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The Effect of Education and Training to Employee Performance Through Leadership as Intervening Variables at PT. Hutama Agung Jakarta Indonesia

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Abstract

Companies that are ready to compete must have effective management. To improve employee performance ineffective management requires the support of qualified and competent employees in their field. On the other hand the coaching of employees including who should be prioritized as the main asset of the company. The learning process should be a corporate culture so that the skills of the employees can be maintained, even improved. In this case, the loyalty of competent employees must be considered. Therefore, understanding and development of human resources within a company organization becomes very important.

This study aims to analyze the effect simultaneously and partially between the variables of education and training and leadership on employee performance. The sample of the research was conducted at PT. Hutama Agung Jakarta Indonesia as many as 94 people. The sampling technique used random sampling technique and the analysis using path analysis. The results showed that the variables of education and training and leadership influence simultaneously and partially on employee performance.

Keywords: Education, Training, Leadership and Performance

INTRODUCTION

With the rapid development of technology, the competition in the business world in the field of the industry increasingly sharp, so the company is running its business must be efficient in order to obtain profits as much as possible. Basically, every company is established to earn a profit in order to maintain the company's survival and business development. In order to achieve that goal, the company must be able to determine the operational means that can minimize costs and maximize profits.

In this case, the company must be able to manage all the factors of production that exist in the company environment. Such as natural production factors, human production factors, and capital production factors. Of the factors of production, human and labor production factors are dominant factors of production, because almost all activities of the company will depend on the human element, because labor is a very important factor in determining the course of the company's operational

activities, then each company expects the power work can work more productively.

With the increase of technological progress resulted in the growing human understanding of the importance of human resources aspects in a company organization. However high technology without the support of humans as its operational operators will not be able to produce an output that corresponds to a high level of efficiency. No matter how modern the machines are, the human element will still play a decisive role.

In today's modern life, the human factor is primarily concerned with focusing fundamentally on the measurement of tangible results that a worker who is involved in the targeting process can achieve. The performance of work within the organization is measured by the ability to realize the objectives that have been applied before and if able to distant results in fact compared with the target. Uncertainty in setting goals will result in the workforce cannot



evaluate and do not know the extent to which the achievement of work that has been achieved.

Some organizations view skilled employees as a major source of sustainable competitive advantage. In modern organizations, Education and Training is an important tool for creating readiness and flexibility in the face of future competition, and there is a strong link between all sides of the Education and Training system and the strategic Leadership process. Therefore, the quality of service leadership to employees needs to be improved.

Through this Education and Training the employees can be helped to do the work that exists, can also improve employee performance. Education and Training for employees is a process of teaching certain knowledge and skills and attitudes so that employees are more skilled and able to perform their responsibilities better, according to their respective capacities (Shani et al, 2000).

Leadership is an important factor in providing direction to employees let alone in the current moment where everything is open, then Leadership is needed Leadership that can empower employees. Leadership that can foster employee motivation is a leadership that can foster self-confidence of employees in carrying out their respective duties.

Leadership can be said as a way of a leader in directing, encouraging and managing all the elements within the group or organization to achieve a desired organizational goal so as to produce maximum employee performance (Istianto, 2009). With the increase of employee performance means the achievement of the work of a person or employee in realizing organizational goals.

Based on the description and opinion of some experts mentioned above, will be associated with the phenomenon that existed in PT. Hutama Agung. To be able to realize its vision of building a leading image in other countries through quality products, the company is always trying to produce the best product.

Efforts undertaken include the development of human resources capacity through Education and Training to employees to be more skilled and expert in the work. In addition to providing education and training to its employees, the company also always applies work discipline for employees.

However, the policies taken by the company have not been fully able to improve the performance of its employees. In the opinion of some employees based on interview results, there are still many employees who complain about the policy. Many employees who follow Education and Training, but cannot work optimally because the Education and Training have given less in accordance with the field work done. The theory given is not in accordance with the practice so that the result cannot be optimal.

In addition, employees feel the leadership is also not trying to solve the problem, for example by checking whether the Education and Training provided is effective or not. The leader should know the problems that occur and can immediately replace the material Education and Training provided so that the results are more appropriate to the job.

Leaders only demand to employees to improve their Performance without regard to employee complaints and actual conditions. It makes employees feel not cared for or appreciated an opinion. If such conditions are not addressed immediately, then over time will harm the company and automatically will also harm employees.

LITERATURE REVIEW

2.1. Education and Training Factors

If the educational factors provide basic skills to the work at hand, efficient and effective Education and Training programs can be enriched and closely aligned and harmonized with the ever-increasing demands of employment. Thus, not only intertwined field relationships but also follow the development of society and the development of science and technology.

Sikulla (2002) states that Education and Training is part of an educational process whose purpose is to enhance the skills and special skills of a person or group of people. Meanwhile, according to Mello (2001) a process of learning by using certain techniques and methods to improve the work skills of a person or group of people, so that the performance of employees can increase. The indicators used to measure education and training can be seen from the following dimensions:

1. Employee knowledge
2. Employee skill
3. Skills
4. Attitude/behavior



2.1.1. Benefits of Employee Education and Training

Education and Training work as part of human resources development aims to form and increase knowledge of a person about work and work environment, and how to do something quickly and precisely. Education and Training work is needed to develop human resources given that in reality there is knowledge and skills not specifically given informal education. Such knowledge and skills are generally gained through work experience as well as Education and Training gained from other non-formal courses or education. With a regular training program will shape and improve the skills of the workforce that ultimately accumulated education and training can increase labor productivity (Halloran, 2003).

