Sumatra?

III. BASIC THEORY

A. Education and Training

Understanding Education according to the Law of the Republic of Indonesia [7] "Education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual spiritual power, self-control, personality, intelligence,

noble morals, as well as the skills that he needs, society, nation and state".

According to article 1, Government Regulation [8] mentioned that education and training is the process of teaching and learning in order to improve the ability of Civil Servants in carrying out their positions. Civil Servant Education and Training is a process of improving the knowledge, theories related to the work and skills of a Civil Servant to achieve maximum governmental goals.

According Sumarsono [9] education and training is one important factor in the development of human resources. Education and training not only increase knowledge, but also improve work skills, thereby increasing work productivity.

According to Rivai [10] training is a part of the learning process for obtaining and improving skills outside the education system that apply in a relatively short time with a method that prioritizes on practice rather than theory. Education and training is the creation of an environment in which employees can acquire or study job-specific attitudes, skills, knowledge, and specific behaviors (Yuniarsih and Suwatno, [11]

B. Competence of Teachers

According to Spencer in Palan [12] competence is as a basic characteristic possessed by an individual who deals causally in meeting the criteria required in occupying a position. Competence consists of 5 types of characteristics, ie motives (consistent willingness as well as the cause of action), innate factors (character and consistent response), self-concept (self-image), knowledge (information in a particular field) and skills (ability to perform task).

According to Perkal [13] said that competence is a set of intelligent actions, full of responsibilities that someone has as a signal to be considered capable by the community in performing certain tasks and jobs.

According to the [14] competence of educators are:

1. A set of knowledge, skills and behaviors that must be owned, experienced and controlled by educators in carrying out duties within the national police institution.
2. The criteria required, defined and mutually agreed upon in the form of mastery of knowledge, skills and attitudes for an educator so worthy to be called competent.

C. Organizational Support

Treatments from organizations received by employees are captured as stimuli that are organized and interpreted into perceptions of organizational support. This perception will foster a certain level of trust from the employees of the appreciation of employees' contributions and the care about employees' well-being [15] The level of employee confidence in the support of these organizations will be influenced by their evaluation of experience and observation of how the organization treats its employees in general [16].

The theory of organizational support [17] states that in order to meet socio-emotional needs and to assess the benefits

of increased employment, the extent to which organizations value their contribution and care about their well-being. As perceived organizational support (POS / Perceived organizational support) will increase employees' sense of duty to help the organization achieve its goals, their affective commitment to the organization, and their expectation that performance improvements will be rewarded. POS behavioral results will include increased inrole and extra-role performance and decreased stress and withdrawal behaviors such as absenteeism and displacement.

According to Kraimer [18] there are 2 forms of organizational support:

1. Intrinsic Support:
 - a. Salary
 - b. Allowance
 - c. Bonus
2. Extrinsic Support, namely:
 - a. Attention
 - b. Praise
 - c. Reception
 - d. Familiarity
 - e. Information
 - f. Self-development

According to Hutchinson [19] organizational support can also be viewed as organizational commitment to individuals. When in an individual-organizational interaction, the term organizational commitment of an individual to his organization is known; then organizational support means the opposite, ie organizational commitment to individuals (employees) within the organization. Organizational commitment to employees can be provided in various forms, including rewards, equal compensation, and a fair organizational climate. These forms of support also evolved from extrinsic (material) such as salary, benefits, bonuses, and so on; to the intrinsic (non-material), such as attention, praise, acceptance, familiarity, information, self-development, and so on.

D. Performance

Performance when associated with performance as a noun, then the definition of performance or performance is the work that can be achieved by a person or group of people within a company in accordance with the authority and responsibility of each in an effort to achieve the objectives of the company legally, contrary to morals and ethics [20]

Bernandi & Russell [21] employees are defined as the ability of employees to do certain skills. Employee performance is very necessary, because with this performance will be known how far the ability of employees in carrying out the tasks assigned to him. Therefore, it is necessary to establish clear and measurable criteria and set jointly as a reference.

