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Research article

The effect of work motivation, job training and career development on employee performance

Zefanya Martua & Meita Pragiwani

Sekolah Tinggi Ilmu EkonomI Indonesia Jakarta

ABSTRACT

Purpose: This research aims to identify the influence of work motivation, job training, and career development on employee performance.

Methods: This research uses quantitative methods. Its method is a survey obtained from the collection results using a questionnaire. The population in this study was employees of PT HAA, and the sample was 100 respondents. The analysis tool used is SmartPLS 3 with a PLS based SEM technique.

Findings: This study indicates that work motivation does not significantly affect employee performance. Conversely, job training has a significant positive impact on performance enhancement. However, career development does not show a meaningful influence. These findings emphasize the importance of effective training programs to boost productivity

Pratical implications: Organizations should prioritize job training programs, as they significantly improve employee performance. While work motivation and career development have limited effects, quality training is crucial for enhancing productivity and equipping employees with the skills needed for success.

Keywords: Work Motivation, Job Training, Career Development, Employee Performance.

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Corresponding author: Zefanyamartua@gmail.com

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Abstrak

Tujuan: Penelitian ini bertujuan untuk mengidentifikasi Pengaruh Motivasi Kerja, Pelatihan Kerja, Dan Pengembangan Karir Terhadap Kinerja Karyawan

Metode: Penelitian ini menggunakan kuantitatif, pada metode penelitian ini adalah metode survei, dimana diperoleh dari hasil pengumpulan dengan menggunakan kuesioner. Populasi dalam penelitian ini adalah karyawan dari. Sampel dalam penelitian ini sebanyak 100 responden. Alat analisis yang digunakan yaitu SmartPLS 3 dengan Teknik SEM (Sctructual Equation Modelling) berbasis PLS (Parsial Least Square).

Temuan: Penelitian ini mengungkapkan bahwa motivasi kerja tidak memiliki pengaruh yang signifikan terhadap kinerja karyawan. Sebaliknya, pelatihan kerja terbukti memberikan dampak positif yang signifikan terhadap peningkatan kinerja. Namun, pengembangan karir tidak menunjukkan pengaruh yang berarti terhadap hasil kerja karyawan. Temuan ini menyoroti pentingnya fokus pada program pelatihan yang efektif untuk meningkatkan produktivitas.

Implikasi Praktis: Organisasi harus memprioritaskan program pelatihan kerja karena program tersebut secara signifikan meningkatkan kinerja karyawan. Meskipun motivasi kerja dan pengembangan karir memiliki dampak terbatas, pelatihan berkualitas sangat penting untuk meningkatkan produktivitas dan memberikan keterampilan yang diperlukan bagi karyawan untuk mencapai kesuksesan.

Kata kunci: Motivasi Kerja, Pelatihan Kerja, Pengembangan Karir, Kinerja Karyawan.

1. Introduction

Intense competition compels companies to enhance their competitiveness for survival, primarily by developing more competent human resources (Siswanto, 2019). Companies must establish long-term goals through a clear vision, mission, and strategy while focusing on four essential elements: qualified human resources, effective systems and technology, precise strategy, and adequate logistics (Reza et al., 2018; Daulay et al., 2019).

Motivation is a crucial factor influencing employee performance, as high motivation correlates with high performance. Leadership must actively motivate and encourage employees to complete their tasks. Pragiwani et al. (2019) highlight the importance of positive encouragement in enhancing work motivation. This motivation empowers employees to engage in activities to achieve their goals (Anandita et al., 2021). Motivated employees show enthusiasm and dedication, positively impacting their performance; conversely, unmotivated employees may feel uncomfortable and lack enthusiasm (Mahardika, 2023). Therefore, fostering motivation is essential for companies to improve employee performance and job satisfaction (Panggabean et al., 2022). The Last Supper (2020) research indicates that motivation significantly influences employee performance. This finding is supported by Mufidah et al. (2020), who similarly conclude that motivation affects employee performance. However, a contrasting study by Wiryang et al. (2019) suggests that motivation does not significantly impact employee performance.

The second factor affecting employee performance is training. A lack of relevant training and significant changes in the work environment makes it difficult for employees to adapt, leading to reduced enthusiasm and inadequate preparation for their roles (Fizia & Muttaqijn, 2018). Consequently, some employees may choose to resign rather than face workplace pressures. Rapid technological advancements also present additional challenges that employees must confront, making implementing training to enhance their professional skills essential.

