

The Influence of Training, Competence, and Discipline on the Performance of Soldiers in Squadron-21/Multipurpose PUSPENERBAD

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Abstract

Puspenerbad is a combat mobility support unit for the Indonesian Army, which operates army-owned flight facilities, such as fixed wing and rotary aircraft. Puspenerbad has a strategic function in carrying out the tasks of Military Operations for War (OMP) and Military Operations Other Than War (OMSP). The personnel in it are more than 321 members with their respective specialization qualifications/ratings. Therefore, in supporting the main tasks as Airborne Flight personnel, they are required to have good and optimal performance. However, the problem with human resources for soldiers in Squadron-21/Multipurpose is the low achievement of soldier performance targets. The factors that influence performance are training, competence and work discipline. This study aims to determine training, competence and work discipline on performance in Squadron-21/Multipurpose Puspenerbad either partially or simultaneously. The research method used is quantitative research, the data collection technique used is a questionnaire and in analyzing the data using multiple regression analysis with the help of SPSS 26.0. Respondents in the study were 68 soldiers. The results of this study indicate that training, competence and work discipline have a positive effect on performance. While simultaneously training, competence and work discipline affect performance

Keywords: Training, Competence, Work Discipline, Performance.

Abstrak

Puspenerbad adalah satuan pendukung mobilitas tempur TNI Angkatan Darat, yang mengoperasikan sarana penerbangan yang dimiliki Angkatan Darat, seperti pesawat fix wing dan rotary. Puspenerbad memiliki fungsi strategis dalam menjalankan tugas-tugas Operasi Militer Untuk Perang (OMP) maupun Operasi Militer Selain Perang (OMSP). Personel didalamnya lebih dari 321 anggota dengan masing-masing kualifikasi/rating spesialisasinya. Oleh karena itu dalam mendukung tugas pokok sebagai personel Penerbad dituntut memiliki kinerja yang baik dan optimal. Namun demikian permasalahan SDM prajurit di Skadron-21/Serba Guna masih rendahnya pencapaian sasaran kinerja prajurit. Adapun faktor-faktor yang mempengaruhi kinerja yaitu ialah pelatihan, kompetensi dan disiplin kerja. Penelitian ini

bertujuan untuk mengetahui pelatihan, kompetensi dan disiplin kerja terhadap kinerja di Skadron-21/Serba Guna Puspenerbad baik secara parsial maupun simultan. Metode penelitian yang digunakan yaitu penelitian kuantitatif, teknik pengumpulan data yang digunakan adalah kuesioner serta dalam menganalisis data menggunakan analisis regresi berganda dengan bantuan SPSS 26.0. Responden dalam penelitian sejumlah 68 anggota prajurit. Hasil penelitian ini menunjukkan bahwa pelatihan, kompetensi dan disiplin kerja berpengaruh positif terhadap kinerja. Sedangkan secara simultan pelatihan, kompetensi dan disiplin kerja berpengaruh terhadap kinerja

Kata Kunci: Pelatihan, Kompetensi, Disiplin Kerja, Kinerja.

I. INTRODUCTION

The Army Aviation Center (Puspenerbad) serves as a combat mobility support unit within the Indonesian Army, operating the Army's aerial assets, including both fixed-wing and rotary-wing aircraft. It plays a strategic role in carrying out Military Operations for War (Operasi Militer untuk Perang, OMP) as well as Military Operations Other Than War (Operasi Militer Selain Perang, OMSP). In this context, it is imperative that defense human resources — specifically Army Aviation personnel — demonstrate effective performance in both military and non-military operations.

One of its operational units, the 21st Multipurpose Squadron (Skadron-21/Serba Guna or Dron-21/Sena), operates under the command of the Army Aviation Center and bears the motto Akasa Aqraya Yudha, which translates as "combat support from the air." This squadron is tasked with providing aerial support for troop deployment, logistics transportation, and VIP missions. The unit comprises over 321 personnel, each holding specific qualifications or specialist ratings. Consequently, to fulfill its principal duties, every member of the Army Aviation personnel is expected to maintain a high and optimal level of performance. However, challenges remain concerning human resource performance within the 21st Multipurpose Squadron. Notably, the achievement of personnel performance targets has yet to reach desirable levels. Secondary data gathered from the squadron's personnel affairs division indicates that personnel performance was rated as "good" only in the second quarter of 2021, while in the first, third, and fourth quarters of the same year, performance ratings consistently fell within the "adequate" category.

