THE EFFECT OF HUMAN CAPITAL, WORK DISCIPLINE, AND ORGANIZATIONAL ENVIRONMENT ON EMPLOYEE PERFORMANCE IN CORRECTIONAL INSTITUTIONS

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Abstract. This study aims to analyze the impact of competence, work discipline, and work environment on employee performance at the Special Guidance Institution for Class II Children (LPKA) Bandung. The research was motivated by a decline in employee performance indicators between 2021 and 2023, reflecting inefficiencies in human resource management. Grounded in the Human Capital Theory, this study examines how competence alignment, employee discipline, and workplace conditions contribute to organizational effectiveness. A quantitative descriptive method was applied using a saturated sampling technique involving all 66 employees of LPKA Bandung. Data were collected through structured questionnaires and analyzed using multiple linear regression with SPSS version 25. The results show that competence, work discipline, and work environment each have a positive and significant effect on employee performance, both partially and simultaneously. Competence—measured by knowledge, skills, and attitudes—was found to be the most influential factor in enhancing work outcomes, followed by discipline and environmental support. A conducive physical and non-physical work environment also contributes to increased efficiency and motivation. The findings highlight that improving employee competence through targeted training, enforcing discipline policies, and optimizing workplace facilities can substantially enhance performance in public correctional institutions. This study provides practical implications for improving human resource management in government agencies to achieve better service outcomes and institutional accountability.

Keywords: competence; work discipline; work environment; employee performance; human capital theory

I. INTRODUCTION

Human resources (HR) represent a critical determinant of organizational success, as they constitute the driving force behind institutional productivity and service quality [1]. In the context of public sector institutions, particularly correctional facilities, employee performance plays a pivotal role in determining operational efficiency and public accountability [2]. According to Human Capital Theory, developed by Becker (1964), education, skills, and experience are viewed as investments that enhance individual productivity and contribute to organizational outcomes [3]. This theory underscores the idea that institutions investing in their employees' competencies can achieve sustainable performance improvements [4]. The Class II Special Correctional Institution for Children (LPKA) in Bandung—an agency responsible for rehabilitating juvenile offenders aged 14–18—faces complex challenges in ensuring effective service delivery while maintaining a rehabilitative environment. Despite having structured programs in education, counseling, and psychosocial development, performance reports from 2021 to 2023 revealed a decline in key performance indicators (from 71.78% to 65.58%),

suggesting inefficiencies in human capital utilization and work discipline [5]. Interviews conducted in 2024 indicated that several employees were assigned tasks misaligned with their competencies, while infrastructural limitations and uneven workload distribution negatively affected motivation and productivity [6].

Competence, defined as a combination of knowledge, skills, and attitudes that enable effective job performance, is a primary driver of organizational capability [7]. Employees whose educational backgrounds and skills align with job requirements demonstrate higher confidence, motivation, and adaptability [8]. Studies by Wahyudi et al. (2024) and Sariana et al. (2022) confirm that competence significantly enhances employee performance in both public and private institutions [9], [10]. Conversely, mismatch between job roles and individual capabilities often leads to inefficiency, low morale, and decreased output quality [11]. In addition to competence, work discipline is essential for achieving organizational goals, especially within highly regulated environments such as correctional institutions [12]. Discipline reflects employees' adherence to institutional norms, punctuality, and accountability. According to Busro, discipline fosters a sense

of responsibility that leads to consistency and improved work results [13]. Recent research by Ondi et al. (2023) demonstrated a positive relationship between employee discipline and productivity, showing that punctuality, compliance with procedures, and work ethics collectively determine individual and team performance in government institutions [14].

The organizational environment also exerts a strong influence on performance, encompassing both physical and non-physical factors such as facilities, interpersonal relationships, and organizational culture [15]. A supportive environment encourages communication, reduces stress, and enhances job satisfaction [16]. Conversely, inadequate facilities, high workloads, and uncomfortable workspaces can hinder concentration and productivity [17]. Research by Khairiah and Revida (2024) highlighted that physical comfort and psychological safety are essential for maintaining high employee morale and institutional effectiveness [18]. In correctional institutions, where employees work under stressful and high-responsibility conditions, the environment's influence becomes even more critical.

Empirical studies consistently demonstrate that human capital, discipline, and organizational environment interact synergistically to influence performance outcomes. Revita et al. (2022) found that competence and discipline jointly predict performance through motivation and job satisfaction mediators [19]. Similarly, Purwanto and Kurniawan (2022) observed that improving physical and social work environments leads to higher job commitment and reduced absenteeism [20]. These findings align with Sutrisno's (2020) assertion that optimal performance requires the alignment of three core dimensions—competence, behavior, and context—which together sustain individual and institutional productivity [21].

