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Effect of Training and Career Development on Employee Performance at PT Bank BRI Palopo Branch

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ABSTRACT

Purpose: *This study aims to examine the effect of training and career development on employee performance at the Palopo Branch of PT Bank Rakyat Indonesia.* ***Methodology:*** *A quantitative research design was employed using a survey method, with data collected through structured questionnaires distributed to 80 employees. The data were analysed using descriptive and inferential statistical techniques, including Pearson product moment validity testing and reliability analysis, t-tests, F-tests, and the coefficient of determination, with the assistance of SPSS version 23.* ***Results:*** *The findings indicate that training has a positive and significant effect on employee performance, whereas career development does not have a significant effect. Simultaneously, training and career development have a positive and significant effect on employee performance, with an R^2 value of 0.156, indicating that the independent variables explain 15.6% of the variation in employee performance.* ***Findings:*** *The findings confirm that training is the dominant driver of performance improvement, while career development initiatives at the branch level show limited effectiveness.* ***Novelty & Originality:*** *This study provides novel empirical evidence on human resource development practices at a regional branch of a state-owned bank in Indonesia, highlighting contextual limitations that reduce the effectiveness of career development programmes at the branch level. Its originality emerges from the focused examination of these specific HR variables within the under-researched context of a regional banking branch.* ***Conclusions:*** *The results suggest that employee performance improvement can be achieved primarily through optimised training programmes, while career development initiatives require strategic evaluation to enhance their impact.* ***Type of Paper:*** *This paper is an empirical research paper.*

INTRODUCTION

Dynamic business competition increasingly requires organisations to possess qualified and adaptive human resources capable of responding effectively to changes in the work environment. In contemporary organisations, employees are no longer perceived merely as operational task executors but as strategic assets that play a crucial role in achieving organisational objectives. Accordingly, human resource management has shifted its focus towards enhancing employee competence and productivity through systematic development strategies, particularly training and career development.

Training and career development are widely recognised as fundamental mechanisms for strengthening employee capability and improving organisational performance. Training aims to enhance employees' technical and non-technical knowledge and skills, enabling them to perform their tasks more effectively and efficiently (Zalukhu et al., 2024). Career development, meanwhile, provides direction and opportunities for long-term growth through promotion, job rotation, and competency enhancement (Hanum, 2024). The strategic importance of these practices is reinforced by global evidence. The World Economic Forum reported that a substantial proportion of the global workforce will require significant skill improvement within the next five years to remain relevant in an evolving labour market (World Economic Forum, 2023). Similarly, the LinkedIn Workforce Learning Report (2024) indicated that employees are more likely to remain with organisations that offer clear and structured career development opportunities. Collectively, these findings underscore the vital role of training and career development in supporting employee productivity and retention.

Previous empirical studies generally demonstrate a positive relationship between training, career development, and employee performance. Research conducted by Hamzah (2023) and Hutabarat et al. (2023) found that these practices contribute to improved work effectiveness and enhanced employee motivation. However, empirical evidence also suggests that the outcomes of training and career development initiatives are not consistently observed across different organisational contexts. Setiawati et al. (2023) argued that variations in programme relevance, transparency of promotion systems, and levels of managerial support often determine the success or failure of human resource development efforts. This inconsistency indicates the presence of a research gap, particularly within the banking sector operating in regional areas, where organisational structures and operational conditions differ from those at head office level.

In the Indonesian banking industry, regional branches face increasingly complex challenges, including accelerated digital service demands, heightened service quality expectations, and pressures to improve operational efficiency. PT Bank Rakyat Indonesia Persero Tbk., as one of the oldest and largest state owned banks in Indonesia, has demonstrated a strong commitment to human resource development through the implementation of training and career development programmes. Nevertheless, the effectiveness of these programmes at branch level has not been comprehensively examined. In Palopo City, employees are required to adapt rapidly to technological developments and changing customer expectations, making skill mastery a critical factor in achieving optimal performance. Despite the implementation of training and career development initiatives, empirical studies that directly examine their impact on employee performance at regional branch level remain limited.

