

ANALYSIS OF TRAINING AND CAREER DEVELOPMENT ON NON-ASN PERFORMANCE ASSESSMENT WITH COMPETENCE AS A MODERATING VARIABLE MEDAN BARU DISTRICT

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Abstract

This study aims to analyze the influence of training and career development on the performance assessment of Non-Civil Servant (Non-ASN) employees in Medan Baru District, with competency as a moderating variable. This study was conducted to explore how much training and career development can influence the performance assessment of Non-ASN employees and how competency plays a role in strengthening the relationship between these variables. The method used in this study is quantitative with a Structural Equation Modeling (SEM) analysis approach using SmartPLS software. The sample of this study was 64 Non-ASN employees who are the population in Medan Baru District. The results of the study indicate that training has a positive and significant influence on the performance assessment of Non-ASN employees, as well as career development and competency which have a significant influence on performance assessment. Competence was also found to strengthen the relationship between training and performance assessment. However, career development does not have a significant effect on performance assessment that is strengthened by competency. This study provides an important contribution to human resource management in the public sector, particularly in the management of Non-ASN employees, by providing suggestions to improve the effectiveness of training and career development that are more relevant and focused on employee needs. It is hoped that the results of this study can strengthen human resource management policies in improving employee performance in the government sector.

Keywords: *Training, Career Development, Performance Appraisal, Competence*

INTRODUCTION

Human resources are the most important asset in any organization, including in government. Employee performance is one of the main indicators in achieving organizational goals. As demands for effective and efficient public services increase, the need to improve employee performance, including non-civil servant (Non-ASN) employees, becomes increasingly urgent. In this context, training and career development are crucial strategies for improving the capacity and performance of non-ASN employees. Training is a systematic process designed to improve employee knowledge, skills, and attitudes to support organizational tasks (Noe, 2020). Structured and relevant training can improve employee productivity and work quality. Career development, on the other hand, provides direction for employees in maximizing their potential through long-term planning that supports professional growth. According to Armstrong and Taylor (2023), career development is part of an HR management strategy that can encourage employee engagement and retention.

Non-civil servant employees have different characteristics from civil servant employees, particularly in terms of employment contract systems, career paths, and certainty of employment status. Therefore, attention to training and career development is crucial to ensure they remain productive and motivated. Several studies have shown that ongoing training and clear career development can improve perceptions of organizational justice and job satisfaction among non-civil servant employees (Putri & Nugroho, 2022). Rizky and Andika (2019) explain that career development must be carried out in a structured and targeted manner, taking into account both individual and organizational needs. Performance appraisals are a crucial tool for measuring individual contributions to achieving organizational goals. Objective, competency-based assessments provide constructive feedback and support further performance development. However, the effectiveness of training and career development on performance appraisals

can be influenced by employee competency. Competencies, which encompass knowledge, skills, and attitudes, significantly determine how training and career development translate into improved performance. According to Spencer and Spencer (2019), competency is a basic individual characteristic related to superior performance in a specific job. Competence acts as a moderating variable because it can strengthen or weaken the relationship between training, career development, and performance appraisal. Employees with high levels of competency are better able to absorb the benefits of training and apply them in their work. This aligns with findings by Prabowo and Sari (2021), who stated that competency is a key element in the effectiveness of training in improving the performance of public sector employees. Medan Baru District, as a government work unit in Medan City, faces unique challenges in managing non-civil servant employees. Their significant presence in public service functions demands serious attention in terms of capacity development and performance assessment. However, to date, there have been few empirical studies specifically analyzing the effect of training and career development on non-civil servant performance assessments, with competency as a moderating variable, particularly in the context of sub-district-level government. Therefore, this study aims to analyze the influence of training and career development on the performance assessment of non-civil servant employees, with competency as a moderating variable, in Medan Baru District. The results are expected to contribute to strengthening human resource management policies in the public sector, particularly in the management of non-civil servant employees.

Formulation of the problem

1. Does training have a positive and significant effect on the performance assessment of non-ASN employees? Medan Baru District?
2. Does career development have a positive and significant effect on the performance assessment of non-ASN in Medan Baru District?
3. Does competence have a positive and significant influence on the performance assessment of non-ASN in Medan Baru District??
4. Does training have a positive and significant effect on the performance assessment of non-ASN which is strengthened by competencies in Medan Baru District?
5. Does career development have a positive and significant influence on non-ASN performance assessments that are strengthened by competencies? Medan Baru District?

