

The Role of Training and Development, Work Achievement and Educational Background on Career Development of Employees at PT Pos Persero

Ni Luh Kardini

Prodi Manajemen, Universitas Mahendradatta, Indonesia
kardini.mahayoga@gmail.com

Suparman

Prodi Manajemen, Sekolah Tinggi Ilmu Ekonomi Mujahidin Tolitoli, Indonesia
suparman@stiemujahidin.ac.id

Robiansyah

Prodi Manajemen, Universitas Mulawarman, Indonesia
robiansyah@feb.unmul.ac.id

Roy Setiawan

Prodi Manajemen, Universitas Kristen Petra, Indonesia
roy@petra.ac.id

Erni Yuningsih

Prodi Manajemen, Universitas Djuanda, Indonesia
erni.yuningsih@unida.ac.id

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Abstract:

This study's goal is to recognize and assess how employee career growth is impacted by work performance, education, training, and experience. 87 employees who participated in the study and received questionnaires received primary data collection. Both the convenience sampling approach and the non-probability sampling method were used for the sampling. The study of this paper employs a number of linear regression tests. The results of the study show that job performance and work experience have a significant impact on an employee's career development partially or concurrently, whereas education and training only have a simultaneous impact. These results demonstrate that the dependent variable, with a coefficient of determination of 0.648, has a value of 64.8% in explaining employee career progression when the components of job performance, education and training, and work experience are combined.

Keywords: job performance, education and training, work experience, and career development.

INTRODUCTION

Every company or organization is continuously seeking for ways to improve the performance of its human resources. The more capable and efficient the company's human resources are, the better it will perform and the easier it will be for it to achieve its objectives. Also, human resources must demonstrate an improvement in their competencies. To compete in the world market, especially in the current era of globalization, there is an urgent need for qualified and exceptional human resources. The corporation can fulfill its objectives with the support of its human resources, which are the most crucial component. An employee with strong performance who can completely contribute to the business is required. Because of this, a business must help its employees develop their skills and abilities in line with their line of work. This is accomplished through offering them options for career advancement inside the organization, as well as education and training. Clear career development opportunities will encourage staff to use all of their skills (Abdurrahim et al., 2023).

A strong career development program within the organization will benefit the business as a whole. Workers will be inspired to work hard to complete the tasks they have been given while also making an effort to continuously improve their skills and quality. Given the chance to pursue career growth, employees who are high-quality and completely contribute to the firm will feel that their labor is valued and will work harder to continue to enhance their performance, which will have an impact on raising quality and accomplishing company objectives (Ratnaningsih, 2011). Seeing this phenomenon of career development does not imply that an employee may implement it in the same manner. Employers and employees must both consider and pay attention to a number of factors when determining whether an employee is qualified for or chooses not to seek career progression. Some of these factors include prior employment history, educational background, and work performance (Ekasari et al., 2023).

There is a slight difference in the phenomenon of the career development system put in place by PT. Pos Indonesia (Persero). The business provides postal services and is owned by the government, where employees who work at the company must take part in several programs related to the postal service system, which implements several training and education programs in the postal sector that are specifically made for new employees before being placed in a certain position (Interview with HR manager). This phenomenon is reinforced based on research conducted by previous researcher, namely the implementation of career development at the company. This refers to the Decree of the Board of Directors Number: KD 16/DIRUT/0310 dated March 10, 2010 concerning the Career Pattern System. The career patterns that exist in the company are for structural and functional positions, namely positions that can be obtained by an employee with a postal education background. Where these employees get a group of positions based on the grade they achieve and non-structural/functional positions, namely positions that can be obtained by an employee outside of postal education. Those in this position who deal with clients are known as front-liners (Jayanti, 2013).

The professional development plan of a person may be impacted by work experience. Several companies use terms of service (seniority) as a foundation for determining whether or not someone deserves an advancement in their career, presuming that a longer tenure translates to more job experience. Work experience is one factor that leaders must consider because tenure is a specific review to advance to a higher position inside the firm.

LITERATURE REVIEW

Work Achievement

Work achievement or performance is defined as a task's success. The results of people's labor, or "successful role achievement," are their work performances. This leads to the conclusion that work performance is the outcome a person achieves for a job of a certain size (Sutagana et al., 2022; Tannady et al., 2022). Work performance has two things, namely: first, in quantity, it refers to the "result" of a work performed, such as the amount of goods expended by individuals per hour. Second, from a quality point of view, work performance also refers to "how perfectly" a person does the job. For example, the goods he produces must be of high quality (Kaseger, 2013).