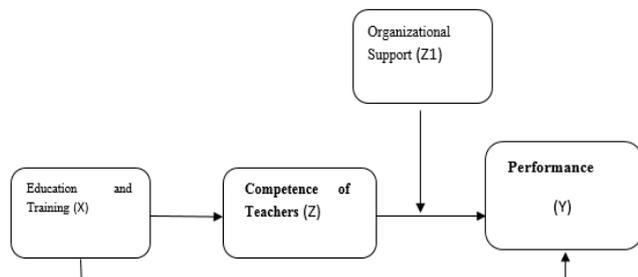
According to George and Jones [22] that performance can be judged by the quantity, quality of work resulting from

human resources and the level of customer service. Quantity of work in question is the number of completed jobs, while the quality of work is the quality of work.

E. Conceptual Framework

Conceptual framework used as the basis of the research flow as follows:

Figure 1. Conceptual framework



IV. METHOD

A. Types and Nature of Research

The type of research used is descriptive quantitative research. Quantitative descriptive research involves collecting data for hypothesis testing or answering questions about the final status of the research subject (kuncoro, 2006).

The approach used in this study is the survey approach is the activity of collecting data as much as possible about the facts that are supporters of research with the intention to know the status, symptoms of finding the similarity of status by comparing with the selected or determined standard (Arikunto, 2006).

The nature of the research is explanatory research Sugiono (2012) states that, explanatory research is a study that intends to explain the position of independent variables, dependent and moderating studied and the relationship between one variable with other variables.

B. Location and Time of Study

This research will be conducted at SPN Polda North Sumatra, having address at Jalan Bhayangkara no. 303 Medan. Time The study was conducted from May to July 2017.

C. Population and Sample

Population in this research is all Educator at SPN Polda Sumut which amounts to 141 people. According Sugiona (2012) that the population is a generation region consisting of objects / subjects that have certain qualities and characteristics set by researchers to be studied and then drawn conclusions.

The sample is part of the population to be studied and which is considered to describe the population. According Sugiono (2012) that the sample is part of the number and characteristics possessed by the population. If the population is large, and the research is not possible to

study everything in the population, for example due to limited funds, manpower and time, researchers can use samples taken from the population. To determine the required sample with population size is known amounted to 141 people, the researchers used the slovin formula as follows:

$$n = \frac{N}{1 + Ne^2}$$

Information :

n = number of samples

N = total population

E = The error rate (percent leniency inaccuracy due to sampling error.

Population (N) of 141 people and error rate (e) of 5% then the sample size is:

$$n = \frac{141}{1 + 141(0,05)^2} = 104,25 = 105$$

D. Data collection technique

1. Questionnaire (questionare)
2. Observation / interview (interview)
3. Documentation Study

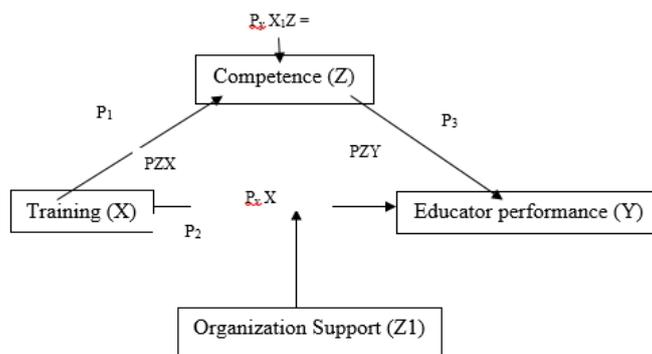
E. Types and data sources

1. Primary data
2. Secondary data

F. Data analysis method

Path analysis (Path Analysis) as follows:

Figure 2. Research model



Sub Model I :

$$Z = bX+e1$$

Sub Model II :

$$Y = b4+b5+b6Z+e2$$

Where :

