



Building Students' Human Capital Through Basic Discipline And Leadership Training (LDKK)

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ABSTRACT

The aim of this research is to understand the role of Student Discipline and Leadership Training (LDKK) in building Student Human Capital as individuals to successfully complete their studies and build their community well. The research design uses descriptive verification. The total population is 1751 new students who have taken part in LDKK training at the beginning of the academic year before they studied at UBP Karawang. The questionnaire was distributed via Google Form and distributed to all members of the population. The number of students who filled out the questionnaire was 887 students who were then used as research samples. Data were analyzed with Smart PLS4 Second Order. The research results show that LDKK training has a positive effect on student human capital development of 57.15% and is very significant. LDKK Training contribution to student knowledge development was 80.10%; development of student skills by 79.92%; the development of student ability was 77.44% and the development of student good behavior was 77.62%.

Keyword: Student human capital, student knowledge, student skill, Student ability, student good behaviour

INTRODUCTION

Education, training and guidance are very important aspects in individual survival and are also part of the human learning process to get something better (Amin et al., 2022). Education is a planned effort to provide guidance in developing one's potential. The main goal of education is to create a generation that is intelligent and able to combine knowledge and skills that are used as the basis of social life (Darmaji et al., 2019; Raharjo et al., 2019; Flores-Tena, 2020). Education and training have a very important position for every person, to develop their own quality (human capital), as well as improve the quality of a country (Amin et al., 2022; Johnes et al., 2017; Syahrial et al., 2019; Putri et al., 2022; al., 2020). Inadequate human resource management practices lead to reduced commitment and weakened learning culture (Murliasari et al, 2023) Higher education is seen as the final educational effort for individuals to forge their potential (human capital) in a better direction, towards their desired goals. On the other hand, there are several differences in learning methods in high school and in tertiary institutions, which allow for changes in lifestyle patterns, motivation and independence in learning, so that there is a need for activities, either carried out by higher education institutions or other parties, to bridge this so that adaptation can be implemented. as quickly as possible and students can learn well, graduate on time and excel in various campus activities.

Until now, there are still many student failures found while studying at university. The Republic of Indonesia higher education database in 2019 reported that there were 602,208 students who dropped out of college out of a total of 8,483,213 actively registered students or 7% (PD Dikti, 2019). Some of the causes of late graduation or failure in college include students not passing one of the courses, graduating late to become a graduate, not following campus regulations, not being disciplined in studying, decreased motivation to study, not attending class, not doing assignments given by the lecturer. , impoliteness, fighting, drugs and various other bad behavior. On the other hand, there are many students who can complete their studies on time, even faster than the time standards set, and many students have made various achievements and awards in both academic and non-academic fields. Students organize, manage various skills projects, seminars, workshops, training and take part in various competitions at local, national and even international levels.

One training method that is often carried out by universities so that students quickly adapt to the campus

environment is the campus introduction and campus orientation training program (OSPEK). In this activity students are introduced to learning methods in higher education, higher education governance and organization, lecturers and educational staff who will guide and serve students studying, seminars, workshops, introduce campus regulations and introduce the good campus environment that will be related to lectures such as classrooms, laboratories and halls, auditoriums, student organization rooms and other facilities.

In various universities there are also those who carry out basic student skills, discipline and leadership training (LDKK) either held simultaneously with student orientation on campus introduction or carried out separately with the aim of increasing motivation, skills and independence in living campus life. Basically, all campus introduction methods aim to invest and grow students' initial capital or human capital so that they are ready and successful in carrying out their education in higher education, until they become graduates with various knowledge and skills.

This research aims to explore the potential results of new students' disciplinary and leadership skills training as an important part of efforts to prepare and develop (build) individual students (student human capital) to study well in college. Discipline training is intended so that new students have a good self-concept, discipline in responding to campus regulations and life, professionalism, responsibility, and balance in living academic, social and campus organizational life. On the other hand, leadership training is expected to make new students more confident, honest, able to choose various interests of themselves and their environment, communicate and share fairly and be responsible for the profession through fulfilling knowledge, skills, abilities and shaping behavior. good behavior as the core of student human capital development.

Literature Review

a. Human Capital

Human Capital (HC) is part of the study of Intellectual Capital which has long been recognized as an important factor in increasing individual productivity, as the main factor driving intellectual capital in value creation (Schultz, 1961a,b; and Becker, 1962). Identified as a factor influencing a company's competitiveness (Bartel, 1989; Senker and Brady, 1989; Howell and Wolff, 1991). HC is a widely used concept with complex and varied definitions. In certain contexts, it means the results of the formal education process, and more broadly, investment in human resources which has the potential to influence the welfare and productivity of society, companies and the nation (Mincer, 1996). Human capital is an invisible asset (Itami, 1987). Human capital performance can be improved by increasing knowledge, expertise, skills and abilities (Lewaherilla & Hiariej, 2023).

According to Göran Roos et al (2001) and Dess & Picken (2000) HC is in the form of knowledge, skills and experience of company employees and managers, and is individual level knowledge (Stewart, 1999), including professional skills, experience and innovation as tacit knowledge or explicit, includes the sum of innate abilities as well as knowledge and skills acquired by individuals and their development throughout their lifetime (Mireille, et al (2002).

The definition of Student Human Capital (SHC) in this research is adapted from the definition of human capital as a creator of corporate value. SHC is all the competencies possessed by students that are innate from birth and are added to various competencies acquired by students during college, in the form of knowledge, skills, various abilities and behavior that are able to create value for themselves and the university where the student is located.

The SHC measurement dimensions refer to the dimensions of human capital that have been put forward by previous research, including aspects: (1) Cognitive components, namely knowledge, skills and abilities (KSA); (2) behavioral component, namely willingness and ability to spread KSA; (3) fit components, including aspects of alignment of KSA components and strategic imperative behavior; (4) flexibility component, namely the ability to adapt to conditions of diversity; and (5) measurement components to assess the contribution of human capital in value creation (Afiouni, 2013). Ployhart, et al (2014:381) argue that measuring human capital at individual capacity or unit (collective) level is based on knowledge, skills, abilities, and other characteristics (KSAO).