From a theoretical perspective, Human Capital Theory views training and career development as organisational investments that enhance employees' knowledge, skills, and abilities, which ultimately contribute to improved productivity and organisational performance (Noe, 2023). In addition, Herzberg's motivation theory emphasises that motivational factors, such as opportunities for self-development and competency enhancement, play an important role in influencing employee satisfaction and performance (Diputra et al., 2024). These theoretical perspectives provide a strong conceptual foundation for examining the role of training and career development in improving employee performance, particularly within hierarchical organisational settings such as the banking sector.

Based on the identified research gap and the limited empirical evidence from regional banking branches in Indonesia, this study aims to examine the effect of training and career development on employee performance at PT Bank Rakyat Indonesia Palopo Branch. The findings are expected to contribute to the human resource management literature by providing context-specific empirical evidence, while also offering practical insights for management in designing more effective training and career development strategies at the branch level.

Training

Training is a systematic process designed to improve employees' abilities, skills, and knowledge in performing their jobs. Effective training is not only oriented towards fulfilling the technical requirements of the job, but also towards improving behavioural competencies and the ability to adapt to changes in the work environment.

According to Kusuma (2023), the Transfer of Training Theory explains that optimal training outcomes can be achieved when participants have high motivation, work in a supportive environment, and are provided with opportunities to apply the skills acquired during training. In addition, training effectiveness is influenced by the design of the training programme itself, including the relevance of training materials to job requirements and the use of effective communication methods. When these factors are fulfilled, the transfer of knowledge and skills from the training context to the workplace occurs optimally, leading to improved employee performance.

In the banking sector, training is an essential requirement to ensure that every employee understands the products, systems, and service procedures that are continuously updated. Training also strengthens work speed and accuracy, increases customer satisfaction, and supports the achievement of branch targets. However, the effectiveness of training may vary depending on organisational support, managerial commitment, and the alignment between training objectives and operational demands, indicating that empirical examination within specific institutional contexts remains necessary. Training was measured using indicators of training environment, trainer quality, trainee motivation, self-efficacy, and leadership support (Noe, 2023).

Career development

Career development is a systematic process designed by organisations to help employees plan, develop, and achieve their career goals in line with the organisation's needs. Career development programes include various activities such as job promotions, job rotations, advanced training, as well as guidance and mentoring aimed at improving employee competence, loyalty, and readiness to face future work challenges. According to Thamrin & Susanto (2024), career development not only includes individual career planning but also organisational strategies to create opportunities for competency improvement through training, continuing education, and relevant work experience, which may influence long term career progression.

Furthermore, career development is seen as a lifelong process that reflects the interaction between individuals and their environment, where organisations play an important role in providing support, opportunities, and structures that enable employees to develop according to their potential and career direction (Sukri, 2022). Seku & Andriyani (2023) state that career development plays an important role in increasing employee work motivation, which in turn improves performance, although its immediate impact may depend on structural and institutional factors.

In the banking industry, such as at PT Bank Rakyat Indonesia (Persero) Tbk., Palopo Branch, career development serves as a crucial instrument for maintaining the quality of human resources to remain aligned with the demands of service digitalisation and evolving customer expectations. Through a clear career system and structured development programmes, the organisation can enhance employee retention, job satisfaction, and organisational commitment, which contribute to long term organisational sustainability. Nevertheless, prior studies indicate that the relationship between career development and performance may not always be direct, as it can be influenced by organisational structure, promotion transparency, and perceived fairness. Operationally, career development indicators include*: Job Performance, Exposure, Networking, Growth Opportunities, Mentoring & Sponsorship* (Dessler, 2020).

