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The Influence of Educational Background, Training Programs, and Career Development on Employee Performance at the Personnel and Human Resources Development Agency (BKPSDM) of Malang City

Nindi Hide [1*], Retno Ayu Dewi Novitawati[2], and Yuni Setyawati[3]
** Correspondence Author: nindihide@gmail.com*
[1,2,3] Management,Faculty of Economics, University of Tribhuwana Tunggadewi,Malang, Indonesia

INDEXING
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ABSTRACT
The purpose of this study was to determine the partial and simultaneous effects of career development, training programs, and educational background on employee performance at the "Personnel and Human Resource Development Agency (BKPSDM) of Malang City." The quantitative approach is the research methodology used. A questionnaire made with a Likert scale serves as a data collection tool. The research sample consisted of forty-five respondents, all of whom worked at BKPSDM Malang City. Multiple linear regression techniques were used to analyze the data. The findings of the study indicate that although career advancement has no significant impact on employee performance, training programs and educational background have a good and significant impact. Employee performance is significantly influenced by training programs, career growth, and educational background simultaneously. These findings indicate that although career development still needs further assessment to truly contribute to improved performance, proper education and training can improve employee work productivity.

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INTRODUCTION

Human resources have a strategic role in supporting the success of an organization, including in government agencies. Improving employee quality through education, training, and career development is an important focus in personnel management. As an organization tasked with improving the state civil apparatus, BKPSDM Malang City has taken a number of steps to increase worker productivity, as reflected in the increase in SAKIP, Merit System, and ASN Professionalism Index values in the last three years. " Several previous studies have shown that education and training have a significant influence on improving employee performance " (Novitawati & Prihatminingtyas, 2019; Setyawati, 2020). Maula et al., (2023) emphasized the importance of education in shaping analytical and innovation skills. Education, training, and career development are important elements in human resource management that directly affect employee performance. Education is considered an investment in the form of *human capital* that can improve a person's technical and cognitive abilities to carry out work tasks effectively. Becker (1993) and Schultz (1961) stated that " education not only improves the quality of individuals, but also contributes to increased productivity and income. " In line with this opinion, Kirani (2023) emphasized that educational background serves as the basis for the formation of employee attitudes,

knowledge, and work behavior, which ultimately has an impact on performance achievement .

Job training is a systematic process that aims to improve employee skills, knowledge, and work attitudes. According to Simamora (2015), training not only helps employees carry out their duties more effectively, but also prepares them to face increasingly complex work challenges. Sugiyono (2018) emphasized that the success of training can be seen from the quality of the material, the methods used, the duration of implementation, and participant satisfaction with the training process. Job training has a positive and significant effect on employee performance, which means that the better the training program, the more employee performance will increase. "

Career development is an important instrument in creating employee motivation and loyalty. Greenhaus et al. (2010) explained that " career development is individual and requires organizational support in order to make a real contribution to employee performance. " Hasibuan (2020) stated that career development is an effort to improve individual abilities so that they can occupy higher positions. In this case, career development is not only related to job promotion, but also includes training, fairness in the career system, and organizational support. Research by Hosen et al. (2024) shows that well-designed career development has a positive effect on employee performance.

Employee performance is the result of a worker's efforts in carrying out tasks according to their obligations. Performance reflects how well a person meets job requirements in order to achieve organizational goals.

