Mantik Journal, 9 (4) (2026), ISSN 2685-4236 (Online)

Published by:Institute of Computer Science (IOCS)

Jurnal Mantik

Journal homepage: www.iocscience.org/ejournal/index.php/mantik

Job performance based on training, compensation, and discipline in DISHUB Ogan Komering Ilir

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A R T I C L E I N F O

Article history:

Received Jan 04, 2026
Revised Jan 19, 2026
Accepted Jan 31, 2026

Keywords:

Compensation;
Discipline;
Job Performance;
Training.

ABSTRACT

This research aims to analyze and prove the influence of training, compensation, and discipline on job performance at the Department of Transportation of Ogan Komering Ilir Regency, both partially and simultaneously. The research method is quantitative with a survey, confirmatory, and verificative approach. This research is classified as associative research related to the relationships among variables. The population consists of 110 employees, all of whom were taken as the research sample using a saturated sampling technique. The types of data used include primary and secondary data, collected through observation, questionnaire-based interviews, and documentation. The data analysis technique is multiple linear regression using SPSS v.30. The results show that training, compensation, and discipline have a positive and significant effect on improving job performance, both partially and simultaneously. These three variables have a substantial (strong) relationship of 84.2% with the improvement of job performance. This research contributes to developing comprehensive human resource management science and further research in this field. Improving job performance can be done by simultaneously paying attention to aspects of training, compensation, and discipline.

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1. INTRODUCTION

Contemporary research places greater emphasis on public organizations (government) than on private organizations (companies), given that the performance of government organizations is still considered poor in terms of work achievement. A publication by Political & Economic Risk Consultancy (Muday et al., 2024), reports that the work performance of government employees in Indonesia is the worst in the world. The IFC Doing Business Report (Riwu Kore et al., 2023), shows that public satisfaction with the performance of government employees in Indonesia ranks 128th out of 129 surveyed countries. The work performance of government employees in Indonesia is also recorded as the "worst" in the World Competitiveness Book published by the Institute for Management Development (IMD)–Switzerland, particularly in terms of economic performance, business efficiency, and government efficiency (Riwu Kore et al., 2025).

KPK RI indicates that low work performance among government officials correlates with poor employee performance and corrupt behavior (Haba Ora et al., 2020). An evaluation by BKN RI shows that only 20% of government officials are productive (Riwu Kore et al., 2025). Manafe et al. (2025), report, based on monitoring by KemenPAN-RB, that 1.35 million civil servants (30%) work with low performance output. Furthermore, BKN RI (Riwu Kore, 2023) states that 35% of civil servant performance is akin to "deadwood. KemenPAN-RB (Manafe & Riwu Kore, 2025), 80% of government employee performance remains low, as reflected in public dissatisfaction.

The low work performance of government officials, as evidenced by the general empirical phenomena above, warrants further investigation to identify its influencing predictors. The Department of Transportation (DISHUB) of Ogan Komering Ilir Regency was selected as the research site, based on preliminary observations and interviews. The findings indicate that low employee performance is driven by limited practical training facilities, rapid technological changes, gaps between senior and junior staff, inadequate field equipment and support, lack of recognition for high performers, uncompensated remote work, low discipline, manual and delayed coordination and reporting, poor task focus, irregular attendance, and the absence of digital reporting systems.

The observations were followed by interviews, which revealed that low employee performance is influenced by limited training that is not locally contextualized but based on national templates; insufficient involvement of staff who require technical competencies in training programs; a greater emphasis on administrative training and lectures rather than field practice; facilities and infrastructure that do not match task complexity; inadequate compensation; the absence of non-financial compensation that weakens intrinsic motivation; limited career development opportunities; and the organization's lack of attention to occupational risks faced by field employees.

