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THE EFFECT OF JOB TRAINING ON EMPLOYEE WORK PRODUCTIVITY THROUGH WORK DISCIPLINE AT PT BHUMI LITERASI ANAK BANGSA

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ABSTRACT

This study aims to analyze the effect of job training on employee productivity with work discipline as a mediating variable at PT Bhumi Literasi Anak Bangsa. The main issues faced by the company are competency gaps and weak discipline, which negatively affect productivity outcomes. The study employs a quantitative approach with an explanatory research design. All 83 employees were included as the sample using a saturated sampling technique. Data were collected through structured questionnaires that had been tested for validity and reliability, and were analyzed using Partial Least Squares (PLS) to examine both the measurement and structural models. The results indicate that job training has a significant effect on work discipline, and work discipline has a significant effect on employee productivity. However, job training does not have a direct significant effect on productivity. These findings confirm that work discipline acts as an important mediator that bridges the effectiveness of training in improving productivity. The research model demonstrates good validity, reliability, and goodness of fit. This study provides theoretical contributions through a comprehensive mediation model and practical contributions in the form of recommendations for designing training programs integrated with systems that strengthen work discipline to sustainably enhance employee productivity.

Keywords: Job Training, Work Discipline, Employee

INTRODUCTION

This study is grounded in the importance of employee productivity as a key factor in organizational success, including at PT Bhumi Literasi Anak Bangsa. The primary issues identified are the gap between employee competencies and job demands, as well as weak work discipline that affects the achievement of company targets. Job training is viewed as a strategic effort to improve employees' skills and knowledge; however, its effectiveness largely depends on work discipline as a reinforcing factor in applying training outcomes. Based on these conditions, the research questions are: (1) whether job training directly affects employee productivity, (2) whether job training affects employee work discipline, and (3) whether work discipline acts as a mediating variable in the relationship between job training and employee productivity.

In theory, this study is based on Human Capital Theory, which states that investing in human resource development through training can improve competencies and work productivity. Training provides employees with the knowledge and skills they need to perform their jobs more effectively. However, these improved competencies must be supported by good work discipline so that the results of the training can be consistently applied. Therefore, work discipline is viewed as a factor that can strengthen the impact of job training on employee productivity.

To address these issues, the study adopts a quantitative approach with an explanatory research design. The research instrument consists of questionnaires developed to measure job training, work discipline, and productivity variables, which were then tested for validity and reliability. Data analysis was conducted using path analysis to determine both direct and indirect relationships among variables, enabling a comprehensive understanding of the role of work discipline as an intervening variable.

Previous studies have examined the effect of training on productivity and the effect of discipline on performance; however, research integrating these three variables into a single comprehensive model remains limited. The novelty of this study lies in its focus on testing the mediating role of work discipline in the relationship between job training and productivity. Moreover, conducting the study within a literacy-focused company provides added value, as this

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sector has distinct characteristics compared to conventional manufacturing or service industries.

Another strength of this study is the integration of job training, work discipline, and employee productivity into a single comprehensive model. Earlier research generally emphasized only two-variable relationships, such as training and performance or discipline and productivity, without offering a holistic explanation of how these factors interrelate. By positioning work discipline as a mediating variable, this study provides a deeper explanation of how training outcomes can truly contribute to productivity improvement.

This research also stands out due to its application within the printing and literacy industry of PT Bhumi Literasi Anak Bangsa, which operates in the fields of literacy, non-formal education, and printing. Most prior studies focused on manufacturing or conventional service sectors, making their findings less applicable to organizations characterized by social orientation, unique organizational culture, and creativity-based work patterns. Thus, this study offers a new empirical model tailored to the needs of the literacy industry in Indonesia.

From a methodological perspective, the novelty of this research lies in the use of an explanatory research design with path analysis to simultaneously examine direct and indirect relationships. This approach enables the development of a stronger conceptual framework compared to previous studies that often relied on simple regression or correlation analysis. Additionally, the measurement instruments were designed based on the company's core competencies and internal management system, making the results more applicable for realistic strategic recommendations.

In summary, the novelty of this research can be highlighted in three main aspects: (1) the integration of training, discipline, and productivity variables into a single mediation model; (2) the application of the model in the under-researched literacy sector; and (3) the use of a more comprehensive methodological approach to produce empirical findings with both academic contribution and high practical value for human resource management development.