Adaptation from the research results of Fadli (2020) that there are four things related to student human capital in higher education, namely (1) knowledge capital which can start before students enter campus and during their studies on campus, which is obtained through education (lectures), training, coaching and career development of students; (2) skills capital, meaning the university's efforts to improve students' abilities by providing training in various skills related to the learning process, research, community service, writing and publishing scientific papers as well as various innovations that support increasing student competence; (3) capability capital, related to efforts to improve students' abilities through learning assignments, research and service as well as various academic and non-academic activities to support student competencies; and (4) other capital, including the results of various activities that will have an impact on good behavior, self-development and individual excellence of students and universities. Aspects of knowledge and skills are the two main competencies that must be achieved in learning (Af'idayani, et al., 2018; Serbin et al., 2020; Swanson et al., 2019).

b. Disciple Training

Training is a process for forming, improving, changing knowledge, skills, attitudes and changing behavior in order to improve technical skills (Sudrajat & Framesthi, 2024). Training discipline is one of the means in an effort to form a personality that is orderly, neat, and punctual in carrying out activities (Barakhsanova et al., 2020; Pratiwi, 2020; Yusoff et al., 2021). Discipline is an effort to instill values or coercion so that the subject has the ability to obey a rule. Disciplinary character is an attitude and behavior that emerges as a result of training or habits in obeying rules, laws or orders (Finnane & Smaal, 2020; Naum, 2018; Su et al., 2019). Disciplined character is very important for students in forming their personality

Disciplinary training for students is one way of improving skills that focuses on the role of cognition in increasing human capital potential. Becker's (1962) research work focuses a lot on the scope of these studies, skills training for discipline in terms of practicing verbal, reading, and writing abilities in the fields of mathematics, science, music, and art (Farkas, 2003, p. 543). The next development is human capital discipline capability research which concentrates on the non-cognitive (affective and psychomotor) role in value creation (eg Heckman and Kautz, 2012; Kautz et al., 2014). It is hoped that student discipline training can increase students' readiness to study at university.

According to Djamarah (2011:35) readiness to learn (readiness) is the condition of oneself being prepared to carry out learning activities, ready to do something (Dalyono, 2012:166), meaning that students must be ready to carry out learning activities so that learning objectives can be achieved as well as possible. -good. In general, students are ready to learn. Learning readiness has a very strong and significant influence on students' active learning (Aulia Sahara, 2018). Then Novianty, R., (2020) reported the results of his research that learning discipline had a positive and very significant effect on student learning outcomes. Effective school discipline must be encouraged in controlling student behavior so that it influences students' academic performance in general (Ehiane, O. S. (2014). The research results of Anfas, A. (2020) explain that the quality of independent learning skills training increases student learning motivation by 71.20%.

c. Leadership Training

Explaining leadership in a clear, logical and consistent structure is a difficult task (Hernandez, et al, 2011), the most complex and multidimensional phenomenon (Benmira and Agboola (2021). Attempts to describe leadership studies sometimes include words like "paradoxical", "inconsistency", "contradiction", and "disorganized" (Allen, 2018). These adjectives flow from various ways of thinking about leadership (Northouse, 2015). Leadership theory debates continue, although less over time, whether leadership is studied in education or passed down generatively, so that the study of leadership, becomes a big issue that highlights the great power of transdisciplinarity in building the theoretical foundations of the next generation of leadership (Andenoro, 2013), as a challenge to the road map in leadership theory and practice (Collier & Rosch, 2016). Leadership studies can start from various angles, based on the figures of great people in the history of humanity, followed by studies of the characteristics of leaders and the various attributes inherent in them. Allen (2018) conducted a review of various study sources and identified 11 great attributes inherent in an effective leader, namely based on: (1) his greatness/achievements (Great men); (2) its nature (trait); (3) his behavior (behavior); (4) contingency; (5) situational (according to conditions); (6) power/influence; (7) transformational; (8) social change (social change); (9) risk; (10) followers (followship); and (11) ethics.

Farida and Anjani (2019) explained the results of their research that to foster a leadership spirit in students requires leadership, team working and communication, and a leader will excel if he has good vision, values and courage, competence, as well as a strong character which is supported by three skills that must be possessed, namely academic technical skills or knowledge, human skills or skills, and spiritual skills.

Hungu (2016) defines gender as biological differences from birth between men and women, attached to a certain gender (Handayani and Sugiarti, 2002), having biological-anatomical characteristics (especially the reproductive and hormonal systems) followed by different physiological characteristics of the body. determining whether a person is male or female (Ministry of Health of the Republic of Indonesia, 2002).

In relation between gender and the quality of students' human capital, much research has been carried out, including a research report by Widyaningrum, et al (2021) explaining that gender has a relationship with students' knowledge abilities, female students have a greater chance of being able to complete their studies more quickly than male students. male (Anwar, et a. (2019), there are very significant differences between the gender of international students in the self-adjustment process while studying at UIN Malang (Uma, 2017). This is different from the research results of Nurhidayah and Kusdinar. (2020) which explained that there is no influence of gender on mathematics learning outcomes as well as the interaction between gender and learning style on mathematics learning outcomes, there is no difference in intelligence between men and women, but there are differences in the learning process and the use of parts of the brain to remember, feeling emotions, recognizing faces, solving problems and making decisions (Zaidi, 2010). According to Stoet and Geary (2015) gender equality cannot be linked to gender differences in educational attainment. The research results of Khaterina and Garliah (2012) explain that there is no significant influence of gender on the level of emotional intelligence.