Furthermore, Flippo (2001) argues that the general purpose of Education and Training is to open the organization by enhancing its managerial sensitivity and trust, as well as increasing its appreciation for the contributions of others, peers, subordinates, and superiors.

Meanwhile, Freeman (1995) states that, Education and Training work as part of human resource investment aims to form and increase one's knowledge about work and work environment, and how to do something quickly and precisely. Education and Training work is needed to develop human resources given that in reality there is knowledge and skills not specifically given informal education. Such knowledge and skills are generally gained through work experience and education and training gained from other courses or non-formal education. Educational and Training Activities are basically implemented to generate behavioral changes from employees who attend Education and Training. Changes in the level of behavior in question here can be in the form of increased knowledge, skills, skills, and changes in attitude and behavior (discipline, motivation, professionalism).

2.1.2. Education and Training System

In general Education and Training of human resources is intended to solve all the problems of deficiency performance. This disease causes employees to be unable to demonstrate work performance at a standardized level; the organization has stagnated and even decreased rates of productivity. It is in this context that Education and

Training has a strategic position to improve employee performance and capability.

Training Need Analysis (TNA) serves as information fundamental for managers in establishing Education and Training programs in all its formats, so in this section, a single stage of Education and Training is concerned with the analysis of Education and Training needs.

According to Schuler (2000), Education and Training are defined to be 3 (three) integrative stages are as follows:

a. Assessment phase

As a very important stage to determine what needs should be accommodated in Education and Training as well as how the form and design of Education and Training will be implemented.

b. Implementation phase

It is the implementation of all decisions on education and training resulting from the assessment phase, in addition to translating each information, in which case managers also develop strategies on how Education and Training will be technically implemented, this strategy also includes allocation, time, education and training and so on.

c. Evaluation phase

Intended to ensure that the education and training implemented have achieved the targets set, therefore the principal activity of the manager is to measure how far the effectiveness of Education and Training can be achieved.

2.1.3. Methods of Education and Training

Methods of Education and Training are numerous and varied, some methods, useful for management groups and certain employees, other methods are used for specific subject issues but other methods have various uses. One of the professional training functions is to choose the method or method most suitable for a particular exercise program. The grouping of methods of education and training for employees can be grouped into 4 (four), namely:

1. On the Job Training

It is the most widely used practice method, conducted in the workplace or in the classroom and this system primarily assigns tasks to direct supervisors and newly trained employees to train them.



2. Vestibule schools

Education and Training are specialized trainers or staffers typically focus on methods of doing the job rather than getting.

3. Internships

Used for jobs requiring relatively higher skills, and is a combination of on the job training and experience using clues in certain knowledge.

4. Conference

Includes groups of 30-60 participants where all participants are encouraged to take part in talks on key issues.

Education and Training is a vehicle for building human resources into a challenging era of globalization. Therefore, education and training activities cannot be ignored, especially in the era of increasingly fierce competition, sharp, heavy in this century. In this regard, we realize that Education and Training are fundamental to employees. Realized or not, the placement of employees in a field of work cannot guarantee that they will automatically succeed in their work. New employees are often not sure what their roles and responsibilities are. Job demands and employee skills must be balanced through orientation and Education and Training programs. Both activities are indispensable in the company. Furthermore, if employees have been trained and proficient in their field of work, they need further development to prepare for their responsibilities in the future.

2.2. Leadership

Leadership plays a very important role in organizational management. Leadership is needed by human beings because of certain limitations in human beings. From here arises the need to lead and be led. Leadership is defined by individual characteristics, habits, ways of influencing others, interaction, position in the organization and perceptions of legitimate influence. Leadership is the ability to influence others to achieve goals with enthusiasm (Keith, 2005). According to Rivai (2004), Leadership is the process of influencing or giving examples to followers through communication process in an effort to achieve organizational goals. According to Suyuti (2001) is a process of directing, guiding and influencing the thoughts, feelings, actions, and behavior of others to be moved towards a particular goal.

Leadership is a very dominant thing in management because Leadership then the management process will run well and employees will be passionate in doing their duty (Heidjrachman and Husnan, 2002). Whether or not an organization is very dependent on the ability and ability of leadership in implementing Leadership to direct their subordinates. Similarly, the success or failure of an organization, especially in government institutions, depends heavily on the Leadership style of the leaders of the organization. Leadership style is a behavioral norm used by leaders when trying to influence subordinates.

According to Paul and Kenneth (Tjiptono, 2001), leaders are the art of influencing others to direct their will, ability and effort to achieve the leadership goal, whereas according to Hersey (2004) the leader is someone who in any way is able to influence people or parties others to do something in accordance with the will of the person itself so that the intended purpose is achieved.

Leadership is a complex phenomenon, so the effective ability of leadership requires a process of development that is planned, regular, continuous, continuous and sustainable and must be initiated and nurtured. Therefore the success or failure of an organization in managing its activities depends on the situation and style of leadership.