Human resource management aims to improve employee performance and achieve company goals, which can be facilitated through exceptional training. However, the job training at PT HAA has not been efficient. Employees typically receive training only at the start of their employment, with insufficient ongoing training. Research by Kaengke et al. (2018) indicates that job training significantly influences employee performance.

The third factor influencing employee performance is career development. Companies aiming for organizational success need employees who can deliver optimal performance. However, career development at PT HAA is considered suboptimal, lacking attention to employee career advancement. The company often uses educational background as the primary criterion for position determination, neglecting the potential development opportunities for all employees.

To address these gaps, the company should provide opportunities and appropriate training to help employees discover and develop their potential. Career development is a vital aspect that must be prioritized to enhance career progression and employee development within the company. Research by Anandita et al. (2021) shows that career development significantly affects employee performance, further supported by Muna & Isnowati (2022), who affirm its positive and significant impact. However, it contrasts with findings from Rozy (2021), which indicate that career development does not significantly influence employee performance.

2. Theoretical background and hypothesis

Human Resource Management

Human resource managers need to be actively involved in the company's planning, implementation, management, and supervision related to human resource development (Julhadi & Ritonga, 2023). Change the work system from reactive to proactive, change the operational structure to be more flexible, and implement strategic policies (Setyaningrum & Muafi, 2023). Human resource trainers and training can be implemented as a form of effective and efficient workforce management according to the needs of educational institutions. This is because one of the main requirements in the current administration is the ability to manage human resources competently, according to the organization's needs, both now and in the future (Khairunnisak, 2022).

Employee performance

According to Sutrisno (2018), employee performance results from workers' work measured by quality, quantity, working hours, and cooperation to achieve company goals. The performance results are considered reasonable and satisfactory if the established criteria achieve the goals. Performance is the result of a task performed if performance is the quality and quantity of work each person performs. Performance is a record of the work or activities of a particular employee

that has been completed within a certain period. However, the overall performance of a position is the aggregate, or average, performance of the tasks or activities performed by an employee. Performance is the result or achievement of a person in carrying out tasks within a certain period compared to various possibilities, such as work standards, targets, objectives, or criteria agreed upon together in advance.

According to Pranogyo, AB, Sumampouw, RJ, & Jahuri (2022), employee performance is the work results achieved by individuals in carrying out tasks assigned by the company to achieve organizational goals. Employee performance can be measured through various indicators, such as productivity, quality of work results, efficiency, and punctuality. The level of employee performance is influenced by factors such as motivation, work environment, competence, and support from superiors or coworkers.

Work motivation

According to Rivai (2004), motivation is a collection of attitudes and principles that drive people to achieve their goals. Robinson and Mary (2005) describe motivation as the willingness to make significant efforts to accomplish organizational objectives influenced by the abilities of individuals within the business. Research by Mulogbo (2013) indicates that motivating employees can significantly impact their performance. Employees' satisfaction with their work reflects their loyalty and high spirits. Thus, employee performance and motivation are crucial for a company's success.

Pranitasari, D. (2018) defines motivation as an internal drive that propels individuals to achieve goals shaped by personal needs, desires, and expectations. Motivation plays a key role in enhancing employee productivity and work effectiveness, making it essential for management to foster a supportive environment and offer appropriate incentives to boost motivation within the workplace.

Job Training

Melnulrult Priansa (2019) explains that training is a systematic and planned effort to change or improve knowledge, skills, or attitudes through learning experiences to enhance the effectiveness of various activities. According to Soetopo, MPS (2016), training is designed to improve employee knowledge, skills, and attitudes, enabling them to perform their tasks more effectively. Training aims to prepare employees to face job challenges and achieve optimal performance within the organization. This process includes various methods that align with the company's needs, such as formal learning, on-the-job training, and skills development.

Career Development

Melnulrult Celdelryana et al. (2018) state that career development encompasses actions taken by companies to maintain and enhance employee productivity while preparing them for future career opportunities. Melnulrult Nasultion et al. (2018) describe career development as a continuous process to improve an employee's abilities to attain their desired career path within the organization. According to Komang (Samuel et al., 2018), career development involves self-improvement by the employee to achieve their career objectives, complemented by efforts from the personnel division or human resources department to align with the company's structure or levels.

