Contributing Factors of Employee Performance

Anggun Purnamasari[1], Alimul Millah[2], Kartono[3]
Swadaya Gunung Jati University [1,2,3]
Email: cinggunsari791@gmail.com , alimulmilla@gmai.lcom , kartono.unswagati@gmail.com

ABSTRACT

The purpose of this study is to examine how training and career development affect employee performance. Quantitative approaches are employed in this study. using methods for gathering data such as interviews and questionnaires. The study included 67 workers from the Director General of Sea Transportation as respondents. Multiple linear regression is the analytical technique employed, and the regression coefficient values are y =6,704+0.467x1 + 0.746x2. The research hypothesis test results indicate that employee performance of Director General of Sea Transportation is influenced by training and career development either in part or entirely at once.

Keywords:
Employee performance; training; career development

INTRODUCTION

A company's success is significantly impacted by the performance of its employees. The company will benefit from excellent employee performance, and the company will suffer from poor employee performance. Employee performance, according to (Sedarmayanti in Burhannudin, 2019), is the accomplishment of an individual or group within an organization in carrying out their tasks and responsibilities in order to fulfill the organization's goals in a way that is morally and ethically acceptable, lawful, and compliant.

Companies must keep an eye on and enhance employee performance since workers are valuable assets who help the organization achieve its objectives. Companies run the danger of having employee performance variations that impede their ability to move closer to reaching their objectives if they fail to maintain or control staff performance. Training and career development are two strategies for raising employee performance. Employees must participate in needs-based training and career development programs in order to perform to the standards set by the organization.

As per Widodo (2018), training is a methodical enhancement procedure that aligns with the requirements of workers by augmenting their abilities, comprehension, and drive. Employee education programs that help staff members perform tasks in line with corporate requirements.

Career development involves an individual's personal growth toward a career plan and the personnel department's progress toward a work plan that aligns with the organization's desired path. Career development, according to Hasibuan in Supomo & Nurhayati (2018), is an endeavor to enhance workers' technical, theoretical, conceptual, and moral abilities in line with the requirements of the position or job through instruction and training.

Within the Ministry of Transportation, the Cirebon Class II Harbormaster and Port Authority Office is a Technical Implementation Unit reporting to the Director General of Sea Transportation. The duties of the Cirebon Class II Harbormaster and Port Authority Office include coordinating government activities at ports, enforcing laws pertaining to shipping safety and security, and regulating, controlling, and supervising port operations at ports that are used for commercial purposes.

Numerous problematic phenomena were discovered in the agency based on observations and interviews. Employee performance was identified as a problem phenomenon. The summary of the Cirebon Class II Harbormaster and Port Authority personnel' performance evaluation results demonstrates this. As an organization, the Cirebon Class II Harbormaster and Port Authority Office regularly offers professional development and training to enhance staff performance. Training orientation, honesty, dedication, discipline, teamwork, and leadership are the foundations of assessment. The performance outcomes for KSOP Class II Cirebon employees from 2020 to 2022 are summarized below.

Table 1. Recapitulation of KSOP Class II Cirebon Employee Performance Assessment Results 2020-2022 periode

Weight	Predicate	2020		2021		2022	
		Number of Employees	%	Number of employees	%	Number of employees	%
91-100	Very good	15	22.7	15	24.5	10	16.3
76-90	Good	44	66.6	39	63.9	30	49.1
61-75	Enough	7	10.6	7	11.4	21	34.4
Amount		66	100	61	100	61	100

Source: KSOP Class II Cirebon Civil Service Performance Assessment data archive

The Cirebon Class II Harbormaster and Port Authority Office has seen a decrease in performance over the past three years, according to the staff performance statistics table. The percentage of employees with a very good title in 2022 will be 22.7%; in 2021, it will rise to 24.5%; and in 2022, it will fall to 16.3%. 2020 saw a performance result of 66.6% for good predictor employees; 2021 saw a fall of 63.9%, and 2022 saw yet another decrease of 49.1%. 2020 performance results for employees with a sufficient rating were 10.6%; 2021 performance results showed a rise of 11.4%; and 2022 performance results showed an additional increase of up to 34.4%. This makes it evident that there are data oscillations in the predicate Sufficient.

There is a need for further improvements in staff performance since the Port Harbormaster's Office and Class II Port Authority in Cirebon are witnessing a reduction in performance. in order to accomplish performance goals or targets while carrying out a job's obligations. The company will grow and flourish with the success of its employees.