According to Tjiptono (2001), the emergence of a leader can occur from the following three theories:

1. The theory of Genesis, which according to this theory the leader was not made, but since birth has a natural talent to be a leader even in any situation and condition.
2. Social theory, states that the leader must be prepared, educated and formed, not born just like that. This theory is the opposite of the theory of Genesis.
3. Ecological theory and synthesis, this theory states that a person will be a successful leader if from birth he has had the talents of Leadership. And the talent was developed through experience and educational efforts, also in accordance with environmental or ecological demands.

A leader basically has to have advantages over his subordinates, because with these advantages



it will be able to influence others so that the person will do what is ordered in accordance with the will of the leader. Thus it is very clear that Leadership has a central element; Ability to influence others to do something to achieve organizational goals (Heidjrachman and Husnan, 2002).

In addition to the above, leadership also concerns the subject of others in this subordinate, concerning also a description of unequal power among leaders and members of his group and a leader not only to command his subordinates what to do but also must be able to influence how subordinates carry out orders the.

According to Heidjrachman and Husnan (2002) revealed his opinion that a successful leader (success), can be influenced by the following:

- a. Recognize and understand the goals of the organization.
- b. Understand the style, character, and nature of herself and how the impact of the exit.
- c. Proficient diagnoses the situation, condition, and environment and knows the needs of subordinate employees.
- d. Be able to adjust the style to the situation conditions and environment to then be brought towards the goal.
- e. Ability and ability to communicate.

2.2.1. Leadership Style

The movement and dynamics of an organization are strongly influenced by its human aspect. Within the scope of an organization, this is determined by the organizational and subordinate leadership aspects. The interaction between the two will be very influential on the organization.

Leaders' behavior related to the ability of the leader or leader will affect his subordinates. The ability to lead and be followed by subordinates is known as Leadership style (Arep and Tanjung, 2003).

To argue that one's leadership style is a pattern of behavior directed when one tries to influence others. Another opinion was expressed by Thaha(2003) who said that leadership style is a consistent pattern of behavior, displayed by others when trying to influence the activities of others. Lippit(2000), proposed three leadership styles:

- a. **Leadership of authoritarian style**

In making decisions, the leader with an authoritarian style never involves another party. This leader style will mobilize others to work with him, wherein making decisions never involve other parties. In this regard Heidjrachman and Husnan (2002) argue that the style adopted by this type of leader gives definite instructions, demands willingness gives very little permission or no subordinates can influence his decision, no suggestions come from subordinates, use coercion, threats, and power to carry out the tasks it provides.

b. The style of democratic leadership

In this style of leadership of democracy, leaders will influence others to work together to achieve the goals set by way of involving employees as much as possible in the decision-making process. It is said that the output using this style is not as high as that obtained when using an authoritarian Leadership style. But by using the style of leadership of democratic style of quality obtained will be better because the human aspect is very concerned, communication between superiors with subordinates can give birth to a harmonious relationship, all subordinates are given the freedom to give opinions that will give birth to employees with creative ideas brilliant.

c. Style Leadership freedom (liberal)

Leadership with this style of freedom in influencing others to achieve predetermined goals is more placed on the delegation of tasks assigned by superiors to subordinates. The use of which style of leadership is appropriate depends on individual individuals by looking at the characteristics of the led organization and the circumstances. The carefulness of a leader in applying a style by looking at the real factors in an organization will be very useful for the effectiveness of an organization. On the contrary, the wrong use of the Leadership style will harm the leader himself.

2.2.2. Types of Leadership

The movement and dynamics of an organization are strongly influenced by the



leadership style of a leader. There are several types of Leadership among them proposed by Kartono (2002) as follows:

- a. Charismatic type, this type of leader has the power of energy, attraction and tremendous nature to influence others.
- b. The paternalistic type, the fatherly Patriarchal type, with the adult nature that looks very authoritative and exemplary.
- c. The autocratic type, which is the type of Leadership based on self and absolute power and coercion, must be obeyed.
- d. Type laissez-faire, ie Leadership leaders practically do not lead only to assign duties to subordinates.
- e. Democratic type, the type of leader who is human-oriented and provides effective guidance to his followers.

Charismatic type is characterized by a charismatic and authoritative, paternalistic type of fatherly leader, always positioning himself as an adult who can be a model example for his followers. Autocratic types like to impose the will, like or do not like all the commands should be implemented immediately.

According to Timple (2000), the leader is the use of the leadership authority constructively includes the ability to formulate goals clearly and determine the steps to achieve them, including appealing to those who are under his ranks to do what they want such as hard work, discipline, responsibility, honest, communicative and productive.

2.3. Performance

Performance appraisal is a momentum for an employee to account for the level of performance that has been achieved throughout the year. This stage is also an opportunity for superiors to assess the performance of their subordinates according to strict and measurable criteria (based on mutually agreed upon goals), where the results of the assessment will be used as a basis for providing treatment to employees, among others: adjustment of remuneration, career enhancement, educational needs identification and development training and so on. A fair performance appraisal pattern should use the goal (as agreed upon from the start) as the main basis of the assessment.

To create such appraisal which has educative value (educate), appraisal process and result should be communicated openly by superiors to subordinates. Thus, subordinates believe that the implementation of appraisal can also "learn" from the success or failure of performance so far for improvement/improvement in the future.

