



# The Effect of Training and Career Development on Employee Performance Mediated by Employee Engagement

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Received: 10 October 2024 | Revised: 11 November 2024 | Published: 31 Desember 2024

## Abstract

**Purpose:** This study aims to analyze the effect of training and career development on employee performance, with employee engagement as an intervening variable on employees of the Bapperida Kota Mojokerto.

**Research Methodology:** The sampling technique in this study used non-probability sampling, namely saturated samples of 40 employees who were at the staff level and had a minimum work period of two years. The data analysis method used in this study was path analysis using SPSS 26 software.

**Results:** Training and career development have an effect on employee engagement, both partially and simultaneously. Training and career development do not have a direct effect on employee performance, while employee engagement has an effect on employee performance. In addition, employee engagement is proven to mediate the effect of training and career development on employee performance based on the Sobel test.

**Conclusions:** Training and career development positively influence employee engagement, which in turn significantly improves employee performance. However, training and career development alone do not have a direct significant effect on employee performance, highlighting the mediating role of employee engagement.

**Limitations:** This study is limited by its small sample size of 40 employees from a single organization and the cross-sectional design, which restricts generalizability and prevents observing changes over time.

**Contributions:** The study emphasizes the critical role of employee engagement as a mediator between training, career development, and performance. Practically, it provides guidance for organizations to enhance engagement strategies to improve workforce effectiveness.

**Keywords:** Career Development, Employee Engagement, Employee Performance, Training

**How to Cite:** Rosyidi, A. Z., & Suyanto, S. (2024). The Effect of Training and Career Development on Employee Performance Mediated by Employee Engagement. *Jurnal Bisnis, Ekonomi, Manajemen, dan Kewirausahaan (JBEMK)*, 4(1), 1–9.

<https://doi.org/10.52909/jbemk.v4i2.168>

## 1. Introduction

Currently, the world has entered the VUCA era (Volatility, Uncertainty, Complexity, Ambiguity), where everything is unclear, changeable, and unpredictable, and these are challenges that must be faced (Hali, 2019). Initially, the term VUCA was created by the American military to describe the geopolitical situation at that time, but because of the similarity of meaning, it was adopted in the fields of business and politics (Praid et al., 2020). In this era, companies and organizations must be flexible to survive the

changes that occur over time. Even a large organization does not guarantee that it will pass this challenge, and one thing that can be used as a milestone by every organization is quality human resources. To face these challenges, proper human resource management is needed to support the organization in achieving its goals or success in the future (Husaini, 2017; Tesavrita et al., 2019).

This challenge is also not spared in the field of philanthropy. Philanthropy comes from the Greek *philein*, meaning love, and *anthropos*, meaning human, so that philanthropy is an action of someone who loves fellow human beings based on humanitarian values through the help of money, time, and energy to help others (Sholikhah, 2021). Sharing is a common thing for Indonesian people, both with social and spiritual motivations. The term *gotong royong* is still in use today, reflecting the culture of Indonesian society. This is reinforced by the fact that Indonesia managed to occupy the top position in the Charities Aid Foundation (CAF) World Giving Index in 2021 with a score of 69%, up from 59% the last time the annual index was published in 2018. This was followed by the United States of America, the United Kingdom, Canada, Ireland, the Netherlands, Nigeria, Ghana, Uganda, and Kosovo. For this achievement, Indonesia has been dubbed the most generous country in the world ([www.cafonline.org](http://www.cafonline.org)).

Training is a common activity carried out in organizations because every organization hopes that with the right training, it can improve employees' abilities to complete their work correctly and precisely (Nursyahputri & Saragih, 2019; Syah & Fahrani, 2019). Meanwhile, the consequences of the lack of proper provision and training are that employees will find it difficult to adapt to changing conditions or an increasingly critical work environment, which can result in decreased employee morale (Sholikhah, 2021). Some employees are still less able to use facilities and apply new work methods, so that small mistakes always arise, and it is felt that the training carried out has not been effectively conveyed to training participants. This is likely to be the cause of problems in job training in the organization (Handoko & Rambe, 2018; Siswadi, 2017).

