





The Influence of Career Development, Employee Retention, and Training on Employee Performance

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Abstract. This this research aimed at analyze the influence of career development, employee retention, and training on employee performance at the Regional Disaster Management Agency (BPBD) of the Special Region of Yogyakarta. This study departs from the importance of improving the quality of human resources through targeted career development strategies, effective employee retention, and training relevant to work needs. A quantitative approach was used with a survey method by distributing questionnaires to all BPBD DIY employees. The collected data were analyzed using *Partial Least Square (PLS)* with the help of SmartPLS software version 4.1.1.6. The results showed that career development and employee retention had a positive and significant effect on employee performance, while training had a negative and insignificant effect. These findings indicate that a clear career path and organizational efforts to retain employees play a greater role in increasing productivity than training that is not yet on target. The originality of this study lies in the application of the AMO (Ability-Motivation-Opportunity) theory as a basis for integrating the three main variables in the context of regional public institutions, which has rarely been studied. The theoretical implications of these findings reinforce the validity of AMO theory in explaining the relationship between ability, motivation, and opportunity on employee performance. Practically, the results recommend the need for systematic career development program design, reward- and job security-based retention strategies, and reevaluation of training effectiveness to better align with job requirements and organizational development.

Keywords: Career Development, Employee Retention, Training, Employee Performance.

1 Introduction

Current research in the field of human resources (HR) shows several important trends, particularly the rapid development of digital technology integration in training and development programs [1]. The changing times have disrupted the processes of recruitment management, performance evaluation, and planning[2], and have also encouraged a shift from control-based management to empowerment in line with changes in job structures and workforce needs [3]. Challenges in talent acquisition and retention, particularly in planning workforce needs, identifying new skills,

managing remote teams, and adapting to ongoing digital changes [4][5]. Along with these developments, HR research is gaining increasing attention, amid the dilemma between public interest and organizational confidentiality in sensitive research [6]. Humans play a dual role as protectors of research practices and potential obstacles to the rapid implementation of studies [7].

Career development is a continuous process to help employees achieve their professional goals. Recent research on career development shows a variety of important trends [8][9]. On the other hand, technology poses a major challenge in career development, especially for new workers, to encourage flexible vocational training and adaptive policies [10]. Factors that influence career paths include self-efficacy, future orientation, family and friend support, and socioeconomic status [11]. Other studies emphasize the role of skill development in retaining employees [12]. Current literature underscores the need for flexible and adaptive career development approaches.

Employee retention is the ability of a company to retain quality employees. Recent research on employee retention shows that several key factors influence employees' decisions to stay with an organization, including compensation, organizational culture, job satisfaction, flexibility, and work-life balance [13][14][15]. Technological advances also play a role in an organization's ability to retain employees [13][16].

Training is one way to improve employee skills and knowledge. In recent developments regarding training, research shows that personalized training methods can increase employee effectiveness and interest in participating in skills development programs [17]. This research is in line with findings that training contributes to workforce productivity [18].

Research shows that HR practices can positively influence employee retention [19]. Bridging this gap through a collaborative model can increase engagement in training and career development [20]. Research highlights the need for tailored approaches that take generational shifts into account, such as Millennials' focus on work-life balance and Gen Z's emphasis on career growth [21].

The Yogyakarta Special Region Disaster Management Agency (BPBD) is a non-departmental government agency engaged in regional disaster management. The Yogyakarta Special Region BPBD has several departments, namely the Department of Prevention, Preparedness, Rehabilitation, and Reconstruction (); the Department of Emergency Management; the Department of Logistics and Equipment; and the Department of Firefighting and Rescue. The Yogyakarta Special Region BPBD has implemented career advancement by conducting training to improve employee performance. However, in practice, several problems are still found, such as a lack of skills among employees in certain fields and a lack of encouragement to develop careers.

Thus, career development, employee retention, and training are important and interrelated elements in supporting employee performance improvement. Career development provides opportunities for employees to improve their skills and career paths, employee retention is related to the company's efforts to retain quality workers, while training plays an important role in improving employee competence so that they are able to face the dynamics of the world of work.

2 Literature Review

2.1 AMO (*Ability-Motivation-Opportunity*) Theory

The theory used in this study is the AMO (*Ability-Motivation-Opportunity*) theory [22]. The AMO theory is an established HRM framework for explaining performance as a result of ability, motivation, and opportunity facilitated by complementary HR practices. Training variables increase ability through technical competency development and continuous learning. The career development variable strengthens motivation through career advancement, performance rewards, and clarity of prospects, thereby increasing willingness and ability. The employee retention variable is related to opportunity through *high-involvement* practices such as participation, voice, autonomy, and job security, which provide space to apply competencies. Performance improves when all three dimensions of AMO are present and aligned in HR practices.