The employee performance variable in this study is defined as the outcome achieved by an individual (employee) according to the applicable measures for the job (Miner, 2002). For performance appraisal used indicator:

1. Quality of work
2. Quantity of work
3. Time at work
4. Cooperation with other

Periodically, many organizations perform performance appraisal activities against all employees. The results of a good performance appraisal will bring the excitement of subordinates, and also the pride of the boss. Conversely, the results of poor performance appraisal will lead to dissatisfaction of subordinates, as well as the annoyance of superiors. Against such poor performance appraisal results, many analyzes have emerged. Just, for example, some typical reasons that often become a "weapon" of a boss to explain the performance failures of his subordinates are low employee potential, less effective education and training, uncompetitive and demotivating salaries and so on.

Without minimizing the meaning of the above reasons, the success or failure of employee performance is largely determined by a process we have mentioned above as a management process (performance management process) process.

Definition, the process of performance management is an HRD process intended to establish mutual understanding (between "management/superiors" and "employees/subordinates") on performance targets to be achieved, of course, and also the means of achieving them. The existence of a precise and complete understanding of the "what" and "how" of the performance objectives from the start, combined with its effective management process, will be a success in achieving those performance goals. Similar to other management processes, the process of performance management should be done consistently with certain periods/schedules, for example every year.



2.3.1. Goal Setting

Goal setting is the first step of the overall PMP (Performance, Management, Process), where "boss" and "subordinate" together set target goals (target) targeted to subordinates. Appropriately, the goal setting of each employee is done at the beginning of the year, together with the preparation of other organizational work plans. Performance goals formulated, will be a direction (direction) that requires employees to clarify the tasks, responsibilities and performance targets throughout the year, as well as a challenger who employee morale and motivation in an effort to achieve achievement expectations that have been set. An effective performance goal should have the following criteria:

- a.** Specific, which means that the performance objectives can be clearly and unambiguously understood not to cause ambiguity of interpretation. The more specific a performance goal, the easier it is for the "owner" to focus his attention.
- b.** Regular, which means the existence of a firm/concrete benchmark, which can be the basis of an assessment whether the employee has succeeded or failed in achieving its performance goals. These criteria do not always have to be qualitative units. The important thing is that the criteria for measurement are agreed upon from the beginning by the employee and his boss, and also understood from the same perspective by each side.
- c.** Have a moderate level of risk, in the sense that the performance goal is a challenging opportunity, but still a realistic outreach. By mathematical analogy, the moderate risk level has the same probability of success and failure, ie 50%-50%. Too high a risk creates a "shadow of failure" in the minds of employees, which can have a suggestive effect that will worsen its performance. Conversely, the risk is too low will only be a barrier for employees to actualize all potential optimally.

- d.** Time-bound, which means that the period of performance of performance goals should be set within clear time limits.

Before it starts to realize its performance objectives, each employee should identify the resources and support it needs to assist in achieving those performance goals, and anticipate the constraints (internal or external to the environment) that he or she may encounter.

2.3.2. Influence and Support (Coaching)

Coaching is a form of assistance accompaniment provided by a superior to his subordinates, as long as the relevant subordinates carry out his goal throughout the year. Through coaching, superiors get the opportunity to communicate, direct and early correction to subordinates, in the hope of achieving the achievement of performance goals at the most optimum level. By contrast, through coaching, subordinates have the opportunity to consult their superiors about the obstacles that have been, are and will be facing. Effective coaching becomes the "desired-performance" bridge to the desired performance and performance. This means that an effective coaching process will be a "communication vehicle" for superiors and subordinates to review the performance levels that have been achieved in the meantime and natural constraints, to subsequently produce alternative solutions or constructive proposals that will trigger subordinate performance improvement.

Although it can be done informally with flexible schedules, coaching is better done formally with schedules that have been scheduled from the beginning, eg: every 4 months(quarter) or 6 months (semester). With the scheduled coaching plan, each boss and subordinate will be more committed to the implementation of the coaching itself and can perform the preparation of the implementation well.

2.3.3. Problem Objectivity In Employee Performance Assessment

Performance appraisal is one of the most important tasks for every manager/manager. Nevertheless, in achieving the objectives of the performance appraisal, there are many obstacles faced. General obstacles usually involve the reliability of the assessment instrument itself, such as



unclear, irrelevant and unrealistic standards (Olivier, 1998).

In practice, generally provided a rating form or scale that helps guide the assessment of the specific characteristics of employees and their work. The use of such popular rating scales, in addition to being used to overcome tendencies in generalizing, can also be used as a basis for comparing assessments generated by some other members.

In addition to technical issues related to the reliability of the assessment instrument, there are non-technical issues faced by the leader. For the leadership (rater) who perform the assessment, there are a number of obstacles related to their objectivity, such as Leniency problem. Guilford, as revealed by Kane(1999), defines Leniency as a stable tendency in some assessors to provide a higher rating than other raters if the assessment is performed by a group of assessors.

Leniency/general mercy bias is usually found in inexperienced leaders and decides to get the easiest way of assessing the performance of subordinates. Leaders may be convinced that employees feel valued higher than true and they do not feel disadvantaged, it will not be a problem for them. But for critical employees, who have worked with commitment to achieve the performance that has been targeted, then it can bring a negative impact.