Based on the results of the initial observations and interviews, it can be concluded that the predictors of employee work performance are training, compensation, and discipline. Several studies report that improvements in employee work performance are strongly determined by training (Septyanur et al., 2023; Shanti & Rijanti, 2024), compensation (Diyahanip et al., 2022; Komaruddin et al., 2025; Marnisah et al., 2025; Riwu Kore et al., 2022), and discipline (Muday et al., 2022; Riwu Kore et al., 2022; Yustini et al., 2022). However, other studies indicate that training (Anggono & Hwee, 2024; Hikmah & Sudarsi, 2024), compensation (Hermansya & Nawatmi, 2024; Qomariyah, 2023), and discipline (Hidayat et al., 2021; Jati et al., 2023; Prahesti & Rijanti, 2025) have negative or insignificant effects on work performance. These inconsistencies in prior research findings constitute an important research gap that this study seeks to address.

Thus, this study aims to analyze and examine the influence of training, compensation, and discipline on job performance, both partially and simultaneously. This research seeks to confirm the existence of these three variables as predictors of job performance at the DISHUB Ogan Komering Ilir.

2. RESEARCH METHOD

This study employs a quantitative research design to analyze the effects of training, compensation, and discipline on the work performance of employees at the Department of Transportation (DISHUB) of Ogan Komering Ilir Regency. The research population consists of 110 employees, all of whom were included as the research sample using a saturated sampling technique. The data comprise primary and secondary data, collected through observation, questionnaire-based interviews (Likerd Scale), and documentation. The Likert scale used ranges from 1 to 5, where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. Data analysis was conducted using multiple linear regression with SPSS version 30. The analytical procedures include instrument testing (validity and reliability), classical assumption tests (normality, linearity,

multicollinearity, heteroscedasticity, and autocorrelation), and hypothesis testing (t-test, F-test, and coefficient of determination).

The measurement of the training variable uses five indicators following the guidelines of J R Riwu Kore et al., (2022), namely training planning, training implementation, training materials, trainer competence, and evaluation and impact. The compensation variable is measured using five indicators based on Marnisah et al. (2025), namely basic salary, allowances and incentives, financial compensation, compensation fairness, and satisfaction with compensation. The discipline variable is measured using five indicators adopted from Fellyanus Haba Ora (2022), namely compliance with working hours, adherence to regulations, responsibility for tasks, use of work facilities, and work role modeling. Job performance is measured following the guidelines of Riwu Kore & Haba Ora (2022), namely work quality, work quantity, timeliness, initiative, and teamwork. All research variable indicators were developed independently by the researcher through detailed sub-indicators.

3. RESULTS AND DISCUSSIONS

3.1 Instrument Testing (Validity and Reliability)

The criterion for the validity test is the Pearson Product Moment correlation, in which the calculated correlation coefficient (r-calculated) must be greater than the critical value (r-table) at a significance level of 0.05.

Table 1. Results of Validity Test

Variable	Items	r-count	r-table	Results
Training (PP)	PP_1	0.7520	0.1562	Valid
	PP_2	0.7500	0.1562	Valid
	PP_3	0.7220	0.1562	Valid
	PP_4	0.8540	0.1562	Valid
	PP_5	0.7220	0.1562	Valid
Compensation (KS)	KS_1	0.7220	0.1562	Valid
	KS_2	0.8030	0.1562	Valid
	KS_3	0.7900	0.1562	Valid
	KS_4	0.8660	0.1562	Valid
	KS_5	0,8270	0.1562	Valid
Discipline (Ds)	DS_1	0.5400	0.1562	Valid
	DS_2	0.8270	0.1562	Valid
	DS_3	0.8400	0.1562	Valid
	DS_4	0.8270	0.1562	Valid
	DS_5	0.7220	0.1562	Valid
Job Performance (PK)	PK_1	0.8420	0.1562	Valid
	PK_2	0.8270	0.1562	Valid
	PK_3	0.8030	0.1562	Valid
	PK_4	0.8270	0.1562	Valid
	PK_5	0.8400	0.1562	Valid

Source : Output SPSS, 2025

As shown in Table 1, all measurement items of the research variables have r-calculated values exceeding r-table, indicating that the data are valid. Thus, each item is able to accurately measure the variables under investigation. The criterion for the reliability test is a Cronbach's Alpha value greater than 0.60, which indicates acceptable reliability or strong reliability. As presented in Table 2, all Cronbach's Alpha values exceed 0.60, indicating that the data are reliable.