One of the factors influencing personnel performance is training. The training programs conducted at the 21st Multipurpose Squadron are intended not only to enhance the technical and operational competencies of its personnel but also to shape their behavior in alignment with the unit's objectives and operational demands. The squadron organizes various training initiatives under two categories: standardized program training and non-standardized program training. In the domain of standardized program training, individual personnel undergo programs such as Latarsar Umum, UTP Umum, Latorjab, and UPT Jab. At the unit level, training activities include Aircraft Crew Training, Crew Standardization Training, Unit Aircraft Training, and Unit-Level Readiness Training (UST Tk Unit). Meanwhile, the non-standardized program training covers individual training such as Light Weapons

The Influence of Training, Competence, and Discipline on the Performance of Soldiers in Squadron-21/Multipurpose PUSPENERBAD

Marksmanship, Physical Fitness Development, Close Combat Training, Simulator Training, Survival Training, Flight Operations Service Training, Aircraft Maintenance Administration Training, Night Vision Goggle (NVG) Crew Formation Training, and Airbase Security Training. However, data collected from the unit reveals that the implementation of these training programs has not fully met the targeted participation rates. In 2021, the total allocation for training participants from both the standardized and non-standardized programs amounted to 1,532 personnel. In practice, only 1,227 personnel, or approximately 81% of the allocated target, participated in the scheduled training sessions. This shortfall reflects existing challenges, both in the organization's ability to effectively plan and implement training policies and in the personnel's motivation and willingness to participate in the programs. Notably, the shortfall was most evident in the Non-Standardized Program Training, particularly in the Light Weapons Marksmanship (Latbakjatri) category, where participation rates failed to meet the planned quotas. This issue represents an ongoing challenge for the 21st Multipurpose Squadron, necessitating a critical review and restructuring of the training program's management and policies. Addressing these underlying issues is essential for improving the effectiveness of training initiatives and ultimately enhancing the operational competencies of the squadron's personnel.

In addition to training, another factor that significantly influences personnel performance is competency. To establish the 21st Multipurpose Squadron as a professional and capable unit, the competencies of its personnel play a crucial role in determining operational effectiveness. Data gathered from the field indicates that the current qualification levels of personnel within the 21st Multipurpose Squadron fall short of the ideal standard. Of the 212 military personnel assigned to the squadron, only 126 hold recognized professional qualifications. Specifically, as a military aviation unit, the squadron has yet to achieve the ideal number of personnel certified as Pilot I and Pilot II. Currently, only 11 personnel hold the Pilot I qualification, whereas the operational requirement calls for at least 24. Similarly, there are only 35 personnel qualified as Pilot II, while the ideal figure stands at 40. This disparity highlights a competency gap among squadron personnel in terms of the specialized qualifications necessary to support the operational demands of the organization. In sum, the overall number of qualified personnel within the 21st Multipurpose Squadron remains insufficient when compared to the total manpower strength and the ideal qualification standards expected of an aviation squadron.

Another factor affecting personnel performance is work discipline. Discipline is not an attitude that emerges spontaneously but must be continuously instilled, trained, and applied in the daily conduct of personnel. Interviews conducted by the author with the Personnel Division of the 21st Multipurpose Squadron revealed several recurring disciplinary violations among squadron members. These include ineffective and inefficient use of working hours, unauthorized absences (THTI), violating rest periods, failure to attend muster formations, involvement in physical altercations, traffic violations, and neglecting scheduled unit training sessions.

Findings from previous studies reinforce the significance of these factors. Arifin, Sirait, and Setiawan (2021) found that training exerts a significant influence on personnel performance. Similarly, research conducted by Rahmayanti, Haryanti, and Miyono (2021) confirmed that competency has a meaningful impact on performance outcomes. Additionally, Agusria and Herani (2021) demonstrated that work discipline significantly affects personnel performance.

An analysis of these prior studies suggests that while the theoretical frameworks applied are relevant to the issues being discussed and the data presented are sufficiently comprehensive and accessible, a notable limitation lies in the relatively small number of reference sources employed. Therefore, it is necessary to broaden the comparative review by incorporating additional research. Based on the aforementioned phenomena, the researcher is interested in conducting a study entitled "The Influence of Training, Competency, and Work Discipline on the Performance of Military Personnel at the 21st Multipurpose Squadron, Army Aviation Center."

