



THE EFFECTS OF WORK EXPERIENCE AND TRAINING ON CAREER DEVELOPMENT WITH WORK PERFORMANCE AS A MEDIATOR: A CONCEPTUAL MODEL

Rinawati¹, Dwi Sunu Kanto²

^{1,2} **Department of Management, Faculty of Economics and Business, Trilogi University, Jakarta, Indonesia**

ABSTRACT

Widyaiswaras are civil servants at the Human Resource Development Agency or BPSDM (from its Indonesian acronym *Badan Pengembangan Sumber Daya Manusia*) of Indonesia's Ministry of Home Affairs that have recently experienced a decline in career development. The Human Resource Development Agency or BPSDM is interested to know the variables causing this issue. This paper is intended to develop a conceptual model to determine the effect of work experience and training on career development by using work performance as a mediator. This paper proposes a conceptual model for decreasing career development, along with a literature review, hypotheses, and research methodology. The implementation of this paper can provide information about the effects of work experience and training on work performance and career development with a case study of *Widyaiswaras* at the Human Resource Development Agency or BPSDM of Indonesia's Ministry of Home Affairs.

KeyWords

Conceptual Model, Career Development, Work Experience, Training, Work Performance.

INTRODUCTION

The Human Resource Development Agency or BPSDM (from its Indonesian acronym *Badan Pengembangan Sumber Daya Manusia*) is a domestic government institution responsible for enhancing the quality of civil servants. This agency not only has the function of organizing education and training for the civil servants but also has the function of standardization, certification, and competency development itself. This includes training, courses, upgrading, seminars, workshops, debriefing, and orientation in implementing the development of domestic government institutions. For day-to-day operations, the Human Resource Development Agency or BPSDM of the Ministry of Home Affairs has a number of *Widyaiswaras*.

Widyaiswara is a civil servant appointed as a functional official by an authorized official with the duties, responsibilities, and authorities to train and educate other civil servants in the government's education and training institutions. According to the Head of the State Administration Regulation Number 3 of 2010 concerning Technical Instructions for *Widyaiswara* Functional Positions and Credit Scores, that the functional position of *Widyaiswara* could be considered for promotion to a higher level/position at least within two years after occupying the previous rank/position. Functional *Widyaiswara* officials could procure a promotion every two years, which is an advantage by fulfilling a predetermined credit score.

According to the Personnel Management Information System application data from the Personnel Section of the Ministry of Home Affairs, Human Resource Development Agency or BPSDM, out of 62 active *Widyaiswara*, only 3% regularly gain promotions. Data shows 20, 24, and 29 people who have not been promoted in 2018, 2019, and 2020 respectively. We conclude from the data that there is an increasing trend of *Widyaiswaras* who did not get promoted that is once every two years.

Based on the background and issues mentioned above, this conceptual paper will discuss the effects of work experience and training on career development by using work performance as a mediating variable.

LITERATURE REVIEW

A. Work Experience

Sedarmayanti (2016) stated that a person is said to be experienced or has experience with a job if they have gone through the job. Experience will occur if someone has been in a job for a long time, so they know the specifics and details about the job. Hence they know the best way to produce goods or services. The level of experience of a person depends on the length of time that person has been in the job.

Work experience is a measure of the length of time a person has worked in understanding a task or work and has done them well (Foster & Karen, 2001). Experience is knowledge or skills that have been known and mastered by someone as a result of actions or work that has been done for some time. Experience is a major factor in a person's development, which means that a person's soul and abilities will be more established if the person has carried out the actual situation (Sedarmayanti, 2016).

According to Siagian (2005), an employee's career development program could be influenced by their work experience. Many organizations apply the working prerequisites (seniority) as a basis for determining whether or not a person deserves a step-up in their career. This is assuming that a more extended working period means more work experience.

Syukur (2007) stated that several ways that can be done to gain work experience are through education, carrying out tasks, using various information media, upgrading, socializing, and observing. In addition, there are also several factors that affect the employees' work experience. Sedarmayanti (2016) said that work experience indicators are the length of time/period of work, level of knowledge and skills, and mastery of work and equipment.

B. Training

Dessler (2015) opined that training teaches new or existing employees the essential skills that they need to execute their jobs. Training is one of the efforts to improve the quality of human resources in work. It is necessary for employees to attend training, whether new or already working.

Mathis & Jackson in Sedarmayanti (2016) stated that training is a process by which people gain capabilities that could help them achieve organizational goals. Moreover, Mondy (2008) stated that training is an activity designed to provide learners with the knowledge and skills needed for their current job.

Training is also a process of empowerment and learning, meaning that an individual (someone) should learn something (material) in order to improve their abilities, skills, behavior in their work and daily life in order to support their economy (income). In other words, training is a method used to provide or improve the skills needed to accomplish work.

