

THE EFFECT OF TRAINING AND CAREER DEVELOPMENT ON IMPROVING EMPLOYEE PERFORMANCE AT THE OFFICE OF THE PORT AUTHORITY AND PORT AUTHORITY CLASS III KUALA TANJUNG

Ika Ramadani¹⁾, Muhammad Haikal Khadafi²⁾, Aisyah Sirgear³⁾, Willy Cahyadi⁴⁾

¹²³⁴Manajemen, Sekolah Tinggi Ilmu Ekonomi Bina Karya Tebing Tinggi

Corresponding E-mail: ikaramadani384@gmail.com, Haikalkhadafi873@gmail.com

Received : 21 April 2025

Published : 30 June 2025

Revised : 30 April 2025

DOI : <https://doi.org/10.54443/ijebas.v5i3.3564>

Accepted : 16 May 2025

Link Publish : <https://radjapublika.com/index.php/IJEBAS>

Abstract

This study aims to determine the effect of training and career development on improving employee performance at the Kuala Tanjung Class III Harbormaster and Port Authority Office. The analytical methods used in this study include instrument testing, namely validity and reliability. Classical tests include normality, multicollinearity, heteroscedasticity, multiple linear regression analysis, coefficient of determination (R²) analysis, and hypothesis testing using the T-test and F-test. The results indicate that training has no effect on improving employee performance, career development does, and training and career development simultaneously influence employee performance.

Keywords: Training, Career Development, Performance Improvement

INTRODUCTION

In practice, human resource management plays a crucial role in the success of an organization in achieving its goals, including in the activities carried out by the Regional Financial and Revenue Management Agency. According to Mangkunegara (2017), human resource management is the planning, organization, coordination, implementation, and supervision of the procurement, development, remuneration, integration, and separation of labor in order to achieve organizational goals. The Kuala Tanjung Class III Harbormaster and Port Authority Office is one of the institutions that plays a crucial role in managing port activities in Indonesia. This institution's primary responsibility is to ensure the safety and security of shipping, regulate port operations, and provide services to port users. Furthermore, the office's primary functions include oversight of maritime activities, port administration management, and infrastructure development that supports the smooth operation of port activities. As a strategic coordination center, the Kuala Tanjung Class III Harbormaster and Port Authority Office is required to continuously improve the effectiveness and efficiency of its services, particularly given the challenges of globalization and technological developments in the maritime sector. Therefore, employee performance is a crucial concern. In theory (Smith, 2017), it states that "performance is output derived from processes, human otherwise." This means that performance is the result of a human process. The performance of employees at the Harbormaster's Office and Class III Kuala Tanjung Port Authority varies from individual to individual due to their different positions and duties. However, in this case, employees at the Harbormaster's Office and Class III Kuala Tanjung Port Authority have extensive work experience, which contributes to their high performance. Performance assessments at the Harbormaster's Office and Class III Kuala Tanjung Port Authority include two types: attendance (40%) and performance (60%). The following summarizes the average employee performance from September 2024 to February 2025:

Table 1.
Employee Performance Assessment
at the Harbormaster's Office and Class III Kuala Tanjung Port Authority

Month/Year	Average Performance Assessment Results	Average Attendance Results	Total
September 2024	59%	38%	97%
October 2024	58%	39%	97%
November 2024	58%	37%	95%
Desember 2024	57%	38%	95%
January 2025	56%	37%	93%
February 2025	56%	36%	92%

Table 1 shows that, based on the average summary of assessment results obtained by the Head of the Kuala Tanjung Class III Harbormaster and Port Authority Office from September 2024 to February 2025, the average employee performance decreased, as seen in the total percentage of work assessments and attendance. This decline in employee performance can be influenced by various factors, such as training. This is supported by research conducted by (Kosdianti et al., 2021) and (Widihartono & Ahmadi, 2025), which explains that training has a positive and significant impact on employee performance. The study explains that training conducted by an agency determines the competencies employees will possess in producing performance, thus significantly influencing employee performance. According to (Wibowo, 2016), training is a series of individual activities to systematically improve skills and knowledge so that they can perform professionally in their field. Observations at the Kuala Tanjung Class III Harbormaster and Port Authority Office revealed various forms of training aimed at improving employee competency. These training programs are designed to address technical and managerial needs, as well as the development of soft skills relevant to job demands in the port sector, including training on maritime safety, goods and services, ship reassurance, and others. However, based on the number of employees participating in each training activity, less than 50% of the total employees at the Kuala Tanjung Class III Harbormaster and Port Authority Office participated, resulting in suboptimal employee performance.

