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The Influence of Training and Career Development on Employee Performance at API Banyuwangi

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Abstract

This study examines the effect of training and career development on employee performance at API Banyuwangi. The study employed a quantitative approach with an explanatory survey design. The population consisted of 150 employees, while 100 employees were selected as respondents using stratified random sampling. Data were collected through a five-point Likert-scale questionnaire that had undergone validity and reliability testing. The data were analyzed using multiple linear regression with SPSS 26.0. The results show that training has a positive and significant effect on employee performance, with a regression coefficient of 0.387 and a significance level of 0.000. Career development also has a positive and significant effect, with a regression coefficient of 0.421 and a significance level of 0.000. Simultaneously, the two variables significantly affect employee performance, as indicated by an F value of 89.743 with a significance level of 0.000. The R^2 value of 0.375 indicates that training and career development explain 37.5% of the variation in employee performance, while the remaining 62.5% is associated with other factors outside the model. The findings place career development as the variable with the larger regression coefficient and provide a basis for management to align training programs with more systematic career planning.

Keywords: *Training, Career Development, Employee Performance, Human Capital Theory, API Banyuwangi.*

INTRODUCTION

Employee performance is an important indicator for assessing an organization's ability to achieve its work targets. In organizations that require technical competence and adaptive capabilities, the quality of human resources is closely related to the smooth execution of work. Therefore, organizations cannot rely solely on recruitment. They also need to ensure that employee competencies develop in line with job requirements.

Training is one instrument that can be used to improve work capabilities. Through training that matches job requirements, employees have opportunities to update their knowledge, strengthen their skills, and understand work procedures more effectively. Previous studies indicate that training is associated with improved performance across various organizational contexts [1], [2], [3]. Putri et al. [4] also demonstrated a relationship between training, competence, and employee performance.

Career development also requires attention because it concerns employees' professional growth. A clear career path can help employees understand which competencies they need to develop to reach particular positions. Muna and Isnowati [5] and Prayoga et al. [6] show that career development is among the factors associated with performance. Research on leadership, compensation, and training also

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indicates that performance is influenced by a combination of organizational factors rather than by a single variable [7].

The literature further identifies other factors that may influence performance, including motivation, discipline, job satisfaction, organizational culture, and work ethics [8], [9]. Therefore, the effects of training and career development need to be examined within a specific organizational context. API Banyuwangi provides an important setting because this study focuses on employees in that organization and can therefore provide more context-specific empirical evidence.

Several sources in the reference list address contexts that differ from the research setting. Cipta [10] discusses digital transformation, while Lee et al. [11] examine smart mobility and big data. Nurhasanah et al. [12] focus on teacher performance. These sources are not used as direct evidence for causal relationships at API Banyuwangi. Instead, they provide comparative perspectives showing that competency development, technology use, and performance improvement have also been examined in different organizational settings.

Based on this background, the study addresses three questions. First, does training affect employee performance at API Banyuwangi? Second, does career development affect employee performance? Third, do training and career development simultaneously affect employee performance?

The study aims to examine the effect of training on performance, examine the effect of career development on performance, and examine the simultaneous effect of both variables. Theoretically, the study uses a human resource and motivation perspective to explain the relationships among the variables. Practically, the findings are expected to assist management in determining employee development priorities based on empirical evidence.

METHOD

This study used a quantitative approach. The approach was selected because the research examines the relationship between two independent variables, training and career development, and one dependent variable, employee performance. Numerical data were analyzed using statistical procedures to estimate the effects of each variable. Similar approaches are common in employee performance research, including studies examining training, competence, motivation, and career development [1], [2], [4].

The research framework positions training as X_1, career development as X_2, and employee performance as Y. Conceptually, training is expected to improve work capabilities, while career development can strengthen employees' motivation to achieve professional development goals. These relationships were subsequently tested using respondent data.

Population and Sample

The study population consisted of all 150 employees at API Banyuwangi. The sample consisted of 100 respondents. Stratified random sampling was used to provide adequate representation of groups within the population. The respondents served as the units of analysis.

Instrument and Data Collection

Primary data were collected using a five-point Likert-scale questionnaire. The instrument measured respondents' perceptions of training, career development, and

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performance. Before the main analysis, the instrument had undergone validity and reliability testing as stated in the research design.

