


The Influence Of Coaching And Mentoring On Employee Performance At KPKNL Jakarta II

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Article Info	ABSTRACT
<p>Keywords: Coaching, Mentoring, Employee Performance, KPKNL Jakarta II.</p>	<p>KPKNL Jakarta II, as a work unit under the Directorate General of State Assets (DJKN), plays a vital role in managing state assets. However, employees face challenges such as demands for professionalism, high workloads, and dynamic policy changes. These conditions require an effective human resource development strategy. Coaching and mentoring are commonly used approaches, where coaching focuses on short-term skill development, while mentoring supports long-term career development. This study aims to analyze the influence of coaching and mentoring on employee performance at KPKNL Jakarta II. A quantitative approach was employed, involving all employees as respondents (53 individuals) using a saturated sampling technique. Data were analyzed using the Partial Least Squares (PLS) method. The results of the study indicate that mentoring has a significant positive effect on employee performance, whereas coaching has a negative effect. These findings suggest that mentoring is more effective than coaching in improving employee performance, recommending the optimization of mentoring programs as a human resource development strategy at KPKNL Jakarta II.</p>
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INTRODUCTION

The State Asset and Auction Service Office (KPKNL) Jakarta II, as one of the vertical work units under the Directorate General of State Assets (DJKN), plays a vital role in managing state assets to support fiscal policies and national development. As an institution responsible for managing and optimizing state wealth, the performance of KPKNL Jakarta II employees becomes a key determinant of the organization's success. To address the challenges and complexities of its tasks, KPKNL Jakarta II requires effective strategies to improve the quality of human resources (HR) within its scope. Human resources (employees) are a crucial element in determining the success of an organization or institution in achieving its goals. Various strategies have been implemented by management to enhance employee performance (Hutahaean et al., 2023).

However, the challenges faced by KPKNL Jakarta II employees are diverse, ranging from demands for professionalism, increasing workloads, to dynamic policy changes. Many employees need to adapt quickly to regulatory and technological developments to remain

relevant. These conditions highlight the need for more personal and systematic approaches to employee coaching and development. Various methods can be employed to support employee performance and increase work motivation, one of which is by utilizing coaching and mentoring (Nazifah, 2023).

Coaching and mentoring have become strategic methods adopted by many organizations to enhance employee performance. These approaches are driven by challenges such as low work motivation, lack of skills, and minimal self-confidence, which often hinder productivity. Coaching focuses on specific development and short-term solutions, while mentoring provides long-term support for career development and individual potential. Both methods have been proven effective in improving individual and organizational performance and hold great potential for supporting the performance enhancement of KPKNL Jakarta II employees.

The benefits of coaching and mentoring are significant. According to Usman et al. (2024), structured coaching and mentoring programs can increase employee motivation, positively impacting organizational productivity. Additionally, Khonsa and Palupi (2023) revealed that mentoring contributes to strengthening employee engagement with the organization, creating a higher sense of loyalty. Coaching has also been shown to help employees improve efficiency in completing complex tasks, such as processing auction documents or conducting asset valuations (Amanillah, 2019). Furthermore, coaching and mentoring provide support in reinforcing integrity values, which are highly relevant to KPKNL Jakarta II's mission, as highlighted by Rosyidin (2021).

However, despite numerous benefits, the implementation of coaching and mentoring faces several challenges. According to Sherenn et al. (2023), one of the main challenges is the risk of employee dependency on mentors or coaches, which may hinder their independence in decision-making. Moreover, not all senior employees have the capacity to become effective mentors or coaches. Some employees may even resist changes in work patterns introduced by these programs.

Faisal (2024) emphasizes that mentoring is a crucial component in improving employee performance. Mentoring is a dynamic relationship between an experienced individual (mentor) and a less experienced individual (mentee) aimed at offering guidance, support, and learning opportunities to the mentee. Mentoring facilitates the acquisition of valuable insights, constructive feedback, and the expansion of professional networks for mentees. Several studies have shown that mentoring significantly influences employee performance. Based on findings by Allen and Eby (2007), employees who receive mentoring show higher performance levels compared to those without mentorship. This phenomenon is explained by the ability of mentoring to help individuals address job-related challenges, develop essential skills and abilities, and gain the necessary support and motivation to achieve their professional aspirations. Therefore, mentoring plays a vital role in enhancing employee performance.