In addition to training, which influences employee performance, another factor that can influence performance is career development. This is supported by research conducted by (Erlangga, 2025) and (Maulana et al., 2024), which shows that career development provided to employees can influence employee performance. According to (Edy, 2016), career development is personal improvement undertaken to achieve a career plan. At the Kuala Tanjung Class III Harbormaster and Port Authority Office, career development is a form of development that employees can undertake. In the career development that will be carried out, employees are required to fulfill some of the requirements, including having a skills certification, a level of education that meets the criteria, and having to fulfill a work period of 4 years to get a promotion or rank. So with this timeframe, employees do not have high work motivation to produce good performance. To ensure this, the researcher conducted further research with the title *The Effect of Training and Career Development on Improving Employee Performance at the Class III Kuala Tanjung Harbormaster and Port Authority Office*.

LITERATURE REVIEW

Performance

According to (Stephen, 2015), performance is the end result of an activity. This definition means that performance is the final outcome of an activity. (Smith, 2017) states that "performance is output derived from processes, human otherwise," meaning performance is the result of a process carried out by humans. (Hasibuan, 2020) states that performance means both behavior and behavioral outcomes derived from the actor and transforms performance from abstraction to action. It is not merely an instrument for achieving results; behavior is also the result in itself, both the product of mental and physical effort applied to a task and can be assessed from the results. Based on expert views, it can be concluded that performance is a periodic assessment of the value of an individual who is in a position to observe or assess their work performance. According to (Smith, 2017), there are five indicators for measuring individual employee performance:

- 1) Work quality, which is the employee's perception of the quality of work produced and the perfection of the task in relation to the employee's skills and abilities.

- 2) Quantity, which is the amount produced, expressed in terms such as the number of units or the number of activity cycles completed.
- 3) Timeliness, which is the degree to which activities are completed at the stated start time, in terms of coordination with output results and maximizing the time available for other activities.
- 4) Independence, which is the degree to which an employee will be able to carry out their work functions. Work Commitment, which is the degree to which an employee has a work commitment to the agency and a sense of responsibility to the office.

Training

Employee training is the process of teaching specific knowledge, skills, and attitudes to employees to become more skilled and capable of carrying out their responsibilities effectively. According to (Wibowo, 2016), training is a series of individual activities to systematically improve skills and knowledge, enabling them to perform professionally in their field. Meanwhile, according to (Sinambela, 2016), education and training are crucial factors in human resource development. Education and training not only increase knowledge but also enhance work skills, thereby increasing work productivity. (Priansa, 2017) views training as an effort to improve an employee's knowledge and skills to implement specific work activities. Based on the opinions of several experts, it can be concluded that training aims to improve employee capabilities, consisting of several indicators: knowledge, skills, and psychomotor skills, to help achieve the goals of a job or organization. According to Dessler (2020), training is divided into five indicators, as follows:

- 1) Instructors. Given that training is generally oriented toward skill development, trainers selected to deliver training materials must possess adequate qualifications in their respective fields, be professional, and competent.
- 2) Training Participants. Training participants must be selected based on specific requirements and appropriate qualifications.
- 3) Methods. Training methods will ensure effective human resource training activities if they are appropriate to the type of material and the abilities of the training participants.
- 4) Materials. Human resource training consists of materials or curriculum that align with the company's human resource training objectives.
- 5) Training Objectives. Training requires defined objectives, particularly those related to the development of an action plan and the establishment of targets, as well as the expected outcomes of the training.

