The Influence of Discipline and Competence on the Performance of Educational Personnel at PTIQ University with Job Satisfaction as a Mediating Variable

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Abstract

The performance of educational personnel plays a vital role in achieving the goals of higher education institutions. However, work discipline and competence are often underutilized, which may affect job satisfaction and overall performance. This study offers a fresh perspective by examining the mediating role of job satisfaction in the relationship between work discipline, work competence, and employee performance within a faith-based university setting. A quantitative approach was applied, with data collected through questionnaires distributed to permanent educational staff. The analysis was conducted using Structural Equation Modeling with the Partial Least Squares method. The findings reveal that both work discipline and work competence have a positive influence on job satisfaction and performance. Moreover, job satisfaction enhances the indirect effects of discipline and competence on performance, confirming its role as a significant mediator. In conclusion, strengthening work discipline and competence—either directly or by improving job satisfaction—can serve as an effective strategy to boost the performance of educational personnel in higher education. These insights can guide institutional leaders and policymakers in designing more responsive human resource development programs tailored to the needs of academic support staff.

Keywords: *Educational personnel; Human resource development; Job satisfaction; Performance; Work competence; Work discipline*

Introduction

Human Resources (HR) are a vital component of organizational success and long-term competitiveness. As a strategic asset, HR has the power to mobilize the organization's full potential, making it instrumental in realizing the company's vision and mission. This is why structured and effective HR management is essential to achieving optimal organizational performance. The main focus of HR management is to develop individual quality while supporting the organization's growth amid constant change. Qualified human resources directly impact innovation, productivity, and overall competitiveness. To keep up with evolving demands, organizations must invest in continuous training and education that align with strategic goals.

In addition, building a workplace culture that supports collaboration, creativity, and innovation is key to unlocking individual potential. This approach not only sharpens employee competencies but also enhances their adaptability in today's dynamic environment. A clear set of policies from recruitment to performance evaluation, combined with fair recognition and rewards, helps reinforce trust and motivation. Constructive feedback and career development opportunities further strengthen employee

engagement and loyalty. Through strategic HR practices, organizations can achieve greater efficiency, performance, and long-term success. Ultimately, investing in HR means building a strong team that ensures future sustainability and competitiveness.

At the same time, HR management must be grounded in human values. Fostering an inclusive culture and promoting work-life balance contribute to mental well-being and emotional connection. Empathetic leadership, open communication, and appreciation of each individual's contribution are key to strengthening employee commitment and shared purpose. PTIQ University Jakarta is a faith-based higher education institution committed to nurturing future generations of Quran memorizers and scholars. Founded in 1971, it has become a pioneer of Quran-centered education in Indonesia. The university currently offers multiple undergraduate, master's, and doctoral programs, supported by experienced faculty and academic staff.

PTIQ University is currently focused on improving the performance of its educational personnel. Initial observations show that staff performance remains below expectations. Prior studies, such as by Putri (2019), emphasize that staff performance plays a critical role in achieving institutional success. Educational personnel performance impacts not only productivity but also organizational sustainability and competitiveness. Therefore, improving staff performance must become a strategic priority, especially in light of current organizational challenges and change. One major concern is low job satisfaction among staff.

Job satisfaction reflects how employees feel about their roles and is influenced by factors such as work environment, compensation, relationships with colleagues, and growth opportunities. When staff feel unappreciated, underpaid, or unsupported, their motivation and performance decline. Addressing these factors is crucial to improving educational staff performance. At PTIQ University, job satisfaction is reportedly low due to several internal issues. These include a lack of recognition, inadequate facilities, and poor communication from leadership. Many staff feel overworked and undervalued, which leads to reduced motivation and lower performance. These conditions must be addressed urgently to prevent further decline.

