

The Effects of Competency, Training, and Career Development on Employee Performance at i3L

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ABSTRACT. This study examines the effect of competency, training, and career development on employee performance at the i3L staff. By utilizing 80 respondents from the i3L staff level obtained from the saturated sampling technique, the researcher used a quantitative research framework with survey data collection techniques using an ordinal Likert scale of 1-5. The researcher used SEM-PLS analysis using the SmartPLS 4 application as a data processing tool. This study concludes that the original sample (O) value is 0.400 for the competency variable, indicating a positive effect on performance, with $2.515 > 1.96$ as the T Statistics value and a P value of $0.012 < 0.05$ indicating the competency variable has a significant effect on performance. The career development variable found an original sample value (O) of 0.538, which indicates a positive effect on performance, with a T statistic value of $3.262 > 1.96$ and a P value of $0.001 < 0.05$, which indicates a significant effect on performance. So, if the effect of competency and career development variables on performance is positive and significant, these two variables, H₀, are rejected, but H₁ is accepted. In the training variable on performance, the original sample value (O) was found to be 0.051, which indicates a positive effect on performance. However, it was also found that the T statistical value of the training variable on performance was $0.369 < 1.96$, with P values having a value of $0.712 > 0.05$, which indicated that the effect was not significant. Because of this, i3L needs to improve more on suitable training programs to improve the performance of employees.

Keywords: *Career Development; Competence; Human Resources Management; Performance; Training.*

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INTRODUCTION

Globalization has increased the demand for high-quality human resources (HR) and has created challenges for management in creating added value for organizations. At the same time, the impact of globalization requires special attention from organizations in carrying out the HR management function, which is far more challenging due to the diverse organizational cultures (Reiche et al., 2019). Therefore, many impulses have emerged from HR practitioners to conduct more profound research in human resources, which is more dynamic due to the global integration process (Mzee, 2012; Reiche et al., 2019; Zheng, 2017). Today's organizations operate in a much more complex, competitive, and challenging environment, requiring unique strategies for sustainability, profitability, customer satisfaction, and employee performance to achieve goals in global competition. Thus, globally, decision-making within organizations becomes increasingly complex and intricate (Wotulo et al., 2018).

According to Bronfenbrenner, as cited in Palley (2018), one of the causes of increased complexity in an organization is influenced by the global mobility of HR, such as the involvement of foreign actors in collaborations to achieve global standards. Therefore, this also contributes to new challenges for organizations to develop the quality of HR with the competencies required by the organization and the global market. As one of the higher education institutions in the field of Science in Indonesia, the Indonesia International Institute for Life Sciences (i3L) also strives to enhance the quality of HR to fulfill its vision of becoming a globally connected and excellent interdisciplinary higher education institution through science and innovation. Therefore, i3L, particularly in HR management, continuously seeks to improve HR performance through competency approaches, training, and employee career development.

According to Wibowo (2017), *competency* is a skill possessed by human resources (HR) in performing a job task directly based on specific expertise related to the assigned task. This means that competency is closely related to the skills of HR in carrying out corporate tasks. For this reason, competency becomes an essential variable as it determines how corporate tasks assigned to employees can be completed and achieved as per corporate expectations. On the other hand, researchers like Rivai and Sagala (2013) explain that in the training variable, there is a more systematic process to enhance the capacity of HR to perform specific job tasks. This is also related to changing employee behavior within the organization to achieve organizational goals through their work.

Furthermore, career development is crucial for employees within a company or corporation. According to Wibowo (2017), career development is an effort made by employees in an organization to strengthen their future career plans. This is also supported by the availability of company management that provides good career opportunities, with clear career paths based on defined indicators. All three variables, namely competency, training, and career development, are often found to have an impact on HR performance. In this context, HR performance, as per Narcisse and Harcourt in Prabowo et al. (2021), is a variable that can be assessed to measure the abilities and contributions of employees to corporate development in business. Similarly, Boxall Purcell in O'riordan (2017) states that HR performance is a variable used to evaluate the effects of other variables on the abilities and contributions of employees within the corporation. It is also a significant challenge for companies to learn and evaluate HR performance for efficiency considerations.

Previous research has shown that all three variables, competency, training, and employee career development, positively impact HR performance within organizations. For instance, research by Mardiyah and Purba (2019) explains a positive and significant effect of competency, training, and career development variables on employee performance within an organization. Furthermore, a study by Syahputra and Tanjung (2020) found that, in a partial framework, both competency and career development significantly and positively influence employee performance within an organization. However, in the same partial framework, the training variable was found to have no significant positive impact on employee performance within the organization. Nevertheless, a significant positive effect of all the variables under study was found when examined in a simultaneous framework.

