

Employee Orientation, Training, and Development in Improvements of Employee Performance at University in Surabaya

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ABSTRACT

Purpose: This study aims to determine the effect of employee orientation, training, and development on the performance of university employees in the city of Surabaya.

Design/methodology/approach: The research uses an explanatory quantitative approach. The population in this study were all Universities in Surabaya, amounting to 84 units. Sampling technique with total sampling. Data collection is done using google Forms. The data collected were analyzed using multiple linear regression analysis, t-test, and F test.

Findings: Factors of employee orientation, training and development individually influence the performance of University employees in Surabaya. The results of the study state that work development have a dominant influence on the performance of university employees in Surabaya

Paper type: Research paper

Keyword: Employee Orientation, Employee Performance, Development, Training, Universities in Surabaya.

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I. INTRODUCTION

COVID-19 is currently wreaking havoc on the world. COVID-19 is caused by SARS-CoV-2, a new coronavirus that first appeared in Wuhan, Hubei Province, China, in December 2019. COVID-19 has spread over the world and was labeled a global pandemic by the World Health Organization on March 11, 2020 (Dwinantoaji & DW, 2020). The Covid-19 virus has caused various panics, one of which is in the world of universities in Surabaya. Therefore, many universities in Surabaya implement strategies using WFH for lecturers and staff, picket scheduling for leaders and staff, and other online activities (Suprpto et al., 2021).

Lecture activities which are normally carried out face-to-face in class and blended learning, finally have to change the format to fully online lectures. For lecturers, students, and campus institutions who are accustomed to online lectures, the lecture format by utilizing internet-based information technology is not a problem. They simply increase the portion of their online meetings or replace face-to-face sessions in class with online meetings on the internet. However, this is not as easy as imagined for courses that require experiments to explain the material to students, because not all study programs have virtual laboratories that are used as lecture facilities (Simamora, 2020).

The system of replacing face-to-face lectures with online lectures is a necessity during a pandemic. However, it is also necessary to monitor and evaluate the implementation of online lectures, so that the level

of achievement of lecture quality and student satisfaction is maintained. Possible problems that arise with this online lecture system can be seen from various aspects, such as economic aspects, technological aspects, and aspects of responsibility (Coman et al., 2020).

The staffing sector also experienced the same thing during this pandemic, namely carrying out its duties with the Work from the Home system, picket scheduling, and overtime. The implementation of the new system during this pandemic does not mean reducing the quality of the tendon's performance according to Standard Operating Procedures. Research related to the performance of education personnel has been carried out during the Covid-19 pandemic with the following results (Suprpto et al., 2021), that are: The performance of education staff by students and superiors is considered good but there are performance indicators that need to be improved, namely performance in meeting the quantity targets charged from the leadership or users and cooperation between education staff. This improvement can be done by fulfilling work facilities, training, and motivating to build togetherness; For educational staff, the most perceived obstacle to their performance is personal facilities that are very minimal when working at home, so education personnel needs to get attention in completing the means of working at home; The ability of education personnel in doing work at home which must be on-line also needs attention to be improved by providing guidelines for the main applications used.

There are several factors identified as influencing the performance of education personnel, including employee orientation, training, and development. Many studies have been conducted to support this statement (Bodouva, 2015; Jehanzeb & Bashir, 2016; Raub et al., 2021; Rodriguez & Walters, 2017; Varghese & Edward, 2018). This study aims to analyze the effect of employee orientation, training, and development on the performance of education personnel at universities in Surabaya.

The conceptual framework of the research used can be seen in Figure 1.

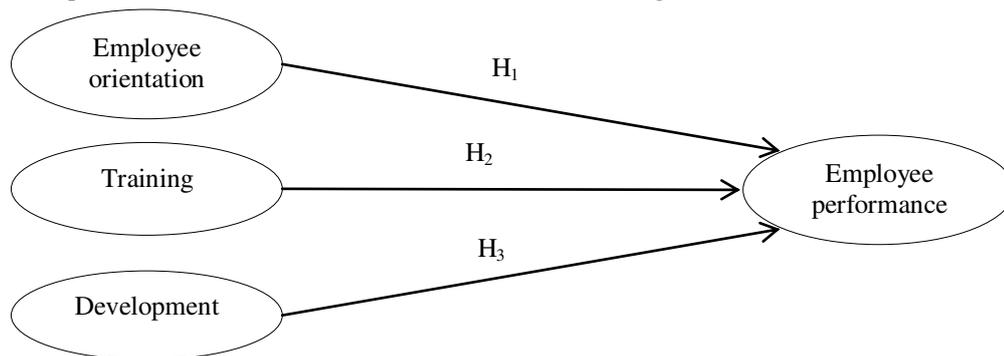


Figure 1. Research Conceptual Framework

The hypotheses proposed in this study are:

H₁: Employee orientation has a positive and significant influence on the employee performance of university employees in Surabaya.