Table 2. Results of Reliability Test

Variable	Cronbach's Alpha	Criteria	Results
Training (PP))	0.897	≥ 0.60	Reliable
Compensation (KS)	0.952	≥ 0.60	Reliable

Discipline (Ds)	0.899	≥ 0.60	Reliable
Job Performance (PK)	0.931	≥ 0.60	Reliable

Source : Output SPSS, 2025

Thus, the questionnaire items exhibit good internal consistency and are capable of measuring the research constructs in a stable and consistent manner, making them suitable for use in subsequent analysis stages.

3.2 Classical Assumption Test: Normality Test

Normality was assessed using a histogram, where a bell-shaped curve indicates normally distributed data. The histogram shows that work performance data from training, compensation, and discipline predictors follow a normal distribution.

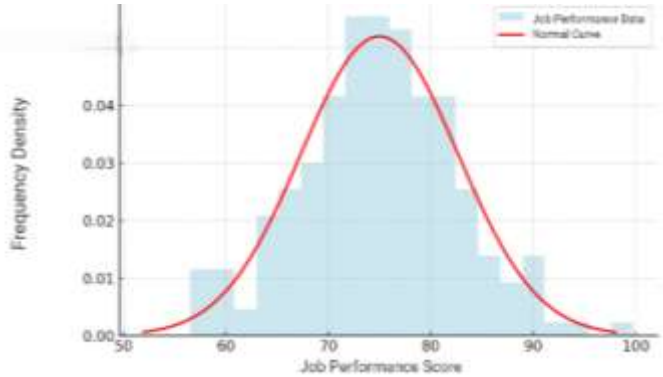

Figura 1. Histogram Normality Test
Source : Output SPSS, 2025

3.3 Classical Assumption Test : Linearity Test

The criterion for the linearity test is the Test for Linearity at a significance level of 0.05, where p < 0.05 indicates linearity. The data in Table 3 show that all variables have significance values (Sig. p) less than 0.05, indicating that the data exhibit linear relationships.

Table 3. Results of Linearity Test

Variable	Sig. (p value)	Criteria	Results
Training (PP))	0.000	< 0.05	Linearity
Compensation (KS)	0.000	< 0.05	Linearity
Discipline (Ds)	0.000	< 0.05	Linearity

Source : Output SPSS, 2025

3.4 Classical Assumption Test: Multicollinearity Test

The criterion for the multicollinearity test is a tolerance value greater than 0.10 and a Variance Inflation Factor (VIF) value less than 10. As presented in Table 4, all variables exhibit tolerance values above 0.10 and VIF values below 10, indicating that multicollinearity is not present in the regression model.

Table 4. Results of Multicollinearity

Variable	Tolerance	VIF	Results
Training (PP))	0.742	1.35	Free from Multicollinearity
Compensation (KS)	0.768	1.30	Free from Multicollinearity
Discipline (Ds)	0.705	1.42	Free from Multicollinearity

Source : Output SPSS, 2025

Passing the multicollinearity test indicates that there is no high correlation among the independent variables. Therefore, each independent variable can independently explain its effect on the dependent variable.

3.5 Classical Assumption Test: Heteroscedasticity Test

The heteroskedasticity test was conducted using a residual plot. The random distribution of residuals above and below zero without a specific pattern indicates homoskedasticity, confirming that the data are free from heteroskedasticity.