Y = Educator Performance

Z1 = Organizational Support

a = Constants

B1 ... b3 = The coefficient of influence of variables X, Z and Y

- X = Training
- Z = Competence
- e1 = Error 1
- e2 = Error 2

V. RESULT AND DISCUSSION

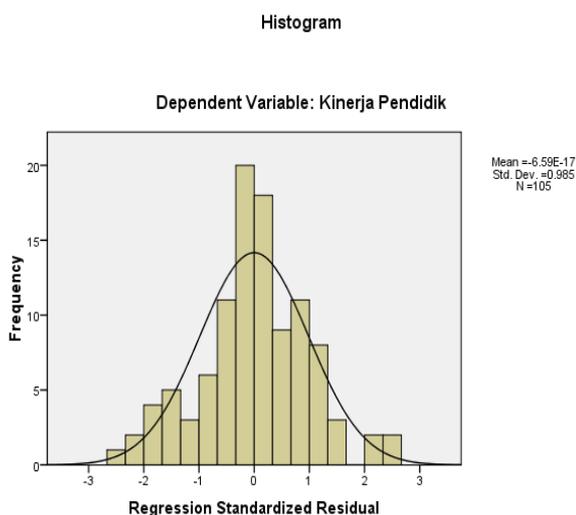
A. Validity and Reliability Test

Validity test results throughout the questions this study declared invalid. Reliability testing which states that the instrument variables in this study is reliable.

B. Classical Assumption Test

1. Normality Test

Normality test results are as follows:
Figure 3. Normality test



Based on the graphic image histogram in Figure it can be concluded that the data has been distributed normally. This can be seen in the data that follows the diagonal line forming the bell is in the middle

2. Multicollinearity Test

Multicollinearity test results can be seen in the following table:

Table 3. Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
1 Diklat	.575	1.740
Kompetensi	.591	1.691
Dukungan Organisasi	.911	1.098

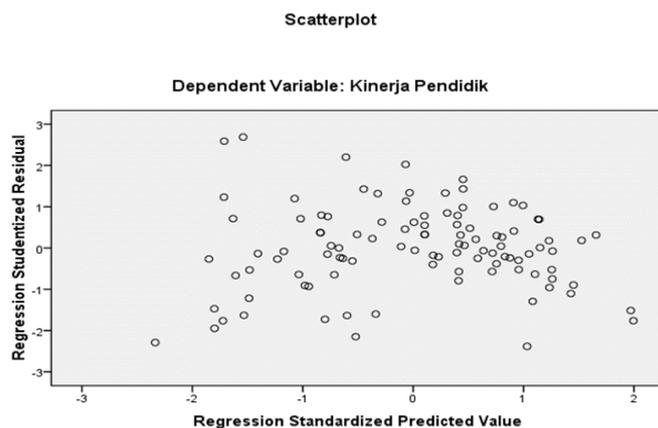
From the above test results, it can be seen that the tolerance of all independent variables > 0.10 and VIF it <10.

This indicates that there is no multicollinearity among independent variables in the regression model in this study.

3. Heterokedastisitas Test

Heterokedastisitas test results can be seen in the following table:

Figure 4. Heterokedastisitas Test



From the scatterplot image above, it appears that the spots are randomly distributed and do not form a specific or irregular pattern. This indicates no heteroscedasticity in the regression model so that the regression model is feasible.

The results of hypothesis testing sub model 1 as follows:

- If $t \text{ count} > t \text{ Table}$ (1.984) or $-t \text{ arithmetic} < t \text{ Table}$ (-1.984), then H_a is acceptable (influential).

the value of t -count (7.822) is greater than t -Table (1.984) with significance 0.000 (Sig. <0.05) then H_a is accepted and H_0 is rejected. This means that Training has a significant effect on the competence of SPN educators.

4. Coefficient of Determination (R2)

Test Statistics coefficient of determination in this study aim is to know how far the ability of model in explain variation of dependent variable. The statistical test of coefficient of determination can be seen in Table 4.

Table 4. Coefficient of Determination

Model	R Square	Adjusted R Square	Std. Error of the Estimate
1	.610 ^a	.373	.367

Table 4. shows that the value of R Square of 0.367 or 36.7% which means that the percentage of the influence of independent variables (Training) to Competence is equal to the value of coefficient of determination or 36.7%. While the remaining 63.3% influenced or explained by other variables that are not included in this research model.

