



# **TRAINING AND CAREER DEVELOPMENT AS DETERMINANTS OF EMPLOYEE PERFORMANCE: THE MEDIATING ROLE OF MOTIVATION AT SMKN 1 MERANTI**

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## **ABSTRACT**

This study was conducted with the aim of understanding the extent to which Training and Career Development influence employee performance, by considering the role of Motivation as an intervening variable. The object of the study focused on permanent employees at SMKN 1 Meranti, with a population of 42 people. Given the limited population, this study used a saturated sampling technique, where all members of the population were used as research samples. Data collection was carried out through questionnaires as the main instrument to obtain primary data, as well as documentation studies to access secondary data. The collected data were then analyzed quantitatively using SPSS software version 25. The analysis techniques used included the t-test, Sobel test, and path analysis to examine direct and indirect relationships between variables. The results of the study showed that there was a positive and significant influence between Training on employee motivation. A similar thing was also found in the relationship between Career Development and Motivation, where improvements in career development also had a significant impact on increasing work motivation. In addition, Training was proven to have a positive and significant influence on employee performance, as well as Career Development which had a direct impact on increasing performance. Motivation was also proven to be a significant factor in influencing performance. Furthermore, the results of the analysis show that Training and Career Development also indirectly influence Performance through Motivation as an intervening variable.



**Keywords:** Performance, Motivation, Career Development, and Training.

## **INTRODUCTION**

In an era of increasingly fierce competition in the world of education, the success of an institution is determined not only by its facilities and infrastructure but also by the quality of its human resources. Employees, both teaching and non-teaching staff, play a strategic role in supporting the achievement of educational institutions' goals. Therefore, improving employee performance is a primary focus in human resource management within schools.

One way to improve employee performance is through training and career development. Appropriate training can enhance employees' knowledge, skills, and work attitudes, enabling them to perform their duties more effectively and efficiently. Meanwhile, career development provides opportunities for employees to grow and develop professionally, which in turn can boost work morale and loyalty to the institution.

However, training and career development will not have maximum impact if not accompanied by strong work motivation. Motivation is an internal factor that drives someone to work better and achieve predetermined performance targets. In this context, motivation can act as an intervening variable, bridging the influence of training and career development on improving employee performance.

As a growing vocational education institution, SMKN 1 Meranti also faces challenges in improving the quality of its employees. It is important to understand how the training and career development provided to employees impacts their performance, and the extent to which work motivation mediates this relationship.

Based on this background, this study was conducted to examine and analyze the influence of training and career development on employee performance, with motivation as an intervening variable at SMKN 1 Meranti.

## **LITERATURE REVIEW**

### **1. Performance**



Experts in the field of human resource management and organizational behavior have provided various definitions of performance, usually emphasizing the achievement of work results in terms of both quantity and quality, and influenced by factors such as motivation, ability, and opportunity.

According to Mangkunegara (2006), performance is the work results of an employee which are assessed based on the quality and quantity of task execution in accordance with the responsibilities given. This definition is similar to that quoted by Bambang Kusriyanto and AA Anwar Prabu Mangkunegara, who emphasize that performance is a comparison of work results achieved with established standards or responsibilities.

In Robbins' (1996) view, performance is interpreted as a function of motivation, ability, and opportunity ( $\text{Performance} = f(A \times M \times O)$ ) — illustrating that performance is not only about results, but also behavior and internal and external conditions that support the achievement of work performance.

Additionally, Mwitwa (2000) describes performance as everything related to the execution of work and the achievement of results. Performance is a multidimensional construct, highly dependent on various influencing factors, and closely related to the organization's strategic objectives, customer satisfaction, and economic contribution.

## **1.2 Training**

Training in the realm of human resource management has been broadly defined by various researchers as a series of planned efforts to improve employee capabilities through a learning process focused on work.

Meanwhile, Dessler (with various editions between 1997 and 2006) defines training as a series of actions designed to teach skills to employees—both new and existing—so that they are able to perform their jobs well.