Career Development

According to (Ardana, I Komang, Ni Wayan Mujiati, 2018), career development is the personal development undertaken by an individual to achieve a career plan and the development undertaken by the personnel department to achieve a work plan in accordance with the organizational path or level. Meanwhile, according to (Sunyoto & Admojo, 2015), career development is the personal development undertaken by an individual to achieve a career plan and the development undertaken by the personnel department to achieve a work plan in accordance with the organizational path or level. According to (Edy, 2016), career development is the personal development undertaken to achieve a career plan. Based on expert opinion, it can be concluded that career development is a process of improving and enhancing an employee's abilities to achieve their career goals and objectives within the company. Career development is the responsibility of an organization that prepares its employees with specific qualifications and experience so that when needed, the company will have employees with certain qualifications. Busro stated that every employee or organization can undertake career development to motivate themselves to perform optimally. The career development indicators referred to by Busro (2018) are as follows:

- 1) Organizational policy is the most dominant factor influencing an employee's career development within the company. Company policy determines whether or not career development occurs within the company.
- 2) Work performance is a crucial part of an employee's career development. Employees with good work performance within the company typically receive promotions, as work performance is one of the benchmarks for organizations in career development.
- 3) Educational background is one of the benchmarks used by companies to advance an employee's career. The higher an employee's educational background, the greater the prospect of career advancement. Conversely, the lower an employee's educational level, the more difficult it is for them to achieve career development.
- 4) Work experience is a crucial part of career development, useful for contributing in various job positions.

- 5) Loyalty to the organization is the level of loyalty an employee has to the company. The longer an employee has worked for the company, the higher their loyalty. Loyalty is also useful for reducing employee turnover.

METHOD

The research method used in this study was quantitative. Quantitative research, as stated by (Sugiyono, 2019), is a research method based on the philosophy of positivism, used to study specific populations or samples. Data collection uses research instruments, and data analysis is quantitative/statistical, with the aim of testing predetermined hypotheses. This research was conducted by the Kuala Tanjung Class III Harbormaster and Port Authority Office. Data collection techniques used in this study included interviews, questionnaires, and literature review.

The population of this study was 53 employees at the Kuala Tanjung Class III Harbormaster and Port Authority Office. According to (Arikunto, 2020), a sample is a portion or representative of the population being studied. According to (Arikunto, 2020), if the sample size is less than 100, all subjects should be taken. Therefore, the total population used in this study was 53. The sample was drawn using a saturated sampling method, comprising all 53 employees of the Kuala Tanjung Class III Harbormaster and Port Authority Office. Data processing in this study used SPSS 25 with the following analysis techniques:

- a. Classical Assumption Test

Multiple linear regression testing can be conducted after the research model meets the requirements, namely, it passes the classical assumptions. These requirements include the data being normally distributed and free from multicollinearity and heteroscedasticity. Therefore, before conducting multiple linear regression testing, it is necessary to first conduct classical assumption testing. These classical assumption tests consist of normality, multicollinearity, and heteroscedasticity.

- b. Multiple Linear Regression Analysis

Multiple Linear Regression Analysis is used to measure the influence of more than one independent variable on the dependent variable.

- c. Hypothesis Testing

After obtaining the regression equation, hypothesis testing is necessary to determine whether the regression coefficient is significant. Hypothesis testing is then performed using the t-test (partial) and F-test (simultaneous).

t-Test

The t-test is intended to determine the level of significance of the influence of each independent variable on the dependent variable, assuming the other independent variables remain unchanged. According to Sugiyono (2019), the criteria used are as follows:

- 1) If the calculated t-value $>$ t-table, it can be concluded that the independent variables have a significant influence on the dependent variable.
- 2) If the calculated t-value $<$ t-table, it can be concluded that the independent variables do not have a significant influence on the dependent variable.