Studies have shown that coaching and mentoring significantly contribute to individual and organizational performance improvement. For instance, research in the UK hospitality industry demonstrated a significant positive correlation between coaching and mentoring and employee performance, with regression analysis showing a significant effect on overall

performance (Neupane, 2015). Another study on academic staff at the University of Ibadan, Nigeria, revealed that coaching and mentoring improved employee performance, despite challenges such as mentee readiness and unsupportive work environments (Adeogun et al., 2019). Additional research indicates that mentoring has a more significant impact on long-term performance, while coaching tends to be more effective for achieving short-term specific goals (Sherenn et al., 2023).

Research in Lebanon's banking sector highlighted that coaching positively impacts employee creativity and motivation, ultimately improving performance. Coaching is seen as an effective motivational mechanism in competitive environments (El Achi & Sleilati, 2016). Similarly, a study in South Korea found that mentoring strengthens the relationship between managerial coaching and organizational commitment, suggesting that combining coaching and mentoring creates a greater impact on organizational performance (Woo, 2017). The implementation of coaching and mentoring programs in a Nigerian LNG company significantly improved employee performance (74.32% of respondents) and reduced turnover rates (67.57% of respondents), underscoring the importance of sustainable mentoring programs for organizational success (Okechukwu & Raymond, 2015). Research in South Korea (Kim, 2014) revealed that managerial coaching directly influences role clarity, job satisfaction, and employee performance, highlighting the importance of coaching in fostering motivation and organizational commitment.

These studies emphasize the importance of a strategic and needs-based implementation of coaching and mentoring to maximize their benefits in improving employee performance. Evaluating the effectiveness of coaching and mentoring programs is crucial to ensuring their success. This research aims to assess the extent to which coaching and mentoring impact HR development. As a work unit located at the center of government, KPKNL Jakarta II is strategically positioned to implement coaching and mentoring programs. Employees at KPKNL Jakarta II face high work pressures as they are directly involved in making decisions with broad impacts. Therefore, coaching and mentoring programs can serve as vital tools to support the effective achievement of organizational goals.

Considering these potentials and challenges, it is essential to thoroughly examine the influence of coaching and mentoring on the performance of KPKNL Jakarta II employees. This research is expected to provide relevant strategic recommendations for HR development at KPKNL Jakarta II and serve as a foundation for improving employee development systems in the future.

METHODS

This study employs a quantitative approach with questionnaires as the primary instrument for data collection. A quantitative approach was chosen because it bases its analysis on numerical data, allowing for the generalization of certain phenomena. According to Leedy and Ormrod (2001), this approach involves collecting data that can be quantitatively measured and processed using statistical techniques to support or reject a hypothesis.

The population in this study includes all employees of KPKNL Jakarta II, comprising 53 individuals in both structural and functional positions. Given that the population size does not

exceed 100 individuals, the entire population was included as respondents in the study using a saturated sampling technique, where every individual in the population is included as part of the research.

For data analysis, this study applies the Partial Least Squares (PLS) method. According to Abdillah (2009), PLS is a variance-based analytical technique that allows simultaneous testing of both measurement and structural models. The data collected was measured using a Likert scale ranging from 1 to 5, where 1 indicates "strongly disagree" and 5 indicates "strongly agree."

RESULTS AND DISCUSSION

Outer Model Testing Results

The analysis of the outer model (external model) is conducted to ensure that the measurement used is valid and reliable as an instrument. In this analysis, the relationship between latent variables and their relevant indicators is identified and tested (Hair et al., 2017). The analysis of the outer model can be evaluated through several indicators:

Validity Test

Convergent Validity

Convergent validity refers to the assessment of indicators based on the correlation between item scores or component scores and construct scores, as explained by Ghozali (2017). Convergent validity is measured by factor loadings, which indicate the strength of the correlation between each measurement item (indicator) and the construct being measured. If the factor loading value exceeds 0.50, the item is considered valid because it has a high correlation with the intended construct.