II. LITERATURE REVIEW

a. Management Theory

The fundamental principles of management constitute a decision-making process involving planning, organizing, directing, and controlling activities in order to achieve organizational objectives. As noted by Suaiba et al. (2021), "Management is both a science and an art of working with people to determine processes distinguished by planning, organizing, implementation, and supervision. It utilizes both scientific knowledge and practical skill to accomplish predetermined goals by upholding the elements of nature, function, target, and purpose in attaining planned objectives."

In practice, management is inherently linked to the existence of an organization. Management involves coordinating and regulating people within an organization, whether it operates in a simple or complex structure. Accordingly, the development of management theory is often associated with the evolution of organizational theory. In this context, Okianna (2020) identifies four primary fields within the discipline of management:

- 1. Marketing Management**

This involves the analysis, planning, implementation, and control of programs designed to manage a company's marketing activities. In simple terms, it encompasses a series of processes that generate marketing strategies, ensuring that a product or service effectively reaches its target consumers.

- 2. Production Management**

Conceptually, production refers to activities that result in the creation of goods or services. Production management, therefore, represents a branch of management

responsible for regulating production processes to achieve outcomes in accordance with pre-established plans.

3. Financial Management

Finance serves as a foundational pillar for the sustainability of an organization. Financial management activities focus on acquiring financial resources at the lowest possible cost and allocating them as effectively, efficiently, and productively as possible to maximize profitability.

4. Human Resource Management (HRM)

Broadly, the role of HRM involves addressing various matters related to personnel, including employees, workers, managers, and other labor forces. The aim is to support organizational or corporate operations in achieving predefined objectives through the effective management of human resources.

b. Human Resource Management Theory

Personnel, as the primary human resource within the Indonesian Army (TNI AD), represent a vital element and hold a central role in supporting the success and fulfillment of the Army's principal duties. According to Dessler (2017), human resource management is the process of acquiring, training, appraising, and compensating employees, while also addressing their labor relations, health and safety, and concerns of fairness and equity within the workplace.

c. Training Theory

Training is one of the key efforts aimed at enhancing employees' capabilities in performing the responsibilities assigned to them, ensuring that personnel become increasingly skilled and capable of fulfilling organizational mandates. In essence, employee training programs constitute a process of imparting specific knowledge, skills, and attitudes to improve employee competence in alignment with organizational expectations. As Cascio (2022) describes, training involves structured programs designed to improve performance at the individual, group, and/or organizational levels. Performance improvement, in turn, implies a measurable change in knowledge, skills, attitudes, and/or social behaviors. Furthermore, according to Sofyandi in Elizar & Tanjung (2018), the effectiveness of a company's training program can be assessed through the following indicators: (a) training content, (b) training methods, (c) attitudes and skills of the instructors, (d) duration of training, and (e) training facilities.

d. Competency Theory

High-quality human resources are characterized by high levels of competency and skills, which serve as crucial drivers of organizational advancement. A company will not operate effectively without personnel who are both qualified and capable of fulfilling the responsibilities entrusted to them (Arifin, Putra, & Hartanto, 2019). Moeheriono, as cited

in Basalamah (2017), posits that every individual possesses several core competencies, including behavior, motives, self-concept, knowledge, and skills.

e. Work Discipline Theory

Within the scope of human resource management, discipline does not merely equate to punishment. Rather, discipline serves as a managerial tool for correcting employee behavior and guiding them toward improved performance in accordance with acceptable organizational standards. According to Snell and Morris (2019), discipline is a tool used to improve and shape employee practices to help them work better and meet acceptable performance standards. As for the dimensions of work discipline, Afandi, in Yuliantini and Suryatiningsih (2021), identifies two key dimensions: time compliance (including punctual attendance, effective use of working hours, and absence records) and work responsibility (including compliance with organizational rules, achieving job targets, and preparing daily work reports).

f. Performance Theory

Human resources occupy a central and decisive role in determining organizational success. Given their importance, organizations must prioritize the recruitment and retention of employees who consistently demonstrate high performance in carrying out their designated tasks. According to Nankervis et al. (2020), employee performance refers to the efficiency and effectiveness of individual and collective employee efforts. Furthermore, Mangkunegara, as cited in Efendi and Yusuf (2021), identifies the following performance indicators: quality of work, quantity of work, responsibility, collaboration, and initiative.