On the other hand, research by Rosalinda and Safrianto (2021) evaluating the impact of training and career development on employee performance found that both training and career development, both simultaneously and partially, significantly impact employee performance. However, research by Melyscha Imanuella Keka and Tuti Wediawati (2021) found that training had no significant impact on employee performance, while competency and career development, in partial terms, had a significant effect on employee performance. Wotulo et al. (2018) also published a similar finding, stating that the training variable did not have a positive and significant effect.

Based on previous research, it can be concluded that: 1.) Previous studies examining the effect of competency, training, and career development on HR performance present diverse and inconsistent findings in various cases, posing a challenge that requires further research to define their impact; 2.) Previous research has primarily targeted non-education sectors in corporations involved in finance/banking, mining, processed products, and culinary. However, building a model of these four variables in the Education sector is essential to contribute to HR literature comprehensively; 3.) Previous research tended to use SPSS (Statistical Package for the Social Sciences) for data analysis. Therefore, researchers consider the need for different data analysis tools to make research more comprehensive and contribute to human resource literature. Based on the conclusions drawn by the researcher, this study aims to examine The Effect of Competency, Training, and Career Development on Employee Performance at the Indonesia International Institute for Life Sciences (i3L), an institution in the Higher Education sector. In this regard, the researcher will use Structural Equation Modelling (SEM) with the utilization of the Partial Least Squares (PLS) software, specifically SmartPLS, for this research.

According to Wibowo (2017), the dimensions and indicators of the competency variable include Motivation, which encompasses the Willingness to achieve targets and the ability to influence others in achieving targets; Character, which includes the ability to initiate problem-solving and collaborate effectively with a team; Self-concept, which involves confidence in completing tasks and maintaining a positive attitude toward tasks; Knowledge, which encompasses task-related knowledge and critical thinking abilities; and lastly, Skills, which involve the effort to seek the latest information and technical skills to complete tasks. Next, the training variable is considered one of the strategic programs of a company to motivate and enhance employee skills (Rivai & Sagala, 2013). The dimensions and indicators that can be used to measure the training variable include Material, which covers indicators related to the suitability of training materials and the improvement of performance quality; Method, which includes indicators related to training methods for enhancing technical and non-technical skills; Trainer's skills, which encompass indicators indicating the trainer's necessary skills and feedback opportunities in training; Training facilities, which include indicators related to infrastructure adequacy according to expectations and supporting infrastructure to enhance capacity.

Furthermore, employees in an organization highly anticipate the career development variable as they seek higher rights or careers than before (Handoko & Rambe, 2018). The dimensions and indicators of the career development variable start with Job Achievement, which includes the ability to describe quality work and adhere to job SOPs and initiate improvements; Career Opportunities, which include indicators of contributions beyond the scope of work and maintaining good relationships with stakeholders; Employee Loyalty, which includes indicators of adhering to company rules and being faithful to company values and culture; Mentor and Sponsor, which includes indicators of having a mentor to guide and receiving sufficient sponsorship for development; lastly, Management Support, which includes indicators of healthy career opportunities provided by the company.

Moreover, according to Wibowo (2017), referring to the performance variable, it can be described as a more systematic process associated with the work results of employees in an organization. It relates to how the work process takes place to achieve the goals of the organization where employees work (DeCenzo et al., 2013). The dimensions and indicators of the performance variable start with Quality, which includes indicators of understanding work quality and completing tasks with satisfactory results; Quantity, which includes indicators of completing tasks according to the specified target quantity; Timeliness, which includes indicators of completing tasks on time and utilizing spare time without disrupting work; Effectiveness, which includes indicators of the ability to maximize available resources to complete tasks; lastly, Independence, which includes indicators of the ability to complete tasks within the division and without the assistance of others.