Research purposes

1. Fortesting and analyzing training for non-ASN performance assessments on Medan Baru District.
2. To test and analyze career development in relation to non-ASN performance assessments Medan Baru District
3. To test and analyze competencies for non-ASN performance assessments Medan Baru District.
4. To test and analyze training on non-ASN performance assessments that are strengthened by competencies in Medan Baru District.
5. To test and analyze career development against non-ASN performance assessments that are strengthened by competencies in Medan Baru District.

LITERATURE REVIEW

Theoretical Framework

1. Performance Assessment

a) Understanding Performance Assessment

Dessler (2020) "Performance appraisal is the process of evaluating an employee's current and/or past performance relative to his or her performance standards." (Performance appraisal is the process of evaluating an employee's current and/or past performance relative to established performance standards.

b) Factors Influencing Performance Appraisal

According to Dessler (2020) in his book Human Resource Management, several factors that influence performance appraisal include:

1) Organizational Goals and Performance Standards

Performance appraisal is heavily influenced by the extent to which organizational goals and performance standards have been clearly defined. Assessments are most effective when specific, measurable measures or indicators are in place.

2) Rater Competence

The quality of an assessment depends on the competence and objectivity of the supervisor or other person conducting the assessment. Untrained or biased assessors can produce inaccurate assessments.

- 3) **Assessment Methods Used**
The method used, such as a rating scale, checklist, or objective-based assessment (OBA), will influence the assessment results. Inappropriate methods can lead to inequities or misrepresent actual performance.
- 4) **Work Environment and Organizational Culture**
A supportive work environment, open to feedback, and an organizational culture that values performance will encourage more honest and constructive assessments.
- 5) **Communication between Assessor and Assessee**
According to Dessler, effective two-way communication between superiors and subordinates in the assessment process is very important so that the results do not cause conflict or misunderstanding.
- 6) **Reward and Consequence System**
Assessments will be influenced by what's at stake, for example, whether the assessment results directly impact promotions, bonuses, or further training. An incongruent reward system can impact motivation and assessment outcomes.

c) Performance Assessment Indicators

Commonly used indicators based on the Dessler approach include:

- 1) **Work Quality** – The level of accuracy, precision, and quality of work results.
- 2) **Quantity of Work** – The amount of work achieved in a given time.
- 3) **Punctuality** – The ability to complete tasks according to deadlines.
- 4) **Resource Use Efficiency** – How economically and effectively someone uses time, money, and materials.
- 5) **Teamwork** – The ability to work collaboratively with coworkers.
- 6) **Initiative and Creativity** – Efforts to find new ways to complete tasks.
- 7) **Responsibility** – Readiness to accept and carry out tasks well.

2. Competence

a) Understanding Competence

Armstrong (2021) "Competence refers to the ability to perform tasks effectively using knowledge, skills, and behaviors required in the role."

(Competence refers to the ability to perform tasks effectively using the knowledge, skills, and behaviors required in the role.)

b) Factors that influence Competence

According to Armstrong (2021) in his book *Armstrong's Handbook of Human Resource Management Practice* (15th Edition), factors that influence a person's competence include:

- 1) **education and training**
Formal education and job training directly influence the development of knowledge and skills, which are core components of competence.
- 2) **Work experience**
Practical experience helps individuals develop relevant work skills and attitudes, which are not always obtained from formal training.
- 3) **Work Environment and Organizational Culture**
An organizational culture that supports learning and innovation will strengthen competency development. An unsupportive work environment can limit an individual's potential.
- 4) **Personal Motivation and Attitude**
Individuals with a high motivation to develop will improve their competencies more quickly. Attitudes such as discipline, self-confidence, and responsibility are also highly influential.
- 5) **Leadership and Management Styles**
Effective leadership—for example, providing feedback, coaching, and mentoring—will accelerate employee competency improvement.
- 6) **Technology and Access to Information**
Technological developments provide new learning opportunities and influence the types of competencies required, especially in digital-based jobs.
- 7) **Performance Management System**
A fair and objective performance appraisal and development system will facilitate the identification and development of competencies needed by the organization.

c) IndicatorCompetence

Competency indicators according to Armstrong (2021):

1) Technical Competence

Indicator:

- Mastery of technical tasks or procedures
- Ability to use certain tools, systems, or software
- Ability to complete work according to professional standards

2) Functional Competence

Indicator:

- Understanding of work processes in certain fields
- Effectiveness in completing assigned job functions
- Ability to make decisions in the context of the task

3) Behavioral Competence

These are competencies that focus on the attitudes, values, and work behaviors required in an organization.