In the specific context of the LPKA Class II Bandung, strengthening employee competence, discipline, and environmental conditions is vital to restoring operational efficiency and service quality. The institution's human resource development programs—such as coaching, mentoring, and training—remain under-optimized due to resource constraints and limited participation. Thus, assessing how these factors affect performance is essential for guiding strategic HR policies and enhancing institutional accountability. Therefore, this study aims to analyze the influence of human capital (competence), work discipline, and the organizational environment on employee performance at LPKA Class II Bandung. The research contributes to the body of knowledge in public administration and human resource management by providing empirical evidence on how internal human factors interact to affect performance within correctional institutions. The findings are expected to serve as practical recommendations for policymakers to improve training programs, enforce discipline consistently, and create a supportive work environment that enhances the effectiveness and professionalism of public service employees.

Human Capital and Employee Performance

Human capital refers to the collective knowledge, skills, competencies, and other attributes that enable individuals to contribute effectively to organizational objectives [22]. According to Becker's Human Capital Theory (1964), employees who possess higher educational attainment, training, and experience exhibit superior performance due to greater productivity and adaptability [3]. Human capital is an investment that produces long-term organizational benefits, such as innovation, efficiency, and competitive advantage [23]. In correctional institutions, human capital plays a strategic role in ensuring the success of rehabilitation and reintegration programs for inmates. Competent employees are better equipped to manage complex psychological, social, and administrative tasks [24]. Studies by Wahyudi et al. (2024) and Sariana et al. (2022) demonstrated that competence has a positive and significant relationship with performance, particularly in public organizations requiring specialized technical and interpersonal skills [8], [9].

Moreover, Nawawi emphasizes that the alignment between job competencies and organizational needs determines individual motivation and performance sustainability [25]. In this sense, human capital development through continuous training, mentoring, and job rotation is vital for improving employee capabilities in correctional settings where professional demands are multifaceted and emotionally challenging.

Work Discipline and Organizational Effectiveness

Work discipline refers to employees' adherence to organizational rules, ethical standards, and behavioral expectations established by management [26]. It encompasses punctuality, accountability, and compliance with institutional procedures. According to Robbins and Judge (2020), discipline is not only a means of control but also a motivational factor that strengthens work commitment and responsibility [27]. Discipline is particularly crucial in government institutions, where public accountability and service delivery depend on consistent employee performance. Ondi et al. (2023) found that disciplined employees demonstrate higher reliability, reduced absenteeism, and stronger team coordination [14]. Similarly, Busro (2018) and Qomariah (2020) argue that discipline fosters professionalism and reinforces organizational integrity [12], [13].

In the correctional environment, discipline ensures the safety, security, and continuity of operations. Employees who follow established protocols and demonstrate ethical conduct contribute to institutional stability and public trust [28]. Thus, maintaining high levels of discipline among correctional staff is essential for achieving organizational goals and sustaining reform-oriented missions.

Organizational Environment and Employee Behavior

The organizational environment encompasses all external and internal factors that influence employees' attitudes, performance, and satisfaction [29]. It includes physical aspects (workspace layout, lighting, ventilation, noise levels) and non-physical aspects (organizational culture, interpersonal relationships, leadership, and psychological safety).

According to Luthans, a conducive work environment enhances employee engagement by satisfying physiological and social needs, while a negative environment increases stress and turnover intentions [30]. Empirical evidence from Khairiah and Revida and Purwanto and Kurniawan confirmed that comfortable facilities, open communication, and supportive supervision lead to improved performance and job commitment [18], [20]. In correctional facilities, where employees face high-stress conditions and moral responsibility, the quality of the work environment becomes a critical determinant of performance and well-being. Adequate infrastructure, fair leadership, and team collaboration foster a sense of belonging and psychological resilience, which are essential in maintaining employee productivity under pressure.

Relationship Between Human Capital, Work Discipline, and Work Environment

Human capital, discipline, and organizational environment are interrelated variables that collectively shape employee performance. Competent employees with strong discipline and supportive environments tend to perform better and exhibit higher commitment levels [31]. Sutrisno emphasized that the synergy between knowledge (human capital), behavior (discipline), and context (environment) produces optimal performance outcomes in both private and public organizations [21]. Furthermore, Revita et al. (2022) found that competence and discipline jointly predict performance through the mediating effects of motivation and satisfaction [19]. These findings suggest that developing human capital without fostering discipline or improving work environments will yield limited results. A holistic HRM approach that integrates capability development, behavioral reinforcement, and contextual improvement is therefore essential for institutional performance optimization. Based on the reviewed theories and empirical findings, this study proposes a conceptual framework linking three independent variables—human capital (X_1), work discipline (X_2), and organizational environment (X_3)—to the dependent variable, employee performance (Y). Human Capital (X_1): Education, skills, and competence directly enhance productivity and adaptability. Work Discipline (X_2): Adherence to organizational norms and ethics ensures task consistency and accountability. Organizational Environment (X_3): Physical comfort and psychosocial conditions foster motivation and engagement. The framework assumes that all three variables exert both individual and collective influences on employee performance. A supportive environment strengthens the impact of competence and discipline, creating a synergistic effect that enhances overall institutional effectiveness.