The authors have delineated the dimensions and indicators in the study related to all the variables under investigation. Therefore, the following paradigm can be constructed:

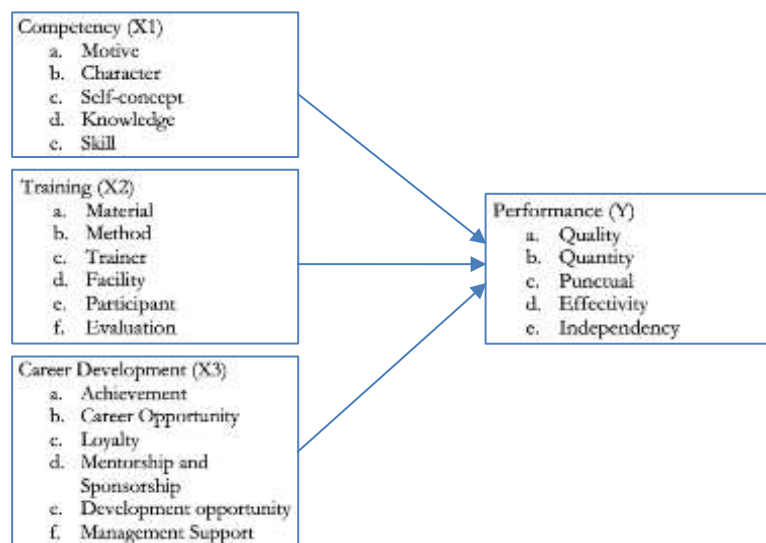


Figure 1: Research Paradigm

Therefore, the researcher will explore the effects of competency, training, and career development on employee performance at the Indonesia International Institute for Life Sciences (i3L).

METHOD

The researcher conducted a quantitative study (Creswell & Creswell, 2017; Lexy et al., 2019). Data collection techniques included a literature review to gather secondary data from reports, news, journal articles, books, and various written sources. Additionally, the researcher used a survey technique that utilized a questionnaire instrument to collect primary data, including respondents' demographic information and data related to the four variables selected by the researcher to test the research hypotheses. The scale used in this study was an ordinal Likert scale ranging from 1 to 5 in a closed-ended questionnaire. This scale was used to measure respondents' feedback tendencies towards the items provided in the questionnaire instrument, with the number 1 representing 'Strongly Disagree' and the number 5 representing 'Strongly Agree.'

The population in this study consisted of 80 staff members at i3L. Using a saturated sampling technique, the researcher included the entire population as the sample for this study. In order to understand the constructed model of the effects of competency, training, and career development on employee performance at i3L, the researcher employed the Structural Equation Modeling (SEM) analysis technique based on Partial Least Squares (PLS) using the SmartPLS software. The hypothesis testing conducted in this study are:

Table 1: Research Hypothesis

No	Hypothesis	Decision	
		H ₀ is Rejected	H ₀ is Accepted
1	H ₀ : The competency variable does not have a significant effect on the performance of i3L employees.	P Value < 0,05	P Value > 0,05
	H ₁ : The competency variable has a significant effect on the performance of i3L employees.	or t value ≥ 1,96	or t value < 1,96
2	H ₀ : The training variable does not have a significant effect on the performance of i3L employees.	P Value < 0,05	P Value > 0,05
	H ₁ : The training variable has a significant effect on the performance of i3L employees.	or t value ≥ 1,96	or t value < 1,96

3	H ₀ : The career development variable does not have a significant effect on the performance of i3L employees. H ₁ : The career development variable has a significant effect on the performance of i3L employees.	P Value <0,05 or t value ≥ 1,96	P Value > 0,05 or t value < 1,96
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RESULT AND DISCUSSION

Result

Respondent Description

Based on the data recapitulation obtained through the survey conducted by the researcher, the data related to the gender of the 80 respondents can be classified as follows:

Table 2: Genders

No	Gender	Number	Percentage (%)
1	Male	40	50
2	Female	40	50
Grand Total		80	100

Source: Results of processed research data, 2023.

Based on the data obtained, it can be concluded that there are 40 respondents, or 50%, who are male, and an equal number of respondents, which is 40, or 50%, who are female. Furthermore, the results of the data recapitulation related to the age of the respondents can be classified as follows:

Table 3: Age Range of Respondents

No	Age (year)	Number	Percentage (%)
1	18-25	13	16,3
2	26-35	44	55
3	36-45	13	16,2
4	46-55	10	12,5
5	>55	0	0
Grand Total		80	100

Source: Results of processed research data, 2023.

Based on the data recapitulation obtained by the researcher, the following conclusions can be drawn regarding the age range of the respondents. Respondents aged 18-25 years make up 13 respondents, which is equivalent to 16.3% of the total. Respondents in the age range of 26-35 years account for 44 respondents, which is equivalent to 55% of the total. Additionally, respondents in the age range of 36-45 comprise 13 respondents or 16.2% of the total. Respondents aged 46-55 make up ten or 12.5% of the total. Finally, no respondents aged 55 years and above accounted for 0% of the total.