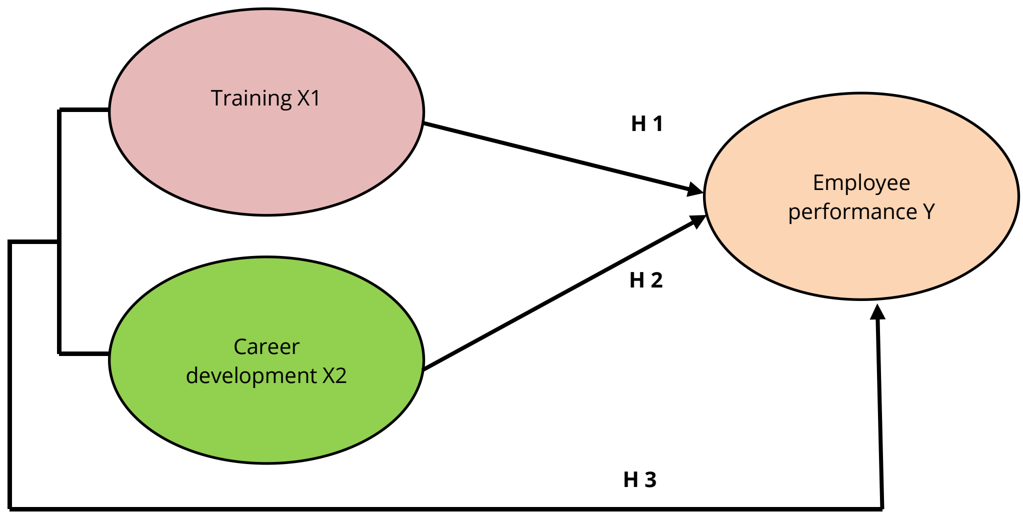
Employee performance

Employee performance is an important component in achieving organisational success. Employee performance is defined as the work results achieved within a certain period of time in accordance with predetermined criteria. This performance is influenced by various factors, ranging from personal abilities and efforts to organisational support. Conceptually, employee performance is defined as the work product produced by an individual within a certain period of time in accordance with established work norms (Saputra & Rahmat, 2024).

According to Kusdarianto (2022) high performance is highly valued within organisational settings. If an employee's performance meets established standards, both in terms of quality and quantity, they will be able to get a good job. Furthermore, good performance facilitates business operational management and information gathering, and produces results that can be used by management to assess business operations and by shareholders to evaluate business operations. Organisations are established to achieve specific objectives, and the attainment of these objectives depends on employees who demonstrate effective communication skills and positive work attitudes (Setyawati et al., 2023). These perspectives indicate that employee performance is multidimensional and influenced not only by individual competence but also by organisational and behavioural factors. According to Gibran and Ramadani (2021), employee performance can be measured through four key indicators: work quality, work quantity, timeliness/discipline, and teamwork.

Recent empirical studies generally report that training has a consistent and positive effect on employee performance across various organisational settings. This pattern supports the central argument of Human Capital Theory which states that investment in employee competence leads to measurable productivity gains. However, findings related to career development are not always consistent. Several studies show a positive relationship between career development and performance, while other studies indicate non significant or context dependent results, especially in organisations with hierarchical structures and centralised promotion systems. These differences suggest that the effectiveness of career development is influenced by institutional arrangements, perceived fairness, and the transparency of advancement mechanisms. Therefore, further investigation is needed within state owned banking institutions at the regional branch level. This study addresses that need by examining whether career development functions as a direct performance driver or operates as a structurally mediated mechanism in a centrally governed banking environment.

Figure 1. Conceptual Framework



H1 : Training is suspected to have a positive and significant effect on employee performance.
H2 : Career development is suspected to have a positive and significant effect on employee performance.
H3 : Training and career development are suspected to have a positive and significant effect on employee performance**.**

METHOD

Analysis Method

This study employed a quantitative research design using an explanatory survey approach to examine the effect of training and career development on employee performance at PT Bank Rakyat Indonesia Palopo Branch. The explanatory approach was used to analyse causal relationships among variables based on numerical data that can be statistically tested (Sugeng, 2022). The research was conducted at PT Bank Rakyat Indonesia Palopo Branch, Palopo City, South Sulawesi, Indonesia, Data were collected from September to October 2025.

The population of this study consisted of all 80 permanent employees of PT Bank Rakyat Indonesia Palopo Branch, including operational, service, and administrative staff. Given that the population was relatively small and homogeneous, as all employees worked within the same organisational unit and were subject to similar operational procedures, a saturated sampling technique was applied. This technique allowed all members of the population to be included as research respondents in order to obtain a comprehensive representation of the research object (Sumargo, 2020).

Data were collected using a structured questionnaire developed by adapting indicators from relevant previous studies to ensure content validity. All items were measured using a five point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The questionnaires were distributed directly to respondents during working hours with prior permission from management and were collected after completion. Secondary data were obtained from academic literature and relevant internal company documents.