The results of the training carried out can not only increase employees' knowledge and skills but also open up opportunities for them to develop their careers based on the qualifications they already have. Career development is the main instrument for every employee with a career plan to achieve their career goals (Monoarfa et al., 2019). However, the career development process that is running in the organization is sometimes still mixed with subjective elements in assessing employee performance, which is indicated to be the cause of problems in career development in the organization (Kaseger et al., 2017). In addition, the unclear criteria for being selected as career development participants and the non-transparent career development process can cause social jealousy among fellow employees; this is likely to be the cause of problems in career development in the organization (Sari, 2016).

## 2. Literature Review

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### 2.1 *Training and Employee Engagement*

Training is a fundamental activity that enhances employees' knowledge, skills, and competencies. Effective training improves employees' ability to perform tasks accurately and efficiently, allowing them to adapt to complex and dynamic work environments. In the VUCA era, training ensures employees are capable of handling uncertainty and change, thereby fostering higher engagement levels (Nuraeni et al., 2022).

Employee engagement is strengthened when training aligns with employees' professional development needs. When employees perceive that training improves their capabilities and prepares them for future challenges, their psychological commitment and enthusiasm towards work increase. Engagement mediates the link between training and performance, indicating that training alone is insufficient without fostering active participation and motivation (Phina et al., 2022).

## **2.2 Career Development and Employee Engagement**

Career development provides structured opportunities for employees to advance professionally and achieve their career goals. Clear and transparent career development processes enhance employees' motivation and engagement by demonstrating that the organization invests in their growth (Lumi & Yosef, 2022). Employees who perceive fair advancement opportunities are more committed and willing to exert discretionary effort. Employee engagement acts as a bridge between career development and performance. Even when career development initiatives are in place, without engagement, employees may not translate these opportunities into improved work performance. Effective career planning, coupled with recognition and support, ensures that employees are aligned with organizational objectives and motivated to contribute meaningfully (Parmenas, 2022).

## **2.3 Employee Engagement and Performance**

Employee engagement represents the emotional and cognitive commitment of employees towards their work. Engaged employees are attentive, proactive, and committed to organizational goals, which leads to higher productivity and work quality (Solihin, 2021). Engagement serves as a key mechanism that channels the benefits of training and career development into tangible performance outcomes. Research shows that organizations with high engagement levels achieve better operational efficiency, lower turnover, and improved job satisfaction. Engagement mediates the relationship between HR development initiatives and performance, emphasizing that investment in human capital is most effective when employees are psychologically and emotionally committed to their roles (Hasan, 2022).

## **2.4 Combined Effect of Training and Career Development on Performance**

Training and career development work synergistically to improve employee capabilities and readiness for organizational challenges. When both are implemented effectively, employees gain the necessary skills and career pathways to perform their tasks efficiently (Arslan & Roudaki, 2019). However, their impact on performance is maximized only when employees are engaged. Engagement ensures that the benefits of training and career development translate into higher productivity, improved work quality, and achievement of organizational goals. This highlights the importance of integrating HR development initiatives with engagement strategies to achieve optimal performance outcomes (Basuki & Khalid, 2021).

## **3. Methodology**

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This study was quantitative in nature. This research was an observational study conducted on a number of objects according to their actual conditions, without any interval from the researcher. This study used a cross-sectional method. The sample size was 65. The census sampling technique means that all populations are used as samples in the study (Gallup, 2013; Sugiyono, 2017).

## **4. Results and Discussion**

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### **4.1 Results**

#### **4.1.1 Results of the Determination Coefficient (R<sup>2</sup>)**

The determination coefficient (R<sup>2</sup>) in this model measures the extent to which the exogenous or independent variable can explain the variation of the endogenous or dependent variable. When the R<sup>2</sup> value approaches one, it can be said to be improving (Ghozali, 2018).

##### **a. Sub Structure Determination Coefficient 1**

Table 1 shows that the substructure path analysis model 1 has a coefficient of determination (R Square) of 0.556 (55.6%). The adjusted R-squared value is 0.532 (53.2%), indicating that the employee engagement

Table 1. Determination Coefficient Result Table

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.746	0.556	0.532	3.679

Source: Processed primary data, 2024

variable can be explained by the training and career development variables combined by 0.532 or 53.2%, and the remaining 46.8% (100% - 53.2%) is likely explained or influenced by other variables outside of this model.

b. Sub Structure 2 Diterminations Coefficient

Table 2. Determination Coefficient Result Table Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.834	0.696	0.671	3.075

Source: Processed primary data, 2024

Table 2 shows that substructure path analysis model 2 has a coefficient of determination (R Square) of 0.696 (69.9%). The adjusted R square value is 0.671 (67.1%), indicating that employee performance variables can be explained by training, career development, and employee engagement variables combined by 0.671 or 67.1%, and the remaining 32.9% (100% - 67.1%) is likely explained or influenced by other variables outside of this model.