2.2 Career Development

Career development is a series of efforts to improve skills from the start of employment until the end of the term of office [23]. According to [24], career development is an HR management activity with the aim of improving and increasing performance effectiveness. According to research conducted [25], career development provided to employees will improve employee performance. Similarly, research conducted [26] shows that career development is positively related to employee performance. Other research also shows that career development has a positive effect on performance [27]. However, research [28] shows that career development has a negative effect on employee performance.

H1: Career development has a positive and significant effect on employee performance

2.3 Employee Retention

According to [29], employee retention is the desire of employees to remain in a company. Employee retention refers to the efforts of an organization to retain competent and committed workers in the long term [30][31]. According to research conducted by [32], employee retention has a positive effect on employee performance. Similarly, research conducted by [33] shows that employee retention has a positive effect on performance. However, other studies indicate that employee retention has a negative effect on employee performance, such as research conducted by [34].

H2: Employee retention has a positive and significant effect on employee performance

2.4 Training

Training is an activity to acquire, improve, and develop potential to produce employees with specific skills and competencies [35][36][37]. According to research from [38], it shows that job training has a positive effect on employee performance. In

addition, research by [39] shows that training has a positive effect on employee performance. However, research by [40] states that training has a negative effect on employee performance.

H3: Training has a positive and significant effect on employee performance.

2.5 Performance

In general, performance is the achievement or work results that can be achieved by an individual or group in carrying out the tasks and responsibilities assigned to them to achieve certain objectives. According to [41], performance is the work results achieved by individuals in accordance with their roles and duties, which are linked to a specific measurement value of the company where the individuals work. Performance is defined as the ability, skills, and effort in a particular situation [42]. This definition of performance refers to the ability of a worker to fulfill their obligations in terms of both the quality of the work they do and the quantity they produce [43].

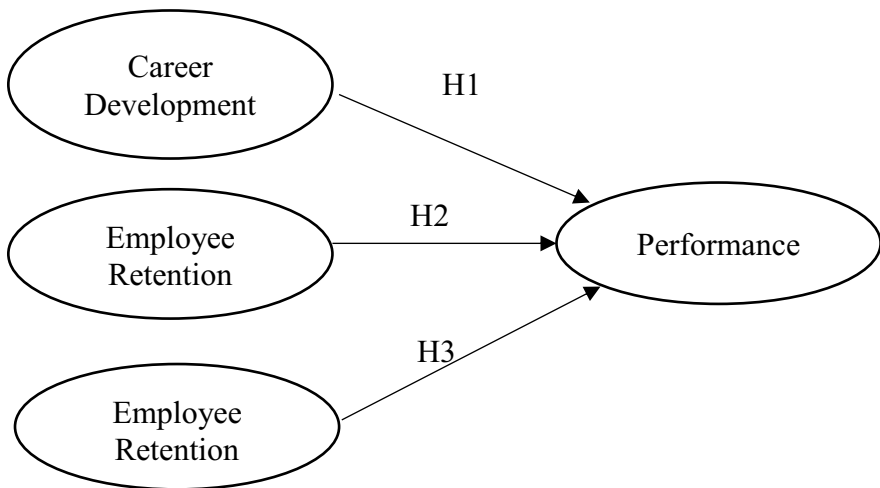


Figure 1. Conceptual Framework

3 Methodology

The population in this study involved all 143 employees of BPBD DIY. The sampling technique used was non-probability sampling, specifically convenience sampling. Primary data was collected through questionnaires with a 100% response rate and guaranteed anonymity. The data was tested for validity and reliability, then analyzed descriptively and inferentially using Partial Least Square (PLS) with the help of SmartPLS software. The validity and reliability tests conducted included convergent validity (correlation >0.50), discriminant validity (AVE >0.50), and composite reliability (>0.70). The model was evaluated using the SRMR, d_{ULS} , d_G , Chi-Square, NFI, and RMS criteria, followed by hypothesis testing. The instruments used can be seen in Table 1 below:

Table 1. Statistical Instruments

Career Development	
Self-Seeking	I take the initiative to ask about career development opportunities. I independently seek training or programs that support my career.
Competence Enhancement	The company encourages me to improve my skills through development programs. I feel my skills improve with work experience.
Context Exploration	I study company policies related to promotion. I observe organizational changes that may affect my career development.
Role Matching	My current job matches my skills and expertise. I am placed in a work field that aligns with my educational background.
Employee Retention	
Organizational Components	The organizational structure helps me understand my duties and responsibilities. Recognition and rewards motivate me to stay in the company.
Career Opportunities	The company provides opportunities for career development. Training and development programs support my career growth.
Appreciation	I feel my work receives proper support and recognition. The company gives fair rewards based on performance.
Task	I clearly understand my job responsibilities. My job provides challenges that motivate me to grow.
Work Plan	The company has a clear and directed work plan for all employees. The work plan helps me prioritize tasks.
Training	
Participant	I feel enthusiastic about attending every training program. The training provided matches my job needs.
Instructor	The instructor explains the material in an understandable way. The instructor uses engaging and interactive teaching methods.
Material	The training material suits my job needs.

Location	The material is easy to understand and apply. The training venue has adequate facilities. The location enhances comfort and motivation to participate.
Environment	The training environment supports a focused learning atmosphere. The training atmosphere motivates me to participate fully.
Time	The training schedule is clear and well-organized. The duration matches the material to be delivered.
Performance	
Work Quality	I always strive to produce high-quality work. I pay attention to every detail to ensure optimal results.
Punctuality	I complete tasks within the given deadlines. I adjust work priorities to meet time targets.
Initiative	I propose new ideas to improve work quality. I show eagerness to learn new things for job improvement.
Ability	I have sufficient skills to perform my job. I clearly understand company procedures and standards.
Communication	I can clearly convey work-related information to colleagues. I find it easy to communicate with colleagues across departments.

4. Results & Discussion

4.1 Respondent Characteristics

This study mainly involved men, who made up 60% of the sample. Most of them were between 20 and 40 years old and held bachelor's degrees. Table 2 shows the characteristics of the respondents involved in this study.

..Table 2. Characteristics of Respondents

	Total	Percentage
Gender		
Male	27	60
Female	18	40
Employment Status		
Permanent Officer	19	42
Temporary Officer	26	58

	Total	Percentage
Marital Status		
Marriage	24	53
Unmarriage	18	40
Widow/Widower	3	7
Agel (Old Yelars)		
20-40 Years	38	84
41-60 Years	7	16
>60 Years	0	0
Education		
Elementary School	0	0
Junior School	0	0
High School/Vocational School	3	7
Diploma	2	4
Bachelor	36	80
Postgraduate	4	9
Doctoral	0	0