METHOD

The research design uses descriptive verification. The respondents were new students from Buana Perjuangan University (UBP) Karawang class of 2023, totaling 1751 students who had taken Basic Discipline and Leadership Training (LDKK). Student status when taking LDKK is new student. LDKK was carried out for 2 days alternately, from June to August 2023. Data was taken in November 2023 or 3 months after they took part in the LDKK and effectively attended lectures at UBP Karawang. Data was collected using a questionnaire via Google form, distributed to all LDKK participants. The amount of data entered and valid for processing was 887 respondents, greater than the sample size required by Hair, et al (2014) for Smart PLS analysis, which is around 10 times the largest number of formative measurement items. The largest number of items in this research was in the behavior dimension (5 items x 10 = 50) or the number of items from the student human capital (SHC) variable was 17 items (17x10 = 170). Next, the data was analyzed using Smart PLS4 Second Order. The implementation of LDKK training is measured using two dimensions, namely the Discipline Training (DS) and Leadership Training (LD) dimensions. The Discipline Training (DS) dimension is measured by 4 indicators, namely learning discipline (DS1), discipline in attending class (DS2), discipline in carrying out tasks (DS3) and compliance with regulations (DS4); Leadership Training (LD) dimensions are measured by 4 indicators, namely self-confidence (LD1), coordination (LD2), cooperation (LD3), and managerialism (LD4).

Student Human Capital (Student HC) development is measured by 4 dimensions, namely Knowledge (KN), Skill (SK), Ability (AB), and Behavior (BH) (Fadli, 2020). The Knowledge Dimension (KN) is measured by 4 indicators, namely learning readiness (KN1); scientific adaptation (KN2); learning environment adaptation (learning environment adaptation); (KN3) and learning outcomes (KN4); The Skill Dimension (SK) is measured by 4 indicators, namely Study Skills (SK1); Practical Skills (SK2); Communication Skills (SK3); and Collaboration Skills (SK4); The Ability (AB) dimension is measured by 4 indicators, namely literacy ability (AB1); Learning Innovation Ability (AB2); Technology literacy ability (AB3); and problem solving ability (AB4); and the Behavior Dimension (BH) is measured by 5 indicators, namely good behavior in class (BH1), compliance with regulations (BH2), organizational behavior (BH3), good behavior towards lecturers (good behavior towards lecturers) (BH4), and good behavior towards the environment (BH5). The Research Paradigm Model is explained in Figure 1 below.

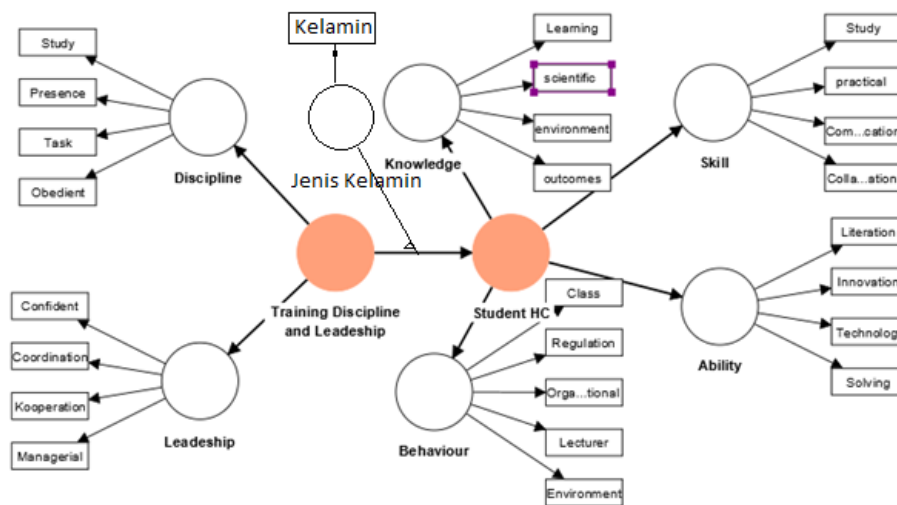


Figure 1: Research Framework

RESULTS AND DISCUSSION

The description of the respondents is explained in table 1 below. The comparison of the number of female and male respondents is almost equal. Based on age, it appears that most respondents are fresh graduate students, most aged between 18-20 years (72.3%), there are 23.9% of them who have not worked or have no work experience.

Table 1 Descriptive Respondents

| | Gender (Sex) | | Age (Years) | | | Occupation | |
|----------|--------------|--------|-------------|--------|--------|-----------------|-----------------|
| | Female | Male | 18-20 | 21-25 | > 25 | Not Working Yet | Already Working |
| Samples | 453 | 434 | 641 | 147 | 99 | 212 | 675 |
| Percents | 51,10% | 48,90% | 723,00% | 16,60% | 11,20% | 23,90% | 76,10% |

Sources : Primary Data, analyzed (2024)

Stage 1 : Validity and reliability testing

In the initial stage, an outer model test will be carried out (Ghozali, 2016) to check the validity of the relationship between indicators in each variable dimension of Student Human Training and Development.

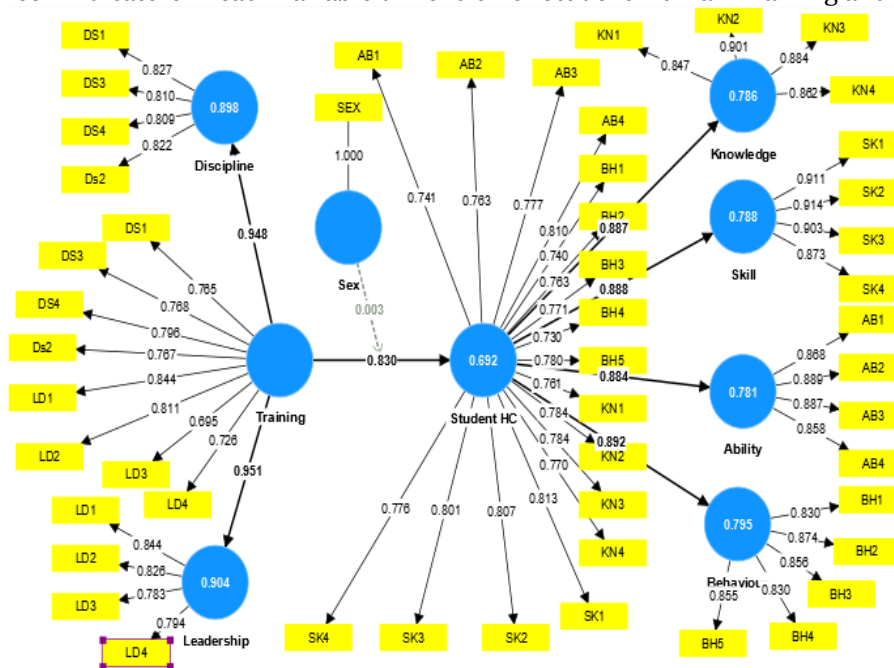


Figure 2: Efforts to build Student Human Capital through Student Discipline and Leadership Training (Stage 1). Sources : Primary Data, analyzed (2024)