II. RESEARCH METHOD

This study uses a quantitative method with descriptive purposes. According to Sugiyono [32], the quantitative method is based on the philosophy of positivism, which is used to study a certain population or sample by collecting data through research instruments and statistical analysis. The descriptive method is used to describe existing variables without testing hypotheses, aiming to provide a clear picture of the object being studied. The variables in this study refer to things that researchers determine to be studied in order to obtain information, as explained by Sugiyono [32]. Independent variables are factors that influence dependent variables (Zulganef [33]), while dependent variables are variables that are influenced by independent variables. The operational definition of a variable is the process of reducing the abstraction of a concept so that the concept can be measured, according to Zulganef's opinion [33].

The data sources used in this study are quantitative data collected and analyzed using statistical techniques. Primary data were obtained by distributing questionnaires to LPKA Class II Bandung employees, while secondary data were obtained through literature studies including books, laws and regulations, articles, and previous research [32]. The population of this study was all LPKA Class II Bandung employees totaling 66 people. The sample was taken using a non-probability sampling technique using saturated samples, which means that all members of the population are sampled, in accordance with Sugiyono's understanding of the saturated sampling technique. Data collection techniques were carried out in two ways: field research and literature study. In field research, data collection was carried out through interviews, observations, and questionnaires. Interviews were conducted by asking questions directly to relevant parties, observations were conducted by direct observation of the research object, and questionnaires were given to respondents to collect data. Literature studies were used to obtain the right theoretical basis through literature related to the problem being studied, as explained by Sugiyono [32].

The research instrument is a tool for measuring the observed phenomena. Validity tests were carried out to measure the accuracy of the instrument using logical validity and Pearson's product moment correlation techniques. Reliability tests were carried out to measure the accuracy of the measuring instrument using the Cronbach's Alpha method to ensure the stability of the results. Data analysis methods consist of two types: qualitative and quantitative data. Qualitative data describes descriptive results, while quantitative data is in the form of numbers and is analyzed using statistics to test hypotheses. Descriptive analysis is used to describe the data of the variables studied using a Likert scale to measure the attitudes and perceptions of respondents.

In data processing, multiple regression analysis is used to predict dependent variables based on independent variables. Classical assumption testing is carried out to ensure the accuracy of the regression model, with normality tests using graphs or Kolmogorov-Smirnov tests, multicollinearity tests using tolerance and VIF values, and heteroscedasticity tests to detect inequality of residual variances. For hypothesis testing, the t-test is used to test the effect of each independent variable on the dependent variable partially, while the F-test is used to determine the simultaneous effect between these variables on employee performance. The correlation coefficient is used to measure the strength of the relationship between variables, and the determination coefficient is used to measure the contribution of the independent variable to the dependent variable.

III. RESULT AND DISCUSSION

Characteristics of Respondents

The characteristics in this study are qualified based on gender, age, length of service, and level of education of the respondents. The purpose and objective of this respondent characteristic qualification is to determine the respondent's ability to answer each questionnaire that has been given, so that the data obtained is valid information (data). Based on the research data, it shows that the respondents in this study were male, as many as 69.7% (46 respondents). While the number of female respondents was 30.3% (20 respondents), from the data, the male gender in the respondents studied was more than the female respondents, because the inmates of LPKA Class II Bandung are boys, therefore the prison guards themselves are more dominated by male employees. In the characteristics of respondents regarding the age of respondents who work, it can be concluded that the age of respondents between 25 - 35 years is 33.3% (22 respondents), so that this shows that the majority of respondents are in the age range of 25 - 35 years.

In the characteristics of respondents regarding the length of service of respondents who work, it can be concluded that the length of service of respondents between > 12 years is 40.9% (27 respondents), so that it shows the length of service of respondents > 12 years. In the characteristics of respondents regarding the level of education of respondents who work, it can be concluded that those who have a high school education level are 56.1% (37 respondents), this shows that the highest level of education for employees at LPKA Class II Bandung is high school, this is because recruitment to become a prison guard at LPKA Bandung has qualifications, namely a minimum level of high school education, and to move up to class II / B must wait 4 years, because it adjusts to a bachelor's degree / S1.