Prior to hypothesis testing, instrument quality was assessed through validity and reliability testing. Validity was examined using item total correlation analysis, with items considered valid if the calculated correlation coefficient exceeded the critical value and the significance level was below 0.05. Reliability was tested using Cronbach’s Alpha coefficient, with a minimum acceptable value of 0.60, indicating satisfactory internal consistency of the measurement instruments (Ghozali, 2021).

Data analysis was performed using multiple linear regression analysis with the assistance of SPSS version 23 to examine the effect of training and career development on employee performance. Hypothesis testing was conducted using t tests to assess partial effects and an F test to evaluate the simultaneous effect of the independent variables, with a significance level set at 0.05. Ethical considerations were observed throughout the study, including voluntary participation, informed consent, and assurance of respondent anonymity and data confidentiality.

RESULTS AND DISCUSSION

RESULTS

Validity And Reliability Test Results

Validity and reliability testing were conducted to ensure the appropriateness of the research instruments. Validity refers to the extent to which an instrument accurately measures the intended variables Ghozali (2021). while reliability reflects the consistency of the instrument in producing stable results under similar conditions (Sugiyono, 2022).

An item is considered valid if rcalculated ftableat a significance level of 5% and p-value < 0.05. Meanwhile, reliability is measured using Cronbach's Alpha coefficient with the criteria <0.60 indicatinglow reliability, a value of 0.60-0.79 indicating adequate reliability, and ≥ 0.80 indicating good reliability (Sugiyono, 2019).

Tabel 1. Validity Test Results

No	Variable	Item	R hitung	R tabel	Description
1.	**Training (X1)**	X1.1	0.642	0.220	Valid
		X1.2	0.707	0.220	Valid
		X1.3	0.486	0.220	Valid
		X1.4	0.491	0.220	Valid
		X1.5	0.500	0.220	Valid
		X1.6	0.425	0.220	Valid
		X1.7	0.700	0.220	Valid
		X1.8	0.582	0.220	Valid
		X1.9	0.536	0.220	Valid
2.	**Career Development (X2)**	X2.1	0.712	0.220	Valid
		X2.2	0.549	0.220	Valid
		X2.3	0.409	0.220	Valid
		X2.4	0.411	0.220	Valid
		X2.5	0.434	0.220	Valid
		X2.6	0.513	0.220	Valid
		X2.7	0.682	0.220	Valid
		X2.8	0.456	0.220	Valid
		X2.9	0.448	0.220	Valid
3.	**Employee Performance (Y)**	Y.1	0.712	0.220	Valid
		Y.2	0.549	0.220	Valid
		Y.3	0.409	0.220	Valid
		Y.4	0.411	0.220	Valid
		Y.5	0.434	0.220	Valid
		Y.6	0.513	0.220	Valid
		Y.7	0.682	0.220	Valid
		Y.8	0.456	0.220	Valid

Source: SPSS output data processed, 2025

Based on the validity analysis results shown in Table 1. , all statement items in each research variable, namely Training (X1), Career Development (X2), and Employee Performance (Y), have a significance value below 0.05 and a calculated r value greater than the table r. In this study, the table r value is 0.220. Thus, it can be concluded that all statement items from the three variables are valid and suitable for use in further testing.

Table 2 Reliability Test Results

No	Variable	Cronbach's Alpha	Description
1.	Training (X1)	0,724	Reliabel
2.	Career Development (X2)	0,676	Reliabel
3.	Employee Performance (Y)	0,649	Reliabel

Source: SPSS output data processed, 2025

Reliability was assessed using Cronbach's Alpha. As shown in Table 2, the Cronbach's Alpha values for Training (0.724), Career Development (0.676), and Employee Performance (0.649) exceed the minimum threshold of 0.60, indicating acceptable internal consistency. Thus, all variables are considered reliable.

F Test (Simultaneous)

The simultaneous regression results presented in Table 3 indicate that training and career development jointly have a significant effect on employee performance (F = 7.109, p = 0.001). This confirms that the independent variables collectively contribute to explaining variations in employee performance at PT Bank BRI Palopo Branch.