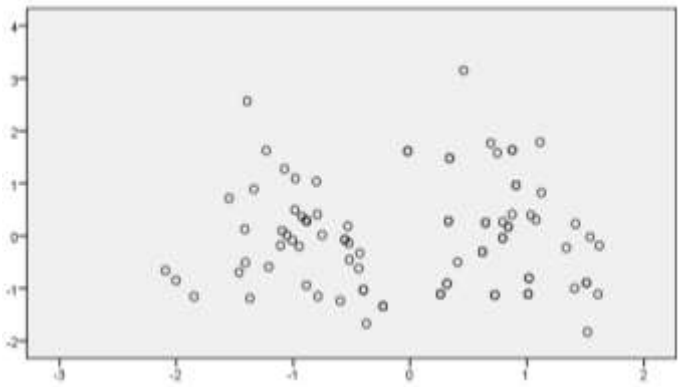

Figure 2. Scatterplot Heteroscedasticity Test
Source : Output SPSS, 2025

3.6 Classical Assumption Test: Autocorrelation Test

The criterion for the autocorrelation test is the Durbin–Watson (DW) statistic, where the decision rule is dL < (4 − DW) > dU. Based on the data in Table 5, the result is 1.6336 (dL) < 2.030 (4 − DW) > 1.7455 (dU), indicating that there is no autocorrelation.

Table 5. Results of Autocorrelation Test

Durbin-Watson	Sample Total (n)	dL Value	dU Value	(4-dW) Value
1.970	110	1.6336	1.7455	2.030

Source : Output SPSS, 2025

Passing the Durbin–Watson test indicates the absence of autocorrelation in the residuals, making the regression model suitable for use

3.7 Hypothesis Test

Hypothesis testing was conducted through the t-test, F-test, and coefficient of determination. The decision criterion for the t-test is that the calculated t-value (t-count) must be greater than the t-table value and the significance value must be less than α = 0.05. The t-table value in this study is 1.98217 at a significance level of 0.05, with df = 108, k = 2, and n = 110. The results of the t-test are presented in Table 6. Furthermore, the decision criterion for the F-test is that the calculated F-value (F-count) must be greater than the F-table value and the significance value must be less than α = 0.05. The F-table value in this study is 2.69 at a significance level of 0.05, with df (N2) = 106, df (N1) = 3, n = 110, and k = 4. The results of the F-test are presented in Table 7.

Table 6. Result of t test (Partially)

Model	Unstandardized Coefficients		t	Sig.	Results
	B	Std. Error			
(Constant)	-6.249	4.238	-1.47	0.143	Constant
Training (PP))	0.450	0.051	8.82	0.000	Significant

Compensation (KS)	0.254	0.045	5.64	0.000	Significant
Discipline (Ds)	0.374	0.062	6.03	0.000	Significant

Source : Output SPSS, 2025

The t-test results for the effect of training on work performance show a calculated t-value of 8.82, which is greater than the t-table value of 1.98217, with a significance value of 0.000 < α = 0.05. This indicates a positive and significant effect of training on work performance. The t-test results for the effect of compensation on work performance show a calculated t-value of 5.64, which is greater than the t-table value of 1.98217, with a significance value of 0.000 < α = 0.05. This indicates a positive and significant effect of compensation on work performance. The t-test results for the effect of discipline on work performance show a calculated t-value of 6.03, which is greater than the t-table value of 1.98217, with a significance value of 0.000 < α = 0.05. This indicates a positive and significant effect of discipline on work performance.

Table 7. Results of F Test (Simultaneous)

Model	Sum of Squares	df	Mean Square	F	Sig.	Results
Regression	112480.25	3	37493.42	348.12	0.000	Positive and
Residual	21390.20	106	109.13			Significant
Total	133870.45	109				

Source : Output SPSS, 2025

The F-test results for the simultaneous effects of training, compensation, and discipline on work performance show a calculated F-value of 348.12, which is greater than the F-table value of 2.69, with a significance value of 0.000 < α = 0.05. This indicates a positive and significant simultaneous effect of training, compensation, and discipline on work performance.

The results of the coefficient of determination analysis are presented in Table 8. The correlation value is 0.917, indicating a very strong relationship among the variables. The R^2 value is 0.842, which implies that training, compensation, and discipline collectively explain 84.2% of the variance in work performance, while the remaining 15.8% is influenced by other factors.