Supporting this, Nasution (2021) found that job satisfaction strongly correlates with performance. Satisfied employees—those who feel fairly compensated, supported by their leaders, and connected with their peers—tend to perform better. Conversely, dissatisfaction leads to disengagement and inefficiency. This underlines the need for a healthy, supportive work environment. Work discipline is another contributing factor to low staff performance. Discipline refers to adherence to organizational rules, schedules, and responsibilities. When discipline is weak—such as frequent tardiness or incomplete tasks—productivity suffers and teamwork is disrupted. This directly hampers both individual and organizational performance.

At PTIQ University, preliminary findings reveal that work discipline is still lacking among some educational staff. Common issues include lateness, missed deadlines, and a lack of accountability. Some staff even shift responsibilities to others instead of completing tasks themselves. This indicates the urgent need to reinforce discipline to improve outcomes. Earlier research by Shofwani (2019) confirms that strong work discipline enhances performance. Employees who follow rules, meet deadlines, and take ownership of their work deliver better results. On the other hand, poor discipline leads to inefficiency, delays, and decreased morale. Organizations must therefore invest in building a disciplined culture.

Beyond job satisfaction and discipline, work competence is also a key factor influencing performance. Competence includes the knowledge, technical skills, and interpersonal abilities needed to perform effectively. When these are lacking, staff struggle to meet expectations, and their contributions become limited. At PTIQ University, many staff still face challenges related to work competence. Some struggle with teamwork, lack the technical skills for specific tasks, or are unfamiliar with proper procedures. This highlights the need for targeted training and development to enhance staff capabilities and performance. Research by Ibrahim (2021) supports this view. Employees with strong work competence are more adaptable, effective, and responsive to change. Conversely, low competence leads to poor performance and reduced outcomes. Investing in competency development is thus critical for improving staff effectiveness and supporting organizational goals.

Methods

The research uses the associative approach to examine the correlations between four variables. The mediating variable in this study is job satisfaction (Z), the dependent variable is the performance of the educational staff (Y), and the independent factors are work competence (X2) and discipline (X1). Using a Likert scale, survey responses are assessed. According to Sugiyono (2023), the Likert scale is employed to gauge people's or groups' attitudes, convictions, and views on social phenomena.

Sugiyono (2023) defines a population as a generalization region composed of objects or individuals with specific quantities and characteristics selected by the researcher for further study and conclusions. Probability sampling, often known as simple random sampling, is the sample technique used. A minimum sample size of five times the total number of indicators is determined using Hair's technique (Hair, 2019).

Based on the 34 parameters in the survey, this research has met the minimum sample size requirement of 170 respondents. The study's participants include 170 faculty members from Universitas PTIQ Jakarta. The study employs a quantitative analytical technique that includes structural equation modeling (SEM) and partial least squares (PLS).Throughout the data processing process, validity, reliability, R-squared, F-squared, direct hypotheses, and indirect hypotheses are all assessed (Hair Jr et al., 2023). The SEM analysis is performed using SmartPLS software, which ensures a comprehensive and trustworthy evaluation of the correlations between the variables (Hair Jr et al., 2021).

