



Effect of training and career development to employee performance through organization commitment pt. berkat sahabat sejati Indonesia

Romy Setyanto¹, P Eddy Sanusi², Guswandi³

¹ Student Master of Management, Krisnadwipayana University, Jakarta, Indonesia

^{2,3} Lecturer at Faculty of Economics, Krisnadwipayana University, Jakarta, Indonesia

Abstract

This study aims to determine the effect of organizational commitment and career development on employee performance simultaneously, to know the influence of organizational commitment to the performance of employees partially, to know the influence of career development on employee performance partially, to know the influence of organizational commitment to partial employee performance, to performance through organizational commitment and to know the effect of career development on employee performance through organizational commitment variable. The research was conducted on employees of PT Berkat Sahabat Sejati. The sampling technique used a saturated sample involving 77 employees. Data analysis using path analysis.

The results showed that the variables of training and career development have an effect on employee performance simultaneously. Training variables, career development, and organizational commitment affect employee performance partially. The effect of training on employee performance through indirect career development is greater than direct influence so that it can be said that the variable of organizational commitment as an intervening variable. The direct influence of career development on employee performance through direct organizational commitment is greater than indirect influence so it can be said that organizational commitment variable is not an intervening variable.

Keywords: training, employee development, organizational commitment, employee performance

1. Introduction

Training required employees to improve employee performance. The higher the frequency of training then it is expected that employees have adequate expertise to be able to carry out various tasks that are burdened.

Research conducted by Sebastian and Suyoto (2012) states that career development has a significant effect on employee performance. The research was conducted on employees of Rita Bakery. This research method used by a writer is a descriptive method of analysis. The number of samples taken in this study is as many as 50 people. Variable Independent (X) is Career Development, while Variable Dependent (Y) is Employee Performance. Research conducted Patryani and Seicalia (2013) state that the correlation coefficient (rs) Rank Spearman obtained by 0.833 or 83.3%. This shows that the correlation between Career Development on Employee Performance. And seen from the value of determination coefficient obtained by 69.39%. This means the effect of Career Development on Employee Performance of 69.39%, while the remaining 30.61% influenced by other factors not included in this study. After hypothesis testing, it can be seen (t arithmetic $>$ t table) or ($18,85 > 2,009$), in this case, it can be concluded that H_0 is rejected and H_1 accepted, it means a hypothesis that put forward "If Career Development has done well, employees will be high" is acceptable.

The study was conducted by Pitra (2013) ^[12]. This study used 48 respondents who are employees of Balai Proteki Taman dan Perkebunan (BPT-BUN) in Salatiga with census sample technique. The results showed that there is influence between

training on performance. As for suggestions that can be given is the need for efforts to continuously improve training, competence and organizational commitment of employees because although the performance of members of BPT-BUN Salatiga employees have been good, however, for work standards need to be more socialized to BPT-BUN employee Salatiga so that members really really understand the duties and responsibilities and functions. Achieving the target of the institution by employees also need to be improved again, so that employees in work always reach the target set by the institution. With the achievement of these things will be able to improve the performance of BPT-BUN Salatiga employees. Murdiyanto (2016) ^[9] revealed that career development affects the performance of employees who work on the company. The higher the career development that can be implemented then expected the performance of employees will also be greater.

2. Literature Review

2.1. Training

Training and development of human resources concerning future activities. Human resource development activities are different from training activities. In training activities can help employees do the current job. Profit from a program, training can be enjoyed throughout his career and can help improve his career in the future. Development, on the contrary, can help individuals to hold responsibilities in the future.

Training and development activities provide benefits to employees and companies in the form of skills and skills that furthermore become a valuable asset for the company.

Through the training of employees will increase its ability and also for the company that is in order to meet the demands of managers and HR departments. But training and development activities are not universal solutions that can meet all needs. Effective task design, selection/selection, placement and other activities are also needed. Training activities can contribute greatly if done right.