Convergent validity

Convergent validity testing is assessed by outer loadings or loading factors (LF) and Average Variance Extracted (AVE). Model 1 analysis results (figure 1) show Outer Loading (DL3 \square Training) < 0.7. According to Hair et al, (2021), and Henseler et al (2009) an indicator is declared valid if it has an outer loading > 0.7; so the LD3 indicator was discarded from the analysis. In the second iteration, LD4 had an outer loading value of 0.686 (LD4 \square Training < 0.70) so it was discarded from the analysis, meaning that the two indicators (LD3 and LD4) could not represent the latent variable underlying the latent variable, in this case the Leadership Dimension (Table 2).

Hasil akhir uji validitas dan reliabilitas convergent dengan nilai *Outer loading* (OL) dijelaskan pada Gambar 3, table 2 dan Tabel 3 di bawah ini dan semua indicator sudah memiliki OL >0,70.

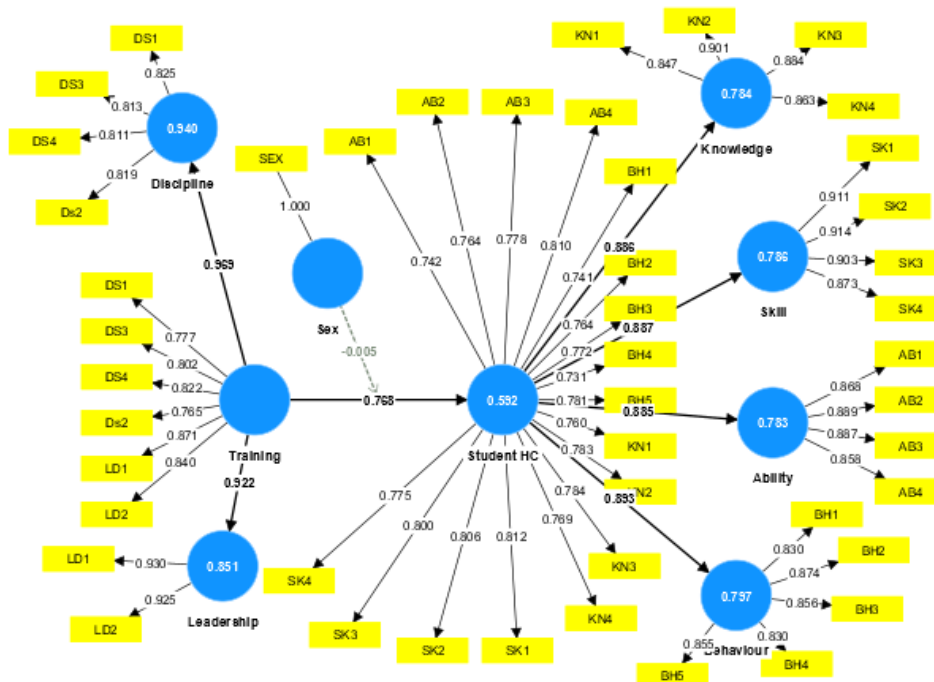


Figure 2: Efforts to build Student Human Capital through Student Discipline and Leadership Training (Stage 2). Sources : Primary Data, analyzed (2024)

Table 2 : Validity Tes Outer Loading

| Indicator Relationships | Outer Loading | Indicator Relationships | Outer Loading | Indicator Relationships | Outer Loading |
|-------------------------|---------------|-------------------------|---------------|-------------------------|---------------|
| DS1<- Discipline | 0.825 | KN1<-Student HC | 0.760 | AB1<-Student HC | 0.742 |
| Ds2<- Discipline | 0.813 | KN2<-Student HC | 0.783 | AB2<-Student HC | 0.764 |
| DS3<- Discipline | 0.811 | KN3<-Student HC | 0.784 | AB3<-Student HC | 0.778 |
| DS4<- Discipline | 0.819 | KN4<-Student HC | 0.769 | AB4<-Student HC | 0.810 |
| LD1<-Leadership | 0.930 | SK1<-Skill | 0.911 | BH1<-Behaviour | 0.830 |
| LD2<-Leadership | 0.925 | SK2<-Skill | 0.914 | BH2<-Behaviour | 0.874 |
| DS1<-Training | 0.777 | SK3<-Skill | 0.903 | BH3<-Behaviour | 0.856 |
| Ds2<-Training | 0.765 | SK4<-Skill | 0.873 | BH4<-Behaviour | 0.830 |
| DS3<-Training | 0.822 | SK1<-Student HC | 0.812 | BH5<-Behaviour | 0.855 |
| DS4<-Training | 0.822 | SK2<-Student HC | 0.806 | BH1<-Student HC | 0.741 |
| LD1<-Training | 0.871 | SK3<-Student HC | 0.800 | BH2<-Student HC | 0.764 |
| LD2<-Training | 0.840 | SK4<-Student HC | 0.775 | BH3<-Student HC | 0.772 |
| KN1<-Knowledge | 0.847 | AB1<-Ablility | 0.868 | BH4<-Student HC | 0.731 |
| KN2<-Knowledge | 0.901 | AB2<-Ablility | 0.889 | BH5<-Student HC | 0.781 |
| KN3<-Knowledge | 0.884 | AB3<-Ablility | 0.887 | Sex -> Training | 1.00 |
| KN4<-Knowledge | 0.863 | AB4<-Ablility | 0.858 | | |