Regarding the level of education, the data recapitulation obtained by the researcher from the survey can be classified as follows:

Table 4: Level of Educations

No	Last Education Level	Number	Percentage (%)
1	Senior High School/Equivalent	10	12,5
2	Diploma/ Equivalent	3	3,8
3	Bachelor (S1)/ Equivalent	53	66,3
4	Master (S2)/ Equivalent	14	17,5
5	Doctoral (S3)/ Equivalent	0	0
Grand Total		80	100

Source: Results of processed research data, 2023.

The following conclusions can be drawn based on the data recapitulation obtained by the researcher regarding the respondents' highest level of education. Respondents with the highest level of education of high school (SMA)/equivalent account for ten respondents, equivalent to 12.5%. Respondents with the highest level of education of diploma/equivalent are three respondents or 3.8% of the total. Furthermore, respondents with the highest level of education of

bachelor's degree (S1)/equivalent makeup 53 respondents, or 66.3% of the total. Respondents with the highest level of education of master's degree (S2)/equivalent are 14, equivalent to 17.5% of the total. Lastly, there were no respondents with the highest level of education at the doctoral level, representing 0% of the total.

On the other hand, the survey results also provided data recapitulation related to the length of service of the respondents, which can be classified as follows:

Tabel 5: Length of Working

No	Length of Working (year)	Number	Percentage (%)
1	< 1	19	23,8
2	1-3	16	20
3	3-5	16	20
4	5-7	11	13,7
5	>7	18	22,5
Grand Total		80	100

Source: Results of processed research data, 2023.

The following results are obtained based on the data recapitulation obtained by the researcher regarding the respondents' length of service. Respondents with less than one year of work experience amount to 19 respondents, which is equivalent to 23.8% of the total. Respondents with 1-3 years of work experience total 16 respondents, or 20%. Similarly, respondents with 3-5 years of work experience also number 16 respondents, or 20% of the total. Respondents with 5-7 years of work experience make up 11 respondents or 13.7% of the total. Finally, respondents with more than seven years of work experience amount to 18 respondents, or 22.5% of the total.

Construct Model

The researcher constructed a structural model in the SEM-PLS analysis using the SmartPLS 4 application. Here is the structural model that forms the basis for the research analysis:

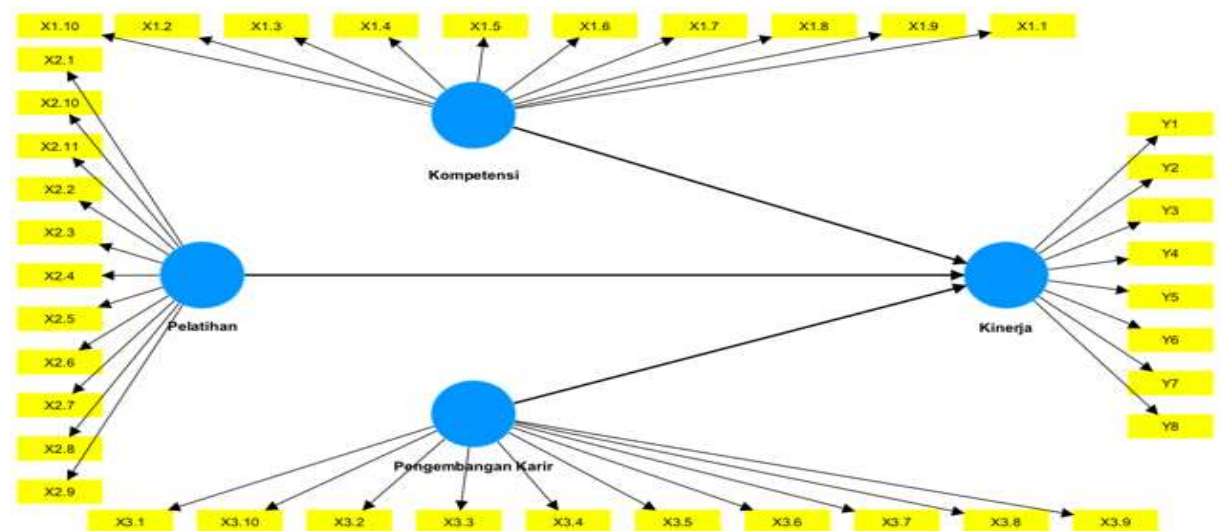


Figure 1: Construct Model

Based on the figure above, it can be described that X1.1 represents the competency variable to X1.10, which means it has ten indicators/statement items used in the survey to obtain data. X2.1 represents the training variable to X2.11, which means it has 11 indicators/statement items. X3.1 represents the career development variable to X3.10, which means it has ten indicators/statement items for measurement. On the other hand, for the dependent variable, it can be seen that Y1 represents the performance variable to Y8, which means it has eight indicators/statement items used in the research instrument.