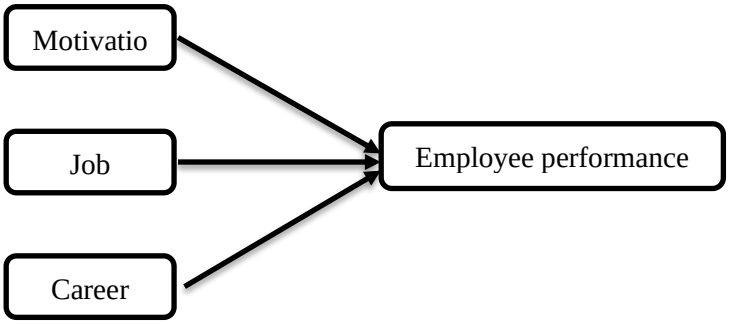

Figure 1. conceptual Framework of Research

Hypothesis

Hypothesis is the intermediate answer to the problem to be studied. Based on the description of the theoretical framework above, the following research hypotheses can be formulated:
H1: It is assumed that there is an influence between work motivation and employee performance.
H2: It is assumed that there is an influence between Job Training and Employee Performance.
H3: It is assumed that there is an influence between Career Development and Employee Performance.

3. Methods

This research strategy uses an associative research model. In other words, it aims to discover the interaction between two or more variables (Sugiyono, 2019). This study used surveys to determine the frequency, distribution, and relative correlations of psychological and sociological factors. Large and small populations participated in this survey (Sulgiyono, 2020). With this information, the study aims to determine how Work Motivation, Work Training, and Career Development influence Employee Performance.

3.1. Sample and population

Participants in this study were employees of PT HAA, which has 200 workers. Non-probability sampling was employed, meaning that not every member of the population had an equal opportunity to be selected for the sample (Sulgiyono, 2019). The sample size in this study was 100. One of the sampling strategies used is purposive sampling, which involves selecting samples based on specific criteria (Sulgiyono, 2019:140).

The sample criteria included employees of PT HAA who work in the Pulo Gadung area of East Jakarta and have internet access at their workplace. The sample size for PLS testing was chosen to confirm a theory or to explain whether a relationship exists between latent variables and has a more significant influence. According to Siswoyo (2017:14), it is recommended to have 30 to 100 respondents for PLS testing; therefore, the researcher opted to use 100 respondents as the sample for this study.

3.1. Data analysis

The data in this study were analyzed using Partial Least Squares (PLS), a Structural Error Modeling (SEM) methodology. The SEM-PLS analysis by Hair et al. (2015) used a technique for assessing research variables simultaneously and causal modeling to explain the relationship

between independent and dependent variables. Data processing will be used to handle any information collected from respondents. Data processing in this study uses Structural Eloquence Modeling-Partial Least Squares (SELM-PLS) through the SmartPLS 3.0 software program to determine the relationship or correlation between research variables.

4. Results and discussion

Respondent Description

presents the demographic data of respondents

Table 1. Respondent Characteristics

No.	Characteristic	Respondents	Percentage
1	**Based on Gender**		
	Male	75	75%
	Female	25	25%
	Total	100	100%
2	**Based on Age**		
	20-30 years	90	90%
	31-40 years	6	6%
	>40 years	4	4%
	Total	100	100%
3	**Based on Education Level**		
	High School/Vocational	43	43%
	Bachelor's Degree	54	54%
	Master's Degree	3	3%
	Total	100	100%
4	**Based on Position**		
	Staff	45	45%
	Supervisor	40	40%
	Manager	15	15%
	Total	100	100%
5	**Based on Work Experience**		
	1-5 Years	30	30%
	6-10 Years	50	50%
	>10 Years	20	20%
	Total	100	100%

Source: Research data processed, 2024

Table 1 presents the demographic data of respondents, with 75% identifying as male and 25% as female, indicating a higher engagement of male participants in the study. The majority (90%) are aged 20-30, suggesting that the youthful workforce may be more open to participation in research. There is a minimal representation of older age groups, with only 6% aged 31-40 and 4% over 40, highlighting a dominance of perspectives from younger employees.