- a. The goal of training and development is
 - Ensure consistency in formulating a training program covering materials, methods, delivery methods and training facilities.
 - Facilitate communication between the compiler of the training program and those who need training
 - Provide clarity for participants on what to do in order to achieve the goal
 - Facilitate the assessment of trainees
 - Avoid the possibility of conflict between the organizer and the person requesting the training on the effectiveness of the training being held.
- b. While the objectives and benefits of training and development are
 - To increase the output strength
 - Improve output quality
 - Reduce waste and maintenance costs
 - Reduce the number and cost of accidents
 - Reduced turn over, absenteeism and increased job satisfaction
 - To prevent the onset of employee antipathy
- c. Therefore, training objectives can be categorized into several types of behavior, among others:
 - Psychomotor categories include controlling muscle so that people can make the right moves and the target is for the person to have certain physical skills
 - Effective categories include feelings, values, and attitudes. The goal of training in this category is to help people have a certain attitude.
 - Cognitive categories that include intellectual processes such as remember, understand and analyze, the target of this training is that people have the skills and knowledge to think. Based on its level
1. The primary target is the core target of the training program. This target is very important because it will give a sense of clarity and unity has all activities during the activity took place
2. Secondary Goals, these goals are at the core of each lesson in an exercise program. This secondary objective is actually a further elaboration and is an integral part of the primary goal. Based on the content
 1. Centered on the instructor's activity that describes what the instructor did during the training (such as demonstrating how to use the computer program)
 2. Centered on learning materials that describe the material delivered in the training
 3. Centered on the participants' activities that describe the activities undertaken by the participants during the training. The benefits of training are
- a. Benefits to employees
 - Helping employees in making decisions and problem solving more effective
 - Through training and development of achievement

variables, growth, responsibility, and progress can be internalized and implemented

- Helping to encourage and achieve self-development and self-confidence
 - Helping employees cope with stress, pressure, frustration, and conflict
 - Provide information about increased knowledge of leadership, skills, communication, and attitude
 - Improve job satisfaction and recognition
 - Helping employees approach personal goals
 - Provide advise and path for future growth
 - Build a sense of training growth
 - Assist the development of listening, speaking and writing skills with practice
 - Help eliminate the fear of carrying out new tasks
- b. Benefits to the company
 - Directing to improve profitability or a more positive attitude toward profit orientation
 - Improving job knowledge skills at all levels of the company
 - Improve human morale
 - Assist employees to know the purpose of the company
 - Helps create a better corporate image
 - Supports authenticity, openness, and trust
 - Improve the relationship of superiors and subordinates
 - Assist the company's development
 - Learn from participants

The necessary steps in the training and development process are

1. Assessment
Analyze training needs, identify objectives and criteria for training and development
2. Design
Pretest the participants, plan the content of the training
3. Delivery
Prepare training schedule, deliver training, monitor training
4. Evaluation
Measuring training output, comparing the output to a destination

Factors to consider in developing training and development are

- a. Cost-effectiveness
- b. Required program material
- c. Principles of learning
- d. Accuracy and unity of facilities
- e. The ability and preferences of training instructors
- f. The ability and preferences of training instructors

Methods of training and development

1. On the job training. Workers are placed in real condition under the guidance and supervision of experienced employees.
2. Rotation. Rotation is intended to obtain work variation by moving
3. Internships. Involves learning from more experienced workers and can be added to off the job training techniques.

4. Lecture classes and video presentations. Rely on classroom communication.
5. Training vestibule. Made with the same equipment used in the work
6. Role-play. Imagining another identity.
7. Case study. Using real descriptions
8. Simulation. Using a mechanical simulator and using computer simulations.
9. Learn independently and learn to program. To train and develop employees
10. Laboratory Practice. Improve interpersonal skills
11. Action training. Occurs in small groups who seek to solve real problems faced by the company assisted by the facilitator
12. Role-playing. The training method is a combination of case method and attitude development program.
13. In Basket Technique. The participants who contain various information.
4. Management Games. Emphasizing games emphasizes the development of problem-solving abilities
14. Behavior Modeling. Learn through observation or imagination from the experiences of others
15. Outdoor-oriented program. Conducted in remote areas by performing a combination of out-of-office capabilities with the ability in the classroom.

2.2. Career Development

According to Rivai (2004) ^[21] career development is a process of enhancing individual work capabilities achieved in order to achieve the desired career, therefore the business of establishing a well-designed career development system can assist employees in determining their own career needs and adjusting members' needs to organizational goals. Management and career development will improve the effectiveness and creativity of human resources that can improve employee performance in an effort to support the company to achieve its goals.