More modernly, Noe, Hollenbeck, Gerhart & Wright (2003) emphasize that training is a planned effort to facilitate employee learning of knowledge, skills, and behaviors related to their jobs.

In addition, Wilson Bangun (2012) explains training as the process of maintaining or improving employee skills to produce more effective work.



Overall, training is described as a systematic and planned process for developing employee knowledge, skills, and attitudes focused on current job requirements. Training is considered a strategic effort to improve employee effectiveness, efficiency, and performance in order to achieve organizational goals. Experts agree that this activity is practical (prioritizing direct application), conducted over a relatively short period of time, and designed to enhance capabilities in specific tasks.

### **1.3 Career Development**

Career development is a key concept in human resource management that emphasizes systematic efforts to improve the quality and role of employees within an organization. Generally, career development involves developing career plans, developing competencies, and providing organizational support for individuals to grow professionally.

According to Veithzal Rivai (2004/2014), career development is "the process of improving an individual's work abilities in order to achieve a desired career." This statement emphasizes the importance of personal and professional growth as the core of career development.

From Hasibuan's perspective (in Lestari, 2015), career development is a formal and ongoing effort to improve employees' technical, theoretical, conceptual, and moral abilities through education and training. This view suggests that career development involves not only job promotions but also overall competency improvement.

From these various perspectives, it can be concluded that career development is a planned process involving collaboration between individuals and organizations to improve the quality of human resources. This process is long-term and strategic, and is a crucial factor in creating employees who are not only technically competent but also oriented toward achieving organizational goals.

### **1.4 Motivation**



Motivation is a fundamental element in understanding human behavior, particularly in the context of organizations and the workplace. Without motivation, it is difficult for a person to optimally direct their energies toward achieving specific goals. Therefore, researchers have long paid significant attention to the concept of motivation, from psychological, managerial, and sociological perspectives.

In general, motivation is seen as a driving force that arises from within a person or from the external environment, directing, encouraging, and sustaining individual behavior in achieving goals. In a more detailed definition, McDonald (1959) describes motivation as a change in energy within a person characterized by the emergence of feelings and reactions to achieve a goal. This definition emphasizes that motivation is a dynamic process involving the emotional and psychological aspects of an individual.

In an organizational context, Robbins (2008) defines motivation as a process that explains an individual's intensity, direction, and persistence in achieving goals. According to him, a person is said to be motivated if they demonstrate high levels of effort, have a clear sense of direction, and are able to maintain their efforts over a period of time. This definition is relevant in the workplace, where employee performance is largely determined by their level of motivation.

Meanwhile, Uno (2007) distinguishes motivation into two types: intrinsic and extrinsic. Intrinsic motivation originates from within the individual, such as the desire to achieve or develop oneself, while extrinsic motivation comes from outside the individual, such as rewards, recognition, or a supportive work environment. Both play an important role in motivating someone to act productively.

From these various perspectives, it can be concluded that motivation is a complex process involving interacting internal and external factors. Motivation is not only the initial trigger for action but also determines how persistent and consistent a person is in achieving their goals. In an organizational context, motivation is a crucial variable that bridges the gap between individual effort and desired work outcomes.

By understanding various theories and definitions of motivation according to experts, organizations are expected to be able to design appropriate strategies to increase employee work



enthusiasm, while creating a work environment that is conducive to professional growth and the achievement of shared goals.

## METHODS

The approach in this research is to use an associative approach, an associative approach is an approach to find out that there is a relationship or influence between the two variables (independent variables and dependent variables). In this research, the independent variable X1 is Training, X2 is Career Development, Z is Motivation and the dependent variable Y is Performance.

- **Population and Sample**

According to Sugiyono (2018), a sample is a portion of a population that represents the characteristics of that population. Given the relatively small population size of this study, a saturated sampling technique was used, which involves sampling all members of the population. Therefore, the sample size for this study was 42 individuals.

- **Data collection technique**

The data in this study were collected in two ways, namely through questionnaires given to employees as a primary data source, as well as documentation studies which included collecting data and documents from related agencies as supporting data.