Regarding education, 54% of respondents hold a Bachelor's degree, 43% have completed high school or vocational training, and only 3% possess a Master's degree. The distribution of positions reveals that 45% are staff members, 40% are supervisors, and 15% are

managers, providing insight into workplace dynamics across different organizational levels. Additionally, the work experience of respondents is predominantly concentrated in the 6-10 years category (50%), followed by 30% with 1-5 years and 20% with over 10 years of experience. This distribution reflects fresh perspectives and seasoned insights within the workplace context.

The following is the output model scheme of the PLS program that has been tested. Based on figure 2 of the first survey above, this study obtained the Work Motivation variable, which produced 10 indicators, namely MK1 (0.758), MK2 (0.829), MK3 (0.790), MK4 (0.018), MK5 (0.849), MK6 (0.863), MK7 (0.847), MK8 (0.863) and MK9 (0.762), and MK10 (0.850). The Job Training variable produced 10 indicators, namely PK1 (0.816), PK2 (0.816), PK3 (0.876), PK4 (0.835), PK5 (0.839), PK6 (0.861), and PK7 (0.832), PK8 (0.766), PK9 (0.572), and PK10 (0.746). Career Development Variable which produces 10 indicators, namely PKR1 (0.757), PKR2 (0.820), PKR3 (0.732), PKR4 (0.821), and PKR5 (0.850), PKR6 (0.863), PKR7 (0.828), PKR8 (0.866), PKR9 (0.850), and PKR10 (0.799). Employee Performance Variable, which produces eight indicators, namely KK1 (0.865), KK2 (0.821), KK3 (0.763), KK4 (0.854), KK5 (0.821), KK6 (0.734), KK7 (0.756), and KK8 (0.839). sdf

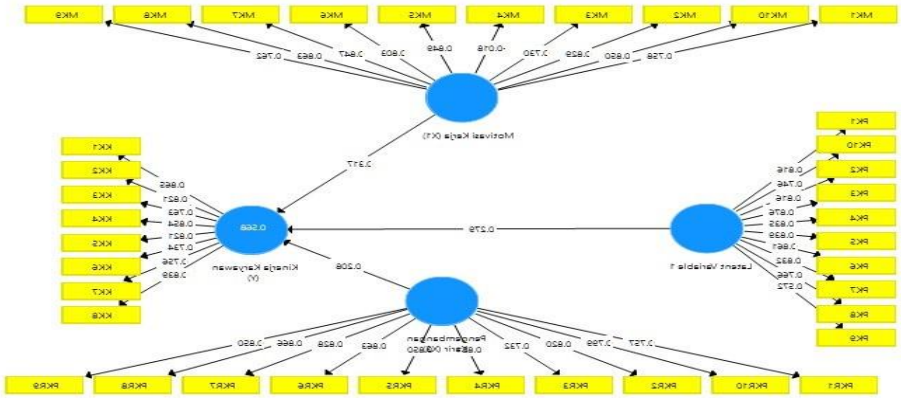

Figure 2. Outer Model Schematic

The value of convergent validity can be assessed based on the loading factor value and the Average Variance Extraction (AVEl) value. In this study, the use of a loading factor value greater than 0.5 because the loading factor value up to 0.6 is still grouped according to the initial stage, and the loading factor value above 0.7 is said to be ideal for research in rounding the rounding scale (Sofyan & Helri, 2011). A loading factor value of less than 0.5 will then be eliminated or removed from the scheme, as explained in the model output scheme after this elimination.

Instrument Testing

Based on table 2 the evaluation of the final model output results above, this study obtained the Work Motivation variable, which produced nine indicators, namely MK1 (0.758), MK2 (0.827), MK3 (0.790), MK5 (0.849), MK6 (0.804), MK7 (0.847), MK8 (0.863), MK9 (0.764), and MK10 (0.851). Job Training Variable produced nine indicators, namely PK1 (0.827), PK2 (0.821), PK3 (0.877), PK4 (0.836), PK5 (0.842), PK6 (0.864), PK7 (0.830), PK8 (0.767), and PK10 (0.729). Career Development Variable produced three indicators, namely KA3 (0.899), KA4 (0.802), and KA5 (0.940). Meanwhile, the Employee Performance variable produces nine indicators, namely KK1 (0.738), KK2 (0.866), KK3 (0.857), KK4 (0.735), KK6 (0.776), KK7 (0.889), KK8 (0.846), KK9 (0.837), and KK10 (0.818). The Career Development variable (X3) produces 10 indicators, namely PKR1