Education and Training

Education and training encompass programs designed to improve performance at the individual, group, and corporate levels (Suryati et al., 2022). The performance in question is demonstrable by the changes in knowledge, skills, attitudes, and behavior. Instruction of the President of the Republic of Indonesia Number 15, dated September 13, 1974, defines education as "all efforts to grow personality and develop the abilities of Indonesian people, physically and spiritually, that last a lifetime, both inside and outwardly." Outside of the classroom, in the context of creating Pancasila-based justice and prosperity for all Indonesians. Training is the area of education that deals with the process of learning to develop and hone abilities outside of the scope of applicable education, in a condensed, ad hoc amount of time, and by employing techniques that put practice ahead of theory (Labbase, 2010).

Work Experience

The employee's job experience may have an impact on his professional development plan. Several companies use terms of service (seniority) as a foundation for determining whether or not someone qualifies a career progression, presuming that a longer stay translates to more job experience. An employee's career development is influenced by their work experience (Suyoto & Tannady, 2022). Work experience is one of the criteria that leaders must take into consideration because tenure is a specific evaluation to be promoted to a higher position within the firm (Nugraha & Ayu, 2014).

Career Development

Progress toward a career plan is referred to as career development. Steps taken in career development are referred to as a person's personal efforts to carry out a professional plan, are necessary for the implementation of career plans. Because career development is a systematic strategy used by businesses to ensure that employees have the appropriate credentials, skills, and experience when needed, it has an impact on employee performance (Pandiangan et al., 2022).

METHODOLOGY

The population for this study was chosen based on the study's objectives, which called for 668 employees. The method of sampling used in this study is non-probability sampling. In this study, a questionnaire will be used as a data gathering tool. Data on work performance, education and training, as well as work experience on career progression, were gathered using a tool in the form of a questionnaire with measurements using a Likert scale with five levels, which are ordinal type scales. A computer tool called SPSS was used to help with the data analysis.

CASE STUDIES

At a constant value of 2.416, this shows that the value of the dependent variable for employee career development is 2.416 if there are no independent variables, which are work performance, education and training, and work experience. This shows that these three variables have a significant impact on the dependent variable for employee career development. Given that X1 has a coefficient value of 0.190, it follows that every 1% increase in job performance will result in a 0.190 or 19% increase in employee career growth. While the value of the coefficient X2, which is equal to 0.028, shows that every time there is an increase in education and training by 1%, it will have an impact on increasing employee performance by 0.028, or 2.8%. Meanwhile, the coefficient value of X3 is 0.190. This demonstrates that for every 1% increase in work experience, employee performance will rise by 0.190, or 19%.

According to the findings of the regression study, the independent variables of job performance and work experience are those that have the biggest an impact on employees' career advancement. This is due to the fact that the regression's coefficient value, 0.190, is higher than the education and training variable's coefficient value, 0.028. According to the summary model's findings, the adjusted R square coefficient of determination is 0.648, or 64.8%; this means that variations in employee career development variables can be explained by the three independent variables, namely job performance, education, and training, and work experience, to the extent of 64.8%, with the remaining 35.2% being explained by factors from other variables outside the multiple linear regression.

The t test's findings for the relationship between employee career development characteristics and job performance

variables yield a significant value of 0.005 and a computed t-value of 2.918. This indicates that the study meets the assumptions to declare that H_{o1} is rejected and H_{a1} is approved because the significant value achieved is smaller than the probability value of 0.05 ($0.005 < 0.05$) and the estimated t-value produced is more than the t-table ($2.918 > 1.989$). In order for the outcomes of data management with regression analysis to provide empirical support for the hypothesis that there is a somewhat significant relationship between employee career development and work performance factors in this study. The findings of Muamarizal et al (2013)'s study, which found that performance evaluation had a favorable and significant impact on career growth, support the findings of this study. The implementation is that an employee's chances of advancing in the organization are higher the better their work performance. In contrast, professional development will be challenging to achieve if an employee's performance is not well-rated by the employer. This study's findings are also consistent with other research findings indicating employees at PT. Padang State Savings Bank's career growth is influenced by their work performance. Because employee performance will determine the employee's skills in completing the job descriptions assigned to them. The success index that the individual in question is capable of achieving must serve as the foundation for this career progression. It may be concluded that the impact on an employee's career advancement is larger the higher their degree of work performance, if the other independent factors remain constant.