Table 8. Determinants Coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.917	0.842	0.838	10.45

Source : Output SPSS, 2025

Based on the results of the classical assumption tests, the regression model used in this study is considered appropriate and suitable for further analysis. All key assumptions, including normality, multicollinearity, and heteroscedasticity, have been satisfied, indicating that the regression coefficient estimates are unbiased, consistent, and reliable in explaining the relationships among the research variables. Because this study relies on self-reported questionnaire data collected from a single source, there is a potential risk of common method bias that may influence the observed relationships among variables. However, this risk was mitigated through careful questionnaire design and statistical testing, indicating that common method variance does not pose a serious threat to the validity of the study's findings.

3.8 The Effect of Training on Job Performance

The partial test results indicate that training has a positive and significant effect on work performance, supporting previous studies (Septyanur et al., 2023; Shanti & Rijanti, 2024). This study also reinforces the findings of Ahmad & Saufi (2023), Hosen et

al. (2024), Kim (2025b). These results are consistent with the theoretical perspectives of Armstrong & Taylor (2020) and Gupta (2020), which emphasize that training benefits employees by enhancing skills, self-confidence, career opportunities, and job satisfaction. However, the findings of this study differ from those of Anggono & Hwee (2024) and Hikmah & Sudarsi (2024), who reported that training has a negative or insignificant effect on employee work performance. These discrepancies are largely influenced by contextual and situational factors, such as differences in organizational culture and the technology employed. Notably, the studies that diverge from the present research were conducted in private-sector organizations characterized by business-oriented, professional, and customer-based cultures. Similarly, technological adaptation in those studies was oriented toward contextual and existing conditions, as profit motives and customer satisfaction necessitated substantial technological investment and adoption. This context differs markedly from the present study, which is situated in the public sector and government organizations, where phenomena are shaped by limited facilities and budgets. This argument aligns with the theoretical perspectives of Bryman (2016) and Sekaran & Bougie (2020), which assert that research conducted in the public sector may yield different results from that in the private sector due to differences in research settings, organizational culture, sample size, and respondent characteristics.

3.9 The Effect of Compensation on Job Performance

The partial test results of this study indicate that compensation has a positive and significant effect on work performance, supporting previous studies (Diyahanip et al., 2022; Komaruddin et al., 2025; Marnisah et al., 2025; Riwu Kore et al., 2022). he findings also reinforce the results reported by Agyemang & Ofei (2022), Chen et al. (2023), dan Fulmer et al. (2023). Moreover, this study confirms the theoretical perspective of Milkovich et al. (2019), which posits that performance-based compensation enhances effort, motivation, and work output. However, the findings of this study differ from those of Qomariyah (2023), and Hermansya & Nawatmi (2024), who reported that compensation has a negative or insignificant effect on employee work performance. These differences are strongly influenced by several factors. First, differences in theoretical perspectives and conceptual frameworks—particularly organizational culture and respondent characteristics—play a key role. The aforementioned studies are grounded in business organization theories and interpretations, whereas the present study is based on theories and interpretations of public (government) organizations. As noted by Robbins & Judge (2022), the use of different theories leads to differing perspectives and interpretations. Bryman (2016) and Sekaran & Bougie (2020), further argue that research conducted in the public sector may yield different results from that in the private sector. Second, methodological differences contribute to the variation in findings. The three contrasting studies employed SEM-AMOS, which requires normally distributed data, whereas PLS-SEM is more flexible and may produce different significance results. In contrast, this study applied SPSS-based analysis focusing on the implications of exogenous variables on endogenous variables. According to Creswell & Cresswell (2022), differences in research design, sampling techniques, instruments, and analytical methods can lead to divergent results. Third, differences in measurement instruments and indicators also account for the discrepancies. The contrasting studies used performance indicators based on Campbell's Model (*Job-Specific Task Profiency*), whereas this study adopted work performance indicators derived from David Weaver organizational citizenship behavior framework. The use of different dimensions inevitably affects the observed relationships among variables (Clark, 2000), (Bernardin & Russell, 2013), emphasizes that instruments effective in developed countries may not always be relevant in developing countries, leading to differing research outcomes. Additionally,note that different instruments yield different inter-variable relationships, while (Hofstede, 2001), and Viswesvaran et al. (1996) rgue that work performance assessments vary

significantly depending on whether they are conducted by supervisors, coworkers, customers, or through self-assessment.