(0.757), PKR2 (0.820), PKR3 (0.732), PKR4 (0.821), and PKR5 (0.850), PKR6 (0.863), PKR7 (0.828), PKR8 (0.866), PKR9 (0.850), and PKR10 (0.799). Employee Performance Variable produced 8 indicators, namely KK1 (0.865), KK2 (0.821), KK3 (0.763), KK4 (0.854), KK5 (0.821), KK6 (0.734), KK7 (0.756), and KK8 (0.839)

This section assesses the final model output, focusing on the variables and indicators related to work motivation, job training, career development, and employee performance. It highlights the significance and interrelationships of these indicators and provides detailed findings for further discussion and interpretation.

Table 2. Results of Research Instrument Testing

Variables	Indicator	Outer Loading	Information
Work Motivation	MK1	0.758	Valid
	MK2	0.829	Valid
	MK3	0.790	Valid
	MK4	0.018	No Valid
	MK5	0.849	Valid
	MK6	0.863	Valid
	MK7	0.847	Valid
	MK8	0.863	Valid
	MK9	0.762	Valid
	MK10	0.850	Valid
Job Training	PK1	0.816	Valid
	PK2	0.816	Valid
	PK3	0.876	Valid
	PK4	0.835	Valid
	PK5	0.839	Valid
	PK6	0.861	Valid
	PK7	0.832	Valid
	PK8	0.766	Valid
	PK9	0.572	No Valid
	PK10	0.746	Valid
Career Development	PKR1	0.757	Valid
	PKR2	0.820	Valid
	PKR3	0.732	Valid
	PKR4	0.821	Valid
	PKR5	0.850	Valid
	PKR6	0.863	Valid
	PKR7	0.828	Valid
	PKR8	0.866	Valid
	PKR9	0.850	Valid
	PKR10	0.799	Valid
Employee Performance	KK1	0.865	Valid
	KK2	0.821	Valid
	KK3	0.763	Valid
	KK4	0.854	Valid
	KK5	0.821	Valid
	KK6	0.734	Valid
	KK7	0.756	Valid
	KK8	0.839	Valid

Source: Research data processed, 2024

Validity Convergence

According to Husein (2015:18), Convergent validity is the factor loading value on the latent variable with its indicators. Based on table 3, it is known that this study produced 36 variable indicators that had an outer loading value of > 0.7, and there were two variable indicators with an outer loading value of <0.7 (Sofyan & Helri, 2011; Hairelt et al., 2015).

Table 3. Convergent Validity Data

Variables	Indicator	Outer Loading	Information
Work Motivation	MK1	0.758	Valid
	MK2	0.829	Valid
	MK3	0.790	Valid
	MK4	0.018	No Valid
	MK5	0.849	Valid
	MK6	0.863	Valid
	MK7	0.847	Valid
	MK8	0.863	Valid
	MK9	0.762	Valid
	MK10	0.850	Valid
Job Training	PK1	0.816	Valid
	PK2	0.816	Valid
	PK3	0.876	Valid
	PK4	0.835	Valid
	PK5	0.839	Valid
	PK6	0.861	Valid
	PK7	0.832	Valid
	PK8	0.766	Valid
	PK9	0.572	No Valid
	PK10	0.746	Valid
Career Development	PKR1	0.757	Valid
	PKR2	0.820	Valid
	PKR3	0.732	Valid
	PKR4	0.821	Valid
	PKR5	0.850	Valid
	PKR6	0.863	Valid
	PKR7	0.828	Valid
	PKR8	0.866	Valid
	PKR9	0.850	Valid
	PKR10	0.799	Valid
Employee Performance	KK1	0.865	Valid
	KK2	0.821	Valid
	KK3	0.763	Valid
	KK4	0.854	Valid
	KK5	0.821	Valid
	KK6	0.734	Valid
	KK7	0.756	Valid
	KK8	0.839	Valid