4.2 Convergent Validity

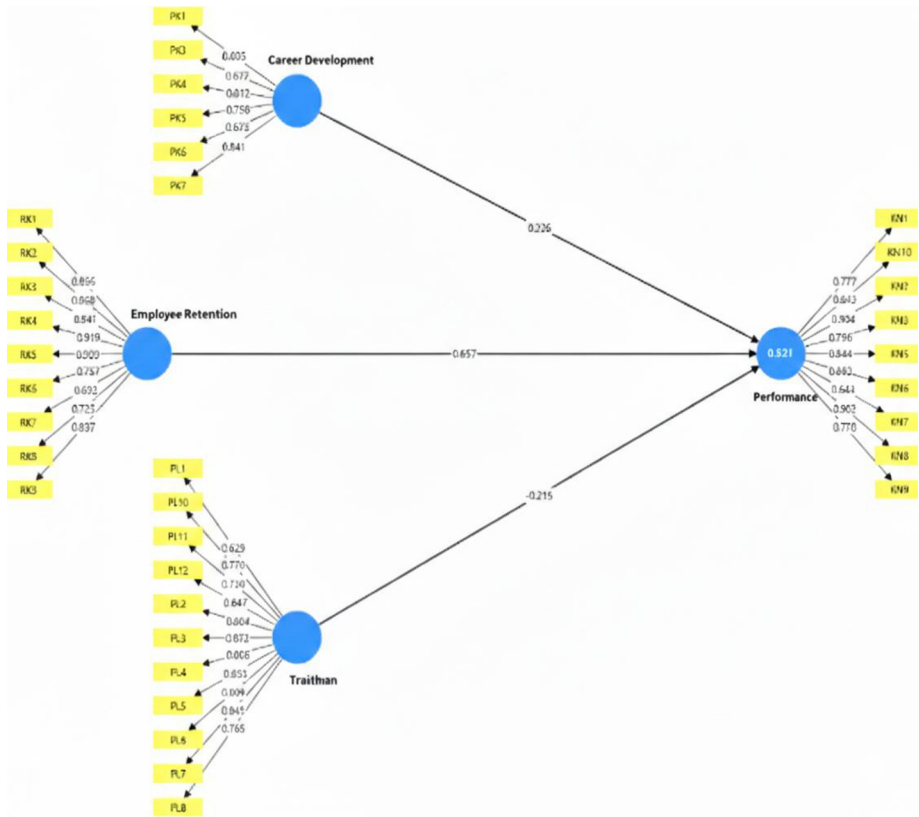


Figure 2. SmartPLS Structural Model

Figure 2 shows results of indicator testing. An indicator has good convergent validity if factor loading is > 0.6. Table 3 displays tabulated findings.

Table 3. Convergent Validity Test Results

Instrument	PR	TR	CD	ER	Key
	Y	X3	X1	X2	
PR1	0.777				Valid
PR10	0.843				Valid
PR2	0.904				Valid
PR3	0.796				Valid
PR5	0.844				Valid
PR6	0.882				Valid
PR7	0.643				Valid
PR8	0.902				Valid
PR9	0.778				Valid

TR1	0.629		Valid	
TR10	0.770		Valid	
TR11	0.730		Valid	
TR12	0.647		Valid	
TR2	0.804		Valid	
TR3	0.872		Valid	
TR4	0.806		Valid	
TR5	0.655		Valid	
TR6	0.809		Valid	
TR7	0.845		Valid	
TR8	0.765		Valid	
CD1		0.605	Valid	
CD3		0.677	Valid	
CD4		0.812	Valid	
CD5		0.798	Valid	
CD6		0.673	Valid	
CD7		0.841	Valid	
ER1			0.856	Valid
ER2			0.868	Valid
ER3			0.941	Valid
ER4			0.919	Valid
ER5			0.909	Valid
ER6			0.757	Valid
ER7			0.692	Valid
ER8			0.725	Valid
ER9			0.837	Valid

Note: CD = Career Development; ER = Employee Retention; TR = Training; PR = Performance

All indicator loadings on a loading factor >0.6. Thus, it can be concluded that most indicators have good convergent validity.

4.3 Discriminant Validity

An indicator is considered valid if its relationship with a construct is higher than with other constructs. Table 4 shows the findings of discriminant validity.

Table 4. Discriminant Validity Test Results

Instrument	PR	TR	CD	ER	Key
	Y	X3	X1	X2	
PR1	0.777	0.435	0.559	0.505	Valid
PR10	0.843	0.215	0.345	0.492	Valid
PR2	0.904	0.417	0.512	0.640	Valid
PR3	0.796	0.067	0.034	0.389	Valid
PR5	0.844	0.311	0.570	0.572	Valid
PR6	0.882	0.318	0.433	0.472	Valid
PR7	0.643	0.368	0.469	0.578	Valid
PR8	0.902	0.388	0.450	0.572	Valid
PR9	0.778	0.198	0.292	0.544	Valid
TR1	0.180	0.629	0.335	0.290	Invalid
TR10	0.215	0.770	0.428	0.435	Valid
TR11	0.468	0.730	0.303	0.617	Valid

TR12	0.241	0.647	0.331	0.484	Valid
TR2	0.195	0.804	0.224	0.446	Valid
TR3	0.245	0.872	0.373	0.542	Valid
TR4	0.297	0.806	0.234	0.491	Valid
TR5	0.235	0.655	0.265	0.437	Valid
TR6	0.302	0.809	0.435	0.629	Valid
TR7	0.326	0.845	0.439	0.669	Valid
TR8	0.298	0.765	0.512	0.456	Valid
CD1	0.318	0.123	0.605	-0.002	Valid
CD3	0.431	0.636	0.677	0.684	Valid
CD4	0.431	0.363	0.812	0.541	Valid
CD5	0.334	0.303	0.798	0.178	Valid
CD6	0.411	0.084	0.673	0.096	Valid
CD7	0.359	0.496	0.841	0.386	Valid
ER1	0.644	0.539	0.380	0.856	Valid
ER2	0.573	0.565	0.380	0.868	Valid
ER3	0.666	0.588	0.539	0.941	Valid
ER4	0.595	0.553	0.443	0.919	Valid
ER5	0.617	0.621	0.471	0.909	Valid
ER6	0.441	0.634	0.453	0.757	Valid
ER7	0.417	0.475	0.191	0.692	Valid
ER8	0.350	0.650	0.147	0.725	Valid
ER9	0.547	0.610	0.307	0.837	Valid

Note: CD = Career Development; ER = Employee Retention; TR = Training; PR = Performance

The results of discriminant validity tests show valid figures. The correlation between the items and indicators is significantly lower than the correlation with others. Thus, it can be stated with confidence that this data shows discriminant validity.