3.10 The Effect of Discipline on Job Performance

This study confirms that work discipline has a positive and significant effect on work performance, supporting previous findings (Muday et al., 2022; Riwu Kore et al., 2022; Yustini et al., 2022). The results also strengthen the conclusions of studies by Manafe & Riwu Kore (2025), Marnisah et al. (2025), and Riwu Kore et al. (2022). Furthermore, the findings validate the conceptual perspective proposed by Fellyanus Haba Ora (2022), which posits that discipline is strongly associated with commitment, compliance, and positive work behavior, making it a strong predictor of performance and work achievement. However, these findings differ from those reported by Hidayat et al. (2021), Jati et al. (2023), and Prahesti & Rijanti (2025), who concluded that discipline has a negative or insignificant effect on work performance. These discrepancies are largely influenced by several factors. First, differences in organizational context and work environment play a crucial role. The three contrasting studies were conducted in administrative organizational settings (education and administration), whereas the present study involved both technical government employees and administrative staff. Hofstede et al. (2011) argue that cultural context and work environment strongly influence employee behavior and can alter relationships among variables. Second, differences in population and sample characteristics contribute to the variation in results. The contrasting studies focused on administrative personnel who prioritize administrative quality, whereas this study employed a mixed population of field-based technical staff and administrative employees. Consequently, perceptions of discipline among administrative personnel may differ from those of technical field staff. As noted by Robbins & Judge (2022), different populations can yield different results—even when examining the same variables—due to variations in job type, age, tenure, experience, and organizational culture. Third, differences in measurement instruments and indicators further explain the divergent findings. The contrasting studies employed work performance indicators based on quality and quantity dimensions derived from reinforcement theory in education Skinner (1953), and social learning theory Bandura (1977), contrast, this study adopted the dimensions and indicators of work performance from the new dimension and indicator performance measurement (job performance) framework introduced by J R Riwu Kore & Haba Ora (2022). The use of different dimensions inevitably leads to different effects among variables (Clark, 2000), while different instruments produce different inter-variable relationships (Bernardin & Russell, 2013), Moreover, instruments that are effective in developed countries may not always be relevant in developing countries, resulting in differing research outcomes (Hofstede, 2001), Finally, Viswesvaran et al. (1996) emphasize that measurement results can differ significantly depending on whether performance is evaluated by supervisors, coworkers, customers, or through self-assessment.

3.11 The Effect of Training, Compensation, and Discipline on Job Performance

The simultaneous test results of this study confirm that training, compensation, and discipline have positive and significant effects on work performance. Thus, these three variables constitute the main predictors of improved work performance among employees of the Department of Transportation (DISHUB) of Ogan Komering Ilir Regency. The findings confirm reinforcement theory (Skinner, 1953), which posits that training, compensation, and discipline encourage positive work behavior and enhance work performance. The combination of training, compensation, and discipline makes a substantial contribution to improving work performance, accounting for 84.2% of the variance, compared to other variables such as leadership style, organizational commitment, individual characteristics, and others. The relationships among these three

variables are identified as having a strong association with work performance, with a coefficient of determination of 0.917. This aligns with Chin (1998) guideline that an R value greater than 0.67 indicates a substantial (strong) relationship.

4. CONCLUSION

This study successfully demonstrates that training, compensation, and discipline have a positive and significant effect on improving employee job performance, both partially and simultaneously. These three variables have a substantial (strong) relationship, accounting for 84.2% of the improvement in employee job performance. This study strengthens the public sector performance model by highlighting the strategic role of human resource management—through training, compensation, and discipline—and provides policy implications for government institutions to implement integrated, performance-oriented civil service policies. However, the study is limited by its cross-sectional and perceptual data design, suggesting that future research should employ longitudinal approaches, include mediating or moderating variables, and apply more comprehensive analytical methods.

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