Source: Research data processed, 2023

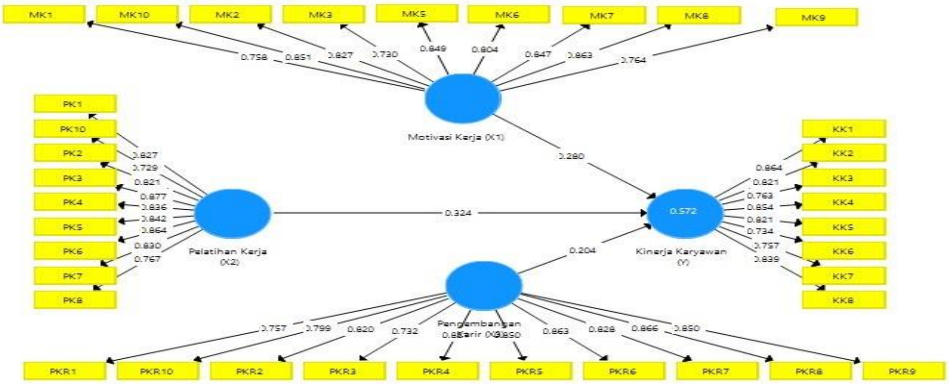

Figure 3. Outer Model Schematic After Elimination

Source: Research data processed, 2024

Discriminant Validity

According to Husein (2015:18), the Average Variance Extracted (AVE) is the average of the variance, which is at least 0.5. In addition to the use of cross-loading value, the discriminant validity test can also be known from the Average Variance Extracted (AVE) value with the requirements of each variable indicator with criteria of value > 0.5 to be considered valid (Hair et al., 2015). The following are the results of the discriminant validity test in this study:

Table 4. Discriminant Validity Test Results

Variables	Average Variance Extracted (AVE)	Composite Reliability	Cronbach's Alpha	Information
Work Motivation	0.659	0.945	0.935	Valid
Job Training	0.677	0.949	0.940	Valid
Career Development	0.672	0.953	0.945	Valid
Employee Performance	0.653	0.937	0.924	Valid

Source: Research data processed, 2024

The results of the discriminant validity test reveal that the Average Variance Extracted (AVE) for the Work Motivation variable is 0.659, which exceeds the threshold of 0.5, thereby confirming its validity. In a similar vein, the Job Training variable shows an AVE of 0.677, Career Development has an AVE of 0.672, and Employee Performance registers an AVE of 0.653. These values collectively satisfy the criteria for good validity, as Hair et al. (2015) outlined.

Building on this foundation, a Composite Reliability analysis was conducted to assess the constructs' reliability further. According to Husein (2015:18), a reliability value more excellent than 0.7 signifies high reliability. The results of this analysis indicate that the Work Motivation variable has a Composite Reliability value of 0.945, Job Training stands at 0.949, Career Development reaches 0.953, and Employee Performance is at 0.937. Since all these variables exceed the 0.7 threshold, they can be confidently deemed reliable.

To reinforce these findings, a Cronbach's Alpha analysis was also performed to validate the composite reliability assessment results. Husein (2015:18) notes that the minimum acceptable value is 0.6. The analysis reveals that the Work Motivation variable achieves a value of 0.935, Job Training scores 0.940, Career Development attains 0.945, and Employee

Performance reaches 0.924. Consequently, all variables in this study are reliable, as they possess Cronbach's Alpha values exceeding 0.7.

In conclusion, the findings from both the validity and reliability tests underscore the strong quality of all variables in this research, indicating their suitability for further analysis. This comprehensive evaluation affirms the constructs' validity and reliability and enhances the study's overall robustness.