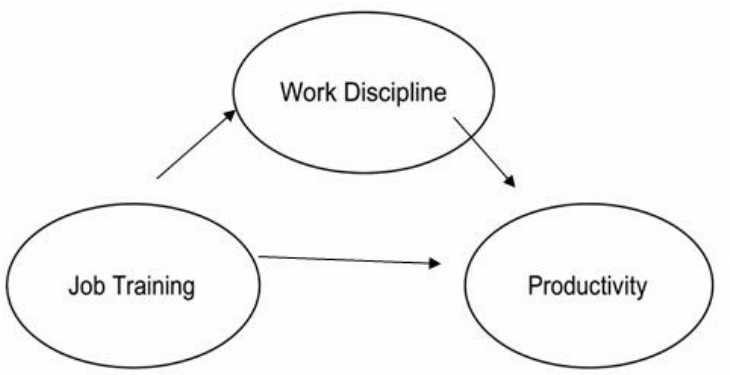
RESEARCH METHODS

The data collection methods used included distributing questionnaires and conducting observations to obtain primary data, as well as a literature review to obtain secondary data. The questionnaires were administered to all study participants using a Likert scale, while observations were conducted to corroborate and clarify the information obtained from the questionnaires.

The focus of this study is a specific group comprising individuals, events, items, or subjects analyzed by the researcher. The population consists of 83 employees of PT Bhumi Literasi Anak Bangsa. All 83 participants were selected as the sample using a non-probability sampling method, specifically a saturated sampling technique.

This study employs structural analysis using the Partial Least Squares (PLS) method supported by PLS software. The analysis begins with the evaluation of the outer model, which includes testing convergent validity (with factor loadings above 0.7), discriminant validity (with cross-loadings above 0.7), and reliability (using measures such as composite reliability and Cronbach's alpha, both expected to exceed 0.5).

Subsequently, the study evaluates the inner model by examining the R-squared values of the dependent variables, as well as Goodness of Fit metrics such as SRMR, Chi-Square, and NFI. Path coefficient testing is also conducted to assess the strength and significance of the relationships among variables. The purpose of these comprehensive model evaluations is to answer the research questions and support the theoretical framework.



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RESULTS AND DISCUSSION

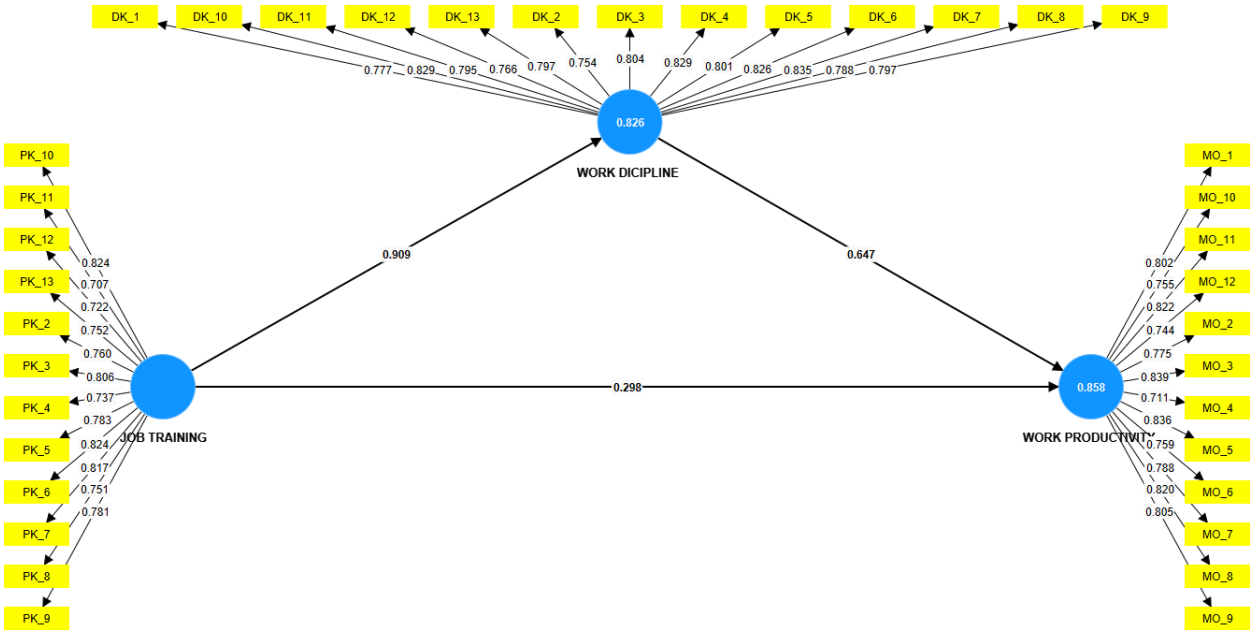

Figure 1 Outer Loading Measurement Results

Based on the explanation shown in the figure, the validity test results indicate that all items for each variable meet the validity criteria. Items in the DK (Work Discipline) variable show factor loadings above 0.7, as do most items in the PK (Job Training) variable. In the PR (Productivity) variable, all items also exceed the established threshold. In addition, the construct values are 0.826 for DK, 0.909 for PK, and 0.858 for PR, indicating that each variable demonstrates good validity. Overall, all items are considered valid as they satisfy the required criteria.