There are times when the assessment of one dimension of the employee is influenced by the dimensions or other attributes attached to the person judged, this is known as the Halo Effect. The high ability of a worker in a dimension does not mean they have the same ability in another dimension. This is clear because basically, the human nature itself is full of limitations and shortcomings.

In addition to the two common problems above, it is commonly known to some other obstacles/problems in terms of objectivity such as supervisor bias, centralizing tendencies, too hard/strictness, recency, and so on. In essence, all these constraints relate to ratings/ratings in assessing

employee performance. No exception is the performance appraisal done at the managerial level. There is a paradox in judging them executive organizations. In a simple paradox, the higher the career of a person in an organization, the rating of them tends to be more inaccurate/objective, or perhaps never done at all (Longenecker, Giola&Sim's, 1998). It would be even worse if the thing that distinguishes them (the leader) with the employees is just the educational background factor or the luck factor/fate. Moreover, in the environment of organizations that still adhere to traditional culture, in which nepotism is no longer a public secret.

RESEARCH METHODS

In the methodology of this study presented the methods undertaken to solve problems as described in the formulation of the above problems. The methodology of this research includes research design, population and sample research, data collection techniques, data processing techniques, variable measurement, data analysis techniques.

4.1. Research Sites

The research was conducted at PT. HutamaAgung is located in Sukalinting, SeiAsam Village, Sungai Raya District, Area Level II Pontianak District, West Kalimantan Province. The purpose of this location selection is to find out whether the Education and Training and Leadership of employees in the company can indeed improve or affect the performance of its employees.

4.2. Research Design

The research used explanatory analysis approach. This means that each variable presented in the hypothesis will be observed through testing the causal relationship between independent variables to the dependent variable. In this case study the relationship between two or more variables, which in this study examines the relationship and influence between the factors of Education and Training and Leadership to the Performance of PT. HutamaAgung.

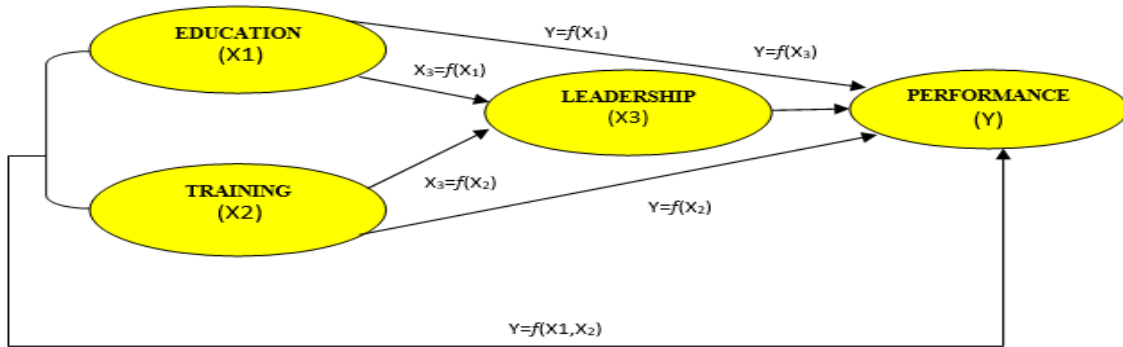


Figure 1. Research Design

Such phenomena can be designed through the following mathematical functions:

1. Model 1 (one)

The effect simultaneously between X1 (Education), and X2 (Training) on variable Y (Performance) can be formulated by: $Y = f(X1, X2)$

Assuming the probability of the predictor variable is the same. The function is part of the path analysis as follows:

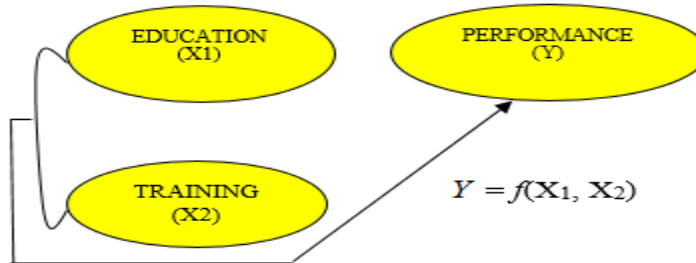


Figure 2. Path Analysis of Equations one

2. Model 2 (two)

The influence of independent variables X1 (Education) on Performance (Y) can be formulated by:

$$Y = f(X1)$$

Assuming probability of predictor variables is not the same. This analysis is a sub-path analysis as follows:

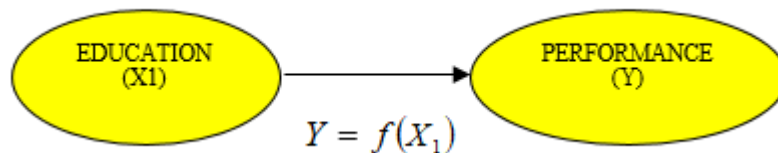


Figure 3. Path Analysis of Equations two

3. Model 3 (three)

The influence of independent variables X2 (Training) on Performance (Y) can be formulated by:

$$Y = f(X2)$$

Assuming probability of predictor variables is not the same. This analysis is a sub-path analysis as follows:

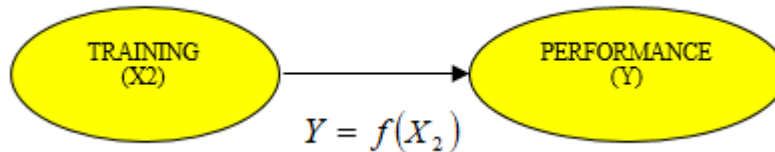


Figure 4. Path Analysis of Equations three

4.3. Population and Sample Research

According Sugiono(2005) states that the population is a collection of all members of the object under study, while the sample is a collection of a group of members of the object under study. The sample in this research is employees of PT. HutamaAgung with a total of 1700 employees (company data, 2013) distributed in staff and operational positions.