Sources : Primary Data, analyzed (2024)

Table 3 : Cronbach's alpha, Reliability and AVE

| Variabel | Cronbach's alpha | Composite reliability (rho_a) | Composite reliability (rho_c) | Average variance extracted (AVE) |
|------------|---|-------------------------------|-------------------------------|----------------------------------|
| | Rule of Thumb (Hair, 2019) (Chin & Todd (1995)) | | | |
| | > 0,70 | > 0,70 | > 0,70 | > 0,50 |
| Ability | 0.900 | 0.900 | 0.930 | 0.768 |
| Behaviour | 0.905 | 0.905 | 0.929 | 0.724 |
| Discipline | 0.836 | 0.836 | 0.890 | 0.670 |
| Knowledge | 0.898 | 0.898 | 0.929 | 0.766 |
| Leadership | 0.826 | 0.827 | 0.920 | 0.852 |
| Skill | 0.923 | 0.923 | 0.945 | 0.812 |
| Student HC | 0.959 | 0.959 | 0.963 | 0.603 |
| Training | 0.897 | 0.900 | 0.921 | 0.662 |

Sources : Primary Data, analyzed (2024)

Table 3 explains the results of Cronbach's alpha analysis, composite reliability (rho_a) and composite reliability (rho_c) > 0.70 which was declared reliable by Hair et al (2019). Average Variance Extracted (AVE) value > 0.50. According to Chin & Todd (1995) and Hair et al (2019), an indicator is declared reliable if it has an AVE > 0.50. Thus, all the indicators studied have been declared valid and reliable for further analysis.

Fornell-larcker criterion

The Fornell-Larcker test is carried out by comparing the roots of AVE with the correlation between variables (cross loading). Discriminant validity can be said to be good if the construct is higher compared to the correlation of the construct with other latent variables (Sekaran & Bougie, 2016). Table 4 Fornell and Lacker explains that the root value of the AVE construct is greater than the cross loading value, so that discriminant validity can be fulfilled.

Table 4: Fornell dan Lacker

| | Ability | Beha- viour | Disci- pline | Know- ledge | Leader- ship | Sex | Skill | Student HC | Train- ing |
|-----------------------|-------------|----------------|-----------------|----------------|-----------------|-------------|-------------|---------------|---------------|
| Ability | 0.88 | | | | | | | | |
| Behaviour | 0.83 | 0.85 | | | | | | | |
| Discipline | 0.66 | 0.63 | 0.82 | | | | | | |
| Knowledge | 0.66 | 0.66 | 0.69 | 0.87 | | | | | |
| Leadership | 0.61 | 0.63 | 0.79 | 0.66 | 0.93 | | | | |
| Sex | -0.05 | -0.07 | -0.02 | -0.02 | 0.01 | 1.00 | | | |
| Skill | 0.66 | 0.66 | 0.66 | 0.84 | 0.63 | - | 0.90 | | |
| Student HC | 0.89 | 0.89 | 0.74 | 0.89 | 0.71 | 0.05 | 0.89 | 0.78 | |
| Training | 0.67 | 0.66 | 0.97 | 0.71 | 0.92 | -0.01 | 0.68 | 0.77 | 0.81 |

Sources : Primary Data, analyzed (2024)

Stage 2: Validity and reliability testing (Second Order)

After testing the data at the dimension and indicator level, analysis was then carried out at the latent variable score level. The model is explained in figure 3 below.

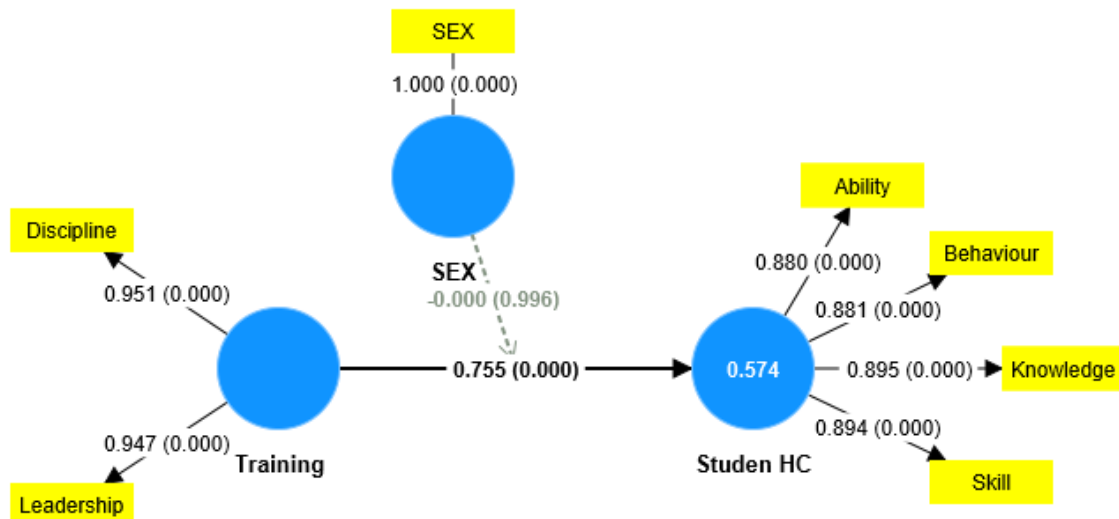


Figure 3: Model of efforts to increase student human capital through student discipline and leadership training (Stage 2). Sources : Primary Data, analyzed (2024)

Figure 3 above explains that all variables have an outer loading > 0.7. Convergent validity is met (Hair et al, 2019). The two dimensions of training, namely Discipline Training and Leadership Training, have an Outer Loading > 0.70, which reflects the validity of the two dimensions on the training variable. Likewise, the dimensions of knowledge, skills, abilities and behavior have an outer loading of > 0.70, which reflects the validity of the Student Human Capital (Studen HC) variable.

The meaning of the loading factor test results from the results of research on Student Discipline and Leadership Training (LDKM) on Student Human Capital Development is explained below.