Testing Model Measurement (Outer Model)

Convergent Validity

Here are the results of the researcher's data analysis through the matrix of outer loadings:

Table 6: Outer Loadings

Indicator	Competency	Training	Career Development	Performance
X1.1	0.906			
X1.2	0.743			
X1.3	0.814			
X1.4	0.882			
X1.5	0.851			
X1.6	0.891			
X1.7	0.866			
X1.8	0.921			
X1.9	0.885			
X1.10	0.883			
X2.1		0.961		
X2.2		0.935		
X2.3		0.926		
X2.4		0.939		
X2.5		0.877		
X2.6		0.969		
X2.7		0.963		
X2.8		0.922		
X2.9		0.945		
X2.10		0.989		
X2.11		0.989		
X3.1			0.915	
X3.2			0.829	
X3.3			0.808	
X3.4			0.836	
X3.5			0.779	
X3.6			0.812	
X3.7			0.804	
X3.8			0.830	
X3.9			0.821	
X3.10			0.825	
Y1				0.888
Y2				0.910
Y3				0.910
Y4				0.865
Y5				0.815
Y6				0.922
Y7				0.918
Y8				0.771

Source: Results of processed research data, 2023.

Based on the results of the data analysis conducted by the researcher, it can be concluded that all indicators have values greater than 0.7, which means that all indicators can be considered valid in this research. Here is the flowchart of the outer loadings obtained:

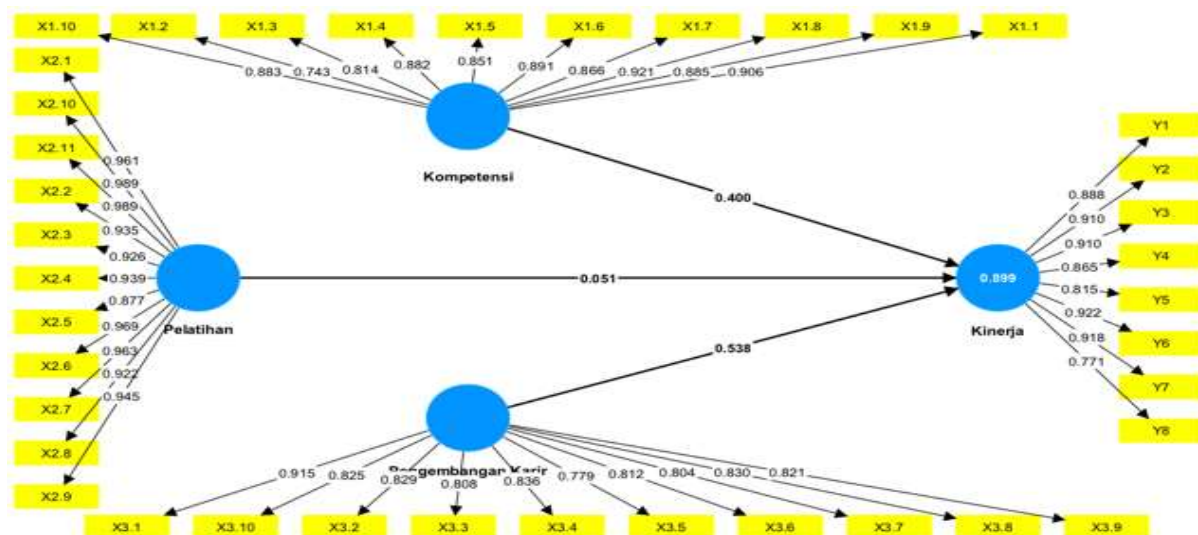


Figure 2: Outer loading flow diagram

Average Variance Extracted (AVE)

The researcher has processed the data to calculate the Average Variance Extracted (AVE). Here is a summary of the data obtained:

Table 7. Result of Average Variance Extracted (AVE)

No	Variable	AVE	Explanation
1	Competency	0.749	Valid
2	Training	0.898	Valid
3	Career Development	0.683	Valid
4	Performance	0.768	Valid

Source: Results of processed research data, 2023.

