



Antecedents of Motivation and Employee Performance in Samarinda's Class IIA Women's Correctional Institutions

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Abstract

This study aims to understand and analyze the impact of organizational learning, work environment, education and training, and work motivation on the performance of employees at The Women's Correctional Institutions Class IIA in Samarinda. The author's data analysis method is the Structural Equation Model (SEM). Multivariate analysis using the Smart PLS program is used to test hypotheses. Data analysis using partial Least Squares (PLS) is carried out in two stages: To begin, evaluate the outer and measurement models. Second, evaluate the inner model, also known as the structural model. The findings revealed that organizational culture positively influences work motivation; however, organizational learning has no significant effect on work motivation. The work environment positively influences work motivation; additionally, the work environment significantly influences work motivation. Education and training positively affect work motivation; however, education and training have no significant effect on work motivation. Organizational culture positively influences employee performance; however, organizational learning does not significantly impact employee performance. The work environment positively influences employee performance; however, it can also be seen that the work environment has no significant effect on employee performance. Education and training have a negative impact on employee performance; however, education and training have no significant impact on employee performance. Work motivation has a positive influence on employee performance; additionally, work motivation significantly influences employee performance.

Keywords: *Organizational Culture; Work Environment; Education and Training; Work Motivation; Employee Performance*

Introduction

Culture has a very close relationship and is a significant factor in the success of an organization. A strong organizational culture will influence agency policies, agency organizational structures, and other regulations more than that. Employees know what they should do in various situations and conditions according to the instructions and guidelines reflected in the values that apply in the organization.

Class IIA Women's Prison in Samarinda has the spirit to make prisons more productive in line with the programs of the Directorate General of prisons for prisons in the future. Correctional Institutions are a place to guide prisoners conventionally and encourage the production of quality products. Industrial activities that will be carried out in the future will support the development of prisoners, and at the same time, can change people's perceptions from consumptive prisons to productive prisons. The spirit to change the penitentiary as an industrial center is expected to change the paradigm of society towards correctional institutions. The coaching paradigm has indeed been required to shift, providing skills as provisions for the Correctional Assistance Citizens to return to society and productive guidance in industrial development in the penitentiary. The lack of maximum availability of human resources that leads to productive prisons has resulted in every self-reliance training activity still dependent on other parties. This has become the main job in improving the prison in the future.

Another concern is the inadequate fulfillment of facilities and infrastructure to support the making of prisons more productive. The lack of maximum availability of human resources that leads to productive prisons has resulted in every self-reliance training activity still dependent on other parties. This has become the main job in improving the prison in the future. Another concern is the inadequate fulfillment of facilities and infrastructure to support the making of prisons more productive. The lack of maximum availability of human resources that leads to productive prisons has resulted in every self-reliance training activity still dependent on other parties. This has become the main job in improving the prison in the future. Another concern is the inadequate fulfillment of facilities and infrastructure to support the making of prisons more productive.

Employee performance on Correctional Institution Class IIA women in Samarinda is currently not doing well. This can be seen from several problems such as low accuracy of work quality. For example, on correctional Institution Class IIA, women in Samarinda, in carrying out the preparation of evaluation and reporting of activities, often experience inconsistencies with the implemented results. This discrepancy causes the need to revise reports and repeated evaluations. Reports and activity evaluations should have been completed without improvement; revising reports up to 3-5 times is necessary. Work planning is far from estimated; for example, in correctional Institution Class IIA, women in Samarinda, in preparing work plans and programs, often experience delays in their completion, which should have been completed in 1 month in planning and programming. It was only completed in 3 months. This causes delays in implementing programs and activities due to delays in preparing plans and programs Correctional Institution Class IIA Women in Samarinda.

In its efforts to carry out its main tasks, functions, and work procedures, the Class IIA Women's Penitentiary in Samarinda has experienced various obstacles, especially those related to the low performance of its employees. This causes a mismatch between the demands and the needs of the Samarinda Class IIA Women's Prison in achieving its goals. Based on employee motivation and performance problems, several factors influence, based on research observations, employee motivation, and performance, including organizational culture, education and training, and employees' work environment.