## RESULTS

### Path Analysis of Sub Model

Test Results *Model Summary* Sub Model

#### Model Summary

Model	R	R Square	Adjusted R-Square	Standard Error of the Estimate
1	.655a	.429	.384	.922

a. Predictors: (Constant), Motivation, Career Development, Training



Based on the results of the regression analysis, a correlation coefficient (R) value of 0.655 was obtained, indicating a fairly strong relationship between the independent variables, namely Training, Career Development, and Motivation, with the dependent variable, namely Performance. The R Square value of 0.429 indicates that approximately 42.9% of the variation in performance can be explained by the three variables together. Meanwhile, the Adjusted R Square value of 0.384 indicates that after considering the number of variables and sample size, approximately 38.4% of changes in performance can be predicted with this model. The standard error of the estimate of 0.922 indicates the average deviation of the model's predictions from the actual data.

### Sobel Test

Sobel Test Results

Variable	Unstandardize d	Std. Error	Test Statisti cs	Std. Error	P- Value
Training on Motivation	0.190	0.057	1,982	0.054	0.049
Motivation for Performance	0.536	0.235			
Career Development on Motivation	0.257	0.066	1,978	0.069	0.048
Motivation for Performance	0.536	0.235			

Source: Data Processed With *Calculation for the Sobel Test* , 2025

Based on the test results using the Sobel Test, it was found that the Training variable has a significant effect on Motivation with an unstandardized coefficient value of 0.190 and a p-value of 0.049, which is below the 0.05 significance level. This indicates that training provided to employees can positively and significantly increase their work motivation. The test statistic value of 1.982 with a standard error of 0.054 supports this conclusion.

Furthermore, Career Development was also shown to have a significant effect on Motivation, with a coefficient of 0.257, a p-value of 0.048, and a test statistic of 1.978. This indicates that the better the career development provided, the higher the employee's motivation at work.

Meanwhile, the Motivation variable significantly influences Performance, with a coefficient value of 0.536 and a standard error of 0.235. These results indicate that motivation plays a significant role in driving improved employee performance.



Thus, the results of this test prove that motivation plays a significant role as an intervening variable in the relationship between training and career development and employee performance.

## **DISCUSSION**

### **1. The Effect of Training on Motivation**

Training plays a crucial role in enhancing employee motivation. Several previous researchers have argued that training not only serves as a means to improve technical skills but also as a motivating factor that can inspire employee enthusiasm and drive in carrying out their duties. Mangkunegara (2005) states that effective training can improve work skills and foster positive attitudes that directly impact individual motivation. Similarly, Sutrisno (2010) explains that well-designed training provides a deeper understanding of the job, leading to increased employee confidence and motivation to achieve higher performance.

Furthermore, according to Hasibuan (2003), training is a form of human resource investment that can increase employee intrinsic motivation. With appropriate training, employees will feel valued and valued by the organization, which ultimately fosters a sense of responsibility and a desire to contribute their best. This is reinforced by Rivai's (2009) findings, which state that training is positively correlated with increased work motivation because it can create a sense of accomplishment and opportunities for self-development.

Thus, it can be concluded that training that is implemented in a planned, structured, and relevant manner to job needs has been proven to have a positive impact on increasing employee work motivation. The higher the quality of the training provided, the greater the motivation generated within employees to perform optimally.

### **2. The Influence of Career Development on Motivation**

Career development plays a crucial role in building employee motivation. According to Simamora (2006), career development provides clarity on the future direction of an organization, thereby enhancing individual motivation. Hasibuan (2007) also emphasized that opportunities for promotion and skill development will foster higher work morale. Similarly, Rivai (2009) stated that career development creates a sense of belonging to the organization because employees feel valued and trusted to advance. Furthermore, Veithzal and Sagala (2011) explained that planned career development encourages employees to continuously learn and develop, thus directly



increasing work motivation. Therefore, it can be concluded that the better the career development program provided, the higher the motivation demonstrated by employees in carrying out their duties.