Based on the table provided, it can be seen that all variables, including Competency, Training, Career Development, and Performance, have AVE values greater than 0.5. All constructs have met the validity criteria in this context, as the AVE values are more significant than 0.5 (> 0.5). This suggests that the constructs are reliable and explain more variance in their indicators than measurement error.

Construct Reliability

Next is the discussion on construct reliability, which measures the reliability of latent variables used in this research. The absolute requirement for construct reliability to be considered reliable is to have a value above 0.70 (> 0.70). In this regard, one can refer to Cronbach's Alpha to assess the values. Here are the results of the data analysis conducted by the researcher:

Table 8: Construct Reliability

Variable	Cronbach's Alpha	RH0_a	Composite Reliability
Competency	0.962	0.965	0.968
Training	0.988	0.989	0.968
Career Development	0.949	0.954	0.990
Performance	0.956	0.959	0.964

Source: Results of processed research data, 2023.

If we refer to Table 8, which is the result of the researcher's data analysis, it can be concluded that all constructs processed have demonstrated Cronbach's Alpha values greater than 0.70 (> 0.70). Therefore, all constructs used in this research are considered reliable. This indicates that the measurement instruments used to assess these constructs have high internal consistency, and the constructs are dependable for further analysis and interpretation of the research findings.

Structural Model Analysis (Inner Model)

Structural Equivalent

In this case, the researcher wants to analyze the structural equation of the data collected using the structural model that has been built. Therefore, in this context, the researcher refers to the Path Coefficients as follows:

Table 9: Path Coefficients

Variable	Original Sample (O)	T Statistics (IO/STDEV)	P Values
Competency-Performance	0.400	2.515	0.012
Training- Performance	0.051	0.369	0.712
Career Development- Performance	0.538	3.262	0.001

Referring to Table 9, the following conclusions can be drawn:

1. The number of the direct effect coefficient value of the competency variable on performance is 0.400, as seen from the Original Sample (O) value. In this case, it can be explained that if the competency variable increases by a score of 1, then the performance variable will increase by 0.400. In this case, the assumption is that other variables are considered constant. This means that the effect of the competency variable on performance has a positive effect.
2. The number of the direct effect coefficient value of the training variable on performance is 0.051, as seen from the Original Sample (O) value. In this case, it can be explained that if the training variable increases by a score of 1, then the performance variable will increase by 0.051. In this case, the assumption is that other variables are considered constant. This means that the effect of the training variable on performance has a positive effect.
3. The number of the direct effect coefficient value of the career development variable on performance is 0.538, as seen from the Original Sample (O) value. In this case, it can be explained that if the career development variable increases by a score of 1, the performance variable will increase by 0.538. In this case, the assumption is that other variables are considered constant. This means that the effect of the career development variable on performance has a positive effect.

Hypothesis Testing

The Effect of Competency on Employee Performance at i3L

Referring to Table 14 regarding the Path Coefficients, it can be concluded that the T Statistic (IO/STDEV) value is $2.515 > 1.96$, considering that the P-values have a value of $0.012 < 0.05$. In this case, the effect is considered significant. Therefore, the effect of Competency on Employee Performance at i3L is significant. In this context, it can be concluded that H0 is rejected, and H1 is accepted.

The Effect of Training on Employee Performance at i3L

Referring to Table 14 regarding the Path Coefficients, it can be concluded that the T Statistic (IO/STDEV) value is $0.369 < 1.96$, considering that the P-values have a value of $0.712 > 0.05$. In this case, the effect is considered not significant. Therefore, the effect of Training on Employee Performance at i3L is insignificant. In this context, it can be concluded that H0 is accepted, and H1 is rejected.

The Effect of Career Development on Employee Performance at i3L

Referring to Table 14 regarding the Path Coefficients, it can be concluded that the T Statistic (IO/STDEV) value is $3.262 > 1.96$, considering that the P-values have a value of $0.001 < 0.05$. In this case, the effect is considered significant. Therefore, the effect of Career Development on Employee Performance at i3L is significant. In this context, it can be concluded that H0 is rejected, and H1 is accepted.