Culture has a very close relationship and is a significant factor in the success of an organization. A strong organizational culture will influence agency policies, agency organizational structures, and other regulations more than that. Employees know what they should do in various situations and conditions according to the instructions and guidelines reflected in the values that apply in the organization. In education and training, especially in the implementation of education and training, the main problem found from the aspect of participant characteristics is that the participation of training participants, in general, has not been realized by a deep desire to increase competence and the lack of motivation of participants in participating in the learning process. The reasons for fulfilling the formal requirements as a Civil Servant are often revealed in the daily conversation of employees. Learning

activities are more of a formality so that learning participation and adherence to the discipline of training participants do not reach an optimal level.

Another factor that affects work motivation and employee performance in carrying out tasks is the work environment, namely everything around the worker, which can affect him in carrying out his duties. Work environment factors can be in the form of the office's physical condition, increasing a conducive atmosphere and morale and affecting employee performance. The work environment includes clear job descriptions, adequate authority, challenging work targets, communication patterns, harmonious work relationships, a dynamic work climate, career opportunities, and adequate work facilities. An unsatisfactory work environment can reduce morale and ultimately reduce employee productivity.

The problem in the Class IIA Samarinda Women's Penitentiary is that the availability of productive human resources has not been maximized. Every training activity carried out is still dependent on other parties. Based on the background stated, the problem is the lack of human resources with good work abilities and are highly competitive. There is a gap between the expectations to be achieved and the reality in the organization.

Hypothesis

Organizational Culture on Work Motivation

Work culture is formed when the work unit or organization is established, forming a work culture when the work environment or learning organization faces external and internal changes related to unity and organizational needs and employee motivation. The amount of influence they have will determine the separate way what is carried out in the work unit or organization they lead and the level of employee motivation; based on this statement, it can be seen that organizational culture can increase work motivation optimally. (Greenberg and Baron 2003).

The relationship between organizational culture and work motivation can be confirmed through empirical studies that have been carried out by research conducted by (Maithel, Chaubey and Deepak 2012) and (Panagiotis, Sahinidisalexandros and George 2014) states that organizational culture has a positive and significant effect on work motivation.

H1: Organizational culture has a positive and significant effect on work motivation.

Work Environment on Work Motivation

The main criteria that employees feel about the work environment is how the concrete conditions are felt or lived by the employees when compared to the reaction to the physical conditions of the work environment, for example, to temperature increases, poor ventilation, humid air in the office, lack of light and others is a factor affecting job satisfaction (Meyer and Allen 2013).

Research conducted by (Jayaweera 2015), (Mujib 2013), (Narasuci, Setiawan and Noermijati 2018), and (Prakoso 2014) state that the work environment has a positive and significant influence on work motivation.

H2: The work environment has a positive and significant effect on work motivation.

Education and Training on Work Motivation

The implementation of education and training has a close relationship and has the same direction, namely increasing employees' skills, knowledge, and attitude. Because the factors that affect work achievement are the ability factor (ability) and the motivation factor (motivation), increasing education and training in an organization will be able to increase work motivation directly and significantly (Bernardin and Russell 2012).

An empirical study of the effect of education and training on work motivation and employee performance states that education and training can have a significant and insignificant effect both on work motivation and employee performance. Research conducted by (Darmawan, Supartha and Rahyuda 2017), (Güllü 2016), and (Mardiana, Setiawati and Malik 2016) state that education and training have a positive and significant effect on work motivation.

H3: Education and training have a positive and significant effect on work motivation

Organizational Culture on Employee Performance

The more effective organizational or corporate culture is applied, the more it will improve the performance of service employees in society, so it can be concluded that organizational culture can significantly influence employee performance (Davis and Newstrom 2002).

The influence of organizational culture on employee performance can be explained through empirical studies conducted by (Arianto 2013), (Ehtesham, Muhammad and Muhammad 2011), (Idris 2018), and (Shahzad 2014), which states that organizational culture has a positive and positive influence significant to employee performance.

H4: Organizational culture has a positive and significant effect on employee performance.