Taking into account the characteristic of the population is homogeneous where the organization treatment of all employees is the same (homogeneous nature) then in this opportunity the number of samples that can be considered representative will be explained through the Slovin model approach in Umar(1998).

From the calculation of Slovin obtained a representative sample to conduct an assessment of 94 respondents, but required 2 people appraisers, is as superior respondents who then can take the time to conduct an assessment of employees (1 person leaders assess 52 respondents). Given that each patient has the same opportunity to be a member of the sample, the sampling can be done randomly (simple random sampling). Thus from 1700 employees, a sample that can be considered representative as a sample member is as many as 94 people (Slovin:2001).

4.4. Data Collection Technique

Techniques used to collect data and materials needed are:

Primary data

Using a questionnaire is a technique for collecting data using data collecting instruments, where between data collectors with respondents(data sources) did not occur interviews and face to face directly. Data collection technique is done by giving questionnaire (questionnaire) to the respondent. This method is used to obtain

the primary data needed as the basis of the analysis.

Secondary Data

Namely, data collected in the form of finished or data that has been formatted by a third party, so the author can directly use the data. Such data as literature, magazines, journals and other scientific books related to the issues discussed in this study.

4.5. Data Processing Technique

In data processing, firstly tested the validity and reliability of research instruments, this is done to ensure that the data used is good data. Furthermore, data transformation is done to convert the scale of the questionnaire from ordinal scale into the interval. The next data processing is a test with the assumption "BLUE", this is to test the feasibility of the resulting model.

Validity Test

Validity is a measure that indicates the validity or validity of an instrument. An instrument is said to be valid if able to reveal data from the variables studied appropriately. In this study to achieve the validity of the instrument performed by validity test internally. According to Setiaji (2004), states that usually the minimum requirement to be considered valid is $r = 0.30$, so if the value of the instrument is less than 0.30 then the instrument is declared invalid.

Test Reliability

Reliability refers to an understanding that the instruments used in research to obtain the desired information can be trusted as a gathering tool and able to reveal the actual



information in the field. Reliable instruments are instruments which are repeatedly tested to the same group to produce the same data with the assumption that there is no psychological change in the respondents.

High reliability shows that the indicators (observed variables) have a high consistency in their latent measure.

Setiaji(2004), reliability test of the questionnaire is a test of the measuring instrument consistency in measuring the same symptoms. In this research, reliability test is done by Cronbach technique. The questionnaire is considered reliable if the reliability value is greater than the critical value (0.60) and $\alpha=0.05$.

RESEARCH RESULT AND DISCUSSION

1. Data Quality Test (Test Validity and

Reliability Test)

a. Validity Test

This validity test is performed to test whether each item has represented the indicator to be investigated. The validity of these measurements can be seen with the help of SPSS Ver Software. 2pm. According to Masrum cited by Sugiyono (2001) states that usually the minimum requirement to be considered valid is $r = 0.300$. So if the correlation between the grains with a total score of less than 0.300 then the items in the instrument are declared invalid. Validity test is done by looking at the correlation between the scores of each question item with the total score.

(1) Test of Validity of Education and Training Instruments

From the calculation result of correlation coefficient score of each item of question of Education and Training instruments from 94 respondents, the number of each variable 10 questions with the total score of each respondent obtained the results, presented in the table as follows:

Table 1. Test of Validity of Education and Training Instruments

Questionnaire	R arithmetic	R critical	Description
Instrument No. 1	0,676	0,300	Valid
Instrument No. 2	0,627	0,300	Valid
Instrument No. 3	0,815	0,300	Valid
Instrument No. 4	0,913	0,300	Valid
Instrument No. 5	0,751	0,300	Valid
Instrument No. 6	0,794	0,300	Valid
Instrument No. 7	0,707	0,300	Valid
Instrument No. 8	0,725	0,300	Valid
Instrument No. 9	0,815	0,300	Valid
Instrument No. 10	0,640	0,300	Valid

Source: Primary data, processed in 2017

Based on Table 1, it can be seen that out of 10 questions from the Education and Training variables the results are valid.

(2) Test of Validity of Leadership Instrument

From the results of calculation of correlation coefficient score of each item of leadership instrument questions from 94 respondents, the number of each variable 10 questions with the total score of each respondent obtained results, presented in the table as follows:



Table 2. Test of Validity of Leadership Instrument

Questionnaire	R arithmetic	R critical	Description
Instrument No. 1	0,821	0,300	Valid
Instrument No. 2	0,749	0,300	Valid
Instrument No. 3	0,635	0,300	Valid
Instrument No. 4	0,772	0,300	Valid
Instrument No. 5	0,632	0,300	Valid
Instrument No. 6	0,737	0,300	Valid
Instrument No. 7	0,845	0,300	Valid
Instrument No. 8	0,622	0,300	Valid
Instrument No. 9	0,743	0,300	Valid
Instrument No. 10	0,708	0,300	Valid

Source: Primary data, processed in 2017

Based on Table 2, it can be seen that from 10 items the question of Leadership variable result is valid.