Data Analysis Technique

The analysis was conducted in several stages. First, descriptive analysis was used to describe respondent characteristics. Second, classical assumption tests were conducted, including normality, multicollinearity, heteroscedasticity, and linearity tests. Third, multiple linear regression was applied. The model was:

$$\mathbf{Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \varepsilon}$$

Where: Y = employee performance; X_1 = training; X_2 = career development; α = constant; β_1 and β_2 = regression coefficients; ε = error term.

Partial hypotheses were tested using the t-test, while the simultaneous effect was tested using the F-test. The significance level was set at 0.05. The hypotheses were: H1, training has a positive and significant effect on employee performance; H2, career development has a positive and significant effect on employee performance; H3, training and career development simultaneously have a positive and significant effect on employee performance.

RESULTS AND DISCUSSION

Respondent Characteristics

Table 1. Respondent Characteristics

Characteristics	Category	Frequency	Percentage (%)
Gender	Man	84	84
	Woman	16	16
Age	20-30 years	15	15
	31-40 years	75	75
	41-50 years	10	10
Education	High School/Vocational School	10	10
	D3	10	10
	S1	65	65
	S2	15	15
Years of service	1-5 years	30	30
	6-10 years	8	8
	11-15 years	57	57
	>15 years	5	5
Job Category	STAFF	76	76
	Support Staff	4	4
	Non-STAFF	20	20

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The respondent composition was dominated by male employees (84%). Employees aged 31–40 years represented the largest age group at 75%. In terms of education, respondents with a bachelor's degree accounted for 65%, followed by master's degree holders at 15%. Employees with 11–15 years of service formed the largest group at 57%. By job category, STAFF accounted for 76%, Support Staff 4%, and Non-STAFF 20%. Overall, most respondents were male staff members aged 31–40 years, with bachelor's-level education and relatively long work experience.

Classical Assumption Tests

Assumption tests were conducted before regression analysis. The Kolmogorov-Smirnov test produced a significance value of 0.127. Because this value is greater than 0.05, the data met the normality assumption.

The multicollinearity test produced VIF values of 1.723 for training and 1.723 for career development, with a tolerance value of 0.580. The VIF values were below 10 and the tolerance value was above 0.10. Therefore, the model showed no indication of multicollinearity.

The Glejser test produced significance values of 0.234 for training and 0.419 for career development. Both values exceeded 0.05, indicating no evidence of heteroscedasticity.

The linearity test indicated a linear relationship between the independent and dependent variables. The result satisfied the linearity requirement for multiple linear regression.

Multiple Linear Regression

The estimation produced the following equation:

$$\mathbf{Y = 18.347 + 0.387X_1 + 0.421X_2}$$

The constant of 18.347 represents the baseline performance value when the training and career development scores are zero within the model. The training coefficient of 0.387 indicates a positive relationship. Thus, a one-unit increase in the training score is associated with a 0.387-unit increase in performance, assuming the other variable remains constant. The career development coefficient of 0.421 also indicates a positive relationship. A one-unit increase in the career development score is associated with a 0.421-unit increase in performance, assuming training remains constant.

Hypothesis Testing

H1. Effect of training on employee performance. The calculated t value was 7.892, exceeding the t-table value of 1.968. The significance value was 0.000, below 0.05. H1 was accepted. Therefore, training has a positive and significant effect on employee performance.

H2. Effect of career development on employee performance. The calculated t value was 8.674, exceeding the t-table value of 1.968. The significance value was 0.000, below 0.05. H2 was accepted. Career development therefore has a positive and significant effect on employee performance.

H3. Simultaneous effect of training and career development on employee performance. The calculated F value was 89.743, exceeding the F-table value of 3.03.

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The significance value was 0.000, below 0.05. H3 was accepted. The two variables jointly have a positive and significant effect on employee performance.

The coefficient of determination was $R^2 = 0.375$. This means that training and career development explain 37.5% of the variation in employee performance in the model. The remaining 62.5% is associated with other factors not included in the study.