1. LDKK training contributes to the development of student discipline by $(0.951 \times 0.951 \times 100\%) = 90.44\%$.
2. LDKK training contributes to the development of Student Leadership by $(0.947 \times 0.947 \times 100\%) = 89.68\%$
3. LDKK training contributes to the development of student human capital by $(0.755 \times 0.755 \times 100\%) = 57.4\%$
4. LDKK training contributes to the development of Student Human Capital in the development of student knowledge by $(0.895 \times 0.895 \times 100\%) = 80.10\%$
5. LDKK training contributes to the development of Student Human Capital in the development of student skills by $(0.894 \times 0.894 \times 100\%) = 79.23\%$
6. LDKK training contributes to the development of Student Human Capital in the development of student abilities amounting to $(0.880 \times 0.880 \times 100\%) = 77.44\%$
7. LDKK training contributes to the development of Student Human Capital in the development of student behavior by $(0.881 \times 0.881 \times 100\%) = 76.62\%$

Table 6 : Cronbach's alpha, Composite reliability dan AVE (Stage 2)

| Variable | Cronbach's alpha | Composite reliability (rho_a) | Composite reliability (rho_c) | Average variance extracted (AVE) |
|-----------------|------------------|-------------------------------|-------------------------------|----------------------------------|
| Training | 0.890 | 0.891 | 0.948 | 0.901 |
| Student | Human | 0.910 | 0.912 | 0.937 |
| Capital | | | | |

Sources : Primary Data, analyzed (2024)

The training and student HC variables have Cronbach's alpha > 0.7, which indicates that all dimensions are reliable for measuring these two variables. The Composite reliability value for both variables has a value of > 0.7, meaning that all indicator items are consistent or reliable for measuring the dimensions and variables. The AVE Training value is 0.901 > 0.50, meaning that it is reliable and the discipline training and leadership training dimensions have a variance of 90.1% of the training variable. Then Student HC has an AVE of 0.788 > 0.50, meaning that the dimensions of Knowledge, skill, ability and behavior have a variance of 78.8% to explain the Student HC studied.

Table 7: Fornell dan Lacker

| | Sex | Student HC | Training |
|------------|--------------|--------------|--------------|
| Sex | 1.000 | | |
| Student HC | -0.062 | 0.888 | |
| Training | -0.020 | 0.756 | 0.949 |

Sources : Primary Data, analyzed (2024)

The Fornell and Lacker tests as explained in table 7 explain the roots of AVE with the correlation between variables. The AVE root value of all variables is > from the correlation between the latent variables, so that discriminant validity can be fulfilled. (Sekaran & Bougie, 2016).

Table 8: Discriminant validity test - Heterotrait-Monotrait Ratio (HTMT)

| | Sex | Student HC | Training |
|----------------|-------|------------|----------|
| Sex | | | |
| Student HC | 0.065 | | |
| Training | 0.021 | 0.839 | |
| Sex * Training | 0.018 | 0.523 | 0.700 |

Sources : Primary Data, analyzed (2024)

The results of the Discriminant validity test - Heterotrait-Monotrait Ratio (HTMT) show that the correlation ratio between constructs (heterotrait) and correlation within the same construct (monotrait) has a value of <0.90, meaning that the variables studied have high sensitive accuracy for detecting predictions of relationships between variable (Hair, et al, 2019).

Cross loading test

The cross loading test is considered to have good discriminant validity if it shows a higher indicator value for each construct compared to indicators for other constructs. Table 9

Table 9: Cross Loading

| | Training | Student HC | Sex | Sex * Training |
|----------------|--------------|--------------|--------------|----------------|
| Discipline | 0.951 | 0.731 | -0.020 | 0.618 |
| Leadership | 0.947 | 0.704 | -0.018 | 0.635 |
| Knowledge | 0.709 | 0.895 | -0.056 | 0.456 |
| Skill | 0.676 | 0.894 | -0.063 | 0.452 |
| Ability | 0.647 | 0.880 | -0.060 | 0.428 |
| Behaviour | 0.648 | 0.881 | -0.041 | 0.435 |
| Sex | -0.020 | -0.062 | 1.000 | -0.018 |
| Sex * Training | 0.660 | 0.499 | -0.018 | 1.000 |

Sources : Primary Data, analyzed (2024)

Structural Model Evaluation

Structural model evaluation is used to predict causal relationships (cause-effect relationships) between latent variables or variables that cannot be measured directly and have been built based on theoretical substance. In testing the structural model (inner model) using the Bootstrapping and Blindfolding procedures in SMART PLS. There are several tests for structural models, including R Square on endogenous constructs (Sekaran & Bougie, 2016). The R Square value is the coefficient of determination on the endogenous construct. According to Chin (1998), the R square value is 0.67 (strong), 0.33 (moderate) and 0.19 (weak). The structural model evaluation step begins with multicollinear examination, hypothesis testing, followed by assessing f square.

Inner VIF Multicollinear Test

Multicollinearity testing aims to determine the correlation between independent variables (Ghozali, 2016), the test is carried out by measuring the Inner VIF (Variance Inflated Factor). According to Hair, et al (2021), an Inner VIF value < 5 indicates that there is no multicollinearity between the variables studied. The results of the analysis show the Inner VIF value (1,000 < 5), meaning that among the variables studied there is no multicollinearity and confirms that the estimation results of the parameters in SEM PLS are robust (robust/unbiased) (table 10).

Table 10: Inner VIF Muticolinear Test

| | Sex | Student HC | Training | Sex x Training |
|----------------|-----|------------|----------|----------------|
| Sex | | 1.000 | | |
| Student HC | | | | |
| Training | | 1.000 | | |
| Sex x Training | | 1.000 | | |

Sources : Primary Data, analyzed (2024)

Hypothesis test

Hypothesis testing of the relationship between variables is carried out by looking at the t statistic value or p-value. If the calculated t statistic is greater than 1.96 (t-table) or the p-value of the test results is smaller than 0.05, then there is a significant influence between the variables studied, apart from that it is necessary to convey the results and the 95% confidence interval of the parameter estimates. path coefficient.