### **3. The Effect of Training on Performance**

Training plays a crucial role in improving employee performance. According to Sastrohadiwiryo (2002), training is a structured process aimed at improving technical skills and work efficiency. Simamora (2006) adds that appropriate training will help employees better understand their duties and responsibilities, thereby increasing work productivity. Similarly, Mangkunegara (2011) explains that effective training can help employees work more efficiently and achieve work targets optimally. Nawawi (2005) also emphasizes that ongoing training has a positive impact on improving employee skills and work outcomes. Therefore, training provided systematically and relevant to job needs has been shown to improve individual performance within an organization.

### **4. The Influence of Career Development on Performance**

Career development plays a crucial role in improving employee performance. Simamora (2006) states that career development provides clarity of direction and work goals, thus encouraging employees to perform optimally. Hasibuan (2007) adds that career development programs can increase work enthusiasm and loyalty because employees feel valued and cared for by the organization's future. Meanwhile, Rivai (2009) states that planned career development strengthens employee competencies, enabling them to adapt and achieve better work results. Mangkunegara (2011) also emphasizes that a work environment that supports career growth will create more productive and responsible employees. Therefore, career development has a significant impact on employee performance within an organization.

### **5. The Influence of Motivation on Performance**

Motivation is a major factor influencing employee performance in an organization. Robbins (2008) explains that motivation is the driving force that determines the intensity, direction, and persistence of a person's work. Motivated employees tend to work harder and produce better performance.



Hasibuan (2007) adds that motivation increases employee enthusiasm and commitment in completing their tasks. Luthans (2006) also emphasizes that motivation plays a crucial role in increasing work productivity. Similarly, Gibson, Ivancevich, and Donnelly (1997) state that motivation influences work attitudes and behaviors, which positively impact the achievement of organizational goals. Thus, motivation has been shown to have a significant influence on improving employee performance.

#### **6. The Effect of Training on Performance through Motivation**

Training plays a crucial role in improving employee performance, not only directly but also through increased work motivation. Noe (2010) states that effective training can improve both employee skills and self-confidence, thus triggering higher motivation at work. Ivancevich, Konopaske, and Matteson (2008) add that training tailored to employee needs can foster a sense of satisfaction and emotional attachment, which are part of intrinsic motivation. Furthermore, Gibson et al. (1997) explain that training not only improves technical skills but also influences attitudes and motivation, which ultimately have a positive impact on performance. Thus, training contributes to improved performance through the role of motivation as an intervening variable.

#### **7. The Influence of Career Development on Performance through Motivation**

Career development not only directly impacts employee performance but also indirectly through increased work motivation. Simamora (2006) stated that career development provides hope and certainty for the future, thereby increasing employee motivation to work more optimally. Hasibuan (2007) added that career development increases satisfaction and self-confidence, which are part of intrinsic motivation that drives improved performance. Rivai (2009) also revealed that career development helps employees adapt to work changes, resulting in more effective performance. Mangkunegara (2011) emphasized that systematic career development can increase motivation, which is the main driver of achieving optimal performance. Thus, career development has a positive influence on performance through motivation as an intervening variable.

### **CONCLUSION**

This study shows that training and career development have a positive and significant influence on employee motivation at SMKN 1 Meranti. Both factors also contribute directly to improving



employee performance. Motivation acts as an intervening variable that strengthens the relationship between training and career development and performance. Therefore, effective training and career development are crucial for increasing motivation, which ultimately improves overall employee performance.

### LIMITATIONS

Based on the results of this study, it is recommended that SMKN 1 Meranti continue to improve the quality of training provided to employees on an ongoing basis, ensuring their competencies consistently align with job demands. Furthermore, career development needs to be clarified and facilitated effectively to ensure employees are highly motivated to develop and improve their performance. Motivation can also be enhanced through the provision of rewards and the creation of a supportive work environment.

For further research, it is recommended to expand the variables studied, such as incorporating leadership or organizational culture factors, and to use a more diverse research method for more comprehensive results. By implementing these suggestions, it is hoped that employee performance at SMKN 1 Meranti will improve significantly.

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