Work Environment on Employee Performance

Human resources play a role in processing and utilizing resources and materials so that they become products, therefore to improve performance, it is necessary to pay attention so that human resources can work efficiently and display employee performance that can contribute to productivity is a fundamental problem for employee performance achievement. (Robbins and Judge 2018)

An empirical study of the effect of the work environment on employee performance can be seen through research conducted by (Al-Omari and Okasheh 2017), (Arianto 2013), (Chandrasekar 2011), and (Mathews and Khann 2013), which states that the work environment has a positive and significant effect on employee performance.

H5: The work environment has a positive and significant effect on employee performance

Education and Training on Employee Performance

Qualified employees who can produce employee performance understand and understand something that will be done; employees who have abilities in line with their duties and functions are a prerequisite for creating professional employees. Optimizing education and training will improve

employee performance in achieving organizational goals in line with company wants and needs (Gibson, Ivancevich and Konopaske 2011).

The empirical study, which states that there is an influence between education and training on employee performance, can be explained through research conducted by (Al-Mzary, Al-rifai and AlMomany 2015), (Hidayat and Budiartma 2018), and (Idris 2018) stated that education and training have a positive and significant impact on employee performance.

H6: Education and training have a positive and significant effect on work motivation

Work Motivation on Employee Performance

(Davis and Newstrom 2002) provide an understanding that employee performance shows the conformity between employee work results that arise and the targets that have been set for completing work. Hence, employee performance is also closely related to the theory of justice, psychological agreement, and motivation. The relationship between employee performance and work motivation is explored by showing the relationship between employee performance and intrinsic motivation; this means that work motivation impacts or influences employee performance.

The influence of motivation on employee performance can be seen through several previous studies, research conducted by (Almusaddar, Ramzan and Raju 2018), (Hairuddin, et al. 2017), and (Jusmin, et al. 2016), state that motivation has a positive and significant effect on employee performance.

H7: Work motivation has a positive and significant effect on employee performance

Research Framework

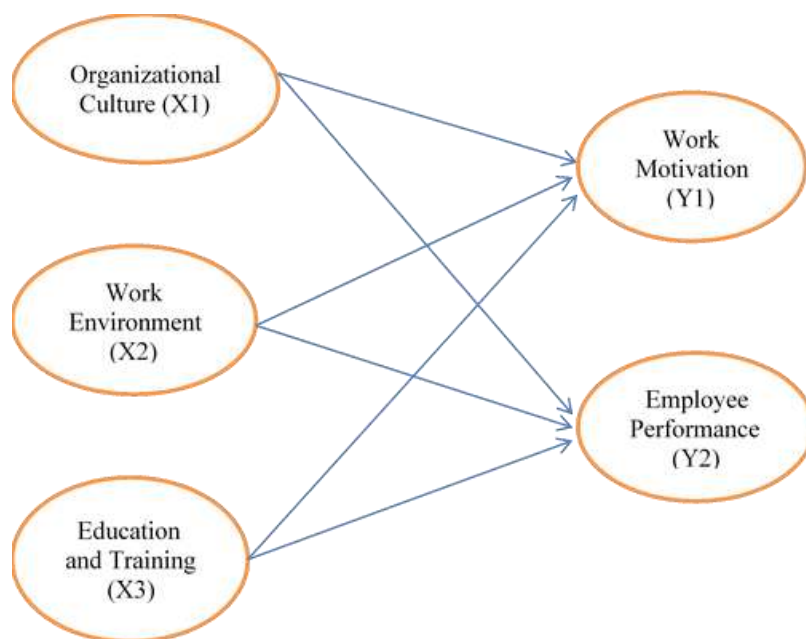


Fig. 1 Research Framework

Research Methods

This research is included in the category of quantitative research using survey methods and questionnaires. The variables used in this study consisted of endogenous variables, namely: work motivation and employee performance, and exogenous variables, namely: organizational culture, work environment, and education & training. The population in this study were all employees of the Class IIA Women's Correctional Institution in Samarinda. The total population in this institution is 60 civil servants, so in this study, all populations were sampled. The analysis used in this research is to use the PLS Structural Equation Model (SEM).