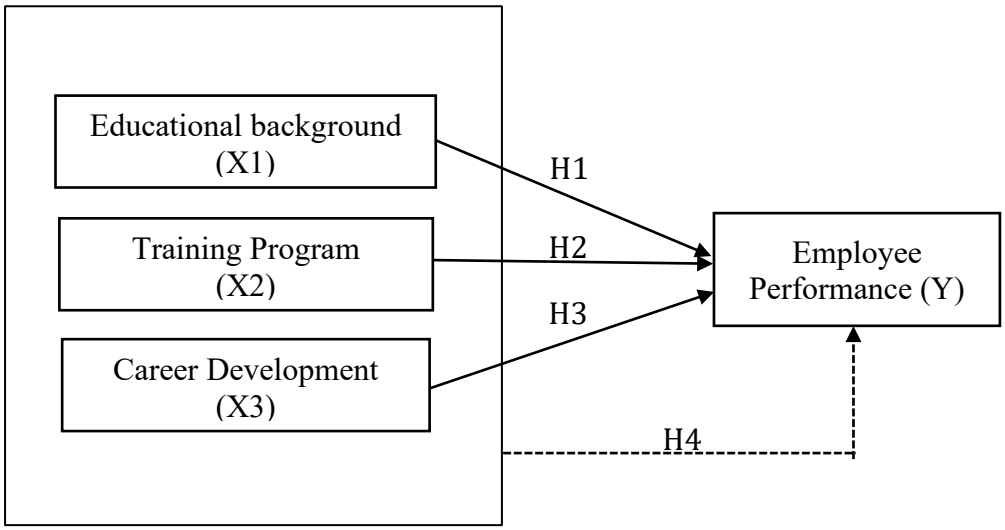

Figure 1. Conceptual Framework
Source: Data processed 2025

H1: It is suspected that educational background has a significant effect on employee performance at the Human Resources BKP of the Malang Mayor's Office.
H2: It is suspected that training programs have a significant effect on employee performance at the Human Resources BKP of the Malang Mayor's Office.
H3: It is suspected that career development has a significant effect on employee performance at the Human Resources BKP of the Malang Mayor's Office.
H4: It is suspected that educational background, training programs and career development simultaneously have a significant effect on employee performance at the Human Resources BKP.

RESEARCH METHOD

This study uses a quantitative approach with the aim of collecting and analyzing data statistically to test the established hypothesis. The study was conducted at the " Agency for Personnel and Human Resources Development (BKPSDM) of Malang City. The population in this study includes all employees in the BKPSDM of Malang City, totaling 45 people. " The sampling method is included in the non-probability sampling category. The questionnaire is used as a data collection tool because it allows researchers to easily and methodically collect data from respondents who have been selected based on the indications of each variable studied .

This technique was chosen so that all elements of the population are represented and can provide a complete picture of the phenomenon being studied. A closed questionnaire is the main tool in this study. The Likert scale, which indicates the level of agreement with each statement, is used to measure the respondents' responses. The validity and reliability of the questionnaire were assessed before being published freely. Reliability and Validity Test .

This study also uses multiple linear regression analysis to determine how independent factors affect the dependent variable, both simultaneously and partially. Several classical assumption tests were conducted before the regression analysis began. These classical assumption tests include normality, multicollinearity, and heteroscedasticity tests, which each check for unequal residual variances and high correlations between independent variables. Then the significance of the influence of the variables is assessed through hypothesis testing. Specifically, this includes the T and F tests and the coefficient of determination (R2) test, which is used to assess how well the independent variables in the research model can explain the dependent variable.

RESULT AND DISCUSSION

This study involved 45 respondents who were selected based on certain criteria to understand the context of the research results due to differences in gender, length of service, and level of education of respondents.

Table 1. Respondent Data Based on Gender

Gender	Number of Respondents	Percentage
Male	23	51%
Female	22	49%
Sum	**45**	**100%**

Source: Processed Data, 2025

Gender In Table 1, 51% of the respondents of the study were male, so they are the majority. On the other hand, 49% of the respondents were female. It can be concluded that there are more male responses than female responses .

Table 2. Respondent Description Based on Length of Service

Length of Work	Number of Respondents	Percentage
4-6 years	5	11%
7-9 years	6	13%
>10 years	34	76%
Sum	**45**	**100%**

Source: Processed Data, 2025

The results of the data found the length of work of respondents in Table 2, respondents with a length of work for 4-6 years have a percentage of 11%, then followed by respondents with a length of work for 7-9 years with a percentage of 13%,

and respondents with a length of work >10 years have a percentage of 76%. Thus it can be concluded that respondents with a length of work >10 years have a greater number than others.

Table 3. Respondent Data Based on Education

Educational Level	Frequency	Percentage (%)
High school/equivalent	4	9
D3	6	13
S1	24	53
S2	10	23
S3	1	2
Sum	**45**	**100**

Source: Processed Data, 2025

Table 3 shows that "most respondents have an education level of 24 people (53%) with a Bachelor's degree, 10 people (23%) with a Master's degree, and 1 person (2%) with a Doctorate. The rest consists of 9 high school graduates (9%) and 6 D3 graduates (13%)."