Result and Discussion

In Partial Least Squares (PLS) analysis, the outer model plays a critical role in assessing the reliability and validity of the relationships between latent variables and their indicators. It focuses on evaluating how accurately the observed indicators represent the underlying constructs they are meant to measure. The strength and consistency of these relationships are essential, as they form the basis for the quality of the measurement model—ultimately influencing the credibility of the entire structural model analysis (Hair, 2023).
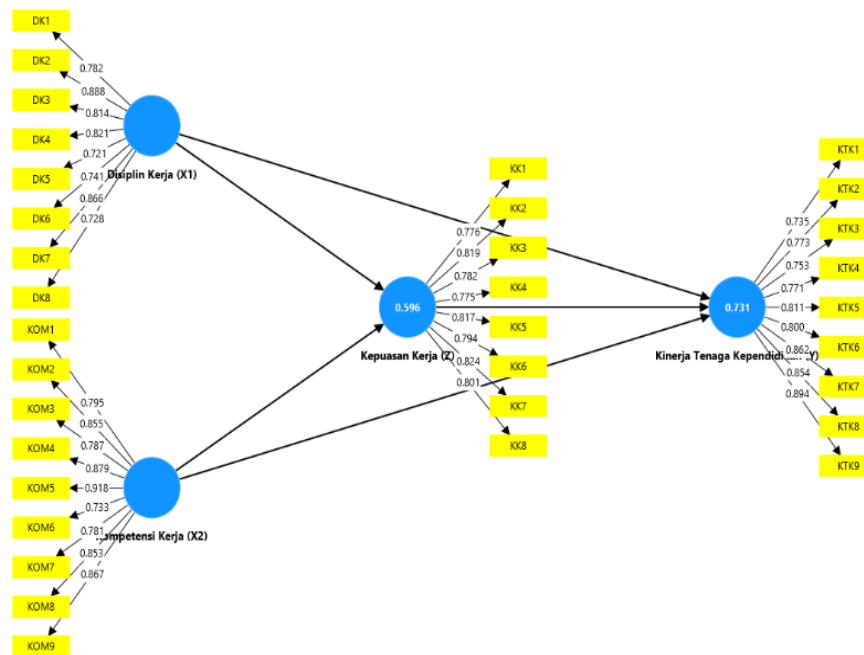
Figure 1 Figure of Outer Model
Source: Processed data (2025)

Assessing the validity and reliability of constructs is a fundamental step to ensure that each indicator accurately represents its corresponding latent variable (Hair et al., 2023). Convergent validity is typically evaluated using the Average Variance Extracted (AVE), which reflects how much variance is captured by the construct in relation to measurement error. At the same time, internal consistency is examined through reliability measures such as Cronbach's alpha and composite reliability. When these criteria are satisfactorily met, the measurement model can be considered strong—thereby reinforcing the overall credibility and trustworthiness of the study's results.

Table 1 Contsruct Reliability and Validity

	Cronbach's alpha	Composite reliability	Average variance extracted (AVE)
Work Discipline (X1)	0,917	0,933	0,636
Work Competence (X2)	0,944	0,953	0,692
Job Satisfication (Z)	0,919	0,934	0,638
Performance of Educational Personnel (Y)	0,933	0,944	0,652

Source: Processed data (2025)

The reliability and validity test results for the variables utilized in this study are shown in the table above. High internal consistency is shown by Cronbach's alpha values for all constructs, including Work Discipline (X1), Work Competence (X2), Job Satisfaction (Z), and Performance of Educational Personnel (Y), which are above the suggested cutoff of 0.7. Strong dependability is further confirmed by the fact that all variables have composite reliability values greater than 0.9. Each construct's Average Variance Extracted (AVE) values are more than 0.5, indicating sufficient convergent validity and the indicators' ability to accurately reflect the corresponding latent variables. These findings support the robustness of the ensuing structural analysis by confirming the validity and reliability of the measurement model.

Discriminant validity is evaluated using the Fornell-Larcker criterion, which requires that the square root of the Average Variance Extracted (AVE) for each construct must be greater than its correlation with any other construct in the model. This approach ensures

that each construct is truly distinct and measures a unique aspect of the conceptual framework, thereby reinforcing the overall validity of the measurement model.

Table 2 Discriminant Validity

	Work Discipline (X1)	Work Competence (X2)	Job Satisfication (Z)	Performance of Educational Personnel (Y)
Work Discipline (X1)	0,843			
Work Competence (X2)	0,653	0,819		
Job Satisfication (Z)	0,610	0,655	0,785	
Performance of Educational Personnel (Y)	0,561	0,544	0,674	0,772

The results of the discriminant validity test using the Fornell-Larcker criterion indicate that each construct meets the necessary standards. This is demonstrated by the square root of the Average Variance Extracted (AVE), which appears on the diagonal of the matrix and is greater than the correlations with other constructs in the corresponding rows and columns. These results confirm that each construct has sufficient discriminant validity, signifying that it captures a unique concept within the research model.