Careers are part of the journey and purpose of one's life. Everyone is entitled and obliged to successfully achieve a good career. According to Simamora (2004) career is a sequence of activities related to work and behavior, values and aspirations of a person during the lifespan of that person. According to Handoko (2004) ^[18, 19] career is all jobs (positions) that are handled or held during one's working life. While career development is a personal upgrading one does to achieve a career plan.

According Nawawi (2001) ^[11] career development is an HR management activity basically aims to improve the effectiveness of the implementation of work by workers to be able to contribute to achieving organizational goals.

The benefits of career development are aligning internal employee strategies and requirements, developing employees promoted, facilitating in job diversification, reducing turnover, filtering potential employees, reducing hoarding, satisfying employee needs and helping affirmative action planning.

The forms of career development are education and training and assignment rotation. Education and training are important in career development to occupy certain positions while the rotation of the assignment is aimed at getting employees to work in better positions and more responsibilities.

Rivai (2004) ^[21] states that rotation in the form of geographic removal (moving cities/islands) can increase the influence of dual career families. From a physiological point of view, a rotation is applied in order to avoid the sheer saturation of routines and in developing the ability to accept greater responsibilities. Employee rotation is necessary to maintain an organizational balance.

2.3. Organizational Commitment

Robbins (2010) states that organizations are consciously coordinated social entities, with a relatively identifiable boundary, working on a relatively continuous basis for a common goal or a set of goals.

Organizational commitment according to Meyer *et al* (2006) is the degree to which a person's involvement in his organization and the strength of his identification of a particular organization. Therefore, organizational commitment is characterized by three things: (1) A strong belief in organization and acceptance of organizational goals and values (2) A strong desire to maintain strong relationships with the organization and (3) Readiness and willingness to surrendering to the interests of the organization.

While Robbins (2004) ^[14] argued that the commitment of employees to the organization is one attitude that reflects the feelings of likes or dislikes an employee to the organization where he worked. Organizational commitment shows a power from within a person in identifying its involvement in an organization.

Organizational commitment is a process in the individual to identify himself with organizational values, rules, and goals that are not merely passive loyalty to the organization, so that commitment implies active employee and organizational relationships.

2.4. Performance

Understanding performance according to Siswanto (2002: 235) states that the performance is the work of quality and quantity achieved by a person in carrying out tasks and jobs given to him.

Rivai (2005: 309) ^[20] said that the performance is a real behavior that displayed every person as work performance generated by employees in accordance with its role in the company. The result of work or activity of an employee in quality and quantity in an organization to achieve the goal in carrying out the task and work given to him.

Employee performance measurement according to Dharma (2003: 355) performance measurement consider the following matters:

- a. Quantity, ie the amount to be completed or achieved.
- b. Quality, the quality that must be produced (whether or not). The qualitative measurements of the output reflect the measurement or the level of satisfaction that is how well the settlement is
- c. Timeliness, which is in accordance with the planned time.

Meanwhile, according to Mathis (2002: 78) which became an indicator in measuring the performance or achievement of employees are as follows:

- a. The quantity of work, ie the volume of work produced

under normal conditions.

- b. Quality of work, which can be neatness accuracy and linkage results with not ignore the volume of work.
- c. Utilization of time, ie the use of working periods adjusted to the discretion of the company or government agency.
- d. Cooperation, namely the ability to handle relationships with people

Rivai (2005: 309) ^[20] said that the performance is a real behavior that displayed every person as work performance generated by employees in accordance with its role in the company. The result of work or activity of an employee in quality and quantity in an organization to achieve the goal in carrying out the task and work given to him.

Performance is the result of work in quality and quantity that can be achieved by an employee in performing tasks in accordance with the responsibilities given to him. The definition of performance according to Mangkunegara (2005: 9) is the comparison of results achieved with the role of labor per unit time (usually hourly). Gomes in Mangkunegara, (2005: 9) ^[6] suggests the definition of performance as expressions such as output, efficiency, and effectiveness often associated with productivity.

Meanwhile, according to Mangkunegara (2005: 9) ^[6], employee performance is the result of work in quality and quantity achieved by an employee in performing their duties in accordance with the responsibilities given to him. Therefore it can be concluded that the performance of human resources is the performance of work, or the work (output) both quality and quantity achieved HR per unit time period in carrying out its work duties in accordance with the responsibilities given to him. Performance appraisal is an effort made by the leadership to assess the work of his subordinates.