The t test results for the impact of employee career development variables on education and training variables yield a significant value of 0.561 and an estimated t-value of 0.583. This indicates that the study meets the conditions to declare that H_{o2} is accepted and H_{a2} is rejected because the estimated t-value achieved is smaller than the t-table ($0.583 < 1.989$) and the significant value gained is more than the probability value of 0.05 ($0.561 > 0.05$). Therefore, the outcomes of data management using multiple regression analysis offer empirical proof that, in this study, there is no significant partial relationship between education and training and employee career advancement. The findings of previous studies, which indicate that tenure is the only factor that significantly affects the career development of structural officials in BPPT echelon 111, do not support the findings of this study. Instead, they show that official performance, characteristic factors, and leadership education and training do not significantly affect the career development of BPPT structural officials. Even after receiving education and training, employees still feel that they are not given the chance to advance their careers, and they believe that their skills have no bearing on this. The fact that many employees were found to have not participated in the education and training program at the time the interviews were conducted and that only a small number of employees had attended the education and training program allows it to be concluded that education and training have little impact on the career development of employees in them. This was further supported by the findings of an interview with the head of HR, who claimed that the timetable for the education and training program was ineffective and tightly managed such that employees hardly ever engaged in it. The performance of its employees at work shows more evidence of career progression.

A sig value of 0.009 and a t-value of 2.687 are displayed in the results of the t test for the work experience variable on the employee career development variable. This indicates that the study supports the hypothesis that H_{o3} is rejected and H_{a3} is accepted because the estimated t-value achieved is more than the t-table ($2.687 > 1.989$) and the significant value obtained is less than the probability value of 0.05 ($0.009 < 0.05$). Therefore, empirical proof is given from the outcomes of data management with multiple regression analysis that there is a partially significant effect of work experience on employee career growth in this study. The findings of earlier studies, which indicate that work experience has a favorable and significant impact on career growth, are consistent with the findings of this study. An employee is more likely to be able to advance in his career within the organization if he has more work experience, according to the implementation. In contrast, it will be challenging for a worker to advance in the organization if he has solid work experience. This is also consistent with other research findings that shown the importance of work experience for career advancement. This implies that an employee's career development can advance the better their job experience. Consequently, given that the other independent variables remain constant, it can be concluded that the more the degree of experience a worker possesses, the greater the impact on improvement or better career growth of the worker in question.

The f-test results for the variables related to employee career development reveal a significant value of 0.000 and a computed f-value of 53.841 for work performance, education and training, and work experience. This indicates that the study supports the hypothesis that H_{o4} is rejected and H_{a4} is accepted because the significant value achieved is less than the probability value of 0.05 ($0.000 < 0.05$) and the estimated f-value obtained is more than the F table

(53.841 > 2.71). Thus, that the outcomes of data management with multiple regression analysis provide empirical proof that work performance, education and training, and work experience all have a substantial impact on performance in this study. The findings of a study by Jayanti et al. (2014), which found that work performance, education, work experience, recognition, and growth opportunities all simultaneously have a significant positive impact on career development of civil servants at the Office of Peace and Order Civil Service Police Unit, support the findings of this study. The findings of this study are consistent with earlier findings, which indicated that the career development of female officials in the Provincial Government of Bali is influenced simultaneously by work performance, recognition, possibilities for growth, education, and work experience. So, it can be stated that, if the other independent variables remain constant, an employee's career growth will be improved or advanced to a higher extent the better the work performance, education, training, and work experience they simultaneously possess.

CONCLUSION

The following are the findings that the researchers came to: Employee career growth is significantly influenced in part by work performance. having a t-test outcome of 2.918. From these data, it can be observed that the better the work performance of an employee, the larger the impact on the improvement or better career growth of the individual concerned, providing that the other independent factors are constant. Employee career progression is not much impacted by education or training. t-test values of 0.583 are presented. The fact that many employees were found to have not participated in the education and training program at the time the interviews were conducted, given since few employees have participated in the education and training program, it is likely that these programs have little effect on how employees grow their careers. conclusions from the interviews, which indicated that the schedule for the education and training program was ineffective and tightly managed so that employees hardly ever engaged in the program, served as additional confirmation of this. The performance of its employees at work shows more evidence of career progression. Employee career growth is significantly influenced by work experience. having a t-test outcome of 2.687. From this, it can be observed that, providing the other independent variables remain constant, the level of experience a worker possesses has a bigger influence on their progress or better career advancement. An employee's career advancement is significantly influenced by work performance, education, training, and experience at the same time. utilizing a score of 53.841 for the f-test. These findings show that, if the other independent factors remain constant, an employee's career advancement will be improved or enhanced to a higher extent the better their concurrent work performance, education, training, and experience.

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