There are various reasons why an employee's performance may decline for each individual. Every employee must enhance their performance through career development and training in order to avoid a decline in output. In order to accomplish the objectives of the organization, it is critical that career development and training programs be implemented consistently and that employees be competent workers.

Researchers are interested in studying " Contributing factors of employee performance (Case Study at the Cirebon Class II Harbormaster and Port Authority Office)" based on the description of this phenomena.

METHOD

1. Research Object/Subject

The Cirebon Class II Harbormaster and Port Authority Office, located in Jl. Donggala No.3, Panjunan, District Lemahwungkuk, Cirebon City, West Java 45112, would be the site of this study.

2. Operational Variables

According to Sugiyono (2018:63), operational variables are anything, in whatever form, that researchers apply to be examined in order to gather data and subsequently draw conclusions.

There are two variables in this study: the dependent variable (bound) and the independent variable (free).

1) Independent Variable (free)

The following are the Independent (free) variables:

a) Training (X_1) with indicators (1) Training Instructor; (2) Training participants; (3) Required materials; (4) Training objectives

b) Career development (X_2) with indicators (1) Fair treatment in a career; (2) Career Information; (3) Promotion; (4) Mutation; (5) Workforce Development

2) Dependent Variable (Dependent)

Employee performance is the dependent (bound) variable, and its indicators are (1) Work Results; (2) Work Behavior; and (3) Personal Characteristics.

3. Population and Sample

The 67 workers in the Cirebon Class II Harbormaster and Port Authority Office made up the study's population. With 67 employees in the population, the researcher utilized a saturated sample, meaning that every member of the population was included in the sample. Sugiyono (2020:128) states that the purpose of the sampling technique is to select the sample that will be used for research. Various sampling procedures are employed.

4. Data collection technique

In research, data collection methods include two main approaches: first, primary data collection through observation, which is accomplished by making direct observations; second, data collection through the creation of a questionnaire, which is a list of statements or questions that is given to respondents directly in order to improve the clarity and accuracy of the results. The second source of information is secondary data, which includes information from the internet or websites pertaining to the subject of the research as well as historical accounts, demographics, personnel structures, books, journals, and the findings of earlier studies on the problem topic.

5. Data analysis

The Instrument Test, Classic Assumption Test, Regression Analysis, Determination Coefficient, and Hypothesis Test are the data analysis techniques employed in this study.

RESULTS AND DISCUSSION

1. Validity test

The validity test indicates that all statements for variables X1, X2, and Y are valid since r count > r table. Therefore, it can be said that the data analysis method can make use of all instrument statements for all variables in this study.

2. Test of ReliabilityTraining Variable Reliability Test

The results of calculating the reliability of the training instrument using SPSS 24.00 for Windows are obtained as follows:

3. Training Variable Instrument Reliability Test (X1)

Reliability Statistics

Cronbach's Alpha	N of Items
,742	6

By looking at the calculation results, you can get a Cronbach's Alpha of 0.742 > 0.600, so that the Training variable (X1) is reliable.

a) Reliability Test for Career Development Variables

The results of calculating the reliability of the career development instrument using SPSS 26.00 for Windows are obtained as follows:

Reliability Test of the Career Development Variable Instrument (X2)

Reliability Statistics

Cronbach's Alpha	N of Items
,754	5

By looking at the calculation results in the table, you can get a Cronbach's Alpha of 0.754 > 0.600, so that the career development variable (X2) is reliable.

b) Reliability Test of Employee Performance Variables

After utilizing SPSS 26 for Windows to calculate the Employee Performance instrument's dependability, the following results were obtained:

4. Instrument Reliability Test
Employee Performance Variable (Y)

Reliability Statistics

Cronbach's Alpha	N of Items
,773	8

A Cronbach's Alpha of 0.773 > 0.600 can be obtained by examining the computation results in the table, indicating the reliability of the Employee Performance variable (Y).

1. Multiple Regression Analysis

Multiple regression analysis was done to determine the degree to which a number of independent variables together influenced the dependent variable, in this example, career advancement (X2) and training (X1). The following are the results of a multiple regression analysis carried out using the SPSS program, version 26.00 for Windows:

Table Results of multiple regression analysis
Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6,704	2,537		2,643	,010
	Training (X1)	,467	.111	,361	4,195	,000
	Career development (X2)	,746	.114	,563	6,543	,000

a. Dependent Variable: Employee Performance (Y)

The multiple regression equation model is Y = 6,704+0.467x1 + 0.746 x2, based on the table.