According to Megginson in Mangkunegara, (2005: 10) ^[6], performance appraisal (appraisal) is a process used by the leadership to determine whether an employee doing his job in accordance with the duties and responsibilities. Next Sikula in Mangkunegara, (2005: 10) ^[6] suggests that employee appraisal is a systematic evaluation of employee work and potential that can be developed.

Performance Assessment

Assessment in the process of interpretation or determination of the value, quality or status of some objects of a person or thing. According to Handoko (2004: 235) ^[18, 19], performance appraisal is the process through which organizations evaluate or assess employee performance. This activity can improve personnel decisions and provide feedback to employees about the implementation of their work.

Based on the opinion of some experts, it can be concluded that the performance appraisal is a systematic assessment conducted to determine the results of employee work and organizational performance. In addition, it is also to determine appropriate job training, provide better responses in the future and as a basis for determining policies in terms of promotion and determination of benefits. The purpose of performance appraisal is to improve or improve organizational performance of the organization's HR.

Specifically, the purpose of performance evaluation as stated by Sunyoto in Mangkunegara, (2005: 10) are: 1) ^[6] Improving

mutual understanding between employees about performance requirements. 2) Recording and acknowledging the work of an employee, so that they are motivated to do better, or at least achieving the same as previous achievements, 3) Providing opportunities for employees to discuss their wants and aspirations and increasing awareness of careers or employment 4) Define or redefine future goals, so that employees are motivated to perform according to their potential, 5) Examine the implementation and development plans that match the training needs, especially the training plan, and then approve the plan if there are no matters that need to be changed.

Performance assessment goals

The performance appraisal of employees has several targets as stated by Sunyoto in Mangkunegara, (2005: 11) ^[6] namely:

1. Make a framework analysis from the past time on a continuous and periodic basis both employee performance and organizational performance.
2. Evaluate the training needs of employees through skills and knowledge audits so as to develop their abilities. On the basis of this training needs evaluation can organize the training program appropriately.
3. Determine the goals of future performance and provide individual and group responsibilities so that for the next period it is clear what employees should do, the quality and the raw materials to be achieved, the means and infrastructure needed to improve employee performance.
4. Determining the potential of employees who are eligible for promotion, and if based on the results of discussions between employees and leaders to develop a proposal on the system wise (merit system) and other promotional systems, such as rewards (ie reward system recommendation)

According to Sastrohadiwiryo (2005: 232), performance appraisal (work achievement) is a subjective process involving human judgment. It is said that subjective performance appraisal, since most of the work is absolutely impossible to measure objectively, this is due to several reasons, including the reasons for the complexity of the measurement task, the changing circle, and the difficulty in formulating individual tasks and individual employees in detail. Thus, performance appraisals are highly likely to be erroneous and very easily influenced by non-actual sources.

Performance appraisal criteria

A good criterion should be measured in ways that can be trusted. The concept of measurement reliability has two components: stability and consistency. Stability implies that measurement of criteria carried out at different times should achieve a similar result. Consistency shows that measurement criteria performed by different methods or different people should achieve approximately equal results.

A good criterion should be able to differentiate individuals according to their performance. One of the objectives of a performance appraisal is an evaluation of the performance of member organizations. If such criteria give identical scores to everyone, they are not useful for distributing compensation for performance, recommending candidates for promotion, or

assessing training and development needs.

A good criterion should be sensitive to the input and action of the holder of an office. Since the purpose of performance appraisal is to assess the effectiveness of individual members of an organization, the effectiveness criteria used in the system should be primarily under the control policies of the person being assessed.

A good criterion should be accepted by individuals who know their performance is being assessed. It is important that the people whose performance is being measured feel that the performance being used provides a fair and correct clue about their performance.

According to Sastrohadiwiryo (2005: 235), there is no similarity between one company and the other company in determining the elements that must be assessed in the process of performance appraisal by the management/supervisor appraisal is caused other than expected differences from each company, also because there is no standard on elements to be assessed.

Employee performance indicators

According to Jackson (1999) states that performance is to find out how productive an employee is and whether he can work effectively with the organization in the future so that employees, organizations, and society all benefit.