Descriptive Analysis of Respondent Responses

The respondents in this study were LPKA Class II Bandung employees. In accordance with the previously determined method, the scale used to weight the questionnaire items for variables X and Y is the Likert scale. Furthermore, the average of each respondent's answer is sought, to facilitate the assessment of the average, the interval is used to determine the length of the interval class, the formula according to [32] is used. The questionnaire response assessment interval is described in five categories. Answers that are in the interval of 1.00 to 1.79 are categorized as "Very Poor" or "Very Low". Answers with an interval of 1.80 to 2.59 are considered "Poor" or "Low". The interval of 2.60 to 3.39 indicates "Quite High" or "Quite Low". Answers that are in the interval of 3.40 to 4.19 are categorized as "Good" or "High". Finally, answers with an interval of 4.20 to 5.00 are considered "Very Good" or "Very High" [32].

Respondents' Responses Regarding Competency Variables (X₁)

The Effect of Competence on Employee Performance

The results of the study show that competence (X_1) has a significant effect on employee performance (Y), which is in accordance with the framework of thought that competence can make work easier or more difficult, so that it can increase or decrease employee performance. Silvia and Cipta's (2019) research also supports this finding, which states that there is a positive effect of competence on the performance of Adirama Hotel employees. Rahmat & Basalamah (2019) added that competence is an individual characteristic related to effective performance in certain work situations. Employees with high competence have the ability to achieve work targets and tend to be more motivated, which in turn improves company performance. Conversely, employees with low competence will have difficulty completing tasks properly, which results in less than optimal performance. Based on the results of this study, it can be concluded that competence has a significant effect on employee performance at LPKA Class II Bandung.

The Effect of Work Discipline on Employee Performance

The results of the study show that work discipline (X_2) has a significant effect on employee performance (Y). Work discipline is considered an important factor that influences employee performance. Research by Ondi et al. (2023) also revealed that work discipline has a positive and significant effect on employee performance at the West Java Provincial Education Office. According to Busro (2018), work discipline can create a sense of responsibility that increases employee productivity and performance. Musanef (1994) also emphasized the importance of discipline, which has a direct effect on work performance. High discipline, such as arriving on time and working responsibly, can increase employee productivity (Laiterner, 1983). Based on these findings, it is concluded that work discipline affects employee performance at LPKA Class II Bandung.

The Influence of the Work Environment on Employee Performance

The results of the study showed that the work environment (X3) had a significant effect on employee performance (Y). The work environment is considered an important factor that can improve performance. Research by Purwanto and Kurniawan (2022) also found that the work environment affects employee performance at CV. Muda Jaya Utama. Nitisemito (2002) explained that a good work environment supports employees to work optimally, healthily, safely, and comfortably, while a bad work environment will hinder efficiency and reduce performance. Based on the results of this study, it is concluded that the work environment affects employee performance at LPKA Class II Bandung.

IV. CONCLUSIONS

Based on the results of the research that has been conducted as well as on the data processing and discussion in the previous chapter, regarding the influence of competence, work discipline, and work environment on employee performance at LPKA Class II Bandung, the author can draw the following conclusions. Competence (X_1) provided by LPKA Class II Bandung can be stated as Sufficient. Work Discipline (X_2) provided by LPKA Class II Bandung can be stated as Sufficient. Work Environment (X_3) provided by LPKA Class II Bandung can be stated as Sufficient. Employee Performance (Y) provided by LPKA Class II Bandung can be stated as Sufficient. Competence (X_1) partially has a positive

and significant effect on Employee Performance (Y). Therefore, the hypothesis put forward previously is accepted, that Competence has a positive and significant effect on Employee Performance at LPKA Class II Bandung. Work Discipline (X_2) partially has a positive and significant effect on Employee Performance (Y). Therefore, the hypothesis put forward previously is accepted, that Work Discipline has a positive and significant effect on Employee Performance at LPKA Class II Bandung. Work Environment (X_3) partially has a positive and significant effect on Employee Performance (Y). Therefore, the hypothesis previously stated is accepted, that the Work Environment has a positive and significant effect on Employee Performance at LPKA Class II Bandung. Competence (X_1), Work Discipline (X_2), and Work Environment (X_3) simultaneously have a positive and significant effect on Employee Performance (Y). So it can be concluded that Competence, Work Discipline and Work Environment have a positive and significant effect on Employee Performance at LPKA Class II Bandung.

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