Table 3. F Test (Simultaneous)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	156.115	2	78.058	7.109	.001[b]
	Residual	845.435	77	10.980		
	Total	1001.550	79			
a. Dependent Variable: Employee Performance						
b. Predictors: (Constant), Career Development, Training						

Source: SPSS output data processed, 2025

Based on the regression results of the F test (simultaneous), it shows that the training variable (X1) and career development (X2) simultaneously have a significant effect on employee performance (Y), because the Fcount value is (7.109) > Ftable (3.11) and the significance value <0.001 is less than 0.05. Thus, the training and career development variables have a significant effect on employee performance at PT. Bank BRI Palopo Branch.

Partial test (t-test)

The partial regression results in Table 4 indicate that training has a positive and significant effect on employee performance (β = 0.365, t = 3.505, p = 0.001). Therefore, Hypothesis 1 is supported.

In contrast, career development does not have a significant effect on employee performance (β = 0.000, t = -0.004, p = 0.997). Thus, Hypothesis 2 is rejected.

Table 4. Partial test (t-test)

	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)	22.052	4.059		5.433	.000
Training	.365	.104	.395	3.505	.001
Career development	.000	.094	.000	-.004	.997

Source: SPSS output data processed, 2025

Based on the table *of coefficients* above, the following results are obtained:

1. **Training Variable (X1)**
   The significance result of the Training variable is 0.001, which is smaller than the significance level of 0.05 or 0.001 < 0.05. When viewed from the t-value of 3.505, this result is greater than the t-table value of 1.992 or 3.505 > 1.992. Thus, Hypothesis 1 is accepted, which means that there is a significant effect of training on employee performance at PT Bank Rakyat Indonesia BRI Palopo Branch.

2. **Career Development Variable (X2)**
   The significance result of the Career Development variable is 0.997, which is greater than the significance level of 0.05, or 0.997 > 0.05. When viewed from the t-value of -0.004, this result is smaller than the t-table value of 1.992, or -0.004 < 1.992. Thus, Hypothesis 2 is rejected, which means that there is no significant effect of career development on employee performance at PT.Bank BRI Palopo Branch.

Based on the SPSS output, the following regression equation is obtained:

$$Y = 22.052 + 0.365X1 + 0.000X2 + e$$

1. If the training variable (X1) and career development variable (X2) are zero, then the baseline employee performance value is 22.052 units. This indicates that without training or career development programs, employee performance would still be at that level.
2. Training (X1) is 0.365 = the magnitude of the training variable coefficient, which means that for every 1 unit increase in the training variable, employee performance increases by 0.365 units, assuming other variables remain constant.
3. Career development (X2) has a regression coefficient of -0.001, which means that every 1 unit increase in career development does not change employee performance. This result is in line with the partial test, which shows that career development does not significantly affect employee performance.

Tabel 5 Coefficient of determination test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.395[a]	.156	.134	3.314

Source: SPSS output data processed, 2025

The R Square value of 0.156 indicates that training and career development explain 15.6 percent of the variance in employee performance, while the remaining 84.4 percent is influenced by other factors not included in the model

DISCUSSION

The findings of this study provide substantive theoretical and contextual insights into human resource development practices within a regional branch of a state owned banking institution. The results demonstrate that training exerts a positive and significant effect on employee performance, confirming that structured capability enhancement remains a central determinant of productivity in operationally intensive sectors. This finding reinforces the core proposition of Human Capital Theory, which argues that organisational investment in employee knowledge and skills generates measurable performance returns. However, beyond merely confirming the theory, the present study suggests that in the banking sector, training functions not only as a developmental intervention but also as a performance stabilisation mechanism. In environments characterised by regulatory compliance requirements, digital transformation, and service precision, the direct strengthening of task competence has immediate operational consequences. This empirical result is consistent with the findings of Lestari et al (2024) who reported that training has a significant positive effect on employee performance.

The significant relationship between training and performance is also consistent with Transfer of Training Theory, which emphasises that training outcomes depend on the alignment between instructional design and workplace application. The evidence from this study indicates that training programmes at PT Bank BRI Palopo Branch are sufficiently relevant to daily operational demands and supported by an environment that enables the practical implementation of acquired competencies. This suggests that organisational support mechanisms play a facilitating role in converting learning into measurable productivity improvements. Consequently, training appears to be embedded within institutional routines rather than functioning as an isolated administrative activity.