Meanwhile, the inner model in PLS analysis is used to assess the relationships between latent variables. It focuses on the strength and significance of the structural paths, illustrating how each construct influences others within the framework. This provides valuable insight into the hypothesized causal relationships and helps determine the overall explanatory power of the model.
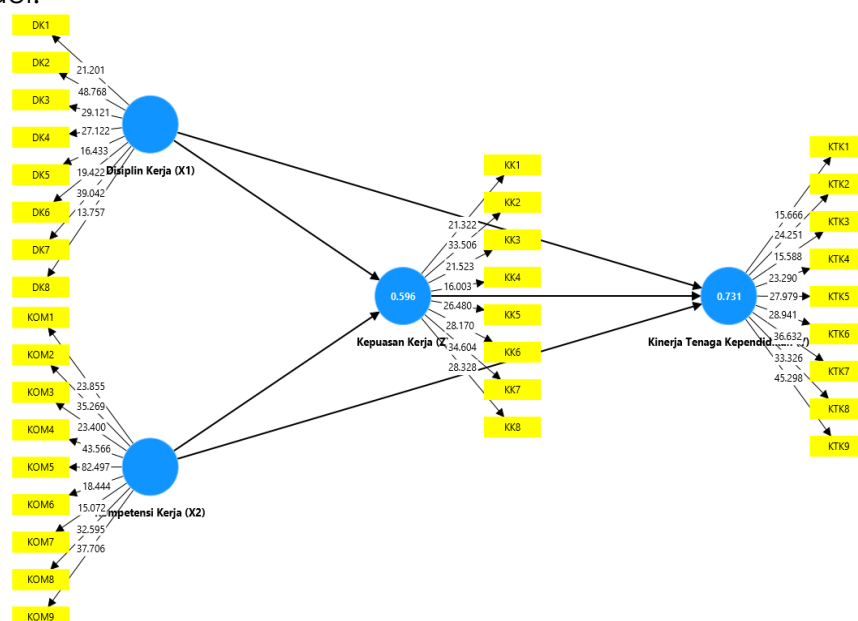

Figure 2 Figure of Inner Model
Source: Processed data (2025)

In Partial Least Squares (PLS) analysis, several key metrics are used to evaluate the quality of the structural model. The R Square value reflects the proportion of variance in the endogenous constructs that is explained by the model, while the F Square indicates the effect size of each predictor variable on these constructs. Additionally, model fit indices assess how well the model represents the observed data as a whole. Together, these indicators offer a comprehensive assessment of the model's strength, explanatory capacity, and predictive relevance. As noted by Hair et al. (2023), these metrics are critical for determining the overall validity and robustness of the structural model.

Table 3 R Square, F Square, & Model FIT

R Square		
	R Square	R Square Adjusted
Performance of Educational Personnel (Y)	0,596	0,591
Job Satisfication (Z)	0,731	0,726

F Square

	Disiplin (X1)	Work Competence (X2)	Job Satisfication (Z)	Performance of Educational Personnel (Y)
Discipline (X1)			0,448	0,369
Work Competence (X2)			0,373	0,497
Job Satisfication (Z)				0,408
Employee Performance (Y)				

Model FIT		
	Saturated Model	Estimated Model
SRMR	0,042	0,040
NFI	0,968	0,966

Source: Processed data (2025)

The R-square values indicate how much variance in the dependent variables is explained by the predictors, with Job Satisfaction at 0.596 and Performance of Educational Personnel at 0.731, both reflecting strong explanatory power according to Hair et al. (2023). The F-square values for all relationships demonstrate large effect sizes, confirming the substantial impact of the predictors on the outcomes. Additionally, model fit indices such as NFI (0.966) and SRMR (0.040) meet the recommended thresholds, indicating a good model fit as per Hair et al. (2023).