Therefore, based on the discussion provided by the researcher, the direct effect of exogenous variables on the endogenous variables in this study can be depicted as follows:

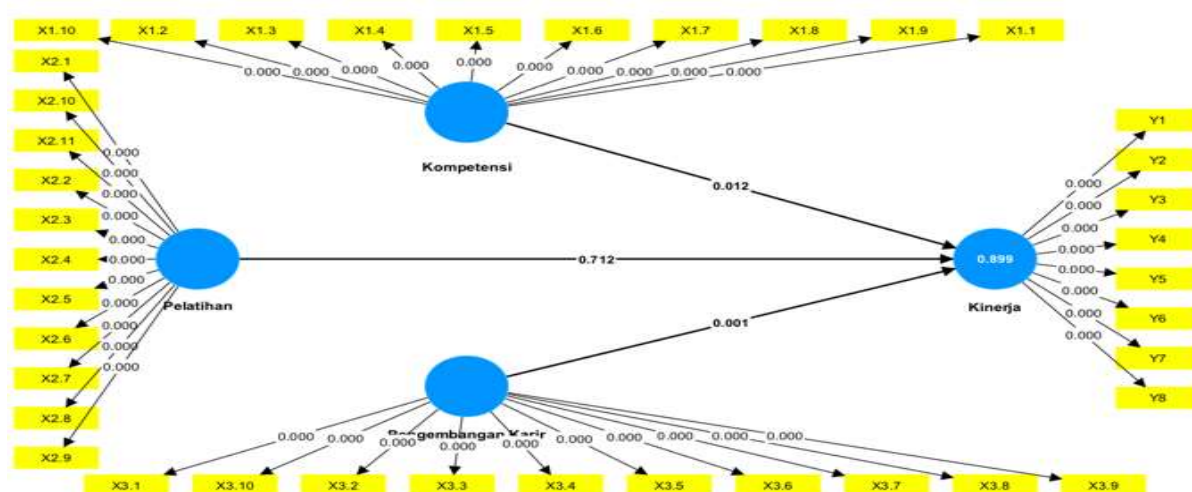


Figure 3: The Direct Effect of Exogenous Variables on Endogenous Variables

Discussion

The Effect of Competency on the Performance of i3L Employees

Based on the research results, data analysis revealed that the T Statistic (IO/STDEV) is 2.515, which is greater than 1.96, and the P-value is 0.012, which is less than 0.05. This indicates that competency has a direct and significant effect, thus rejecting H0 and accepting H1 in the case of staff-level employees at i3L.

Furthermore, the competency variable's direct effect coefficient, as seen from the Original Sample (O) value, is 0.400. This means that if the competency variable increases by 1 point, the performance variable will increase by 0.400 points, assuming that other variables remain constant. In other words, the effect of competency on Performance is positive. Overall, respondents feel that their competency is suitable for supporting their tasks at i3L, improving their Performance. Therefore, the competency of staff-level employees at i3L significantly enhances their Performance while performing their tasks at i3L.

This finding supports previous research studies with similar conclusions, such as the research conducted by Vijh et al. (2022), who believe that competency positively and significantly affects employee performance in information technology. However, contrasting debate still finds no significant effect (Kucharska & Erickson, 2020). Like at i3L, in education in other case studies, a positive and significant effect between competency and Performance has also been found (Qurtubi, 2023). Even in more extensive cases, competency leads to a deep and ingrained employee personality that directly improves Performance (Wijayanto & Riani, 2021). The importance of competency in improving employee performance is indeed reflected in research conducted by (Mullins John, 1996), where competency has been found to assist a company in growing in the face of an uncertain market through responsive employee performance. Therefore, it becomes a specific urgency for companies to help improve employee competency (Syaifuddin, 2017).

According to Wotulo et al. (2018), competency in this context is a skill or expertise employees possess to contribute to business development. Therefore, competency also has a positive impact on employee performance in achieving the goals of the organization. The effect of competency on the Performance of i3L employees has a positive and significant effect. The higher the competency possessed, the higher the Performance provided by i3L employees in achieving the organization's goals significantly. This conclusion also illustrates the contribution of competency alignment to improving professional employee performance. When employees have high competency in their tasks, the success rate in completing tasks in line with the company's targets will be more effective and efficient to achieve (Syahputra & Tanjung, 2020).

This finding also provides a new perspective that the dynamics of the effect of competency on employee performance are predominantly positive, although there are still conflicting findings. Nevertheless, it is supported by severe scientific consensus that competency has a positive impact on Performance.

The Effect of Training on i3L Employee Performance

The research results indicate that the effect of training on the Performance of i3L employees is not significant. This is based on the T Statistic value (IO/STDEV) of 0.369, less than 1.96, and the P-value of 0.712, more significant than 0.05. Therefore, it is considered that the effect is insignificant, and as a result, H0 is accepted, while H1 is rejected. Furthermore, the coefficient of the direct effect on the performance variable due to training is 0.051, as seen from the Original Sample (O) value. This means that if the training variable increases by a score of 1, the performance variable will increase by 0.051. In this context, it is assumed that other variables are held constant. This suggests that employees at the staff level in i3L perceive that the training provided does not significantly enhance their Performance.