Indicator:

- Effective communication
- Teamwork
- Adaptability and flexibility
- Integrity and honesty
- Leadership (for managerial positions)

4) Managerial Competence

Indicator:

- Ability to manage a team
- Planning and decision making
- Staff delegation and empowerment
- Performance monitoring and evaluation

5) Intellectual Competence

Indicator:

- Analytical and problem solving skills
- Strategic and innovative thinking
- Critical learning and thinking skills

6) Personal Competence

Indicator:

- Discipline and personal responsibility
- Work motivation
- Resilience to stress (resilience)

3. Career Development

a) Understanding Career Development

Greenhaus, Callanan, & Godshalk (2020) "Career development refers to the lifelong series of activities (such as career planning) that contribute to a person's career exploration, establishment, success, and fulfillment."

Core: Career development is a lifelong process that includes planning, exploration, and achievement and satisfaction in a career.

b) Factors that influence career development

According to Greenhaus, Callanan, & Godshalk (2020) in the book "Career Management for Life", several factors that influence a person's career development include:

1) Individual Factors

- Personal values and interests
Influence career choices and job satisfaction.
- Skills and abilities
Determining a person's suitability for various positions and career paths.
- Personality (personality traits)

For example: proactive, self-confident, and resilient, which greatly influence long-term career development.

- Career motivation and aspirations
Be the main driver in achieving career goals.

2) Organizational Factors

- Organizational culture
Does the work environment support employee career growth?
- HR development policies
Training opportunities, job rotations, and formal career paths offered by the organization.
- Leadership style of superiors (leadership style)
Support from superiors can accelerate or hinder career advancement.

3) Social Factors

- Social support
From family, coworkers, and mentors are very important in career sustainability.
- Professional networks
Assists in career mobility, obtaining job opportunity information, and promotions.

4) External Environmental Factors

- Labor market conditions
Specific industry demands, globalization trends, and technology greatly influence career direction.
- Technological changes
Requires individuals to continuously update their skills.
- Economic and political conditions
Economic stability and national employment policies influence job security and prospects.

c) Career Development Indicators

According to Greenhaus, Callanan, & Godshalk (2020) in the book "Career Management for Life", development indicators:

1) Career Satisfaction

- The level of individual satisfaction with their career achievements and development.
- Indicator:
 - Satisfaction with current job.
 - Feelings of pride in career achievements.
 - Alignment between work and personal values and goals.

2) Career Mobility

- The ability of an individual to move to a higher or different position or role.
- Indicator:
 - Number of promotions earned.
 - Moving to a more challenging role or field of work.
 - Speed of career advancement over time.

3) Career Commitment

- The level of individual dedication in developing a long-term career.
- Indicator:
 - Readiness to continue learning and adapting.
 - Involvement in self-development (training, certification, etc.).
 - Persistence in facing career challenges.

4) Career Competencies

- Skills and knowledge possessed to develop professionally.
- Indicator:
 - Mastery of technical and managerial skills.
 - Communication and leadership skills.
 - Adaptability to changes in the work environment.

5) Career Planning

- The extent to which an individual plans and directs his or her future career.

- Indicator:
 - Clarity of short and long term career goals.
 - Concrete steps taken to achieve career goals.
 - Periodic evaluation of career progress.
- 6) Career-Life Integration
 - The ability to balance the demands of career and personal life.
 - Indicator:
 - Work-related stress levels.
 - Enough free time for family and yourself.
 - Positive perception of life balance.

4) Training

b) Definition of Training

Noe (2017) explains that training is a planned effort by a company to facilitate employee learning in terms of work-related competencies.

d) Factors that influence training

- 1) Individual Readiness to Participate in Training (Trainee Readiness)
 - Includes learning motivation, basic skills, and individual attitudes towards training.
 - Employees who are mentally prepared and have a desire to learn will absorb the material more easily.
- 2) Organizational Support
 - Support from direct superiors, company culture, and reward systems greatly influence the success of training.
 - Employees are more motivated if they know that training is valued and supported by the organization.
- 3) Suitability of Material to Job Needs (Training Needs Assessment)
 - Training should be designed based on real needs on the job, not on assumptions.
 - Training needs analysis is conducted at the organizational, task, and individual levels.
- 4) Training Design
 - Teaching methods, learning media, curriculum structure, and training time influence the effectiveness of the program.
 - An attractive and interactive design will improve training outcomes.
- 5) Learning Environment
 - A comfortable, interactive, and distraction-free training environment supports a more effective learning process.
 - Including the role of the instructor, facilities, and classroom atmosphere.
- 6) Evaluation and Follow-up (Training Evaluation and Transfer of Learning)
 - Evaluation of training results is important to determine the effectiveness of the program.
 - Transfer of training, namely the extent to which participants can apply training results in their work, is an indicator of training success.