Table 11: Hypothesis Testing

| Relationship Between Variables | Path Coefficient | P values | T statistics (O/STDEV) | F Square | Explanation of Variable Relationships (Hair, et al, 2021). |
|--------------------------------|------------------|----------|--------------------------|----------|--|
| Sex -> Student HC | -0.097 | 0.036 | 2.094 | 0,005 | Female Student Human Capital development is higher than male (very weak difference) |
| Training -> Student HC | 0.755 | 0.000 | 25.138 | 0,756 | Training plays a very high and very significant role in the development of student human capital |
| Sex x Training -> Student HC | -0.000 | 0.996 | 0.005 | 0.000 | The role of training in student human capital development is not moderated by sex differences |

F square value 0.02 (low); 0.15 (moderate); 0.35 (high) (Hair, et al, 2021).

Sources : Primary Data, analyzed (2024)

F square (effect size) analysis to measure the influence of direct variables at the structural level with criteria according to Hair et al (2021) if f square 0.02 is considered low; f square 0.15 is considered moderate and f square 0.35 is considered high, whereas according to Kelley & Preacher (2012) the f square value of the moderation test is 0.005 (rated low); value 0.01 (moderate); and 0.25 (high). From the results of hypothesis testing, it can be explained that the influence of Student Discipline and Leadership Training on the development of student human capital in relation to scientific development, skills, ability development and learning behavior is very high and very significant (table 11).

Model Fit Test

R Square Testing

The R Square value shows the amount of endogenous variation that can be explained by other exogenous variables in the model. Interpretation of the R Square Value According to Chin (1998) quantitatively is 0.19 (low); 0.33 (moderate); and 0.66 (high).

Table 12: R Square Test

| Variable | R-square | R-square adjusted | Explanation of Influence |
|------------|----------|-------------------|---|
| Student HC | 0.574 | 0.572 | R Square value: 0.19 (weak); 0.33 (moderate); 0.66 (high influence) (Chin (1998)) The discipline and leadership training carried out at that time can explain directly the influence on human capital development on students' readiness to explore knowledge, skills, abilities and good behavior which was 57.4% (almost reaching a high score). This means that discipline and leadership training has had a high impact in building student human capital. |

Sources : Primary Data, analyzed (2024)

Q Square Testing

Q Square plays a role in explaining the accuracy of model predictions (PLS path models). The Q square measure describes how well the resulting model can be used as a relevant prediction tool. If Q square is greater than 0, it shows that the exogenous variable has predictive relevance to the constructed endogenous variable. This value is obtained through a procedure called the blindfolding procedure. Hair et al (2019) explained the Q square qualitative classification (low predictive accuracy value); Q Square 0.25 (model has moderate predictive accuracy value) and Q Square 0.50 (model has high predictive value accuracy).

Table 13: Q Square, RMSE and MAE Tests

| | Q ² predict | RMSE | MAE | Explanation of Model Prediction Accuracy (Hair et al (2019)) |
|------------|------------------------|-------|-------|--|
| Student HC | 0.561 | 0.665 | 0.483 | Q ² (0.561 > 0.50) High prediction accuracy |

Sources : Primary Data, analyzed (2024)

RMSE (Root Mean Squared Error) calculates the average of the squared differences between the predicted value and the actual value and then takes the square root, while MAE (Mean Absolute Error) calculates the average of the absolute difference between the predicted value and the actual value. The smaller the RMSE and MAE values indicate the better the quality of the model. The analysis results show low RMSE and MAE values, meaning that the model built has good prediction quality (Sofyan Yamin, 2023).

Goodness Of Fit

Goodness of fit (GoF) describes the model fit test. SEM is divided into 3 (three) groups, namely absolute GoF, Incremental GoF and parsimonious GoF. The absolute GoF measure measures how well the proposed model fits the data. According to Hooper et al (2008) several absolute GoF measures are Chi Square test (CMIN), RMSEA, GFI, AGFI, RMR. According to Sofyan Yamin (2023), a fit model is indicated by an NFI value close to 1, and an SRMR value < 0.08. Likewise, according to Garson (2016:68), the model is declared Fit if the SRMR value is < 0.10. The resulting GoF data is displayed in table 14 below.

Table 14: Goodness of Fit (GoF) Testing

| Testing | Saturated model | Estimated model | Explanation of Analysis |
|------------|-----------------|-----------------|---|
| SRMR | 0.056 | 0.060 | Acceptable, SRMR < 0.08, indicating a suitable model (Sofyan Yamin, 2023) |
| d_ ULS | 0.087 | 0.100 | The distance between the Saturated model and the Estimated model from d_ ULS (The Square Eclidean Distance), d_ G (The Goedesic Distance) and Chi-square is relatively small. Likewise, the Saturated model value is smaller than the Estimated model, which indicates that the error in sampling is small. This means that the resulting model has high suitability. |
| d_ G | 0.144 | 0.148 | |
| Chi-square | 867.337 | 900.740 | |
| NFI | 0.806 | 0.799 | Acceptable, $1 > NFI > 0$ indicates good model fit, and is close to 1 (Sofyan Yamin, 2023) |