To determine whether the questionnaire is suitable for use as a research tool, validity and reliability tests are carried out.

Table 4. Validity Test Results

Variable	Indicator	R Value	R Table	Sig	Ket
Educational Background (X1)	LBP.1	0.619		0,000	Valid
	LBP.2	0.614		0,000	Valid
	LBP.3	0.529		0,000	Valid
	LBP.4	0.772		0,000	Valid
	LBP.5	0.772		0,000	Valid
	LBP.6	0.568		0,000	Valid
Training Program (X2)	PP.1	0.785	**0.2940**	0,000	Valid
	PP.2	0.878		0,000	Valid
	PP.3	0.883		0,000	Valid
	PP.4	0.764		0,000	Valid
	PP.5	0.827		0,000	Valid
	PP.6	0.685		0,000	Valid
Career Development (X3)	PK.1	0.746		0,000	Valid
	PK.2	0.666		0,000	Valid
	PK.3	0.710		0,000	Valid
	PK.4	0.676		0,000	Valid
	PK.5	0.847	**0.2940**	0,000	Valid
	PK.6	0.753		0,000	Valid
Employee Performance (Y)	K.1	0.822		0,000	Valid
	K.2	0.793		0,000	Valid
	K.3	0.791		0,000	Valid
	K.4	0.793		0,000	Valid
	K.5	0.859		0,000	Valid
	K.6	0.749		0,000	Valid

Source: Processed Data, 2025

The estimated r value is > r table and sig < 0.05, according to Table 4, which shows that the results of the questionnaire validity test are considered valid. In this study, the r table is 0.2940. Therefore, it can be said that each question item is considered valid and meets the requirements of the assessment regulations.

Table 5. Reliability Test Results

Variable	Cronbach Alpha	Standar Cronbach Alpha	Ket
Educational Background (X1)	0.760	0,60	Reliabel
Training Program (X2)	0.795	0,60	Reliabel
Career Development (X3)	0.785	0,60	Reliabel
Employee Performance (Y)	0.801	0,60	Reliabel

Source: Processed Data, 2025

The results of the reliability test are shown in Table 5 above. Since the Cronbach Alpha value for each research variable of educational background 0.760, training program 0.795, career development 0.785, and employee performance 0.801 is more than 0.60, it can be said that all variables are considered reliable.

Table 6. Normality Test of One-Sample Kolmogorov Sirmnov Method

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		45
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	1.48256441
Most Extreme Differences	Absolute	,073
	Positive	,073
	Negative	-,063
Test Statistic		,073
Asymp. Sig. (2-tailed)		,200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: Processed Data, 2025

The test results are shown in Table 6 above. If the Asymp sig value is 0.200 > α (0.05) indicating that the data is regularly distributed, then the test results are normal.

Table 7. Multicollinearity Test Results

Model	Collinearity Statistics	
1	Tolerance	VIF
EDUCATIONAL BACKGROUND	,967	1,034
TRAINING PROGRAM	,754	1,326
CAREER DEVELOPMENT	,735	1,361
a. Dependent Variable : Employee Performance		

Source: Processed Data, 2025

The tolerance value of the independent variables 0.967 for educational background, 0.754 for career development, and 0.735 for career development are greater than 0.1, the tolerance value and VIF in the table above indicate that the data does not experience multicollinearity. In addition, the VIF value for each independent variable is less than 10, with values for educational background, training programs, and professional development being 1.034, 1.326, and 1.361, respectively.

Table 8. Heteroscedasticity Test Using Glesjer Test

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	**B**	**Std. Error**	**Beta**	t	Sig.
(Constanta)	-.336	1.037		-.324	.747
Educational Background	.002	.002	.177	1.195	.239
Training Program	.059	.039	.259	1.517	.137
Career Development	.000	.042	.000	.002	.998
Dependent Variable :	ABS_RES				

Source: Processed Data, 2025

According to the findings of the heteroscedasticity test shown in the table above, there are no signs of heteroscedasticity. This is indicated by "the significance value of each variable that is > 0.05, namely 0.239 for educational background, 0.137 for training programs, and 0.998 for career development. and career development (X3) has a significant effect on employee performance variables (Y). "