F-Test

This test is conducted using the parameter b test (correlation test) using the F-statistic. To test the effect of independent variables simultaneously on the dependent variable, the F-test is used. For the F-test, the criteria used are:

- 1) The hypothesis is accepted if the calculated F-value $>$ F-table, meaning that the independent variables together have a significant influence on the dependent variable.
- 2) The hypothesis is rejected if F count $<$ F table, meaning that the independent variables together do not have a significant effect on the dependent variable.

RESULTS AND DISCUSSION

RESULTS

Instrument Testing

Measuring instruments in research are commonly called research instruments. According to Sugiyono (2015), a research instrument is a tool used to measure observed natural or social phenomena. Instrument testing is conducted using two tests: validity and reliability. The results of the data processing indicate that all statements in the employee performance and health and safety variables have calculated r-values greater than the table r-values, and Cronbach's alpha values greater than 0.6. Therefore, the questionnaire used in this study is valid and reliable.

Classical Assumption Test

Multiple linear regression testing can be conducted after the research model meets the requirements, namely, passing the classical assumptions. The requirements are that the data must be normally distributed, free from multicollinearity, and heteroscedasticity. The results of the data processing for the normality test obtained significance values (Monte Carlo Sig.) for all variables greater than 0.05, thus, with the significance value (Monte Carlo Sig.), it can be concluded that the data is normally distributed. Furthermore, the multicollinearity test revealed that the tolerance values for the training and career development variables were all greater than 0.10, while the VIF values for training and career development were all less than 10. Based on the calculation results above, it can be seen that the tolerance values for all independent variables are greater than 0.10, and the VIF values for all independent variables are also less than 10, indicating no correlation between the independent variables. Therefore, it can be concluded that there is no multicollinearity among the independent variables in the regression model. The heteroscedasticity test aims to determine whether the regression model exhibits unequal variances from one observation to another. A good regression model is one that exhibits homoscedasticity, or the absence of heteroscedasticity. One way to detect the presence or absence of heteroscedasticity is the Glejser test. The significance values for the training and career development variables are both greater than 0.050, thus concluding that there is no evidence of heteroscedasticity.

Multiple Linear Regression

Multiple linear regression testing explains the role of more than one independent variable on the dependent variable. Data analysis in this study used multiple linear regression analysis using SPSS 25.00 for Windows. The analysis of each variable is explained in the following description:

Tabel 2
Multiple Linear Regression
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	7.701	2.138	
Training	.067	.113	.080
Career Development	.364	.090	.548

a. Dependent Variable: Performance

Based on these results, the multiple linear regression equation has the formulation: $Y = a + b_1X_1 + b_2X_2 + \epsilon$, so that the equation obtained is: $Y = 7.701 + 0.067X_1 + 0.364X_2 + \epsilon$

Coefficient of Determination (R²)

The coefficient of determination is used to determine the extent to which the independent variable contributes to the dependent variable. The higher the coefficient of determination, the better the independent variable's ability to explain the dependent variable. If the coefficient of determination (R²) is greater (approaching 1), it can be said that the independent variable has a significant influence on the dependent variable. The value used to determine the coefficient of determination in this study is the adjusted R-square column. This is because the adjusted R-square value is not susceptible to additional independent variables. The coefficient of determination values can be seen in Table 3 below:

Table 3
Coefficient of Determination
Model Summary^b

Model	R	R Square	Adjusted R Square
1	.595 ^a	.354	.328

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

b. Dependent Variable: Performance

Based on Table 3, the adjusted R-square value is 0.328, or 32.8%. This indicates that the training and career development variables can explain 32.8% of the performance variable, with the remaining 67.2% (100% - 32.8%) explained by other variables outside this research model, such as compensation, facilities, and workload.

t-Test (Partial)

The t-statistic test is also known as the individual significance test. This test indicates the extent of the partial influence of the independent variable on the dependent variable. In this study, partial hypothesis testing was conducted on each independent variable, as shown in Table 6 below:

Table 4. Partial Test (t)
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	7.701	2.138		3.602	.001
Training	.067	.113	.080	.592	.557
Career Development	.364	.090	.548	4.042	.000

a. Dependent Variable: Performance

a. Hypothesis Testing the Effect of Training on Performance

Table 4 shows a t-test of 0.592. With $\alpha = 5\%$, t-table (5%; n-k = 51), a t-table value of 1.996 is obtained. From this description, it can be seen that t-test 0.592 < t-table 1.996, and the significance value of 0.557 > 0.05. Therefore, it can be concluded that the first hypothesis is rejected, meaning that the training variable influences the performance variable.

b. Hypothesis Testing the Effect of Career Development on Performance

Table 4 shows a t-value of 4.042. With $\alpha = 5\%$, t-table (5%; n-k = 51), a t-table value of 1.996 is obtained. From this description, it can be seen that t-value 4.042 > t-table 1.996, and with a significance value of 0.000 < 0.05, it can be concluded that the second hypothesis is accepted, meaning that the career development variable influences the performance variable.

F-Test (Simultaneous)

This test essentially indicates whether all independent variables included in the model have a joint effect on the dependent variable. The results of the F-test can be seen in Table 5 below:

Table 5. Simultaneous Test Results (F)
ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	63.535	2	31.768	13.718	.000 ^b
Residual	115.785	50	2.316		
Total	179.321	52			

a. Dependent Variable: Performance

b. Predictors: (Constant), Career Development, Training

From table 5, the F count value is 13.718. With $\alpha = 5\%$, numerator df: k, denominator df: n-k-1 (5%; Df1: 2; Df2: 50), the F table value is 3.13. From this description, it can be seen that F count 13.718 > F table 3.13, and the

significance value is $0.000 < 0.05$, so it can be concluded that the third hypothesis is accepted, meaning that the training variable and career development variable have a joint (simultaneous) effect on the performance variable.

DISCUSSION

1. Training Has No Impact on Performance

Based on the analysis of the first hypothesis, it was found that training had no significant effect on employee performance. This indicates that although the company has provided training, it has not been able to directly improve employee performance in the context of daily tasks. This ineffectiveness can be caused by several factors, such as a lack of relevance of the training material to job requirements, inappropriate methods, or training that is not supported by a follow-up evaluation system. According to Wibowo (2016), training should be a systematic activity aimed at improving skills and knowledge so that employees can work professionally in their fields. Meanwhile, according to Dessler (2020), good training must consider five important indicators: instructor, trainee, method, material, and training objectives. If any of these components are not met, the training results will not be optimal. In this context, the failure of training to improve performance could be due to a lack of planning and supervision of the training implementation itself. These research findings align with research conducted by Widihartono & Ahmadi (2025), which also highlighted that in the digital era, training needs to be adapted to technological developments and the latest skills requirements. If training materials remain conventional, it will be difficult to influence work output based on modern performance targets such as quality, quantity, work speed, and independence. Although training is an important part of HR management, a mismatch between training and employees' actual work needs can prevent training from directly impacting performance improvement.

2. Career Development Affects Performance

The analysis of the second hypothesis shows that career development has a positive effect on employee performance. This means that the better the career development program implemented by the organization, the higher the level of employee performance. When employees perceive opportunities for promotion, further training, or recognition for achievements, they are more motivated to work optimally and responsibly. According to Ardana et al. (2018), career development is personal growth to achieve career plans. This aligns with Sunyoto & Admojo (2015), who stated that career development involves the organization's role in preparing human resources according to job level. In other words, career development is not only the responsibility of the individual, but also the organization's responsibility in creating promotion, training, and performance appraisal systems. These results are supported by research by Erlangga (2025), who concluded that career development at PT Antika Anggrek Indonesia significantly contributed to improving employee performance. Furthermore, research by Maulana et al. (2024) also showed that effective career development increases motivation and performance because employees feel their future is being considered.