H₂: Training has a positive and significant influence on the employee performance of university employees in Surabaya.

H₃: Development has a positive and significant influence on the employee performance of university employees in Surabaya.

II. METHODOLOGY

The type of research that will be used is explanatory research. Explanatory research is used to analyze the relationship between variables through hypothesis testing (Williams, 2007). The population in this study were all universities in Surabaya, amounting to 84 institutions. The sampling technique used was total sampling (Taherdoost, 2016a). The method that will be used in this research is the distribution of questionnaires directly to employees.

A validity and reliability test is used to test the accuracy of a measuring instrument which in this study is a questionnaire (Taherdoost, 2016b). One of the data analyses in this study was done using multiple linear regression and coefficient of determination. The coefficient of determination (R^2) is the result of squaring the correlation coefficient. R^2 shows the percentage of the influence of the independent variable on the dependent

variable. The coefficient of determination measures how far the model's ability to explain variations in the dependent variable is (Gujarati, 2020).

The research hypothesis test uses a t-test and a F test. A partial test (t-test) aims to show how far the influence of one variable is individually in explaining variations in weather variables. The F test is used to ensure the correct model in the study (Gujarati, 2020).

III. RESULT AND DISCUSSION

A. The goodness of Fit Model (F-test)

The purpose of testing the Goodness of Fit Model (F-test) is to determine the feasibility of the research model. The criteria for the F test in this study are:

- If $F\text{-table} > F\text{-count}$ means H_0 is accepted, H_a is rejected, it means that the proposed model is feasible.
- If $F\text{-table} < F\text{-count}$ means H_0 is rejected, H_a is accepted, it means that the proposed model is not feasible.

The results of the F-test can be shown in table 1 below.

Table 1. Goodness of Fit Model test (F-test)

<i>Criteria</i>	<i>Value</i>
<i>F</i>	<i>148,137</i>
<i>Sig</i>	<i>0,000</i>

Source: Primary Data, processed

The results showed that the F-count value was 148.137 with a significance level of 0.000 which was smaller than the 0.05 level of significance. The obtained F-table is 2.76 so if $F\text{-table} < F\text{-count}$ which means H_0 is rejected, H_a is accepted. This means that the model proposed in this study is feasible and can be continued for further analysis.

Furthermore, to find out the proportion that can be explained by the independent variable to the dependent variable, it is shown in table 2 below.

Table 2. Coefficient of Determination Analysis

<i>R</i>	<i>R-square</i>	<i>Adjusted R-square</i>	<i>Std. error of the estimate</i>
<i>0,938</i>	<i>0,879</i>	<i>0,873</i>	<i>0,23890</i>

Source: Primary Data, processed

From table 2 above, it can be seen that the coefficient of determination (R Square) obtained is 0.879. This figure shows that the three independent variables used in this study consisting of employee orientation, training, and development are simultaneously able to contribute/contribute to variations in changes to the performance variable (Y) of 87.9%, and the remaining 12.1% is a contribution to other variables not included in the study. Based on table 2, it can be seen that the correlation coefficient (R) is 0.938 which indicates that there is a very strong relationship between the three independent variables and the dependent variable.

B. Hypothesis Testing (T-Test)

The results of hypothesis testing using the T-test are shown in table 3 below:

Table 3. Hypothesis Testing Using T-test

Variable	Unstandardized Coefficient		Standardized Coefficient	t	sig
	B	Std. error			
Constant	0,276	0,201	-	1,372	0,175
Employee orientation	0,184	0,053	0,184	3,437	0,001
Training	0,201	0,068	0,207	2,947	0,005
Development	0,571	0,052	0,688	11,037	0,000

Source: SPSS Calculation results, processed

Based on the hypothesis testing was carried out to find out each independent variable partially has a significant influence on the dependent variable which can be explained as follows:

- The results of the t-test calculation for the employee orientation variable obtained a value of 3,437 > t-table 1.999 with a significance level of 0.001 which is smaller than 0.05, which means H0 is rejected, Ha is accepted. Thus, the employee orientation variable partially has a significant positive effect on performance. This condition shows that the better the orientation of the employees at the University in Surabaya, the better the work productivity of employees will be.
- The results of the t-test calculation for the training variable obtained a value of 2.947 > t-table of 1.99 with a significance level of 0.005 which is smaller than 0.05, which means H0 is rejected, Ha is accepted. Thus, it can be said that the training variable partially has a significant positive effect on performance. This shows that the better the training implemented by the leadership at the University, the better the performance of the employee.
- The results of the calculation of the hypothesis with the t-test for the development variable obtained a value of 11.037 > t-table of 1.99 with a significance level of 0.000 which is smaller than 0.05, which means H0 is rejected, Ha is accepted. Thus the development variable partially has a significant positive effect on performance. It can be explained that the higher the level of employee development, the better the employee's performance will be.

C. Determination of the Variable With the Most Influence (Beta Test)

Another hypothesis in this study is "The development factor has a dominant influence on the performance of University employees in Surabaya." The third hypothesis testing in this study is based on the Beta coefficient value as shown in table 4 below.

Table 4. Beta Coefficient Value

Independent Variable	Beta Coefficient
Employee orientation (X_1)	0,184
Training (X_2)	0,207
Development (X_3)	0,688

Source: SPSS Calculation results, processed

The results of the beta coefficient in Table 4 show the largest value is the development variable (X3) of 0.688. While the value of the beta coefficient for the employee orientation variable (X2) is 0.184. The value of the beta coefficient on the training variable (X2) is 0.947. So the results of this study state that the development variable has a dominant influence on the performance of University employees in Surabaya. Therefore, it can be said that the hypothesis in this study is proven true.

D. Multiple Linear Regression

Multiple linear regressions are used to determine the relationship between the variables X1, X2, X3 with the variable Y which is the dependent variable whose results are shown in Table 5 below:

Tabel 5. Multiple Linear Regressions

<i>Independent Variable</i>	<i>Regression Coefficient</i>	<i>Constant</i>
<i>Employee orientation (X₁)</i>	<i>0,184</i>	
<i>Training (X₂)</i>	<i>0,201</i>	<i>0,276</i>
<i>Development (X₃)</i>	<i>0,571</i>	

Source: SPSS Calculation results, processed

Based on table 5, the following regression equation can be formed:

$$Y = 0,276 + 0,184 X_1 + 0,201 X_2 + 0,571 X_3$$

After the regression equation is formed, it can be explained as follows:

1. The constant coefficient of 0.276 means that if the independent variable consisting of employee orientation (X₁), training (X₂), and development (X₃) does not change at zero unit value, the performance variable (Y) issued is 0.276.
2. The regression coefficient of the employee orientation variable (X₁) of 0.184 means that if the independent variable X₁ increases by one unit, it is expected that the performance will increase by 0.184 times with the assumption that the other independent variables consisting of training (X₂) and development (X₃) are fixed.
3. The regression coefficient of the training variable (X₂) of 0.201 means that if the independent variable X₂ increases by one unit, it is expected that the performance will increase by 0.201 times with the assumption that the other independent variables consisting of employee orientation (X₁) and development (X₃) are fixed.
4. The regression coefficient of the development variable (X₃) of 0.571 means that if the independent variable X₃ increases by one unit, it is expected that the performance will increase by 0.571 times with the assumption that the other independent variables consisting of employee orientation (X₁) and training (X₂) are fixed.

Based on the regression coefficient values for each variable, it shows that each independent variable consisting of employee orientation (X₁), training (X₂), development (X₃) has a positive and direct effect on performance.

IV. CONCLUSIONS

The conclusions that can be drawn in this study are:

1. Factors of employee orientation, training, and development individually influence the performance of University employees in Surabaya. This is because the partial hypothesis testing using the t-test shows t-count > t-table and a significance level smaller than 0.05.
2. The results of the study state that work development have a dominant influence on the performance of university employees in Surabaya. Based on the results of the study, the largest beta coefficient value was the development variable (X₃) of 0.688. While the value of the beta coefficient for the variable

employee orientation (X_1) is 0.184. The value of the beta coefficient on the training variable (X_2) is 0.207.

Suggestions that can be given are:

1. Leaders should pay attention to performance factors such as employee orientation, training, and development because the results of the research show that these three factors together or individually have a significant influence on the performance of University employees in Surabaya.
2. The results showed that the development factor is a factor that has a dominant influence on the performance of personnel. Therefore, improving employee performance can pay more attention to these factors by paying attention to aspects that can improve development programs.

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