Table 1 Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
WORK DICIPLINE	0,953	0,954	0,959	0,641
PRODUCTIVITY	0,945	0,945	0,952	0,622
JOB TRAINING	0,938	0,939	0,947	0,598

The table above shows that the variables Work Discipline and Productivity have strong explanatory power in accounting for variability within the model. The R Square value for Work Discipline is approximately 0.826, while the Adjusted R Square (which accounts for the number of predictors in the model) is about 0.824. Meanwhile, for the Productivity variable, the R Square value is around 0.858, with an Adjusted R Square of approximately 0.854.

Both variables have R Square and Adjusted R Square values close to one, indicating a significant role in explaining most of the variance in the model. However, the slight difference between the R Square and Adjusted R Square values suggests the possibility that additional predictors could further improve the model's explanatory power. Nevertheless, the main conclusion is that Work Discipline and Productivity make substantial contributions to explaining the variability in the analyzed model.

Table 2 Structural Model Testing

	R Square	R Square Adjusted
WORK DICIPLINE	0,826	0,824
PRODUCTIVITY	0,858	0,854

The table above indicates that the variables Work Discipline and Productivity have strong capability in explaining variability within the model. The R Square value for Work Discipline is approximately 0.826, while the Adjusted R Square (which accounts for the number of predictors in the model) is around 0.824. Meanwhile, for the Productivity variable, the R Square value is about

0.858, with an Adjusted R Square of approximately 0.854.

Both variables show R Square and Adjusted R Square values close to one, indicating their significant role in explaining most of the variance in the model. The slight difference between the R Square and Adjusted R Square values suggests that additional predictors might further enhance the model's explanatory power. Nevertheless, the main conclusion is that Work Discipline and Productivity contribute substantially to explaining the variability in the analyzed model.

Table 3 GoF (Goodness of Fit) Tes

	Saturated Model	Estimated Model
SRMR	0,069	0,069
d_ULS	3,335	3,335
d_G	4,621	4,621
Chi-Square	1456,128	1456,128
NFI	0,609	0,609

Based on the table above, it can be concluded that the Estimated Model has a goodness-of-fit level (SRMR) of approximately 0.069, which is the same as that of the Saturated Model. In addition, the d_ULS and d_G values for both models are also identical, at around 3.35. This indicates that the estimated model shows good alignment with the saturated model in terms of measurement invariance.

Furthermore, the Chi-Square value for both the estimated and saturated models is 1456.128, suggesting no significant difference in model fit. The NFI (Normed Fit Index) value for both models is also the same, approximately 0.609, indicating that the estimated model demonstrates an acceptable level of goodness of fit relative to the saturated model.

Thus, it can be concluded that the estimated model in this study has a good level of fit with the saturated model, meaning that the estimated model is able to represent the available data well.

Table 4 Path Coefficiences

	Original Sample (O)	**Sample Mean (M)**	**Standard Deviation (STDEV)**	**T Statistics (|O/STDEV|)**	**P Values**
WORK DISCIPLINE → PRODUCTIVITY	0,647	0,656	0,171	3,775	0,000
JOB TRAINING → WORK DISCIPLINE	0,909	0,911	0,024	38,239	0,000
JOB TRAINING → PRODUCTIVITY	0,298	0,291	0,172	1,737	0,082

The analysis of the hypothesis testing results provides important insights into the relationships among the studied variables. First, the relationship between Work Discipline and Productivity is proven to be significant, with a T-Statistic value of 3.775 and a P-Value of 0.000, which is below the significance level of 0.05. This indicates that Work Discipline has a significant and positive effect on Productivity.

Second, the hypothesis testing of the relationship between Job Training and Work Discipline shows a very significant relationship between the two variables. The T-Statistic value of 38.239 and a P-Value of 0.000, which is less than 0.05, indicate that Job Training has a significant direct effect on Work Discipline.

Furthermore, the test of the relationship between Job Training and Productivity shows that there is no significant relationship. This is indicated by a T-Statistic value of 1.737 and a P-Value of 0.082, which is greater than the 0.05 significance level. Therefore, Job Training does not have a significant direct effect on Productivity.

Overall, this analysis confirms the important role of Work Discipline in influencing Productivity and the role of Job Training in improving Work Discipline. However, Job Training does not show a significant direct effect on Productivity.

CONCLUSION

Based on the overall analysis results, it can be concluded that the research instruments met the validity and reliability criteria, as indicated by outer loading values above 0.7 and Cronbach's Alpha, Composite Reliability, and AVE values within the acceptable range. The structural model also demonstrated good ability in explaining the relationships between variables, as evidenced by the R-Square, Adjusted R-Square, and Goodness of Fit (GoF) values, which indicate that the model is suitable for use.

The results of the hypothesis testing indicate that Work Discipline has a positive and significant effect on Productivity. Additionally, Job Training has a significant effect on Work Discipline, but does not have a significant direct effect on Productivity. Thus, employee Productivity is largely determined by the level of Work Discipline, while Job Training plays a role in increasing Productivity indirectly through improved Work Discipline. Therefore, efforts to increase Productivity should be directed toward strengthening Work Discipline as well as implementing Job Training that supports the development of employee discipline.

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