3. Training and Career Development Simultaneously Impact Performance

The analysis of the third hypothesis indicates that training and career development simultaneously impact employee performance. This means that if both are implemented synergistically and consistently, their impact on performance improvement will be stronger. Training builds technical competencies, while career development provides long-term direction and goals. The combination of the two creates competent and motivated human resources. According to Wibowo (2016) and Priansa (2017), training is a means to improve skills and work abilities, while Ardana et al. (2018) and Busro (2018) state that career development is a strategic process that strengthens employee loyalty and productivity. When training is conducted regularly and accompanied by clear career opportunities, employees are more likely to demonstrate optimal performance. These results align with research by Widihartono & Ahmadi (2025) and Erlangga (2025), which showed that training and career development together have a positive impact on performance. In practice, training provides employees with tools and skills, while career development provides them with motivation and direction. According to Smith (2017), performance is influenced not only by technical skills but also by work commitment, punctuality, and quantity of output. These two variables support all of these aspects: training improves work quality and efficiency, while career development strengthens independence and commitment.

CONCLUSION

Based on the results of the study, entitled "The Effect of Training and Career Development on Improving Employee Performance at the Kuala Tanjung Class III Harbormaster and Port Authority Office," the following findings were obtained:

1. Training has no effect on improving employee performance at the Kuala Tanjung Class III Harbormaster and Port Authority Office.
2. Career development has an effect on improving employee performance at the Kuala Tanjung Class III Harbormaster and Port Authority Office.
3. Training and career development have a simultaneous effect on improving employee performance at the Kuala Tanjung Class III Harbormaster and Port Authority Office.

REFERENCES

- Ardana, I Komang, Ni Wayan Mujiati, I. W. M. U. (2018). *Manajemen Sumber Daya Manusia*, Edisi Ke Tiga. In Penerbit : Graha Ilmu, Yogyakarta.
- Arikunto, S. (2020). *Prosedur penelitian suatu pendekatan praktik*, Edisi 3. In Penerbit : Rineka Cipta, Jakarta.
- Busro, M. (2018). *Teori-Teori Manajemen Sumber Daya Manusia*. Penerbit : Prenadameidia Group, Jakarta.
- Dessler, G. (2020). *Manajemen Sumber Daya Manusia*. Jakarta: Salemba. Empat.
- Donni Juni Priansa. (2017). *Komunikasi Pemasaran Terpadu Pada Era Media sosial*. CV Pustaka Setia.
- Edy, S. (2016). *Manajemen Sumber Daya Manusia*. Jakarta, Kencana Prenada Media Group.
- Erlangga, E. (2025). Pengaruh Career Development terhadap Performance Karyawan PT Antika Anggrek Indonesia. *Trending: Jurnal Manajemen Dan Ekonomi*, 3(1), 237–254.
- Hasibuan, M. S. (2020). *Manajemen Sumber Daya Manusia (PT. Bumi A)*.
- Kosdianti, L., Sunardi, D., & Ekonomi, F. (2021). Pengaruh Training terhadap Performance karyawan pada PT. Satria Piranti Perkasa di Kota Tangerang. *Jurnal Arastirma*, 1(1), 141–150.
- Mangkunegara, A. P. (2017). *Manajemen Sumber Daya Manusia Perusahaan*. Bandung : Remaja Rosdakarya.
- Maulana, R., Munizu, M., & Mustafa, F. (2024). Pengaruh Career Development dan komitmen organisasi terhadap Performance karyawan pada PT. Ciomas Adisatwa Maros. *Economics and Digital Business Review*, 5(1), 585–593.
- Robbins, S. P. (2018). *Perilaku Organisasi*. Penerbit Salemba Empat : Jakarta.
- Sinambela. (2016). *Manajemen Sumber Sumber Daya Manusia*. Penerbit : STIE YKPN, Yogyakarta.
- Smith. (2018). *Manajemen SDM dalam Organisasi Publik dan Bisnis*. Penerbit Alfabeta: Bandung.
- Sugiyono. (2019). *Metode Penelitian Kombinasi (Mix Methods)*. In Penerbit : Alfabeta, Bandung.
- Sunyoto, D., & Admojo, T. (2015). *Penelitian sumber daya manusia*. CAPS (Center of Academic Publishing Service).
- Wibowo. (2016). *Manajemen Performance*. Jakarta: Rajawali Pers.