Table 1. Outer Loadings

	Coaching	Employee Performance	Mentoring
Coaching_1	0.877		
Coaching_10	0.856		
Coaching_11	0.834		
Coaching_12	0.777		
Coaching_2	0.903		
Coaching_3	0.860		
Coaching_4	0.819		
Coaching_5	0.832		
Coaching_6	0.726		
Coaching_7	0.869		
Coaching_8	0.825		
Coaching_9	0.838		
Kinerja_1		0.797	
Kinerja_10		0.828	
Kinerja_11		0.866	
Kinerja_12		0.792	
Kinerja_2		0.805	

	Coaching	Employee Performance	Mentoring
Kinerja_3		0.800	
Kinerja_5		0.875	
Kinerja_6		0.824	
Kinerja_7		0.823	
Kinerja_9		0.826	
Mentoring_1			0.748
Mentoring_11			0.777
Mentoring_12			0.714
Mentoring_13			0.780
Mentoring_14			0.754
Mentoring_16			0.754
Mentoring_17			0.742
Mentoring_18			0.733
Mentoring_2			0.807
Mentoring_3			0.794
Mentoring_4			0.785
Mentoring_5			0.848
Mentoring_6			0.755
Mentoring_7			0.769
Mentoring_9			0.782

Based on Table 1. Outer Loadings, the validity test results for the variables of Coaching, Mentoring, and Employee Performance show that each indicator has a loading factor value >0.6 , where indicators with values >0.7 are considered to have high validation. Therefore, all the indicators above are declared valid.

Reliability Test

Composite Reliability

Composite reliability is an indicator used to measure a construct based on the coefficient of latent variables. If the obtained value is greater than 0.70, the construct is considered to have a high level of reliability (Ghozali, 2017; Hair et al., 2017).

Cronbach's Alpha

Cronbach's Alpha is a reliability test conducted to strengthen the results of composite reliability. A variable is considered reliable if its Cronbach's Alpha value exceeds 0.60 (Ghozali, 2017; Hair et al., 2017).

Table 2. Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Coaching	0.961	0.968	0.965	0.699
Employee Performance	0.947	0.950	0.955	0.679
Mentoring	0.954	0.968	0.956	0.593

Based on Table 2 Construct Reliability and Validity, it can be concluded that all constructs in this study have excellent reliability and validity:

1. Cronbach's Alpha:

The Cronbach's Alpha values for each construct are greater than 0.70, with Coaching (0.961), Mentoring (0.954), and Employee Performance (0.947), indicating excellent internal consistency.

2. Composite Reliability (CR):

Composite Reliability also shows excellent results for all constructs, with values exceeding 0.70, indicating that the constructs are highly reliable in measuring the intended variables.

3. Average Variance Extracted (AVE):

The AVE values, which measure convergent validity, are all greater than 0.50 for all constructs. Coaching has an AVE value of 0.699, Employee Performance has an AVE value of 0.679, and Mentoring has an AVE value of 0.593, indicating good convergent validity. This means that the indicators effectively represent their respective constructs.

Overall, these results demonstrate that all constructs in this research model have excellent reliability and validity, making them valid for further analysis.

Table 3. Summary

	Saturated Model	Estimated Model
SRMR	0.045	0.046
d_ULS	2.345	2.350
d_G	1.876	1.890
Chi-Square	475.876	475.231
NFI	0.926	0.925

Based on Table 3 Fit Summary, NFI indicates how well the estimated model compares to the null model. Values of 0.926 and 0.925 are above the threshold > 0.90 , indicating that the model has an excellent fit. The small difference between the Saturated and Estimated Model shows that the Estimated Model is almost as good as the maximum model (Saturated).