Hair et al. (2023) assert that in order to fully comprehend the links between constructs, it is necessary to analyze both direct and indirect impacts. While indirect effects show the influence mediated through one or more intervening factors, direct effects quantify the instantaneous impact of one variable on another. Evaluating these impacts aids in elucidating the structural model's underlying mechanisms and the strength of its linkages. An accurate assessment of direct and indirect channels strengthens the validity of the study's findings and offers a better understanding of how factors interact.

Table 4 Direct and Indirect Hypothesis Analysis

	Original Sample	T Statistics	P Values
Direct Hypothesis			
Discipline (X1) -> Job Satisfaction (Z)	0,588	6,084	0,000
Work Competence (X2) -> Job Satisfaction (Z)	0,238	2,443	0,005
Discipline (X1) -> Performance of Educational Personnel (Y)	0,158	2,414	0,000
Work Competence (X2) -> Performance of Educational Personnel (Y)	0,164	2,107	0,000
Job Satisfaction (Z) -> Performance of Educational Personnel (Y)	0,269	3,137	0,002
Indirect Hypothesis			
Discipline (X1) -> Job Satisfaction (Z) -> Performance of Educational Personnel (Y)	0,448	4,780	0,000
Work Competence (X2) -> Job Satisfaction (Z) -> Performance of Educational Personnel (Y)	0,232	3,597	0,000

The results show that work discipline has a significant positive effect on job satisfaction among educational personnel at PTIQ University, consistent with Sundari's (2023) findings. Likewise, work competence also positively influences job satisfaction, supporting the study by Ibrahim (2021) on staff performance in educational institutions. Both work discipline and work competence further exhibit direct positive effects on employee performance, which aligns with the research of Husna (2024) and Nasution (2020).

In addition, job satisfaction itself significantly contributes to the performance of educational personnel, corroborating the findings of Wijaya (2020). Notably, job satisfaction also serves as a mediating variable in the relationship between work discipline and competence with performance. These indirect effects confirm the mediating role of job satisfaction, as also suggested by Surito (2020) and Putri (2019).

Taken together, the findings emphasize that both work discipline and work competence not only have direct impacts on performance but also exert their influence indirectly by enhancing job satisfaction. This underscores the strategic importance of fostering a supportive work environment and strengthening staff capabilities to improve overall performance in educational institutions.

Conclussion and Suggestion

The findings reveal that both work competence and work discipline have a significant and positive influence on the performance of educational staff at PTIQ University. Furthermore, job satisfaction emerges as a key mediating factor that strengthens the impact of both competence and discipline on employee performance. To improve performance effectively, it is essential to create a work environment that encourages consistent discipline and continuous competence development. These results reinforce existing theories suggesting that organizational performance improves significantly when employees are competent, disciplined, and satisfied with their jobs.

Based on these findings, several recommendations can be proposed to enhance the performance of educational personnel at PTIQ University. First, work discipline should be improved by cultivating a shared understanding of the importance of rule compliance, personal accountability, and alignment with institutional goals. This can be achieved through consistent internal communication, objective performance monitoring, and regular coaching sessions.

Second, to improve job competence, the university should provide ongoing training programs targeting technical, managerial, and interpersonal skills—tailored to actual job demands. Topics may include digital literacy, task management, and cross-departmental collaboration.

Third, job satisfaction can be enhanced by implementing job rotation strategies, revising compensation to reflect workload and living costs, and promoting supportive leadership that values open communication and employee recognition.

Lastly, improving employee performance requires boosting productivity through balanced workload distribution, enhancing service quality with continued administrative training, and encouraging punctuality by applying clear procedures, monitoring systems, and incentive mechanisms for timely task completion.

These integrated strategies are expected to create a more professional, adaptive, and service-oriented work culture within PTIQ University.

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