This study measured indicators in each variable using a Linkert scale from 1-5, namely Strongly Disagree = 1 to Strongly Agree = 5. Organizational culture consists of 7 indicators (Gibson, Ivancevich and Konopaske 2011); work Environment consists of 7 indicators for (Newstrom 2014), education and training consist of 6 indicators for (Robbins and Judge 2018), work motivation consists of 7 indicators for (Robbins and Judge 2018), and employee performance consists of 5 indicators for (Gibson, Ivancevich and Konopaske 2011).

Result

Results for Validity Test and Research Indicator Reliability

Stages of measuring the testing model involve convergent validity and discriminant validity test. Cronbach's alpha and composite reliability values are required in construction reliability testing. Suppose all indicators in the PLS model met the requirements of convergent validity, composite reliability, and discriminant validity. In that case, the results of the PLS analysis could be used to test research hypotheses.

Convergent Validity

Convergent validity states that tests having the same or similar constructs must be highly correlated. A convergent validity test is done by looking at the value of the loading factor of each indicator against the construct. The size of the factor loading is significant if it correlates more than 0.70 with the construction to be measured. However, for research in the early stages of developing a measurement scale, the value of 0.50 to 0.60 is sufficient (Vinzi, et al. 2010) (Hair, et al. 2016). In this study, the minimum limit of factor loading received is ≥ 0.7 , with the condition that the AVE score for each construct is ≥ 0.5 (Hair, et al. 2016). Based on the data processing results in SmartPLS, several indicators have a loading factor value below 0.7, so these indicators need to be removed. Loading factor, Cronbach's alpha, composite reliability,

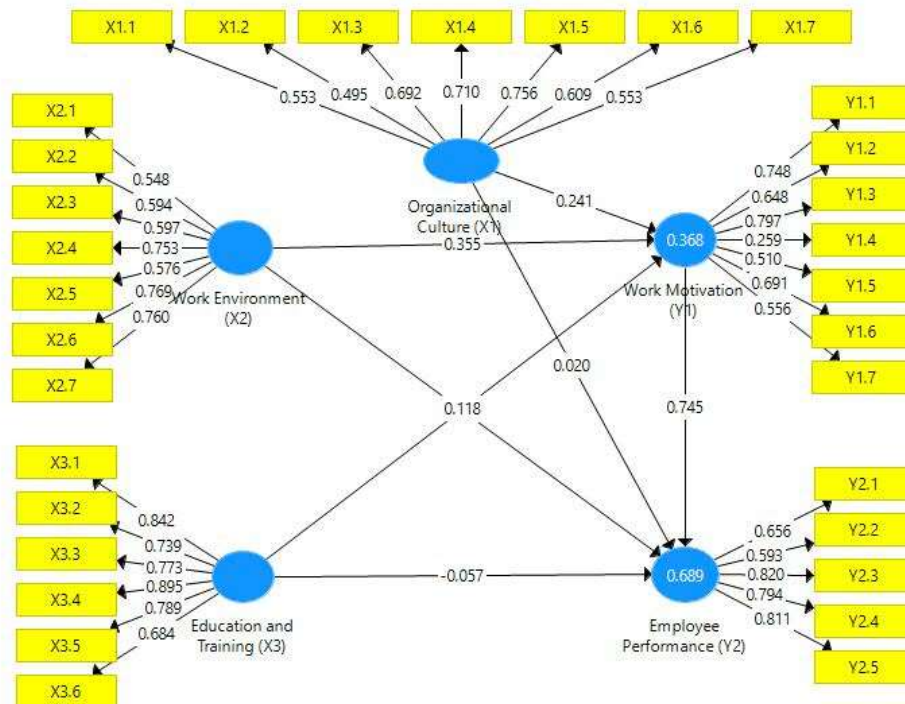


Fig. 2 Smart PLS output

Based on Figure 2, there are several indicators whose factor loading value is below 0.7, so that it needs to be removed until the factor loading value meets the requirements set by the researcher. Figure 3 below is the final result of the loading factor value that meets the requirements above 0.7.