Table 4. R Square

	R Square	R Square Adjusted
Employee Performance	0.681	0.668

Based on Table 4 R-Square, Coaching and Mentoring have a strong influence on Employee Performance at KPKNL Jakarta II, with the ability to explain 68.1% of the variation in employee performance. However, there is still room to improve the model by considering other factors beyond Coaching and Mentoring, such as work motivation, leadership, or workplace facilities. The implementation of effective Coaching and Mentoring strategies can have a significant impact on improving employee performance, both through the development of specific skills and long-term career mentoring.

Table 5. Path Coefficients

		Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Coaching	->	-0.624	-0.553	0.172	3.622	0.000
Employee Performance						
Mentoring	->	1.313	1.265	0.150	8.743	0.000
Employee Performance						

1. Coaching → Employee Performance

Original Sample (O) = -0.624 The path coefficient indicates that Coaching has a negative effect on Employee Performance. This means that when Coaching practices increase by 1 unit, employee performance decreases by 0.624 units. This suggests that the Coaching methods applied may be ineffective or even counterproductive. Sample Mean (M) = -0.553 The average effect based on the sample shows a consistent negative result with the original coefficient. Standard Deviation (STDEV) = 0.172 STDEV indicates that there is variability in the data, but the value is not too large, making the results relatively stable. T Statistics (|O/STDEV|) = 3.622 This T-Statistic value is far greater than 1.96 (at a 5% significance level), indicating that this negative effect is statistically significant. P Values = 0.000 A P-value < 0.05 indicates that the effect of Coaching on Employee Performance is statistically significant.

2. Mentoring → Employee Performance

Original Sample (O) = 1.313 The path coefficient indicates that Mentoring has a very strong positive effect on Employee Performance. This means that when Mentoring increases by 1 unit, employee performance improves by 1.313 units. This indicates that mentoring has a significant and beneficial role in improving performance. Sample Mean (M) = 1.265 The average effect based on the sample supports positive results consistent with the original coefficient. Standard Deviation (STDEV) = 0.150 The STDEV value indicates low variability, making the results relatively stable. T Statistics (|O/STDEV|) = 8.743 The very large T-Statistic value (far above 1.96) indicates that this positive effect is highly statistically significant. P Values = 0.000 A P-value < 0.05 confirms that the effect of Mentoring on Employee Performance is highly statistically significant.

Discussion

Coaching shows a negative effect on employee performance, indicating that its implementation may not align with employee needs. This could be due to a lack of coach competency, inappropriate execution methods, or an approach perceived as overly pressuring employees. Research by Sherenn et al. (2023) highlights that coaching irrelevant to individual needs can reduce the effectiveness of development programs. Similar findings by El Achi & Sleilati (2016) state that unfocused coaching can cause confusion and even decrease employee motivation. Although coaching theoretically offers significant benefits, its

implementation requires reevaluation to ensure more effective and relevant outcomes for the needs of employees at KPKNL Jakarta II.

Conversely, mentoring has a highly significant positive effect on employee performance. This approach has been proven to assist in career development, enhance motivation, and strengthen emotional attachment to the organization. These findings align with research by Usman et al. (2024), which found that mentoring can improve employee performance through guidance that supports professional development and builds self-confidence. Furthermore, research by Okechukwu & Raymond (2015) shows that mentoring has a significant long-term impact on increasing employee loyalty and productivity. Woo (2017) also notes that mentoring plays an essential role in strengthening the relationship between managerial coaching and organizational commitment, thereby creating a greater impact on both individual and organizational performance. Based on these results, mentoring can be optimized as a primary strategy in human resource development at KPKNL Jakarta II, especially in addressing dynamic and high-pressure work challenges.

CONCLUSION

Mentoring has a positive and significant impact on employee performance, making it a more effective approach compared to coaching. This method has been proven to positively influence career development, motivation enhancement, and strengthening emotional attachment to the organization. Conversely, coaching shows a negative effect on employee performance, indicating the need for evaluation and improvement in its implementation to better align with the needs of employees and the organization. Therefore, strategically designed and sustainable mentoring programs are crucial, especially in high-pressure work environments such as KPKNL Jakarta II, to support the continuous improvement of employee performance.

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