In this context, the training provided may not be well-suited to employees' needs for significantly improving their Performance in the tasks they undertake while working at i3L. Even some studies (Diab, 2015; Hendaryan & Widiyanto, 2022; Kurniatama & Waryanto, 2022; Nguyen, 2021; Salas et al., 2012; Wisnu & Labbase, 2019) have found how crucial suitable kind of training is in improving employee performance in a company, with a positive and significant impact of training on employee performance. Regarding educational institutions like i3L, studies in other educational institutions have also shown that employee training helps enhance their Performance. Recommendations have been made for human resource management to improve the quality and quantity of employee training programs (Yimam, 2022).

A strong alignment between employees' job requirements and the content and facilities of training in an organization is essential. This alignment ensures that the training programs provided by organizational management are relevant and directly contribute to improving employee performance. When there is a good match between what employees need in their roles and what training programs offer, it can lead to more effective learning experiences and, ultimately, enhanced employee performance and productivity. Therefore, organizations should tailor their training programs to meet the specific needs of their workforce and the demands of their respective jobs. In this regard, referring to the recommendations by Mdhlalose (2022), that revealed the adaptation of training to align with the culture, the organizational need is deemed essential in tailoring employee training needs. In this case, i3L is advised to adjust its existing training programs.

In this study, it can be concluded that while the training variable does contribute positively to the Performance of staff-level employees at i3L, its impact is not significant in enhancing Performance. This research also supports previous findings regarding the importance of employee training in improving their Performance strongly.

The Effect of Career Development on i3L Employee Performance

According to the research results, data analysis yielded a T Statistic (IO/STDEV) value of 3.262, which is greater than 1.96, and the P-value is 0.001, which is less than 0.05. In this regard, the effect is considered significant. Therefore, the Effect of Career Development on the Performance of i3L Employees is significant. In this case, it can be concluded that H0 is rejected, and H1 is accepted. Furthermore, the magnitude of the coefficient of direct effect on the career development variable on Performance is 0.538, as seen from the Original Sample (O) value. In this case, the assumption is that other variables are considered constant. This means that the effect of the career development variable on Performance has a positive effect.

Upon analysis, it can be observed that employees at the staff level in i3L believe that i3L has provided the means to develop their careers effectively, which positively impacts the Performance they deliver to the organization. In this context, the availability of opportunities for career

development for i3L employees at the staff level significantly enhances the Performance of these staff-level employees at i3L.

The career development variable is the most dominant positive factor influencing Performance compared to other related variables. In practical terms, companies that actively support employee career development will increase employees' willingness to deliver their best Performance for the company (Yimam, 2022). According to Sutoro (2020), it is acknowledged that an effort to provide career development for employees in a company is considered essential. Career development impacts individual growth in reaching higher career positions and enhances professionalism to deliver more optimal Performance in achieving the company's goals. This is valuable in providing motivation in the effort to reach the company's targets more effectively and efficiently. On the other hand, it can improve employees' skills and knowledge related to their tasks, making it easier for employees to handle the workload assigned by the company.

In this context, the effect of the career development variable on the Performance of staff-level employees at i3L has a positive and significant impact. This means that if career development is higher, the performance value will also significantly increase. However, a new debate has appeared (Noe, 1996), which states that career development is the most dominant factor influencing employee performance. Effective career management by companies for their employees does not automatically encourage employees to exhibit better Performance. Therefore, this research contributes to reaffirming the inconsistent findings regarding the impact of the career development variable on Performance. The effect of these two variables is highly dynamic and depends on the specific case studies being conducted.

CONCLUSION

The competency variable has a positive and significant effect on the performance of staff-level employees at i3L. Staff-level employees at i3L perceive that their competencies directly enhance their performance. The higher the level of competency they possess, the higher their performance tends to be. Similarly, the career development variable also has a positive and significant effect on the performance of staff-level employees at i3L. Staff-level employees at i3L believe that career development opportunities provided by i3L significantly enhance their performance. However, the training variable was found to have a non-significant effect on performance. Although it still has a positive effect, the training provided to staff-level employees at i3L was perceived as not significantly improving their performance. Therefore, it is recommended that the organizational management at i3L review the training programs to align them with the specific needs of staff-level employees in completing their job tasks. This way, improved training programs can have a significant impact on enhancing employee performance.

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