Table 5. Discriminant Validity Data

-	KK	MK	PK	PKR
KK1	0.864	0.735	0.710	0.638
KK2	0.821	0.514	0.529	0.512
KK3	0.763	0.678	0.708	0.661
KK4	0.854	0.580	0.548	0.495
KK5	0.821	0.520	0.508	0.460
KK6	0.734	0.495	0.476	0.415
KK7	0.757	0.442	0.542	0.498
KK8	0.839	0.595	0.601	0.511
MK1	0.509	0.758	0.689	0.635
MK2	0.599	0.827	0.726	0.579
MK3	0.490	0.730	0.654	0.553
MK5	0.598	0.849	0.745	0.682
MK6	0.708	0.804	0.694	0.675
MK7	0.609	0.847	0.767	0.593
MK8	0.597	0.863	0.755	0.539
MK9	0.529	0.764	0.682	0.573
MK10	0.574	0.851	0.785	0.621
PK1	0.681	0.750	0.827	0.688
PK2	0.615	0.748	0.821	0.620
PK3	0.643	0.811	0.877	0.650
PK4	0.570	0.766	0.836	0.618
PK5	0.586	0.774	0.842	0.654
PK6	0.584	0.754	0.864	0.676
PK7	0.538	0.699	0.830	0.574
PK8	0.631	0.600	0.757	0.562
PK10	0.512	0.675	0.729	0.616
PKR1	0.600	0.578	0.522	0.757
PKR2	0.604	0.674	0.654	0.820
PKR3	0.483	0.535	0.585	0.732
PKR4	0.630	0.672	0.671	0.821
PKR5	0.528	0.603	0.632	0.850
PKR6	0.520	0.612	0.669	0.863
PKR7	0.483	0.636	0.621	0.828
PKR8	0.486	0.613	0.631	0.866
PKR9	0.552	0.583	0.655	0.850
PKR10	0.463	0.590	0.624	0.799

Source: Research data processed, 2024

According to Husein (2015:18), discriminant validity is the cross-loading value of factors, which helps determine whether a construct has adequate discriminant power. In general, the indicator variable's cross-loading value on the variable itself must be greater than the cross-loading value of the indicator variable on other constructs. In data processing using SmartPLS 3, it is stated

that each variable has a more considerable cross-loading value than other constructs, so it is the opinion of Hair et al. (2015).

Inner Model

Ulji Path Coelfficielnt

Table 6. Path Test Data

-	***Path Coefficient***
Work Motivation -> Employee Performance	0.280
Job Training -> Employee Performance	0.324
Career Development -> Employee Performance	0.204

Source: Research data processed, 2024

This path coefficient test is intended to determine how much influence the independent variable has on the dependent variable. Path coefficient ranges from 81 values from -1 to 1, with 0 to 1 being declared positive and -1 to 0 being declared hostile (Ghozali, 2016).

Rellelvancel Q2 and Rsquare predictive test

The table 3 presents the R-Square and Q-Square analysis results for the Employee Performance variable. R-Square indicates the extent to which the independent variables can explain the variance in employee performance, while Q-Square measures the predictive relevance of the model used.

Table 7. Test Predictive Relevance Q2 and Rsquare

	R Square	**R Square Adjusted**	**Q2 (=1-SSE/SSO)**
Employee Performance	0.572	0.559	0.346

Source: Processed Research Data (2024)

Based on the results in the table 7, the R-Square value for the Employee Performance variable is 0.572. This indicates that the variables Work Motivation, Work Training, and Career Development can explain 57.2% of the variance in employee performance, which is categorized as weak. The remaining 42.8% of the variance is influenced by other variables not included in this study.

Furthermore, the Q-Square value for Employee Performance is 0.346, which is > 0. This indicates that the model has good predictive relevance. In other words, all constructs in this study have good predictive relevance values, meaning that this model can be used to predict employee performance effectively.

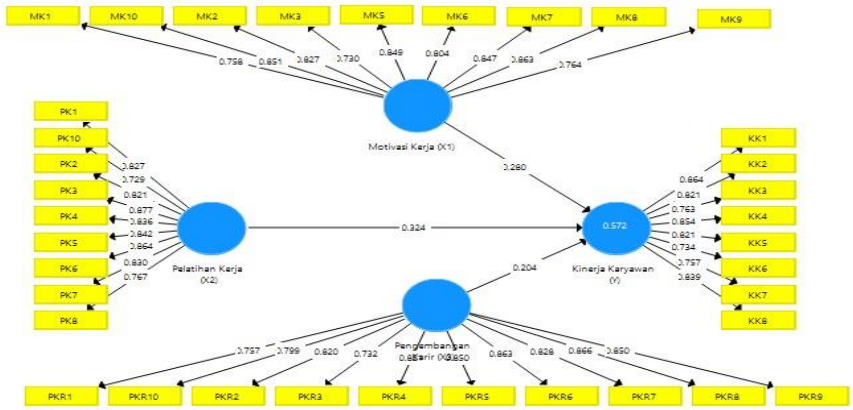

Figure 2 Inner Model Schematic

4.2. Hypotheses testing

The analysis of the hypotheses provides significant insights into the relationships between various factors and employee performance. The results of the first hypothesis test indicate the influence of Work Motivation on Employee Performance, revealing an Original Sample value of 0.280, a T-statistic value of 1.512, and a P-value of 0.131, which suggests rejection of the hypothesis. This implies that while applying work motivation is expected to enhance employee performance, the findings indicate that it does not significantly and positively affect employee performance.