2. Determination Test

Variable Determination CoefficientTraining (X1) and career development (X2), on Employee Performance (Y)

Model Summary b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.819a	,672	,661	2.03101

a. Predictors: (Constant), Career development (X2), Training (X1)
b. Dependent Variable: Employee Performance (Y)

The table indicates that the level of influence that career development and training have jointly on employee performance, with a R Square value of 0.672. This is further demonstrated by the significant percentage—67.2%—that training and career development together have on employee performance, with the remaining 32.8% being influenced by variables not included in the study.

Discussion

a. Training's Impact on Employee Performance Table It is evident from the multiple regression analysis results that employee performance is impacted by training. The p-value (sig.t) < 0.05, or 0.000 < 0.050, and the tcount> ttable value, or 4,195 > 1,669, demonstrate this. This indicates that, in the situation where training significantly affects employee performance, Ha is approved while Ho is denied.

b. How career growth affects worker performance

From the table It is evident from the multiple regression analysis results that employee performance is impacted by career development. The p-value (sig.t) > 0.05, which is 0.000 < 0.05, and the tcount > t table, which is 6,543 > 1,669, demonstrate this. This indicates that, in the situation where career advancement has a major impact on employee performance, Ha is approved while Ho is denied.

c. How training and career growth affect workers' performance at the same time The F test findings using the SPSS version 26.00 for Windows application are as follows.

F test
ANOVAa

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	539,671	2	269,836	65,415	,000b
Residual	264,000	64	4,125		
Total	803.672	66			

a. Dependent Variable: Employee Performance (Y)
b. Predictors: (Constant), Career development (X2), Training (X1)

It is evident from the F test table that the computed f value is 65,415, with a significance level of 0.000. The computed F is then contrasted with the F table, whose

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value is 3.14 and which is derived at the 0.05 level with numerator degrees of freedom (numerator df) of 2 and denominator degrees of freedom (denominator df) of 64. The fact that F-count > F-table, or 65,415 >3.14, indicates unequivocally that career advancement and training have an impact on worker performance.

Discussion

The analysis conducted draws upon statistical theory and human resource management to understand the relationship between the variables Training (X1), Career Development (X2), and Employee Performance (Y). In management theory, training is considered a key factor in improving employee performance. As explained by Noe (2017), "Training is a systematic process designed to improve employees' knowledge, skills, and attitudes relevant to the job." The regression analysis results indicate that Training (X1) significantly impacts employee performance. This aligns with the theory that investment in training can enhance employees' abilities and motivation, thus improving their performance. Additionally, career development theory emphasizes the importance of providing opportunities for employees' growth and advancement in their careers. According to Hall (2004), "Career development is an ongoing process that helps individuals understand and achieve their career potential." The analysis results also show that Career Development (X2) has a significant impact on employee performance. Thus, it is crucial for organizations to effectively manage training and career development programs to enhance employee motivation and overall performance, as demonstrated by the findings of this analysis.

CONCLUSION

In conclusion, the analysis reveals the significant influence of Training (X1) and Career Development (X2) on Employee Performance (Y). The findings highlight the importance of investing in comprehensive training programs and providing avenues for career advancement to enhance employee skills, motivation, and overall performance. Together, these initiatives contribute to fostering a high-performance organizational culture where employees are empowered to excel and contribute effectively to achieving organizational goals.

These are the results of the study:

a) The training variable has a significant effect on employee performance, meaning that training will make it easier for companies to give guidance and place employees in jobs that are aligned with their basic abilities so that they can perform at their best.

b) The career development variable has a significant and positive effect on employee performance, meaning that if career development is well managed and takes advantage of the opportunities that come with a career.

c) The variables related to career development and training together have a positive and significant impact on employee performance. This means that the more effective and transparent the career development and training programs are implemented within the organization, the greater the influence they will have on employee performance and retention.

Recommendations:

To capitalize on these findings, organizations should prioritize the development of tailored training programs and career advancement opportunities. This involves regular evaluation, feedback mechanisms, and integration of training with career development initiatives to ensure alignment with employees' growth aspirations.

Additionally, recognizing and rewarding employees who actively engage in these programs can further bolster motivation and commitment to continuous improvement. By implementing these recommendations, organizations can create an environment conducive to employee development, performance enhancement, and long-term organizational success.

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