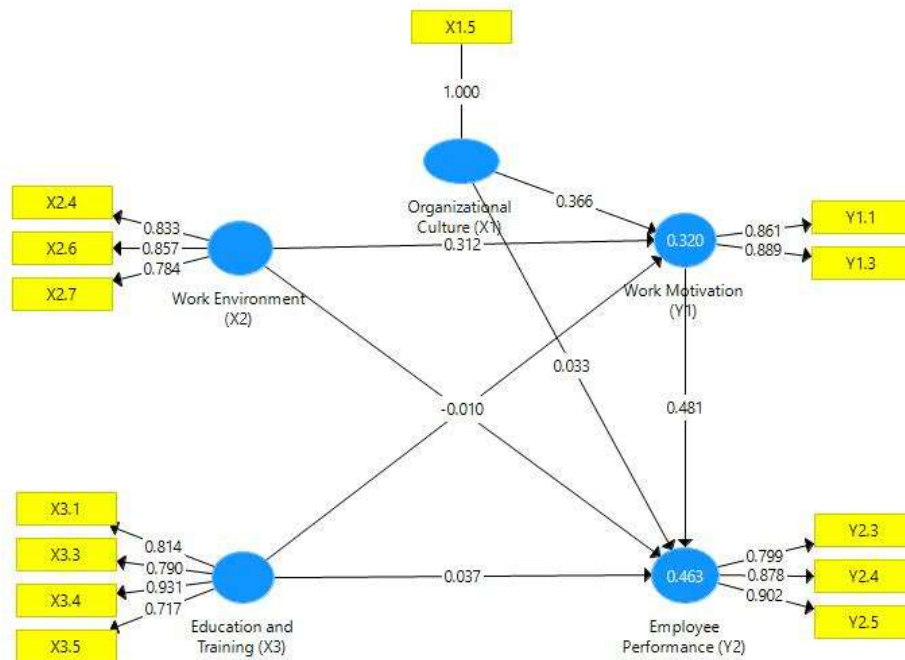


Fig. 3 Smart PLS Final Output

Based on the Smart PLS output model in Figure 3, all the research variable analysis model indicators have met the loading factor greater than 0.7 to meet the requirements.

Composite Reliability and Cronbach's Alpha

From Table 1, convergent validity is fulfilled if the AVE value is ≥ 0.5 , and in table 1, all AVE values have met the requirements ≥ 0.5 so that all of them have met the requirements of convergent validity. Reliability is a metric that indicates how much a measuring tool can be trusted or relied on. Cronbach's alpha is used to test composite durability, which evaluates a build-in science. In this analysis, Composite Reliability and Cronbach Alpha were used to evaluate each construction's reliability and internal consistency. The test's appropriate threshold level is 0.7, indicating adequate internal consistency (Hair, et al. 2016). The Cronbach's Alpha value or each variable's score is in the range of 0.695-1.000. The Composite Reliability value of each variable is in the range of 0.865-1.000, as shown in Table 1.

Table 1 Construct Reliability and Validity

Variable	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Organizational Culture (X1)	1,000	1,000	1,000
Work Environment (X2)	0.768	0.865	0.681
Education and Training (X3)	0.849	0.888	0.667
Work Motivation (Y1)	0.695	0.867	0.766
Employee Performance (Y2)	0.824	0.895	0.741

Source: SmartPLS output

Discriminant Validity

According to empirical standards, the extent to which a construct was genuinely distinct from other constructs is discriminant validity. As a result, establishing discriminant validity implies that a construct is distinct and captures phenomena that are not represented by other constructs in the model (Hair, et al. 2016). With SmartPLS, analysis can be obtained by cross-loading.

According to Table 2, each construct's Cross Loading score is greater than the value of the other constructs. As a result, each construct is distinct from the others because the correlation between the latent variable and each indicator is stronger than the other latent variables.