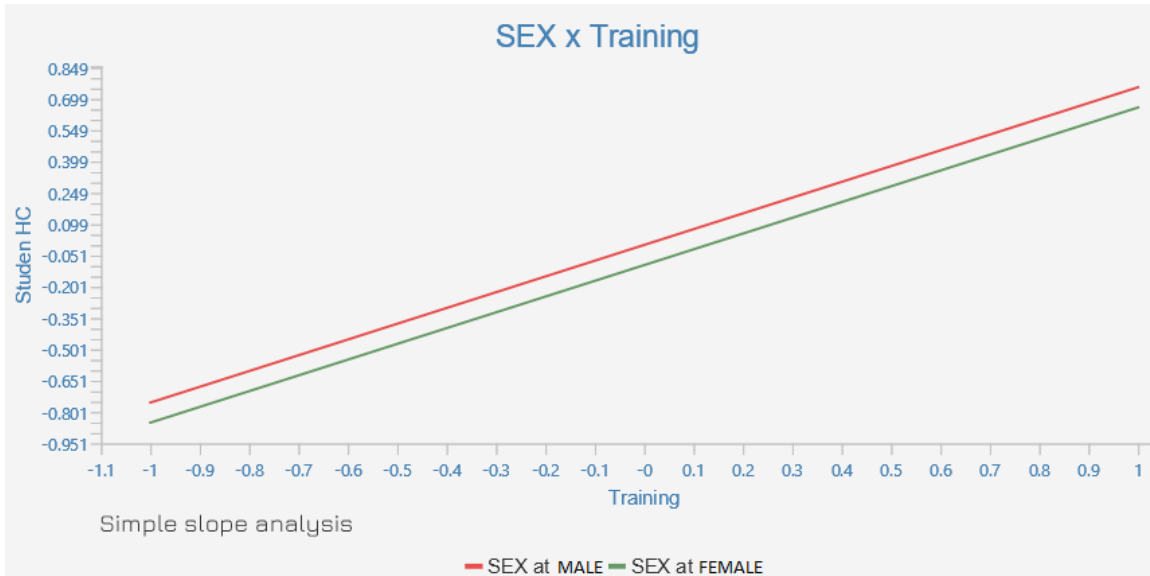
Sources : Primary Data, analyzed (2024)

SRMR explains the suitability of empirical data to the model built. Square residual is a measure of model fit, namely the difference between the data correlation matrix and the estimated model correlation matrix. Rule of thumb SRMR values below 0.08 indicate model fit. However, another opinion, namely Schermelleh et al

(2003), states that an SRMR of less than 0.10 is still acceptable fit. The results of the analysis explain that the SRMR value of the research is 0.064 < 0.10, which means that the model built matches the empirical data.

The Moderating Effect of Sex

The moderating effect of sex from training on student human capital can be seen more clearly in the Simple Slope Analysis graph (Graph 1). The parallel graph shows that there is no moderating effect of the relationship between the two variables studied (Sofyan Yamin, 2023).



Graph 1: Simple Slope Analysis Sex Moderation

Simple plot analysis explains the gradient or slope of the red line (male gender) and the green line (female gender) which are in the same direction. These results show that gender does not significantly moderate the influence of discipline and leadership training on the development of student human capital, or in other words, training has the same impact on both men and women which can very significantly improve the quality of student human capital.

Table 14. MV Prediction Summary, Overview

| | Q²predict | PLS-SEM_RMSE | PLS-SEM_MAE | LM_RMSE | LM_MAE |
|-----------|-----------------------------|---------------------|--------------------|----------------|---------------|
| Ability | 0.410 | 0.769 | 0.545 | 0.763 | 0.536 |
| Behaviour | 0.407 | 0.771 | 0.536 | 0.768 | 0.529 |
| Knowledge | 0.496 | 0.711 | 0.493 | 0.707 | 0.485 |
| Skill | 0.453 | 0.740 | 0.536 | 0.738 | 0.532 |

Table 14 shows that all dimensions of student human capital have a good level of accuracy for predicting the development of the quality of student human capital, but all dimensions have PLS-SEM_RMSE and PLS-SEM_MAE which are lower than LM_RMSE and LM_MAE. This shows that the model has medium prediction quality (Sofyan Yamin, 2023).

Discussion

Pasban, and Nojededh (2016) explain that several organizational theorists apply the rules of human capital theory to prove the ability to create beneficial competition between companies through the development of individual human resources, namely people who have sufficient knowledge, information, innovation and creativity. to increase customer satisfaction and create a competitive advantage for the organization. In a resource-based view (RBV) study, Ployhart et all (2011) proposed a dynamic model in which changes in generic human capital (personality and cognitive abilities) cause changes in unit-specific human capital (advanced training and experience), which in turn causes changes in behavioral units and the effectiveness of human performance. Human capital development can explain the growth of total individual output (Son, 2010). Sima et al's (2020) research reveals several key aspects for human capital development, namely information, new jobs, Internet, technology, training, education, new skills, automation, communication, innovation, professionalism, productivity, artificial intelligence, digitalization, recruitment electronics, and the Internet of Things. In knowledge-based development like today, the role of stakeholders is needed to

invest in the development of high-quality human capital (Gruzina et al, 2021).

Kuzminov Ya., Sorokin P., Froumin I. (2019) propose that human capital development is currently directed at (1) developing specific skills focused on one course or one discipline as measured by professional exams (2) developing general skills project-based for developing skills, creativity, critical thinking, learning abilities, organization, and the ability to work well together; (3) development of non-cognitive skills such as fortitude, perseverance, psychological adaptability in facing changes and social challenges; and (4) developing agency or independence behavior as a basis for developing individual entrepreneurship.

CONCLUSIONS

From the results of this research, it can be concluded that training for prospective new students is very necessary, because students need to adapt to a new learning environment, from the world of high school to the world of higher education, with different curricula, learning outcomes and environments. Disciplinary training for prospective students provides provisions so that prospective students can anticipate the existing curriculum, learning patterns and higher education environment which significantly require seriousness in learning, discipline in studying on time and completing assignments as well as compliance with applicable regulations. Leadership training plays a very important role in preparing students to become complete individuals and become leaders in their groups, both in the classroom and in student organizations, so it requires training that creates high self-confidence and coordination abilities. UBP Student Discipline and Leadership Training (LDKK) has a very significant role in building student human capital. This is reflected in the potential for developing knowledge capabilities of up to 80.10%; supports student skill development by 79.92%; forming the ability to be ready to learn by 77.44%; and resulting in the development of good behavior reaching a role of 77.62%. It is recommended that this LDKK training continue to be implemented and become mandatory for all prospective students and become the core curriculum in the Merdeka Belajar Campus Merdeka curriculum so that students are more motivated to become superior human capital individuals.

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