Hypothesis Development

Based on the theoretical framework described above, the hypotheses in this study are formulated as follows:

- a. It is hypothesized that training has an influence on the performance of personnel at Skadron-21/Serba Guna Puspenerbad.
- b. It is hypothesized that competency has an influence on the performance of personnel at Skadron-21/Serba Guna Puspenerbad.
- c. It is hypothesized that work discipline has an influence on the performance of personnel at Skadron-21/Serba Guna Puspenerbad.
- d. It is hypothesized that training, competency, and work discipline simultaneously have an influence on the performance of personnel at Skadron-21/Serba Guna Puspenerbad.
- e.

Based on the relationship between the observed phenomena, theoretical review, and findings from previous studies, the following research model is proposed:

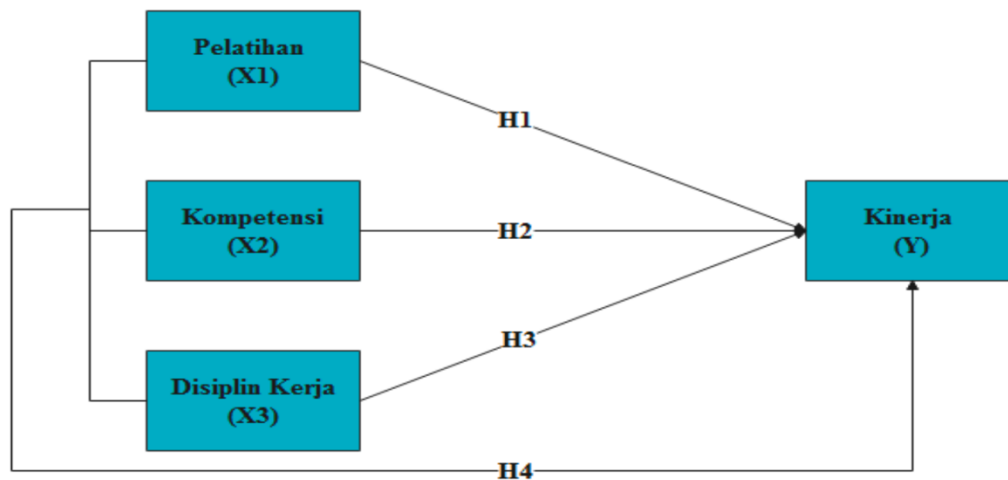


Figure 1. Conceptual Model

III. RESEARCH METHOD

This study employs a quantitative research approach. Data were collected using a questionnaire as the primary data collection technique. The data analysis process was conducted with the assistance of SPSS version 26.0, which included validity testing, reliability testing, classical assumption tests, multiple linear regression analysis, and hypothesis testing through the T-test, F-test, and the coefficient of determination (R^2). The population in this study consists of personnel from Skadron-21/Serba Guna Puspenerbad. The research sample was drawn from this population, comprising 68 members of Skadron-21/Serba Guna Puspenerbad, selected using a simple random sampling technique.

IV. HASIL PENELITIAN DAN PEMBAHASAN

a. Descriptive Analysis

Table 1 – Total Average Training Variable

SUB VARIABEL	TOTAL RATA-RATA	KRITERIA
Isi pelatihan	4,08	Baik
Metode pelatihan	3,51	Baik
Sikap dan keterampilan instruktur	3,94	Baik
Lama waktu pelatihan	3,18	Cukup
Fasilitas pelatihan	3,81	Baik
TOTAL RATA-RATA PELATIHAN	18,52/5 = 3,70	Baik

Source : Survey, 2022

Based on the table above, the calculation shows that the training content sub-variable achieved the highest average score, with a total mean value of 4.08, while the training duration sub-variable obtained the lowest average score, with a total mean value of 3.18. Overall, the training variable recorded a total average score of 3.70, which falls within the good category based on the predetermined assessment criteria.