Table 2 Construct Reliability and Validity

Construct	Education and Training (X3)	Employee Performance (Y2)	Organizational Culture (X1)	Work Environment (X2)	Work Motivation (Y1)
X1.5	0.267	0.387	1,000	0.401	0.489
X2.4	0.226	0.484	0.253	0.833	0.408
X2.6	0.229	0.416	0.383	0.857	0.419
X2.7	0.251	0.363	0.375	0.784	0.283
X3.1	0.814	0.161	0.250	0.320	0.053
X3.3	0.790	0.133	0.188	0.074	0.149
X3.4	0.931	0.230	0.250	0.329	0.224
X3.5	0.717	0.071	0.179	0.102	0.003
Y1.1	0.169	0.540	0.416	0.322	0.861
Y1.3	0.141	0.559	0.438	0.469	0.889
Y2.3	0.124	0.799	0.500	0.378	0.509
Y2.4	0.219	0.878	0.212	0.421	0.539
Y2.5	0.190	0.902	0.303	0.522	0.571

Source: SmartPLS output

Evaluation of Structural Model

The structural model depicts the robustness of estimates between latent or constructs variables. The r-square value of organizational learning, work environment, education and training, and motivation for work motivation was 0.320 based on the test results. According to this result, employee performance can be explained by endogenous variables (X1-X3, Y1) to the tune of 32%. The R-Square value of organizational culture, work environment, education and training, and motivation on work motivation to employee performance was 0.463 in comparison. This means that variables can explain 46.3 percent of the employee performance constructs in this study.

Table 3 R Square

	R Square	R Square Adjusted
Employee Performance (Y2)	0.463	0.424
Work Motivation (Y1)	0.320	0.283

Source: SmartPLS output

Hypothesis Test

After ensuring that the measurement model of the construct is reliable and valid, then hypothesis testing is carried out. Hypothesis testing in this study is carried out on a structural model or inner model, which shows a direct or indirect relationship between exogenous and endogenous latent variables. Hypothesis testing is based on the significant value of the path coefficient after resampling or

bootstrapping 500 times (Hair et al., 2014). The statistical test used is the t-test with a confidence level of 95% or a significance level of 5%. The hypothesis is accepted if the t value is more than the t-table value for the two-tailed test, namely 1.96. The results of bootstrapping procedure as shown in Table 4.

Table 4 Path coefficients

Constructs	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O / STDEV)	P Values	Hypothesis
Organizational Culture (X1) -> Work Motivation (Y1)	0.366	0.350	0.109	3,347	0.001	Positive Significant
Organizational Culture (X1) -> Employee Performance (Y2)	0.033	0.023	0.137	0.245	0.807	Positive Not Significant
Work Environment (X2) -> Work Motivation (Y1)	0.312	0.315	0.116	2,689	0.008	Positive Significant
Work Environment (X2) -> Employee Performance (Y2)	0.272	0.260	0.122	2,237	0.026	Positive Significant
Education and Training (X3) -> Work Motivation (Y1)	-0.010	-0.005	0.142	0.068	0.946	Negative Not Significant
Education and Training (X3) -> Employee Performance (Y2)	0.037	0.058	0.125	0.295	0.768	Positive Not Significant
Work Motivation (Y1) -> Employee Performance (Y2)	0.481	0.486	0.111	4,325	0,000	Positive Significant

Source: SmartPLS output

Based on the results in Table 4, the following hypothetical conclusions can be drawn:

- Organizational Culture (X1) positively and significantly affects Work Motivation (Y1) with the path coefficient value: t-statistic 3,347 and p-value 0.001, so the hypothesis is accepted.
- Organizational Culture (X1) no significant effect on Employee Performance (Y2) with the path coefficient value: t-statistic 0.245 and p-value 0.807, so the hypothesis is rejected.

- c) Work Environment (X2) positively and significantly affects Work Motivation (Y1) with the path coefficient value: t-statistic 2.689 and p-value 0.008, so the hypothesis is accepted.
- d) Work Environment (X2) positively and significantly affect Employee Performance (Y2) with the path coefficient value: t-statistic 2,237 and p-value 0.026, so the hypothesis is accepted.
- e) Education and Training (X3) no significant effect on Work Motivation (Y1) with the path coefficient value: t-statistic 0.068 and p-value 0.946, so the hypothesis is rejected.
- f) Education and Training (X3) no significant effect on Employee Performance (Y2) with the path coefficient value: t-statistic 0.295 and p-value 0.768, so the hypothesis is rejected.
- g) Work Motivation (Y1) positively and significantly affect Employee Performance (Y2) with the path coefficient value: t-statistic 4,325 and p-value 0,000, so the hypothesis is accepted.