C. Sub Model 2

- If $t \text{ count} > t \text{ Table}$ (1.984) or $-t \text{ arithmetic} < t \text{ Table}$ (-1.984), then H_a is acceptable (influential).
- t -count value (5.925) is greater than t -Table (1.984) with significance 0.000 (Sig. <0.05) then H_0 is rejected and H_a accepted. This means that

Competence has a significant effect on the performance of SPN educators.

- Test of statistical coefficient of determination in this research purpose is to know how far ability model in explain variation of dependent variable. The statistical test of coefficient of determination can be seen in Table 5.

Table 5. Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.504 ^a	.254	.247	4.78250
a. Predictors: (Constant), Diklat				

Table 5 shows that the value of Adjusted R Square is 0.247 or 24.7%, which means that the percentage of influence of intervening variable (Competence) on Performance is equal to the value of coefficient of determination or 19.4%. While the remaining 80.6% is influenced or explained by other variables that are not included in this research model.

D. Model 3

- If t count > t Table (1.984) or -t arithmetic < t Table (-1.984). then Ha is acceptable (influential).
- the value of t-count (4.986) is greater than t-Table (1.984) with significance 0.000 (Sig. <0.05) then Ho is rejected and Ha accepted. This means that Competence has a significant effect on the performance of SPN educators.
- Test of statistical coefficient of determination in this research purpose is to know how far ability model in explain variation of dependent variable. The statistical test of coefficient of determination can be seen in Table 6 the following:

Table 6. coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.441 ^a	.194	.187	4.97050
a. Predictors: (Constant), Kompetensi Pendidik				

Table 6 shows that the value of Adjusted R Square of 0.187 or 18.7% which means that the percentage of influence of intervening variable (Competence) on Performance is equal to the value of coefficient of determination or 19.4%. While

the remaining 80.6% is influenced or explained by other variables that are not included in this research model.

E. Model 4

Table 7. Comparison of Direct and Indirect Influence

Variable	Path Coefficient	Direct Effect	Indirect Influence
X1	0.244	0.458	0.702

Based on Table 7 the results of hypothesis testing the effect of Training on Performance through Competence greater than the direct influence of 0.702 > 0.458 with the value of t-count (5.925) larger than t-Table (1.984) with significance 0.000 (Sig. <0.05) then Ho rejected and Ha accepted. This means that Training has a significant effect on Performance through Competence as an intervening variable on NES educators.

The result of path analysis shows that the Training can directly influence to Performance and can also have an indirect effect that is from Competence (as intervening variable) to Performance. The magnitude of direct influence is 0.458 while the large indirect effect is 0.702. Because the value (X1ZY > PX1) then the Competence serves as an intervening variable.

F. Model 4

The result of equation of residual test in this research can be seen in Table 8.

Table 8. Moderating Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	64.332	.898	71.649	.000
	Moderating	-.289	.099	-.276	-2.912
a. Dependent Variable: Kinerja Pendidik					

Based on moderating test results. then the residual test model can be formulated in the form of equation as follows:

$$|e| = 64.332 - 0.289\text{SupportOrganization} + e$$

Based on residual test results, it is known that the value of t arithmetic (-2.912) is smaller than -t Table (-1.984) with significance of 0.004 <0.05 with negative coefficient direction. it is concluded that the organizational support variable has a negative effect on absolute residual value. and it can be concluded that the variable support organization is a moderating variable that moderate the relationship between the Training on Educator Performance. Training has a

significant effect on the competence of educators SPN Polda North Sumatra.

Table 9. Results of Hypothesis Testing Research

No	Hypothesis	Path coefficient	Sig.	conclusion
H ₁	Training has a significant effect on the competence of educators SPN Polda Sumut	0,639	0,000	Be accepted
H ₂	Trining has a significant effect on the performance of educators SPN Polda Sumut	0,458	0,000	Be accepted
H ₃	Competence has a significant effect on the performance of educators SPN Polda Sumut	0,382	0,000	Be accepted
H ₄	Trining has a significant effect on performance through competen as intervening variable on educators SPN Polda Sumut	0,702	0,000	Be accepted
H ₅	Organization support is a moderating variable that moderating the relationship between trining and education performance SPN Polda Sumut	0,276	0,004	Be accepted