Meanwhile, according to Miner (2008) [8] Variable employee performance in this study is defined as the results achieved by a person (employee) according to the size applicable to the work in question (Miner, 2008) [8]. For performance appraisal used indicator: *Quality of work*

1. Quantity of work
2. Time at work
3. Cooperation With Other

3. Research Methods

3.1. Research design

This research uses explanatory analysis approach. This means that each variable presented in the hypothesis will be observed through testing the causal relationship of independent variables to the dependent variable. Relationships between variables can be described in the form of path analysis diagram as follows:

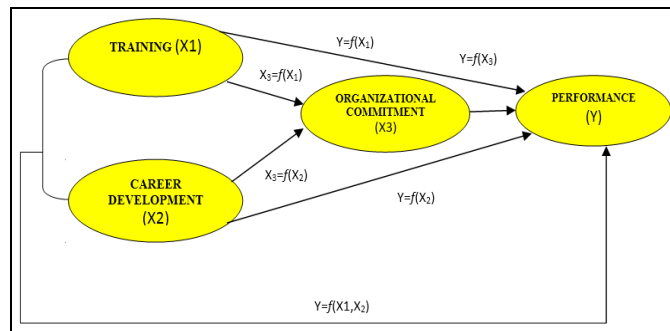


Fig 1: Research Design

3.2. Object of Research

Research conducted on employees of PT. Berkah Sahabat Sejati, in Jalan Perumnas Raya No. 1 Kelurahan Malaka Sari, Duren Sawit Subdistrict, East Jakarta.

3.3. Population and Sample

The population is a generalization area consisting of objects/subjects that have a certain quantity and career development set by researchers to be studied and then drawn conclusions (Sugiyono, 2008) [17]. The sample is the pull of a portion of the population to represent the entire population, (Surakhmad, 2010). Samples used by the authors in this study are employees of PT. Thanks to a True Friend. The total number of employees is 77 people. The employee is entirely incorporated into the data analysis. Sampling is included in sample stacking by using purposive sampling method. This sampling is a sampling in a unit of analysis with regard to the same career development in the sample. The overall sample taken in this part of the organization uses saturated sampling.

3.4. Data collection technique

To obtain a concrete and objective data must be held research on the problems studied, while the steps that researchers took in the collection of data are:

a. Primary Data

Primary data is data obtained directly from the object of research, In this case, the primary data obtained from field research that is data collection method do premise direct research on the object of research in question.

b. Secondary Data

Secondary data is data obtained indirectly from research object. In this case, the secondary data obtained from the library research data collecting method that is done by studying and understanding the literature of the book the work of authors who can answer the basic theory.

3.5. Data Quality Test

Questionnaire to be used in research, to produce valid and reliable instrument first tested with validity test and instrument reliability. According to Sugiyono (2007: 219) "Validity is a condition that describes the level of the instrument concerned can measure what should be measured". While reliability is a value that shows the consistency of a measuring device in measuring the same symptoms (Riduwan, 2003: 86) [13]. By using a valid and reliable instrument, it is expected that the results will be valid and reliable.

1. Test data validity

Testing the validity of the instrument using the item analysis, which is to calculate the score of each item with a total score which is the number of each scored item. The correlation coefficient used is Product Moment correlation coefficient.

2. Test data reliability

Looking for instrument reliability whose score is not 0-1, but is a range between several values, eg 0-10 or 0-100 or scales 1-3, 1-5, or 1-7, and so on can use alpha coefficient (α) from Cronbach.

4. Result and Discussion Result

4.1. Validity Test

Validity test is used to test each research variable, where the overall research variable contains 26 questions answered by 86 respondents. Based on the analysis that has been done, the test results validity can be shown in the table below