Table 2 – Total Average Competence Variable

SUB VARIABEL	TOTAL RATA-RATA	KRITERIA
<i>Traits</i>	3,88	Tinggi
<i>Motive</i>	3,99	Tinggi
<i>Self Concept</i>	3,08	Cukup
<i>Knowledge</i>	3,97	Tinggi
<i>Skill</i>	3,76	Tinggi
TOTAL RATA-RATA KOMPETENSI	18,68/5 = 3,73	Tinggi

Source : Survey, 2022

Based on the table above, the calculation indicates that the Motive sub-variable achieved the highest average score, with a total mean value of 4.08, while the Self-Concept sub-variable recorded the lowest average score, with a total mean value of 3.18. Overall, the competency variable obtained a total average score of 3.73, which is categorized as **high** according to the established assessment criteria.

Table 3 – Total Average Work Discipline Variable

SUB VARIABEL	TOTAL RATA-RATA	KRITERIA
Ketepatan waktu	3,21	Cukup
Tanggungjawab	3,49	Baik
TOTAL RATA-RATA DISIPLIN KERJA	6,7/2 = 3,35	CUKUP

Source : Survey, 2022

Based on the table above, the calculation reveals that the punctuality sub-variable achieved the highest average score, with a total mean value of 3.49, while the responsibility sub-variable recorded the lowest average score, with a total mean value of 3.21. Overall, the work discipline variable obtained a total average score of 3.35, which falls within the **fair** category according to the established assessment criteria.

Table 4 – Total Average Work Performance Variable

SUB VARIABEL	TOTAL RATA-RATA	KRITERIA
<i>Quantity</i>	3,85	Tinggi
<i>Quality</i>	3,14	Cukup
<i>Productivity</i>	3,10	Cukup
<i>Timelines</i>	3,25	Cukup
<i>Effectiveness</i>	4,05	Tinggi
TOTAL RATA-RATA KINERJA	17,39/5 = 3,47	Tinggi

Source : Survey, 2022

Based on the table above, the calculation shows that the Motive sub-variable obtained the highest average score, with a total mean value of 4.08, while the Self-Concept sub-variable recorded the lowest average score, with a total mean value of 3.18. Overall, the performance variable achieved a total average score of 3.47, which is categorized as **high** according to the predetermined assessment criteria.

b. Validity and Reability Test

Table 5 – Validity Test Report

Pernyataan	r _{hitung} X1	r _{hitung} X2	r _{hitung} X3	r _{hitung} Y	r _{tabel}	Ket.
1	0,388	0,486	0,644	0,603	0,2387	Valid
2	0,478	0,520	0,492	0,907		Valid
3	0,547	0,573	0,615	0,887		Valid
4	0,250	0,358	0,609	0,716		Valid
5	0,448	0,594	0,255	0,492		Valid
6	0,592	0,389	0,589			Valid
7	0,634	0,486				Valid
8	0,276	0,366				Valid
9	0,485	0,244				Valid
10	0,466	0,520				Valid
11	0,672	0,358				Valid
12	0,667	0,594				Valid
13	0,722	0,639				Valid
14	0,592	0,534				Valid
15	0,634	0,453				Valid

Source : Survey, 2022

The table above indicates that all items from the variables of training, competency, work discipline, and performance are declared valid, as each item's r-count value exceeds the r-table value. This means that all items can be used as valid instruments for data collection in this study.

Table 6 – Realibility Test Report

Case Processing Summary

Cases	Valid	N	%
	Excluded ^a	0	.0
	Total	68	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.697	41

Source : Survey, 2022

Based on the table above, it can be seen that all statement items are reliable, as each variable item has a Cronbach's Alpha value exceeding 0.60, specifically reaching 0.697.

Table 7 – Classic Assumption Test

Jenis Uji Asumsi Klasik	Kriteri Penerimaan Hasil Uji	Hasil Uji	Interpretasi
Uji Normalitas (Kolmogorov Smirnov)	(sig) > 0,05	(sig) = 0,061	Data berdistribusi normal
Uji Multikolinearitas	nilai <i>tolerance</i> > 0,10 dan VIF < 10	nilai <i>tolerance</i> dan nilai VIF (X1) = 0,370 dan 2,705 (X2) = 0,370 dan 2,705, dan (X3) = 0,370 dan 2,705	Terbebas dari multikolinearitas
Uji Heteroskedastisitas	Nilai <i>residual absolute</i> > 0,05	Nilai <i>residual absolute</i> X1 = 0,292, X2 = 0,791, dan X3 = 0,236	Terbebas dari heteroskedastisitas