e) Training Indicators

Training indicators according to Noe (2017), which emphasize the effectiveness of training in improving employee work competencies:

- 1) Reaction (Participant reaction)
To what extent participants feel satisfied and consider the training useful and enjoyable.
- 2) Learning
The extent to which participants acquired knowledge, skills and changed attitudes after training.
- 3) Behavior
Changes in participants' work behavior after returning to the work environment, whether there is application of the training material.
- 4) Results
The impact of training on organizational performance, such as increased productivity, efficiency, or customer satisfaction.

Conceptual Framework

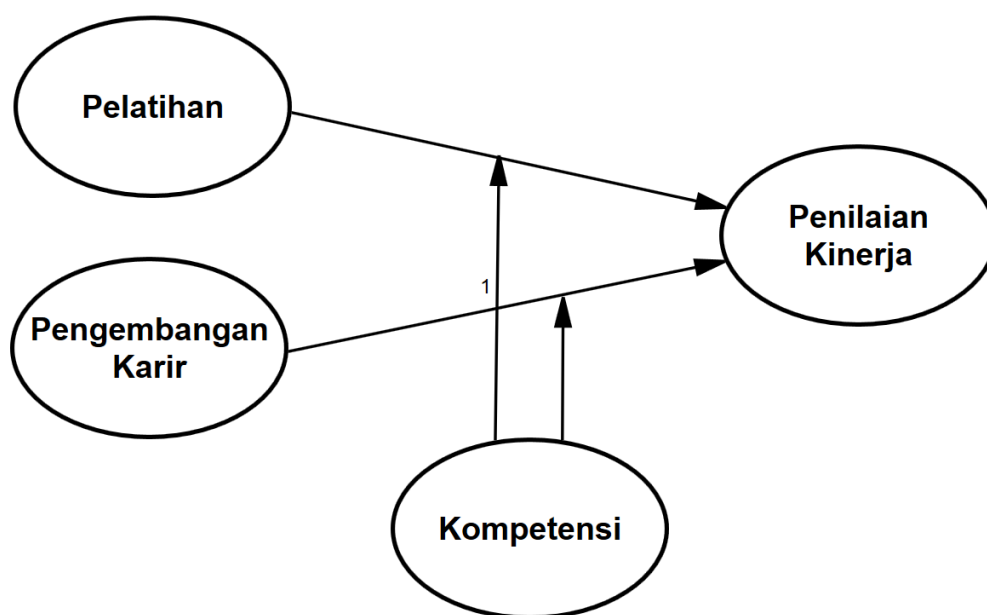


Figure 1. Conceptual Framework

Research Hypothesis

H1: Training has a positive and significant impact on performance assessment in Medan Baru District.

H2: Training has a positive and significant effect on competence in Medan Baru District.

H3: Competence has a positive and significant influence on performance assessment in Medan Baru District.

H4: Training has a positive and significant effect on performance assessment which is strengthened by competency in Medan Baru District.

H5: Career development has a positive and significant effect on performance assessments that are strengthened by competencies in Medan Baru District.

RESEARCH METHOD

Types of research

The type of research used by the researcher is quantitative research. According to Sugiyono (2022), quantitative research can be defined as a method based on the philosophy of positivism, used to research a specific population or sample. Sampling techniques are generally random, data collection uses research instruments, and data analysis is quantitative/statistical with the aim of testing predetermined hypotheses. This type of quantitative research was conducted to conduct research aimed at adapting research and analyzing training and career development towards non-ASN performance assessments with competency as a moderating variable in Medan Baru District.

Research Location and Research Time

The research location was at the Medan Baru Sub-district Office, located at Jl. Rebab No. 34, Titi Rantai, Medan Baru District, Medan City, North Sumatra. The research period was three months, from May to July 2025.

Population and Sample

According to Sugiyono (2022), a population is a generalized area consisting of objects or subjects with certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn. In this study, the population was non-civil servant employees in Medan Baru District, consisting of 64 neighborhood heads. Due to the small population size, which is less than one hundred, the entire population was used as a sample, better known as a saturated sample.

Research Data Sources

The data sources used in this study are primary data.