DISCUSSION

Effect of Training on Employee Performance

The results indicate that training has a positive and significant effect on employee performance. The regression coefficient of 0.387 indicates a positive direction. The finding means that improvements in training quality are associated with higher performance. In practical terms, training can help employees understand their duties, update their skills, and adjust work practices to organizational requirements.

This result is consistent with Wahjoedi and Sari [1] and Niati et al. [2], who identify training as an important component of improved work outcomes. Hanum [3] also demonstrates the importance of knowledge and training in the context of management information systems. Putri et al. [7] show that training combined with competence is related to employee performance. The present finding extends this pattern to the API Banyuwangi context.

Studies Ilmiah et al [13] and Pradana [7] also provide comparative evidence because both position training as one factor associated with performance. However, performance is not determined by training alone. Literature concerning motivation, leadership, discipline, job satisfaction, and organizational culture identifies additional factors that may contribute to performance [8], [7]. Management should therefore evaluate training according to job needs and work outcomes rather than simply counting training activities.

Effect of Career Development on Employee Performance

Career development has a positive and significant effect on performance, with a coefficient of 0.421. This value is higher than the training coefficient of 0.387. Within the research model, career development therefore has a relatively stronger statistical association with performance than training. This finding should not be interpreted as evidence that training is unimportant.

Career development can encourage employees to strengthen their competencies because employees may orient their efforts toward professional growth opportunities. A clear career path, understandable promotion criteria, and organizational support can help employees see the relationship between work effort and career progression. This finding is consistent with Muna and Isnowati [5] and Prayoga et al.[6], who identify career development as an important variable in performance research.

Mariyatha [14] shows that work motivation and transformational leadership can be associated with performance through job satisfaction. This finding provides context for understanding how psychological and organizational factors may support performance improvement. In the present study, career development can be viewed as part of the organizational environment that provides direction for employee effort.

Simultaneous Effect of Training and Career Development

The F-test produced a value of 89.743 with a significance level of 0.000. This result indicates that training and career development jointly have a significant effect on employee performance. The R^2 value of 0.375 shows that the model explains part of

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the variation in performance but does not capture all relevant factors.

The finding supports the view that organizations should manage human resource development in an integrated manner. Training can address current competency needs, while career development provides direction for competencies needed at later career stages. Integrating the two can make employee development investments more targeted.

Research on work ethics and work stress [9] and organizational culture [15] indicates that the organizational environment also matters in explaining employee behavior and outcomes. Therefore, the present findings should not be interpreted as the only explanation of employee performance. The R^2 value of 37.5% indicates substantial room for future research involving other variables.

Cipta [10] and D. Lee [11] concern digital transformation and smart mobility, which differ from the present research setting. They are included as comparative sources concerning changing competency requirements and data management in modern work environments, but they are not used to establish the statistical relationship examined in this study. Similarly, Nurhasanah et al. [12] examine teacher performance in the education sector. That study is used to broaden the comparison of performance research rather than as direct evidence concerning API Banyuwangi employees.

The practical implication is that API Banyuwangi management should connect training programs with career pathways. Training can be designed around competencies required at each job level. Post-training evaluation should also consider changes in employee capabilities and work outcomes. At the same time, the career system should provide clear criteria so employees understand the competencies and performance standards required for advancement.

CONCLUSION

Based on the analysis, the study produces four main conclusions. First, training has a positive and significant effect on employee performance at API Banyuwangi. The regression coefficient of 0.387, with a calculated t value of 7.892 and a significance value of 0.000, indicates that higher training scores are associated with higher performance.

Second, career development has a positive and significant effect on performance. The regression coefficient of 0.421, a calculated t value of 8.674, and a significance value of 0.000 support the positive relationship. Within the model, the career development coefficient is larger than the training coefficient.

Third, training and career development simultaneously have a positive and significant effect on performance. The calculated F value of 89.743 with a significance value of 0.000 supports the simultaneous hypothesis. The R^2 value of 0.375 indicates that the model explains 37.5% of the variation in performance.

Fourth, the findings imply that training and career development should be managed in an integrated manner. Future research can include additional variables that were not examined in this study, particularly factors related to motivation, discipline, job satisfaction, leadership, organizational culture, and the work environment.

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