Source : Survey, 2022

Hypothesis Testing

Table 8 – T-Test

Variabel	t _{hitung}	t _{tabel}	Sig.	Prob.	Keterangan
X1	7,993	1,9977	0,040	0,05	Signifikan
X2	6,542	1,9977	0,028	0,05	Signifikan
X3	4,141	1,9977	0,011	0,05	Signifikan

Source : Survey, 2022

The table above outlines the decision-making criteria for the t-test (partial significance test) as follows:

- H_0 is accepted and H_a is rejected if t-count < t-table
- H_0 is rejected and H_a is accepted if t-count > t-table

Based on these criteria, the conclusions are as follows:

- For the training variable (X_1), the value of t-count > t-table ($7.993 > 1.9977$). The significance value for the effect of the training variable on performance is $0.040 < 0.05$. Therefore, H_a is accepted and H_0 is rejected, indicating that training has a positive and significant influence on performance.
- For the competency variable, the value of t-count > t-table ($6.542 > 1.9977$). The significance value for the effect of the competency variable on performance is $0.028 < 0.05$. Therefore, H_a is accepted and H_0 is rejected, indicating that competency has a positive and significant influence on performance.
- For the work discipline variable, the value of t-count > t-table ($4.141 > 1.9977$). The significance value for the effect of work discipline on performance is $0.011 < 0.05$.

The Influence of Training, Competence, and Discipline on the Performance of Soldiers in Squadron-21/Multipurpose PUSPENERBAD

Therefore, H_a is accepted and H_0 is rejected, indicating that work discipline has a positive and significant influence on performance.

Table 9 – F-Test

Variabel	f_{hitung}	f_{tabel}	Sig.	Prob.	Keterangan
Pelatihan, kompetensi dan disiplin Terhadap Kinerja	3,293.	2,75	0,039	0,05	Signifikan

Source : Survey, 2022

The statistical calculation of the F-test produced an F-count value of 3.293, which is greater than the F-table value of 2.75, with a significance value of $0.039 < 0.05$. It can therefore be concluded that H_a is accepted and H_0 is rejected, indicating that training, competency, and work discipline simultaneously have a significant influence on performance.

Table 10 – Hypothesis Testing Summary

No	Pengaruh	Hipotesis	t/f	sig	Keterangan
1	X1 terhadap Y	H1	7.993	0.040	Diterima
2	X2 terhadap Y	H2	6.542	0.028	Diterima
3	X3 terhadap Y	H3	4.141	0.011	Diterima
4	X1, X2 & X3 terhadap Y	H4	3.293	0.039	Diterima

Source : Survey, 2022

Discussion

Table 11 – Multiple Regression Result

VARIABEL	UNSTANDARDIZED COEFFICIENTS B	STANDARDIZED COEFFICIENTS B
Constant	1,152	
Pelatihan	0,519	0,775
Kompetensi	0,314	0,596
Disiplin Kerja	0,339	0,349

Dependen variabel: Kinerja

Source : Survey, 2022

Based on the table above, the results of the multiple regression analysis produced the following multiple regression equation:

$$Y_1 = 1.152 + 0.519X_1 + 0.314X_2 + 0.339X_3$$

The Influence of Training on the Performance of Personnel at Skadron-21/Serba Guna Puspenerbad

Based on the results of the multiple regression analysis presented in the table above, the value of b_1 was 0.519. This indicates that training has a positive partial effect on

performance, with a coefficient of 0.519. To determine the magnitude of the partial influence of the independent variable on the dependent variable, the Standardized Coefficients Beta value is used. The training variable has a Standardized Beta value of 0.775, which means that training contributes 77.5% to the performance variable, falling within the category of a strong influence.

The Influence of Competency on the Performance of Personnel at Skadron-21/Serba Guna Puspenerbad

Based on the results of the multiple regression analysis presented in the table above, the value of b_2 was 0.314. This indicates that competency has a positive partial effect on performance, with a coefficient of 0.314. To determine the extent of the partial influence of the independent variable on the dependent variable, the Standardized Coefficients Beta value is used. The competency variable has a Standardized Beta value of 0.596, meaning that competency contributes 59.6% to the performance variable, which is classified as having a strong influence.