In contrast, the results of the second hypothesis test concerning Job Training on Employee Performance show an Original Sample value of 0.324, a T-statistic value of 2.422, and a P-value of 0.016. These results indicate acceptance of the hypothesis, suggesting that implementing Job Training positively influences Employee Performance. This finding underscores the importance of practical job training programs in enhancing employee capabilities and overall performance.

Lastly, the results of the third hypothesis test regarding Career Development on Employee Performance present an Original Sample value of 0.204, a T-Statistic value of 1.087, and a P-value of 0.278, leading to the rejection of the hypothesis. This indicates that insufficient Career Development opportunities negatively impact Employee Performance, highlighting the need for organizations to invest in career development initiatives to foster employee growth and performance.

Table 8. T-Statistic and P-Value Results

Hypothesis	Influence	*Original Sample*	*T-Statistics*	*P-Values*	Results
H1	Work Motivation -> Employee Performance	0.280	1,512	0.131	Rejected
H2	Job Training -> Employee Performance	0.324	2.422	0.016	Accepted
H3	Career Development -> Employee Performance	0.204	1,087	0.278	Rejected

Source: Processed Research Data (2024)

4.2. Discussion

The findings of the Telmulan research indicate that work motivation does not significantly impact employee performance at PT HAA, with an Original Sample value of 0.280, a T-statistic of 1.512, and a P-value of 0.131. This suggests that employees possess the necessary potential and responsibility to fulfill their duties without additional motivation. This finding aligns with the research conducted by Wiryang et al. (2019), which similarly concluded that motivation does not affect employee performance.

In contrast, the second hypothesis, which explored the impact of job training on employee performance, yielded more positive results. The Keldula hypothesis was accepted, revealing an Original Sample value of 0.324, a T-statistic of 2.422, and a P-value of 0.016. This indicates a significant and positive effect of job training on employee performance at PT HAA. The interpretation of these results suggests that enhancing job training correlates with improved employee performance, reinforcing the notion that companies must invest in the quality of their workforce. This finding is consistent with the research by The Last Supper (2020), which also highlighted the importance of job training in boosting employee performance.

Finally, the third hypothesis assessed the role of career development in influencing employee performance. The results led to the rejection of this hypothesis, with an Original Sample value of 0.204, a T-statistic of 1.087, and a P-value of 0.278. This outcome indicates that career development does not significantly affect employee performance at PT HAA, corroborating the findings of Rozy (2021), which similarly found no influence of career development on performance. This suggests that career development may not be a critical factor in enhancing organizational employee performance.

In summary, while work motivation and career development have a limited impact on employee performance, the significance of job training cannot be overlooked. This highlights the need for organizations to prioritize effective training programs to foster employee growth and productivity.

5. Conclusion

In conclusion, the findings indicate that work motivation does not significantly and positively influence employee performance at PT HAA. This suggests that employees may not prioritize motivation within the company. Conversely, job training significantly and positively impacts employee performance, highlighting the importance of effective training programs that enable employees to enhance their work efficiency and task completion. However, career development does not significantly influence employee performance, indicating that it is not a primary focus for PT HAA employees.

To address these issues, the company needs to enhance work motivation by providing verbal encouragement and improving the quality of company facilities, which can foster a more enthusiastic work environment. Additionally, the company should continuously upgrade job training programs, ensuring that they meet the needs of employees, including considerations for lunch menu variations and portion sizes to maintain satisfaction. Furthermore, to bolster career development, the organization should implement career planning initiatives and offer valuable guidance to employees, facilitating their professional growth. Lastly, to improve overall employee performance, the company should establish

clear rules and enforce them through rewards and punishments, motivating employees to strive for excellence in their roles.

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Additional information

Authors and Afliations

Zefanya Martua
Sekolah Tinggi Ilmu Ekonomi Indonesia Jakarta
Email: Zefanyamartua@gmail.com

Meita Pragiwani
Sekolah Tinggi Ilmu Ekonomi Indonesia Jakarta