RESULTS AND DISCUSSION

Outer Model Analysis

Outer Model Analysis musePLS Algorithm, produce:

Validity Test

Table 1. ValuesOuter Loadings

	Career * Competence	Competence	Training	Training * Competence	Career Development	Performance assessment
Training * Competence				1,626		
Career Development * Competence	1,922					
X1.1			0.712			
X1.2			0.735			
X1.3			0.775			
X1.4			0.738			
X2.1					0.737	
X2.2					0.750	
X2.3					0.701	
X2.4					0.689	
X2.5					0.779	
Y.1						0.745
Y.2						0.635
Y.3						0.742
Y.4						0.704
Y.5						0.704
Y.6						0.691
Y.7						0.765
Z.1		0.713				
Z.2		0.804				
Z.3		0.681				
Z.4		0.712				

Source: Smart PLS Output, 2025

Based on the values in Table 1 above, it shows the results of testing the outer model through the loading factor value /Based on outer loadings, all indicators in each variable have a loading value of ≥ 0.60 . This indicates that each indicator measured is valid and robust. Therefore, it can be concluded that all items in the questionnaire have met the validity criteria, as shown in the following figure.

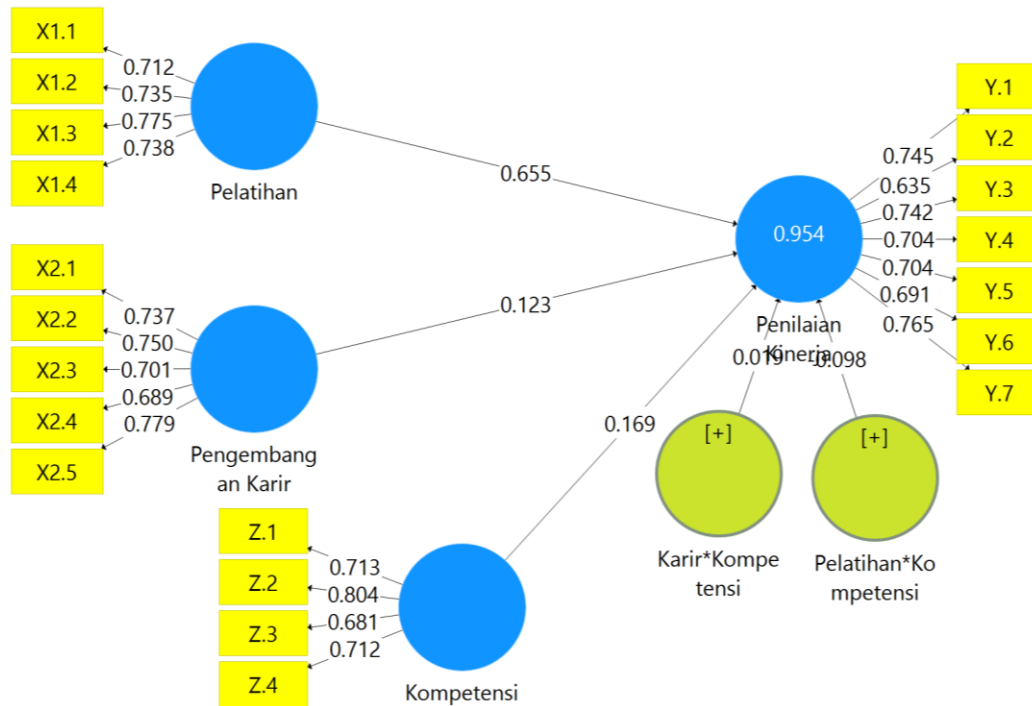


Figure 1. Outer Loading

Reliability Test

Table 2. Construct Reliability and Validity Test

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Career * Competence	1,000	1,000	1,000	1,000
Competence	0.704	0.710	0.819	0.531
Training	0.724	0.726	0.829	0.548
Training * Competence	1,000	1,000	1,000	1,000
Career Development	0.783	0.786	0.852	0.536
Performance assessment	0.838	0.841	0.879	0.509

Source: Smart PLS Output, 2025

Table 2 above shows that the Cronbach's Alpha and Composite Reliability values for all constructs are above 0.70. This indicates that all indicators have high internal consistency and can be relied upon to measure their respective constructs. Therefore, the research instrument is considered reliable and suitable for use in testing the structural model. The AVE value for all variables is greater than 0.5, indicating that all variables are reliable. All indicators adequately reflect the four variables measured.