Table 9. Multiple Linear Regression Test

Model	**Coefficients[a]** Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	**Std. Error**	**Beta**		
(Constant)	-3,298	3,197		-1,032	,308
Educational Background	,609	,103	,522	5,929	,000
Training Program	,470	,080	,581	5,834	,000
Career Development	,034	,089	,039	,383	,704

Source: Processed Data, 2025

Table 6 shows the results of the multiple linear regression analysis equation, namely:
$Y=-3.298+0.609X1+0.470X2+0.034X3+e$

The constant value of -3.298 indicates that when all independent variables, namely "Educational Background (X1), Training Program (X2), and Career Development (X3) are zero, then Employee Performance (Y) is predicted to be -3.298. The coefficient of the Educational Background variable (X1) of 0.609 indicates that every one-unit increase in Educational Background (X1) will cause a change in the Employee Performance variable (Y) of 0.609. The coefficient of the Training Program variable (X2) of 0.470 indicates that every one-unit increase in the Training Program (X2) will cause a change in the Employee Performance variable (Y) of 0.470. The coefficient of the Career Development variable (X3) of 0.034 indicates that every one-unit increase in Career Development (X3) will cause a change in the Employee Performance variable (Y) of 0.034.

Table10. t-Test (Partial Test)

Model	**Coefficients[a]** Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	**Std. Error**	**Beta**		
(Constanta)	-3,298	3,197		-1,032	,308
Educational Background	,609	,103	,522	5,929	,000
Training Program	,470	,080	,581	5,834	,000
Career Development	,034	,089	,039	,383	,704

Source: Processed Data, 2025

Table 7 shows that the significance value of the financial literacy variable is 0.000 which is smaller than 0.05, which indicates that " the educational background variable (X1) has a fairly large and positive influence on employee performance (Y), thus supporting the acceptance of H1. Given the significance value of financial planning of 0.000 which is smaller than 0.05, it can be said that the training program variable (X2) has a fairly large and positive influence on employee performance (Y), thus supporting the acceptance of H2. " Given the significance value of financial behavior of 0.704 which is smaller than 0.05, it can be said that there is a fairly large and partially beneficial influence.

Table 11. f Test (Simultaneous Test)

ANOVA[a]						
Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	218.399	3	72.800	30.863	.000[b]
	Residual	96.712	41	2.359		
	Sum	315.111				
a.	Dependent Variable: Sum Y					
b.	Predictors: (Constant), Educational Background, Training Program, Career Development					

Source: Processed Data, 2025

In table 11 the results of the F test conducted, it shows that "the variables of educational background (X1), training programs (X2), and career development (X3) have a positive and significant effect on the employee performance variable (Y). This is because the significance value obtained is 0.000, which means it is smaller than 0.05, and the F-count value is 30,863, which means it is greater than the F-table of 2.84 . It can be concluded that H4 is accepted."

Table 12. Test of Determination Coefficient (Adjusted R Square Test)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.833[a]	.693	.671	1.53585
a. Predictors: (Constant), Educational Background, Training Program, Career Development				

Source: Processed Data, 2025

Based on table 12 shows the results of the Adjusted R Square value of 0.671, which means that "career development variables, educational background, and training programs have a contribution of 67.1% in influencing employee performance (Y). While the remaining 32.9% is influenced by other variables outside this study."

CONCLUSION

The results of the analysis of employee growth data at the Malang City Human Resources and Personnel Office show that training programs, career growth, and educational background simultaneously have a significant impact on employee performance. Employee performance is positively and significantly influenced by educational background, with higher levels of employee education resulting in better performance. Knowledge, skills, and attitudes that support efficient task implementation are largely shaped by education. Training programs also have a significant positive effect on performance, indicating that targeted training can improve both technical and non-technical employee capacity, thereby supporting professionalism and work productivity. In contrast, career development does not have a statistically significant effect. This indicates that although there is a career development program, its implementation is not optimal in driving employee performance. Some possible causes

are a career system that is still based on length of service, minimal information about career paths, and low motivation in participating in existing development programs.

These findings indicate the importance of synergy between improving education, continuing training, and improving the career development system to support the achievement of organizational performance. Therefore, agencies are advised to maintain the level of education and encourage education improvement through scholarship and study permit facilitation, develop training based on job needs, and improve the career system to be more transparent and motivate employees. Further research is also expected to add other variables and expand the scope so that the results obtained are more comprehensive

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