(3) Validity Test of Performance Instruments

From the results of calculation of correlation coefficient score of each item question instrument questions of 94 respondents, the number of each variable 11 questions with the total score of each respondent obtained the results, presented in the table as follows:

Table 3. Performance Instrument Validity Test

Questionnaire	R arithmetic	R critical	Description
Instrument No. 1	0,735	0,300	Valid
Instrument No. 2	0,819	0,300	Valid
Instrument No. 3	0,603	0,300	Valid
Instrument No. 4	0,729	0,300	Valid
Instrument No. 5	0,658	0,300	Valid
Instrument No. 6	0,720	0,300	Valid
Instrument No. 7	0,728	0,300	Valid
Instrument No. 8	0,739	0,300	Valid
Instrument No. 9	0,724	0,300	Valid
Instrument No. 10	0,775	0,300	Valid
Instrument No. 11	0,770	0,300	Valid

Source: Primary data, processed in 2017

Based on Table 3, it can be seen that of the 11 items of the question of the Performance variable the result is valid.

b. Test Reliability

Furthermore, the reliability test is done to determine the extent to which the measurement results are reliable and consistent. In the table the following test results note that all variables have alpha above 0.6 which means that all variables in this study reliable.

Table 4. Reliability Test Results

Variable	Alpha Coefficient (α)	Description
Education and Training	0,735	Valid
Leadership	0,819	Valid
Performance	0,603	Valid

Source: Primary data, processed in 2017

Based on Table 4, the Cronbach alpha reliability figures it appears that all the questions that exist

form a reliable measure of the variables Education and Training, Leadership, and



Performance to form a reliable measure of each dimension.

2. Discussion

a. The Effect of Simultaneous Education and Training and Leadership on Employee Performance PT. HutamaAgung

**(1) Sub-Structural Testing 1
 Anova X1 and X2 against Y**

Results of data processing with the program SPSS version 14.0 shows that it turns out Education and Training and Leadership simultaneously able to provide a positive and significant contribution to the performance of employees of PT. HutamaAgung. This can be seen in the following Table 5 and Table 6 views.

Table 5. Anova Model 1 Sub-Structural 1

Model	Sum of Squares	df	Mean Square	t	Sig.
1 Regression	953.660	2	476.830	36.603	.000 ^a
Residual	1003.090	77	13.027		
Total	1956,750	79			

a.Predictors: (Constant), Leadership, Education and Training
 b.Dependent Variable: Performance

Table6. Coefficients Model 1 Sub-Structural 1

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	9.782	4.219		2.319	.000
Education and Training	.299	.098	.133	4.304	.002
Leadership	.481	.129	.363	6.277	.000

a.Dependent Variable: Performance

Prediction Model: $Y = 9,782 + 0,299 X1 + 0,481 X2 + e$

Considering the appearance in Table 5 and Table 6, it can be explained as the findings of the research is that directly and simultaneously (plural) Education and Training and Leadership positively affect the performance of employees of PT. HutamaAgung. Consider the findings of the estimation coefficient (Unstandardized Coefficients Beta), where the education and training variables produce coefficients (+0.299) and significance for probability sig 0,000 or significant for $\alpha = 0.01$. Through these estimates, it can also be illustrated, that Education and Training provide an indication of a relatively lower impact than Leadership. This simultaneous influence, predicted for constant estimator is positive at 9,782 with probability sig (0,000) for $\alpha = 0,01$. This means that simultaneously both predictor variables have a positive impact on employee

performance PT. HutamaAgung with an excellent level of significance.

The simultaneous influence of Education and Training is able to predict strong correlation/correlation ($R = 0.776$ or 78%) on Employee Performance of PT. HutamaAgung as well as positive and significant for $\alpha = 0.01$ (note probability sig 0,000) and able to provide positive and strong predictions for linear changes to the improvement of employee performance PT. HutamaAgung, consider R-Square in Table7 view ($R\text{-Square} = 0.602$ with a residual estimate or 3.609). The same condition is also able to explain that Education and Training and Leadership plurally contributes 60% and the rest or 40% is residual unexplained residual is influenced by other variables outside the model but can be identified through field observation is motivation.



Table7. Summary Model 1 Sub-Structural 1

Model	R	R-Square	Adjusted R Square	Std. Error of the Estimate
1	.776 ^a	.602	.597	3.60931

a. Predictors: (Constant), Leadership, Education and Training
 b. Dependent Variable: Performance

Furthermore, from the results of data processing has been successfully answered the problem hypothesis that there is a positive and significant influence Education and Training and Leadership on Employee Performance PT. HutamaAgung.

b. Partial Effect of Education and Training on Employee Performance PT. HutamaAgung

**(2) Sub-Structural Testing 2
 Coefficient X1 against Y**

If simultaneously Education and Training can synergize with Leadership so that it can affect the performance of employees of PT. HutamaAgung, then something interesting to examine more deeply is what if viewed partially? Are the variables of Education and Training was also able to affect the performance of employees of PT. HutamaAgung? Consider the findings of the following SPSS data results.