Coefficient of Determination (R²)

Evaluating a model with PLS begins by examining the R-square for each dependent latent variable. The table below shows the results of R-square estimation using SmartPLS.

Table 3. R Square Results

	R Square	R Square Adjusted
Performance assessment	0.954	0.953

Source: Smart PLS, 2025

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In table 3, there is an R square value for the dependent variable for the performance assessment variable, there is an R square value of 0.954, meaning that training, career development and competence contribute to performance assessment by 95.4%, the remainder is in other variables outside the model.

Structural Model Testing (Inner Model)

Hypothesis Testing

Direct Influence Between Variables

The direct influence between variables can be seen in the path coefficients. The data processing results show the direct influence values, as shown in the following table.

Table 4. Path Coefficients (Direct Effect)

	Original Sample	T Statistics	P Values	Conclusion
Training -> Performance Assessment	0.655	13,973	0,000	Accepted
Career Development -> Performance Appraisal	0.123	3,537	0,000	Accepted
Competence -> Performance Assessment	0.169	3,612	0,000	Accepted
Training*Competency -> Performance Assessment	-0.098	2,104	0.036	Accepted
Career*Competencies -> Performance Assessment	0.019	0.456	0.649	Rejected

Source: Smart PLS Output, 2025

In the results of Table 4, there are direct influence values as follows:

1. Training has a positive and significant effect on performance assessment with a t-statistic value of 13.973 above 1.96 and a significance of 0.000 below 0.05 means that training has a real effect on performance assessment because the significance value is below 0.05.
2. Career development has a positive and significant effect on performance assessment with a t-statistic value of 3.537 above 1.96 and a significance of 0.000 below 0.05 means that career development has a real effect on performance assessment because the significance value is below 0.05.
3. Competence has a positive and significant effect on performance assessment with a t-statistic value of 3.612 above 1.96 and a significance of 0.000 below 0.05, meaning that competence has a real effect on performance assessment because the significance value is below 0.05.
4. Training has a positive and significant effect on performance assessment which is strengthened by competency with a t-statistic value of 2.104 above 1.96 and a significance of 0.036 below 0.05 means that training reinforced by competency has a real effect on performance assessment because the significance value is below 0.05.
5. Career development has a positive but not significant effect on performance assessments that are strengthened by competencies with a t-statistic value of 0.456 below 1.96 and a significance of 0.649 above 0.05 means that training reinforced by competency does not have a real effect on performance assessment because the significance value is above 0.05.

CONCLUSION

1. Training has a positive and significant impact on performance assessment in Medan Baru District.
2. Training has a positive and significant impact on competency in Medan Baru District.
3. Competence has a positive and significant influence on performance assessment in Medan Baru District.
4. Training has a positive and significant effect on performance assessment which is strengthened by competencies in Medan Baru District.
5. Career development has a positive but not significant effect on performance assessments reinforced by competencies in Medan Baru District.

SUGGESTION

1. In the performance assessment, the lowest score was "The training helped me increase the amount of work I can complete." Therefore, the suggestion for the Medan Baru Sub-district Office, specifically for non-civil servant

employees, is to provide more practical training that is directly related to their daily tasks. Focus the training on skills that can improve work efficiency, such as the use of administrative applications, time management, or communication skills. With more practical material, non-civil servant employees will find the training more useful and can increase the amount of work they complete.

2. For the competency with the lowest score, "I demonstrate a professional attitude at work," the Medan Baru Sub-district Office should conduct training or workshops on work ethics and professionalism. This training could cover effective communication, discipline, responsibility, and how to maintain a professional attitude when interacting with colleagues and the public. Modeling good behavior from leadership and rewarding employees who demonstrate professionalism can encourage employees to be more serious about maintaining a professional attitude in the workplace.
3. Career development, with the lowest score being "I am confident in my abilities to support my career." In this regard, the Medan Baru Sub-district Office provides opportunities for self-development through training and mentoring. By providing training tailored to their career needs and providing support through mentoring programs, employees can feel more prepared and confident in developing their skills. Furthermore, providing positive, constructive feedback can help them feel more valued and motivated to continue developing.
4. The training with the lowest score was "I am satisfied with the material presented in the training." When providing training, the Medan Baru Sub-district Office should maintain the relevance and quality of training materials to employee needs. Ensure materials are regularly updated to reflect evolving tasks and challenges in the field, delivered in an engaging manner, and provided with practical examples that are easy to apply. This will ensure employees perceive the training materials as useful and increase their satisfaction.

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