Table 1: Validity Test Results

No.	Statement	Cronbach's alpha	Critical Values	Description
Training				
1	Question 1	0,908	0,300	Valid
2	Question 2	0,908	0,300	Valid
3	Question 3	0,910	0,300	Valid
4	Question 4	0,894	0,300	Valid
5	Question 5	0,931	0,300	Valid
6	Question 6	0,894	0,300	Valid
Career Development				
1	Question 1	0,768	0,300	Valid
2	Question 2	0,723	0,300	Valid
3	Question 3	0,793	0,300	Valid
4	Question 4	0,567	0,300	Valid
5	Question 5	0,567	0,300	Valid
Organizational Commitment				
1	Question 1	0,404	0,300	Valid
2	Question 2	0,440	0,300	Valid
3	Question 3	0,419	0,300	Valid
4	Question 4	0,397	0,300	Valid
5	Question 5	0,424	0,300	Valid
6	Question 6	0,640	0,300	Valid
7	Question 7	0,510	0,300	Valid
8	Question 8	0,527	0,300	Valid
Employee Performance				
1	Question 1	0,484	0,300	Valid
2	Question 2	0,466	0,300	Valid
3	Question 3	0,356	0,300	Valid
4	Question 4	0,545	0,300	Valid
5	Question 5	0,451	0,300	Valid
6	Question 6	0,425	0,300	Valid
7	Question 7	0,345	0,300	Valid

Source: Primary Data Processed Year 2017

Based on Table 1 it is known that the value of cronbach alpha is greater than the critical value of 0.3. This means that all items of the proposed statement are valid.

Test Reliability: Test reliability to know the extent to which

the measurement results are reliable and consistent. Based on the analysis that has been done, the results of reliability testing can be shown in the table below

Table 2: Results of Reliability

Variable	Cronbach's Alpha	Nilai Kritis	Keterangan
Training (X1)	0,923	0,600	Reliable
Career Development (X2)	0,744	0,600	Reliable
Commitment (X3)	0,610	0,600	Reliable
Performance (Y)	0,742	0,600	Reliable

Source: Primary Data Processed Year 2017

Based on Table 2, Cronbach alpha reliability value above can be seen that all existing questions form a reliable measure of

the variables empowerment, characteristics, commitment, and performance is reliable.

Hypothesis Testing

Table 3: Test of variable causality of research and hypothesis testing

Variable Independent	Constants	Independent Variables						F-Count		t-Value	R ²
		X1	Prob	X2	Prob	X3	Prob	Value	Prob		
Training	15,235	,149	,082							3,579	,146
Career Development	14,348			,668	,000					8,989	,519
Commitment	7,721					,612	,000			6,699	,374
	11,577	,382	,001	,720	,000	,612	,000	43,095	,000		,538

Description: Dependent Variable: Performance
 * p-value (probability value) < 0.05

Source: Primary Data Processed Year 2017

The influence of training, career development and commitment to performance simultaneously

Based on Table 3 it is known that the F value is 43.095 and the significance is 0,000. This value is smaller than 0, 05. This means that training variables, career development, and commitment affect simultaneously on performance. From Table 3 it is also known that r squares of 0.538 mean the variables training, career development and commitment affect the performance of 53.8% while the rest is influenced by other variables that are not included into the equation model.

The influence of training, career development, partial performance commitment

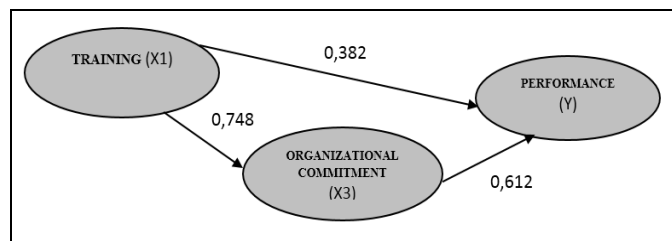
Based on Table 3 it is known that the training coefficient (X1) is 0.382. The value of t is 3.579. The value of significance of 0.01. This value of significance is smaller than 0.05. This means that training variables affect performance partially. In the table can also be known the value of r squared X1 (Training) of 0.146. This means that the effect of training variables on employee performance is 14.6% and the rest is influenced by other variables that are not included in the equation model.

For X2 (Career Development) coefficient value of 0.720. The value of t is 8,989. The value of significance is 0.000. This value of significance is smaller than 0.05. This means that career development variables have an effect on performance partially. In the table can also be known the value of r squared X2 (Career Development) of 0,591. This means the effect of career development variables on performance is 59.1% and the rest is influenced by other variables that are not included in the equation model.