4.4 Construct Reliability

Construct reliability is considered strong, as indicated by factor loadings greater than 0.70 and an average variance extracted (AVE) exceeding 0.50, as shown in Table 5

Table 5. Construct Reliability Test Results

Variable	Average Variance Extracted (AVE)	Description
Performance	0.676	Reliable
Training	0.580	Reliable
Career Development	0.547	Reliable
Employee Retention	0.702	Reliable

This analysis confirms that all variables meet the reliability criteria. This is indicated by the average extracted variance value (AVE) exceeding 0.50, ensuring the validity and reliability of the measurement model.

4.5 Model Fit

Model fit testing evaluates the SmartPLS estimation output against the criteria outlined in Table 6.

Table 6. Model Fit Test Results

	Saturated model	Note
SRMR	0.139	Non-Fit
d_ ULS	12.097	Fit
GoF	0.571	Fit

Table 7 shows that the SRMR, d_ ULS, and GoF of _model are considered fit. There is _model that is not fit. However, based on _of _goodness-of-fit indicators, _ current model is _for testing the hypotheses.

4.6 Hypothesis Testing

Only _results of valid and _instrument tests _used in hypothesis testing. _ hypothesis testing results of this study show that all hypotheses _accepted, as shown in Table 7.

Table 7. Hypothesis Testing Results

	Original sample (O)	T statistics	P values	Note
Career Development -> Performance	0.326	2.124	0.034	Proven
Employee Retention -> Performance	0.657	3,700	0.000	Proven
Training -> Performance	-0.215	1.319	0.187	Unproven

Based on the results of the Bootstrapping Significance Test of the Correlation Coefficient, it can be concluded that only two hypotheses were proven with p-values below 0.05. Meanwhile, for the training hypothesis, the p-value was above 0.05.

4.7 The Impact of Career Development on Employee Performance

The test results show that the career development variable has a positive and significant effect on the employee performance variable with a t-value of 2.124 and a p-value of 0.034. These test results are in line with studies [24] and [25], which prove that career development plays an important role in increasing employee productivity. Employees who have clear career plans tend to work more effectively because they feel valued and have a definite direction for achievement.

4.8 The Effect of Employee Retention on Employee Performance

The test results show that the employee retention variable has a positive and significant effect on employee performance with a t-value of 3.700 and a p-value of 0.000. These results are in line with studies [31] and [32], which state that effective

retention will increase commitment, reduce turnover, and create a productive work environment. This means that the stronger the organization's efforts to retain employees, the higher the performance will be.

4.9 The Effect of Training on Employee Performance

The analysis results show that the training variable has a negative and insignificant effect on employee performance with a t-value of 1.319 and a p-value of 0.187. This means that the training programs that have been carried out have not had a direct impact on improving performance. This study is in line with research [39] which states that training has a negative effect on employee performance.

5 Conclusion

Based on statistical test results, career development and employee retention were proven to have a positive and significant effect on the performance of BPBD employees in the Special Region of Yogyakarta, with employee retention as the most dominant variable, while training had no significant effect in part, but simultaneously the three variables were able to explain 52.1% of the variation in employee performance. The implications of this study indicate that improving employee performance does not only depend on technical abilities, but also on the clarity of career development and the organization's success in maintaining employee loyalty and commitment, in line with AMO theory. This study has limitations in terms of the relatively small sample size, the use of questionnaire-based perception data, a cross-sectional approach, and a limited scope of variables, so the results cannot be generalized broadly. Therefore, BPBD DIY is advised to strengthen transparent career development policies, improve retention strategies through rewards and job security, and reevaluate the effectiveness of training to be more needs-based and field-practice oriented. Meanwhile, further research is recommended to include additional variables such as motivation, job satisfaction, leadership, or transfer of training, use a longitudinal design, and expand the scope and number of respondents to obtain more comprehensive and in-depth results.

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