Discussion

The results of the study explain the relationship between the five variables.

First, consider the impact of Organizational Culture (X1) on Work Motivation (Y1). The relationship between these two variables based on statistical results is positive and significant. So, the better the Organizational Culture (X1), the Work Motivation (Y1) will increase. The dominant indicator in Organizational Culture (X1) is the orientation of employees in teamwork. The results of this study are supported by several studies, including (Maithel, Chaubey and Deepak 2012) and (Panagiotis, Sahinidisalexandros and George 2014).

Second, the influence of Organizational Culture (X1) on Employee Performance (Y2). The relationship between these two variables based on statistical results is not significant. So, the better the Organizational Culture (X1) on Employee Performance (Y2) does not affect. The results of this study are not by several studies, including (Arianto 2013), (Idris 2018), and (Shahzad 2014).

Third, it influences Work Environment (X2) on Work Motivation (Y1). The relationship between these two variables based on statistical results is positive and significant. So, the better the Work Environment (X2), the more Work Motivation (Y1) increases. The dominant indicator in the Work Environment (X2) is the feeling of privacy from employees. The results of this study are supported by several studies, including (Jayaweera 2015), (Narasuci, Setiawan and Noermijati 2018), and (Prakoso 2014).

Fourth, the influence of the Work Environment (X2) on Employee Performance (Y2). The relationship between these two variables based on statistical results is positive and significant. So the better the Work Environment (X2), the Employee Performance (Y2) will increase. The dominant indicator in the Work Environment (X2) is the feeling of privacy from employees. The results of this study are supported by several studies, including (Al-Omari and Okasheh 2017), (Chandrasekar 2011), and (Mathews and Khann 2013).

The fifth influences education and Training (X3) on Work Motivation (Y1). The relationship between these two variables based on statistical results is not significant. So the better Education and Training (X3) on Work Motivation (Y1) does not affect. The results of this study are not by several studies, including (Darmawan, Supartha and Rahyuda 2017), (Güllü 2016), and (Mardiana, Setiawati and Malik 2016).

The sixth influences education and Training (X3) on Employee Performance (Y2). The relationship between these two variables based on statistical results is not significant. So the better

Education and Training (X3) on Employee Performance (Y2) does not affect. The results of this study are not by several studies, including (Al-Mzary, Al-rifai and AlMomany 2015), (Hidayat and Budiartma 2018), and (Mahadevan and Yap 2019).

The seventh influences work Motivation (Y1) on Employee Performance (Y2). The relationship between these two variables based on statistical results is positive and significant. So the better Work Motivation (Y1), the Employee Performance (Y2) will increase. The dominant indicator in the Work Environment (X2) is the feeling of privacy from employees. The results of this study are supported by several studies, including (Almusaddar, Ramzan and Raju 2018), (Hairuddin, et al. 2017), and (Jusmin, et al. 2016).

Conclusion

On the base of the test and the statistical analysis results, it can be concluded that Organizational Culture (X1) and Work Environment (X2) can increase Work Motivation (Y1). Employee performance (Y2) increases can be done by increasing the Work Environment (X2) and Work Motivation (Y1). Suggestions that can be given to improve employee performance class IIA Samarinda Women's Penitentiary includes:

1. The Class IIA Samarinda Women's Prison should be able to further enhance the organizational culture by increasing the ability to work together in the team so that the motivation of the Class IIA Samarinda Women's Prison staff can increase.
2. Class IIA Women's Prison Samarinda maintains a work environment that consistently respects and maintains privacy between employees and leadership. For example, employees appreciate employees' decisions and ideas, or employees can distinguish between personal interests and work interests because it has been proven to increase motivation and performance of employees at the Class IIA Women's Prison in Samarinda.

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