4.1.2 Simultaneous Significance Test Results (F Test)

To determine whether the regression model was correct, an F-test was conducted to measure the magnitude of the influence of exogenous or independent variables on endogenous or dependent variables simultaneously. If the calculated F value > F table or significant value > 0.05, then Ha is accepted and vice versa if the calculated F value < F table or significant value < 0.05, then Ho is accepted.

a. F Test of Sub-Structure Equation 1

Table 3. F Test Result Table

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	627.047	2	313.523	23.161	0.000
Residual	500.853	37	13.537		
Total	1127.900	39			

Based on Table 3, the calculated F-value is 23.161 with a probability of 0.000. The f table with a significance level of 0.05, degree of freedom (df) for  $df^1 = 2$ ,  $df^2 = (40-2-1) = 37$ , then the f table is 3.25. The calculated f value (23.161) is greater than the f table value (3.25).

b. F Test of Sub-Structure Equation 2

Table 4. F Test Result Table

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	780.028	3	260.009	27.500	0.000
Residual	340.372	36	9.455		
Total	1120.400	39			

Based on Table 4, the calculated F value is 27.500 with a probability of 0.000. The F table with a significance level of 0.05 and degree of freedom (df) for  $df^1 = 3$  and  $df^2 = (40 - 3 - 1) = 36$  is 2.87. The calculated F value (27.500) is greater than the F table value (2.87).

#### 4.1.3 Partial Significance Test Results (t-Test)

To determine the magnitude of the influence of training and career development variables on employee performance variables partially, the researcher used the t-test with the following provisions:

1. If the calculated t value  $>$  t table or -calculated t  $>$  t table and the significant value  $>$  0.05, then  $H_a$  is accepted.
2. If the calculated t value  $<$  t table or -calculated t  $<$  t table and the significant value  $<$  0.05, then  $H_o$  is accepted.

The hypotheses tested in this study are as follows:

- a. t Test of Sub-Structure Equation 1

Table 5. Coefficients t Test Result

Model	B	Std. Error	Beta	t	Sig.
(Constant)	2.647	6.303		0.420	0.677
Training	0.769	0.165	0.566	4.652	0.000
Career Development	0.388	0.158	0.299	2.457	0.019

Based on Table 5, information is obtained on the t-value of the training variable (X1) and career development (X2) on employee engagement (Y). With a t-table value with a significance level of 0.05, the t-table is obtained from  $t(\alpha/2; n-k-1)$  or  $t(0.05/2; 40-3-1)$ , then the t-table is 2.030. The t-value of the training variable (X1) is 4.652 with a probability of  $0.001 < 0.05$ , where the t-value (4.652) is greater than the t-table value (2.030). The t-value of the career development variable (X2) is 2.457 with a probability of  $0.019 < 0.05$ , where the t-value (2.457) is greater than the t-table value (2.030).

## 4.2 Discussion

Based on the results of the model analysis for substructures 1 and 2, a hypothesis test can be conducted to determine the influence of the independent variables on the dependent variables, as follows:

### 4.3 The Effect of Training (X1) on Employee Engagement (Y)

Based on Table 5, the t-count value (4.652) is obtained with a significant value of  $0.000 < 0.05$ , which means that  $H_a$  is accepted and  $H_o$  is rejected. It can be concluded that training affects employee engagement. These results are the same as those of previous studies conducted by [Ardanti and Rahardja \(2017\)](#) and [Praidia et al. \(2020\)](#), which stated that training influences employee engagement.

### 4.4 The Effect of Career Development (X2) on Employee Engagement (Y)

Based on Table 5, the t-count value (2.457) and a significant value of  $0.019 < 0.05$ , meaning that  $H_a$  is accepted and  $H_o$  is rejected. It can be concluded that career development affects employee engagement. These results are the same as those of previous studies conducted by [Nurwulandari and Suwatno \(2017\)](#) on a study at Star Hotels in Subang City and [Montori et al. \(2019\)](#) on a study at PT. Pegadaian (Persero) Deputy Business Area Manado, which stated that there is an influence between career development and employee engagement.