Table 8. Coefficients Model 2 Sub-Structural 2

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	17.819	3.773		7.373	.000
Education and Training	.432	.091	.474	4.760	.000

a. Dependent Variable: Performance

Prediction Model: $Y = 17,819 + 0,432X1 + e$

Noting the appearance in Table 8 above, it can be explained as the findings of the research is that directly and partially Education and Training positively affect the performance of employees of PT. HutamaAgung. Consider the findings of the coefficient estimator (Unstandardized Coefficients Beta), where the variables of Education and Training produce coefficients (+0,432 and significance for probability sig 0,000 or significant for $\alpha = 0.01$). Through this estimator, it can be illustrated that Education and Training gives an indication of positive influence. This partial influence, predicted for Constanta estimator is positive equal to 17,189 with probability sig (0,000) for $\alpha = 0,01$, that is partially predictor variable gives a linear fluctuative

impact to employee performance of PT HutamaAgung with the very good level of significance.

Furthermore, it can be explained, that the partial variables of Education and Training are able to predict the performance of employees of PT. HutamaAgung is positive and significant for $\alpha = 0.01$ (note probability sig 0,000) by contributing strongly enough to a linear change to the performance of employees of PT. HutamaAgung, consider R-Square in Table 9 view (R-Square = 0.469 with a residual estimate of explained residual or 4.409). This condition is also able to explain that Education and Training partially provide a fairly strong contribution of 47% to the performance of employees of PT. HutamaAgung.

Table9. Summary Model 2 Sub-Structural 2

Model	R	R-Square	Adjusted R Square	Std. Error of the Estimate
1	.685 ^a	.469	.451	4.40909

a. Predictors: (Constant), Education and Training
 b. Dependent Variable: Leadership



Based on Table 9, it can be explained that Education and Training is able to give a strong enough contribution to the performance of employees of PT. HutamaAgung, but predicted positive and significant.

c. Partial Effect of Leadership on Employee Performance PT. HutamaAgung

(3) Testing Sub-Structural 3 Coefficient X2 against Y

Table 10. Coefficient of Sub-Structural 3 Models 3

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	11.917	4.171		2.378	.000
Leadership	.649	.097	.498	8.601	.000

a. Dependent Variable: Performance

Prediction Model: $Y = 11,917 + 0,649X_2 + e$

Considering the appearance in Table 10 above, it can be explained as the findings in the research is that directly and partially (own) Leadership positively affect the performance of employees of PT. HutamaAgung. Consider the findings of the estimation coefficient (Unstandardized Coefficients Beta), where Leadership variables yield coefficients (+0.649) and significance for probability sig 0,000 or significant for $\alpha = 0.01$. Through this prediction can be illustrated, that Leadership gives an indication of positive influence. The partial effect, predicted for the Constanta probe is positive at 11.917 with probability sig (0,000) for $\alpha = 0.01$. This means that the partial predictor variable (Leadership) is to give

Furthermore, it can be seen partially the influence of Leadership on Employee Performance of PT. HutamaAgung, whether the Leadership is able to influence the performance of employees of PT. HutamaAgung? Consider the findings of the following SPSS data results.

a linear fluctuative impact on the performance of employees of PT. HutamaAgung with an excellent level of significance.

Furthermore, it can be explained, that partially Leadership variables on the performance of employees of PT. HutamaAgung predicts positive and significant for $\alpha = 0.01$ (note probability sig 0,000) but contributes strongly enough to the linear change to PT. HutamaAgung, consider R-Square in Table 11 view (R-Square = 0.563 with residual estimate of explained residual or 3,588). This condition is also able to explain that Leadership partially give a strong enough contribution that is equal to 56% to Performance of employees of PT. HutamaAgung.

Table11. Summary Model 3 Sub-Structural 3

Model	R	R-Square	Adjusted R Square	Std. Error of the Estimate
1	.750 ^a	.563	.555	3.58826

a. Predictors: (Constant), Leadership

b. Dependent Variable: Performance

Based on Table 11 can be explained that Leadership is able to give a strong enough contribution to the performance of employees of PT. HutamaAgung, and predicted positive and significant.

CONCLUSIONS AND RECOMMENDATIONS

From the results of research on the impact of training and leadership on employee performance PT. HutamaAgung, the following conclusions can be drawn:

1. Based on the results of research, simultaneously training and leadership have a relatively strong distribution that is equal to 60% performance of employees of PT. HutamaAgung.



2. Partially the training turns out to have a strong enough contribution of 47% towards the performance of employees of PT. HutamaAgung, where this relationship occurs significantly and predictably positive.
3. At the time of this research partially leadership variables have a strong enough contribution of 56% of the performance of employees of PT. HutamaAgung with positive predictions and occur simultaneously.

Based on the conclusion of the research results recommended some suggestions as follows:

1. Training and leadership have a strong influence on employee performance, it is suggested to the company to continue to improve training and

leadership that already exist so that employee performance is increasing.

2. Training has a strong influence on employee performance and lower than leadership, so it is advisable for the leadership to set an example in being disciplined and to apply strict rules for all employees regardless of rank to spur employee training.
3. Leaders to continue to improve their knowledge and skills through trainings or provide opportunities for education to a higher level. Leaders should strive to pay attention in the form of rewards. The award can be realized in a very simple form of praise for achievement. This has a big effect on employee performance.

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