The Influence of Work Discipline on the Performance of Personnel at Skadron-21/Serba Guna Puspenerbad

Based on the results of the multiple regression analysis presented in the table above, the value of b_3 was 0.339. This indicates that work discipline has a positive partial effect on performance, with a coefficient of 0.339. To determine the extent of the partial influence of the independent variable on the dependent variable, the Standardized Coefficients Beta value is considered. The work discipline variable has a Standardized Beta value of 0.349, meaning that work discipline contributes 34.9% to the performance variable, which is categorized as a moderate influence.

The Influence of Training, Competency, and Work Discipline on the Performance of Personnel at Skadron-21/Serba Guna Puspenerbad

Table 12 – Coefficient Determination Result

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,880 ^a	,775	,764	1,438
a. Predictors: (Constant), DISIPLINKERJA_X3, KOMPETENSI_X2, PELATIHAN_X1				

Source : Survey, 2022

The results indicate that the combined influence of training, competency, and work discipline on performance is reflected in the coefficient of determination (R^2) value of 0.775. This means that the variables of training, competency, and work discipline collectively explain 77.5% of the variance in the performance variable. This level of influence falls within the category of a strong effect.

V. CONCLUSION DAN RECOMMENDATION

Conclusion

Based on the results of the study and the discussion regarding the influence of training, competency, and work discipline on performance, the following conclusions can be drawn:

1. Descriptive analysis results indicate that respondents' perceptions of training at Skadron-21/Serba Guna Puspenerbad fall into the good category. The highest sub-variable score was recorded for training content, while the lowest was for training duration. The competency of personnel at Skadron-21/Serba Guna Puspenerbad is categorized as high, with motive as the highest sub-variable and self-concept as the lowest. Work discipline among personnel at Skadron-21/Serba Guna Puspenerbad is categorized as fair, with punctuality as the highest sub-variable and responsibility as the lowest. The performance of personnel at Skadron-21/Serba Guna Puspenerbad is categorized as high, with effectiveness as the highest sub-variable and productivity as the lowest.
2. The results of the analysis show that training has a positive influence on the performance of personnel at Skadron-21/Serba Guna Puspenerbad, meaning that the more personnel participate in training activities and the better those activities are implemented, the greater the improvement in their performance.
3. Competency has a positive influence on the performance of personnel at Skadron-21/Serba Guna Puspenerbad, indicating that the success of personnel in achieving optimal performance depends on the competencies they possess.
4. Work discipline has a positive influence on the performance of personnel at Skadron-21/Serba Guna Puspenerbad, meaning that higher levels of discipline among personnel will have a positive impact on improving their performance.
5. Training, competency, and work discipline collectively have a significant influence on the performance of personnel at Skadron-21/Serba Guna Puspenerbad. This finding demonstrates that these three factors together play a vital role in enhancing the performance of military personnel within the unit.

Recommendation

Based on the conclusions presented above, the researcher proposes several suggestions as input and considerations for the organization. The recommendations are as follows:

1. Suggestions for the Organization

- a. From the training variable, the sub-variable with the lowest average total score was training duration, which fell into the fair category. In this regard, the organization should provide direction to ensure that training is conducted according to the

established schedule, begins on time, and that the training locations are improved in terms of comfort and cleanliness.

- b. From the competency variable, the sub-variable with the lowest average total score was self-concept, which also fell into the fair category. The organization is advised to carefully review the procedures and assignments given to personnel, ensuring they are in accordance with their individual skills and areas of expertise to help enhance overall performance.
- c. From the work discipline variable, the sub-variable with the lowest average total score was responsibility, categorized as fair. In this case, the organization should provide guidance, motivation, and constructive input so that personnel are more attentive to their responsibilities before carrying out their duties, thereby improving their level of work discipline.
- d. From the performance variable, the sub-variable with the lowest average total score was productivity, which also fell into the fair category. Therefore, the organization should deliver appropriate guidance and input to personnel to ensure they better understand and address the important aspects that need attention before commencing their duties, in order to enhance productivity.

2. Suggestions for Future Researchers

The findings of this study may serve as a reference and comparative material for future researchers. However, given the limitations of this study, it is recommended that future research include additional independent variables that may influence performance. Furthermore, future researchers are encouraged to incorporate the latest theories from various experts to broaden knowledge related to training, competency, work discipline, and performance.

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