VI. CONCLUSION

Based on the results of hypothesis testing conclusions that can be drawn from each hypothesis testing is as follows:

1. Training has a significant positive effect on Educator Competence on SPN Polda North Sumatra. This shows that if the personnel are given maximum training then it will increase the competence of educators.
2. Training has a positive and significant impact on Education Performance on SPN Polda North Sumatra. This shows that when the training is given maximally it will improve the performance of educators
3. Educator competencies have a positive and significant impact on Education Performance on SPN Polda North

Sumatra. This shows that if the competence of good educator will produce good performance also.

4. Training has a positive and significant impact on Performance through Educator Competence on Navy Police SPN North Sumatra. This shows that when the training is given maximally will increase the competence of educators so as to produce good performance as well.
5. Organizational Support is able to moderate the relationship of Training on Educator Performance on SPN Polda North Sumatra. This indicates that if the support of the organization in accordance with the wishes of educators and educational needs of the training and training can improve the performance of educators.

REFERENCES

- [1] Instruksi Presiden Republik Indonesia Nomor 15 Tahun 1974 tanggal 13 September 1974. Tentang pokok-pokok Pelaksanaan Pembinaan Pendidikan dan Pelatihan.
- [2] Undang Undang nomor 2 Tahun 1989 Tentang system Pendidikan Nasional
- [3] Flippo 2006. Manajemen Sumber Daya Manusia . Edisi 10
- [4] Bella 2006. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta : Rineca Cipta
- [5] Sikula,2009, Bisnis, Manajemen, dan Sumber Daya Manusia., Cetakan Kedua
- [6] Ivancevich 2010. Human Resource Management, Eleventh Edition. New. York: McGraw-Hill.
- [7] Undang-undang Republik Indonesia nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional
- [8] Peraturan Pemerintah Nomor 101 Tahun 2000 tentang Pendidikan dan Pelatihan Pegawai Negeri Sipil
- [9] Sumarsono 2009. Ekonomi Sumber Daya Manusia Teori dan Kebijakan
- [10] Rivai 2009. Manajemen Sumber Daya Manusia Edisi pertama. Jakarta: Kencana Prenada Media Group. , Veithzal. 2009.
- [11] Yuniarsih, Tjutju. dan Suwatno. (2011). Manajemen Sumber Daya Manusia. Bandung : Alfabeta.
- [12] Spencer 2007. Competence At Work : Models For Superior
- [13] Perkal no. 2 Tahun 2009 tentang Penunjukkan Tenaga Pendidik Dalam Proses Pembelajaran di Lembaga Pendidikan Polri
- [14] Perkal no. 2 Tahun 2009 tentang Penunjukkan Tenaga Pendidik Dalam Proses Pembelajaran di Lembaga Pendidikan Polri
- [15] Eisenberger et all 1986. Perceived Organizational support. Journal Of Applied Psychology vol 71
- [16] Allen, N. J., dan Meyer, J. P., 1995. The Measurement and Antecedents of Affective, Continuance and Normative Commitment to The Organization, Journal of Occupational Psychology, vol 63, p.1-18.
- [17] Eisenberger, R., Stinglhamber, F., Vandenberghe, C., Sucharski, I., & Rhoades, L. (2002). Perceived supervisor support: Contributions to perceived organizational support and employee retention. Journal of Applied Psychology, 87, 565-573.
- [18] Kraimer 2001. Organisasi dan Konsep Manajemen Terpadu. Jakarta : Penerbit Erlangga.
- [19] Hutchinson 1997. Manual Kapasitas Jalan Indonesia
- [20] Rivai, 2004, "Manajemen Sumber Daya Manusia, Untuk Perusahaan, Cetakan Pertama, Jakarta, PT. Raja GrafindoPersada.
- [21] Riani 2011. Perspektif Kompensasi. Surakarta : Yuma Pustaka
- [22] George & Jones, 2002. Understanding & Managing organizational Behavior,3rd ed. New Jersey : Pearson Education Inc.