For X3 (Commitment) the coefficient value is 612. The value of t is 6.699. The value of significance is 0.000. This value of significance is smaller than 0.05. This means that the commitment variable affects performance partially. Based on the above table it can be seen r square value of 0.374. This means that the influence of commitment to performance is 37.4% and the rest is influenced by other variables that are not included in the equation model.

Analysis of the effect of training on employee performance through committed variables

Based on partial path analysis it can be described as follows. The analysis is an analysis of the path with the sub-struct picture as follows.



Primary Data Processed Year 2017

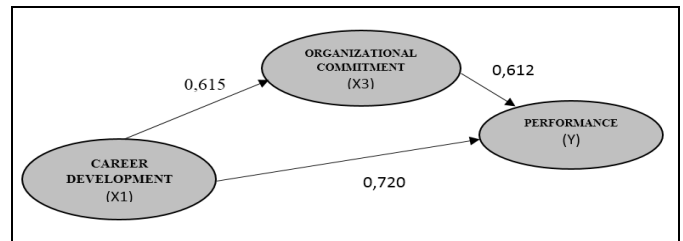
Fig 2: Path analysis of the X1 effect on Y through X3

Based on Figure 2 it can be seen that the effect of training on performance is 0.382. The effect of training on performance through commitment is 0.748 X 0.612 = 0.458. In this case,

the indirect effect is greater than the direct effect so that it can be said that the variable of commitment as an intervening variable.

Analysis of the influence of career development on employee performance through committed variables

Based on the partial path analysis above it can be described as follows. The analysis is an analysis of the path with the image as follows.



Primary Data Processed Year 2017

Fig 3: Path analysis of the X2 effect on Y through X3

Based on Figure 3 it can be seen that the direct effect of career development on performance is 0.720. While the influence of career development on performance through commitment is 0.615 X 0.612 = 0.376. In this case, the greater direct influence compared indirect influence so that it can be said that the commitment variable is not an intervening variable.

5. Conclusions and Suggestions

5.1. Conclusion

Training Variables and Career development affect the performance of employees simultaneously. The F value is 43.095 and the significance is 0.00. This value is less than 0.05. The r squared value of 53.8% means that the Training and Career Development variables affect the employee performance of 53.8% while the rest is influenced by other variables that are not included in the equation model.

Training variables affect the performance of employees partially. The value of t is 3.579. Value significance of 0.00. This value of significance is smaller than 0.05. The value of r squared is 0.146. This means the effect of Training variables on employee performance of 14.6% and the rest influenced by other variables that are not included in the equation model.

Variable Career development affects the performance of employees partially. The value of t is 8,989. Value significance of 0.00. This value of significance is smaller than 0.05. The value of r squared is 0,519. This means the effect of the variable Career development on employee performance of 51.9% and the rest influenced by other variables that are not incorporated into the equation model.

Organizational commitment variable influences partial employee performance. The value of t is 6.699. Value significance of 0.00. This value of significance is smaller than 0.05. The value of r squared is 0.374. This means that the effect of career development variables on employee performance is 37.4% and the rest is influenced by other variables that are not included in the equation model.

The effect of Training on employee performance is 0.382. The effect of Training on employee performance through career development is 0.748 X 0.612 = 0.458. In this case, the

indirect effect is greater than direct influence so that it can be said that the variable of organizational commitment as an intervening variable.

The direct influence of career development on employee performance is 0.720. While the influence of career development on employee performance through organizational commitment is $0.615 \times 0.612 = 0.376$. In this case, the direct influence is greater than the indirect effect so that it can be said that the organizational commitment variable is not an intervening variable.

5.2. Suggestion

Companies need to pay attention to employee training in their career in the company. Such training can be useful in improving employee careers. The training is recommended to increase the frequency if the company does not have the opportunity to increase the training can be done by outsiders is by registering employees especially employees who excel for the training. Besides the frequency of training, in conducting the training also need to be considered the material provided by the training participants so that in accordance with the needs of employees in improving the ability to carry out daily work.

Career development also needs to be considered by paying attention to the needs of employees towards the development of employee education. Companies can hold scholarships for employees who have a good reputation for schooling abroad or within the country so that the ability of these employees can increase.

Organizations need to increase organizational commitment. The organizational commitment that can be an effective commitment, ongoing commitment, and normative commitment need to be developed. Behavior is proud of the organization, has a desire to stay in the organization and ready to defend the organization needs to be improved.

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