#### **4.5 The Influence of Training (X1) and Career Development (X2) on Employee Engagement (Y)**

Based on Table 3, the calculated F value (23.161) > F table (3.25) means that Ha is accepted and Ho is rejected. It can be concluded that training and career development simultaneously affect employee engagement.

#### **4.6 The Influence of Training (X1) on Employee Performance (Z)**

Based on Table 5, the calculated t value (1.616) and a significant value of 0.115 > 0.05 mean that Ho is accepted and Ha is rejected. It can be concluded that training has no effect on employee performance. These results are the same as previous research conducted by Nur Ash Shidiq and Azizah (2019) on a study of PKP-PK employees of PT. Angkasa Pura II Persero and Saefuddin et al. (2019), which stated that training had no effect on employee performance. However, this contradicts the results of research conducted by Ardanti and Rahardja (2017), Sendawula et al. (2018), and Lestari (2019), which stated that training had an effect on employee performance.

#### **4.7 The Effect of Career Development (X2) on Employee Performance (Z)**

Based on Table 5, the t-value (-0.935) and the significant value of 0.356 > 0.05 are obtained, meaning Ho is accepted and Ha is rejected. It can be concluded that career development does not affect employee performance. These results are the same as those of previous research conducted by Kaseger et al. (2017) on PT. Bank Rakyat Indonesia (Persero) Tbk Manado Branch Office and Napitupulu et al. (2017), who found in an empirical study of the public sector in Indonesia that, partially, career development does not affect employee performance. However, this is contrary to the results of research conducted by Semwal and Dhyani (2017) and Hanifah et al. (2016), who stated that career development affects employee performance.

#### **4.8 The Effect of Employee Engagement (Y) on Employee Performance (Z)**

Based on Table 5, the t-value (5.292) is obtained and the significant value is 0.000 < 0.05, meaning Ha is accepted and Ho is rejected. It can be concluded that employee engagement affects employee performance. These results are the same as those of previous studies conducted by Hali (2019) and Thesiasari (2019), which stated that employee engagement affects employee performance.

#### **4.9 The Effect of Training (X1), Career Development (X2), and Employee Engagement (Y) on Employee Performance (Z)**

Based on Table 4, the calculated F value (27.500) > F table (2.87) means that Ha is accepted and Ho is rejected. It can be concluded that training, career development, and employee engagement affect employee performance.

## **5. Conclusions**

Based on the results of the research and discussion on the influence of training and career development on employee performance with employee engagement as an intervening variable in a case study on employees at Bapperida Kota Mojokerto using the path analysis method, it can be concluded that: 1) Training (X1) has an effect on employee engagement (Y) (case study on employees at Bapperida Kota Mojokerto) 2) Career development (X2) has an effect on employee engagement (case study on employees at Bapperida Kota Mojokerto) 3) Training (X1) has no effect on employee performance (case study on employees at Bapperida Kota Mojokerto) 4) Career development (X2) has no effect on employee performance (Z) (case study on employees at Bapperida Kota Mojokerto) 5) Employee engagement (Y) has an effect on employee performance (Z) (case study on employees at Bapperida Kota Mojokerto) 6) Training (X1) has an indirect effect on employee performance (Z) through employee engagement (Y) (case study on employees at Bapperida Kota Mojokerto) 7) Career development (X2) has an indirect

influence on employee performance (Z) through employee engagement (Y) (case study on employees at Bapperida Kota Mojokerto).

### **Acknowledgements**

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The authors would like to thank all staff members of Bapperida Kota Mojokerto for their participation and cooperation during data collection, as well as the management team for facilitating the research process.

### **Author Contributions**

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AZR conceptualized the study, designed the methodology, and supervised data collection. S performed the statistical analysis, interpreted results, and drafted the manuscript. Both authors reviewed and approved the final manuscript, ensuring the integrity and accuracy of the research.

### **Conflicts of Interest**

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The authors declare that there is no conflict of interest regarding the publication of this study. This research was conducted independently, and no financial or personal relationships influenced the results or interpretation of the findings.

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