In contrast, career development does not demonstrate a significant direct effect on employee performance. This outcome contributes to ongoing debates within human resource management literature regarding the contextual effectiveness of advancement systems. While career development is frequently associated with enhanced motivation and long term organisational commitment, its short term performance impact appears to be contingent upon structural and institutional factors. Within hierarchical and centrally governed organisations, promotion processes are often influenced by tenure based considerations and formal administrative procedures. Under such conditions, employees may perceive career advancement as institutionally regulated rather than directly performance contingent. This finding supports the study conducted by Yusuf (2021), which concluded that career development does not have a significant effect on employee performance.

From the perspective of Herzberg’s Two Factor Theory, advancement functions as a motivator only when individuals perceive a credible linkage between effort and reward. If promotion systems are perceived as procedural or seniority oriented, their capacity to stimulate immediate productivity gains may be limited. The present findings therefore suggest that career development within this institutional context may operate as a retention and stability mechanism rather than as a direct catalyst for short term performance enhancement. This interpretation aligns with previous research in financial institutions that highlights the moderating role of organisational structure in shaping motivational outcomes.

The Indonesian banking context further strengthens this interpretation. Regional branches of state owned banks typically operate under centralised human resource policies determined at head office level. Limited autonomy in determining promotion pathways may reduce employees’ perception of agency in influencing their career progression. As a result, the motivational effect of career development may be delayed or indirect, and therefore not fully observable within a cross sectional research design.

Although training and career development jointly demonstrate a significant influence on employee performance the coefficient of determination indicates that the explanatory power of the model remains modest. The R square value of 0.156 suggests that employee performance in banking institutions is shaped by a broader constellation of organisational and behavioural determinants. While Human Capital Theory emphasises capability investment, performance outcomes are also strongly influenced by leadership style, organisational justice, compensation fairness, employee engagement, work discipline, and organisational culture. The relatively limited explanatory power therefore underscores the multidimensional nature of performance in hierarchical financial institutions and highlights the need for more integrative theoretical frameworks that incorporate psychological and structural variables alongside capability based factors.

Overall, the findings indicate that within regional Indonesian banking institutions, training operates as a direct and measurable performance driver, whereas career development functions as a structurally mediated mechanism whose immediate impact may be constrained by institutional arrangements. By distinguishing between capability driven and structurally moderated performance determinants, this study refines existing human resource development literature and emphasises the importance of organisational context in shaping the effectiveness of career advancement systems.

CONCLUSION

This study examined the effect of training and career development on employee performance at PT Bank Rakyat Indonesia Palopo Branch. The findings demonstrate that training has a positive and significant effect on employee performance, confirming that structured and job relevant training programmes serve as an effective mechanism for enhancing employee competence, operational efficiency, and service quality within the banking sector. In contrast, career development does not exhibit a significant direct effect at the branch level, indicating that within hierarchical and state owned organisational structures, career progression may function more as a long term structural system than as an immediate performance based motivator. Although both variables simultaneously influence employee performance, the relatively low explanatory power ($R^2 = 0.156$) suggests that performance is shaped by additional organisational and behavioural factors beyond the scope of this study.

These findings contribute to the human resource management literature by reinforcing the relevance of Human Capital Theory in regional banking contexts, demonstrating that targeted training constitutes a strategic investment with direct productivity implications. From a managerial perspective, the results underscore the importance of prioritising competency based training aligned with digital transformation and service excellence standards. Furthermore, career development systems should be reviewed to enhance transparency and strengthen the linkage between performance and advancement opportunities, thereby increasing their motivational effectiveness.

Limitations

This study was conducted within a single regional branch, which may limit the generalisability of the findings to other organisational contexts. The cross sectional research design restricts the ability to draw conclusions regarding long term causal relationships. In addition, employee performance was measured using self reported data, which may introduce response bias. The relatively modest R^2 value further indicates that other relevant determinants of performance were not incorporated into the research model.

Future Research

Future research should expand the scope to include multiple branches or banking institutions in order to enhance generalisability. Longitudinal designs are recommended to assess the long term impact of career development on performance outcomes. Incorporating additional variables such as leadership style, organisational justice, compensation systems, job satisfaction, employee engagement, and organisational culture would likely improve the explanatory power of the model. Mixed method approaches may also provide deeper insight into the structural and contextual dynamics influencing career development within state owned enterprises.

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