In measuring the variables of training, Dessler (2015) stated that there are five indicators that can be used in research, they are as follows:

- 1) Instructors must have adequate qualifications/competencies, motivate the participants, and provide feedback.

- 2) Trainees must be enthusiastic about participating in the training and have a desire to pay attention.
- 3) The method used must be in accordance with the type of training and the suitability of the training material.
- 4) Training materials must add to the capabilities and must also be in accordance with the objectives of the training.
- 5) Training objectives must improve the trainees' skills and understanding of the work ethic.

C. Career Development

Career development is defined as a series of lifelong activities (such as workshops) that contribute to exploring, establishing, success, and achieving one's career (Dessler, 2010). This definition means that career development is an ongoing, continuous activity that benefits one's career achievement.

In general, the goal of all career development programs is to match the needs and goals of the employees with the career opportunities available in the company today and in the future. The goals of career development, according to Andrew J. Dubrin in Mangkunegara (2015), are as follows:

- 1) Contribute to the achievement of the individual's and company's goals.
- 2) Indicate a welfare relationship.
- 3) Help employees realize their potential capabilities.
- 4) Strengthen the relationship between employees and the company.
- 5) Prove social responsibility.
- 6) Help strengthen the implementation of company programs.
- 7) Reduce employee turnover and staffing costs.
- 8) Reduce professional and managerial obsolescence.
- 9) Invigorate the analysis of all employees.
- 10) Encourage thoughts (views) over a long period of time.

Many factors influence career development. Siagian (2006) stated that factors that influence the career development of an employee are: Work Performance, Recognition by Other Parties, Loyalty to the Organization, Mentors and Sponsors, Support from Subordinates, Opportunities for Growth, and Resignation.

In the process of an employee's career development in organizations, there are three interrelated relationships between individuals, managers, and organizations. All three have their respective roles. The roles in career development are divided into three, namely individual roles, manager or leader roles, and organization roles (Dessler, 2010).

Career development is the personal improvement that a person makes to achieve a career plan. Handoko (2011) suggested that there are three dimensions in career development, namely education, training, and work experience.

D. Work Performance

According to Mangkunegara (2005), work performance is also known as an accomplishment. Based on this understanding, the term work performance is equated with accomplishment. The definition of accomplishment is the result of work in quality and quantity achieved by an employee carrying out their duties based on their responsibilities (Mangkunegara, 2005).

Thus, work performance means achievement or contribution made by employees in carrying out their duties and responsibilities as well as their functions as employees in the company. In addition, work performance is limited to the result of the employee's work behavior that supports them in reaching the outputs or achievements and is related to the efforts they expend to complete the tasks within a certain period of time. The results reflected in the behavior are influenced by motivation (Mangkunegara, 2005).

Work performance assessment has an important basis for the company as a tool in order to make decisions for its employees. Work performance assessment has many purposes in an organization. According to Hani Handoko in Negara et al.(2014), ten benefits that can be learned from the work performance assessment, which are:

- 1) Work performance improvement.
- 2) Compensation adjustments.
- 3) Placement decisions.
- 4) Training and development needs.
- 5) Career planning and development.
- 6) Staffing process deviations.
- 7) Informational inaccuracies.
- 8) Job design errors.
- 9) Fair job opportunities.
- 10) External challenges.

According to Bacal (2011), there are three approaches that are most often used in assessing work performance:

- 1) Rating system. This system consists of two parts: a list of characteristics, fields, or behaviors to be assessed and a scale or

other methods to indicate the level of performance of each case.

- 2) Ranking system. This system compares one employee to another. It is done based on predetermined criteria, for example, total revenue or management capability.
- 3) Goal-based system. In contrast to the other two systems, goal-based work performance assessment measures an employee's work performance based on standards or targets negotiated individually. These targets and standards are set individually to have the flexibility that reflects each employee's level of development and ability.

There are five indicators to measure employee performance individually, such as quality, quantity, timeliness, effectiveness, and independence (Robbins, 2006), with the following description:

- 1) Quality, which is measured by the employees' perception of the quality of the work produced and the completeness of tasks on their skills and abilities.
- 2) Quantity, which is the amount produced and expressed in terms such as the number of units or cycles of activity completed.
- 3) Timeliness, which is the level of activity completed at the beginning of the stated time, is seen from the point of coordinating with the output and maximizing the available time for other activities.
- 4) Effectiveness, which is the usage rate of organizational resources (human resources, money, technology, raw materials) to be optimized to increase the yield of each unit in resource use.
- 5) Independence, which is a level of an employee who will be able to carry out their work functions.

CONCEPTUAL MODEL

By taking the literature review and previous studies into consideration, it is suspected that variables such as work experience and training have direct effects on work performance and career development. It is also suspected that work experience and training have indirect effects on career development, which are mediated by work performance. Therefore, this paper can formulate a conceptual model pictured in Figure 1 below.

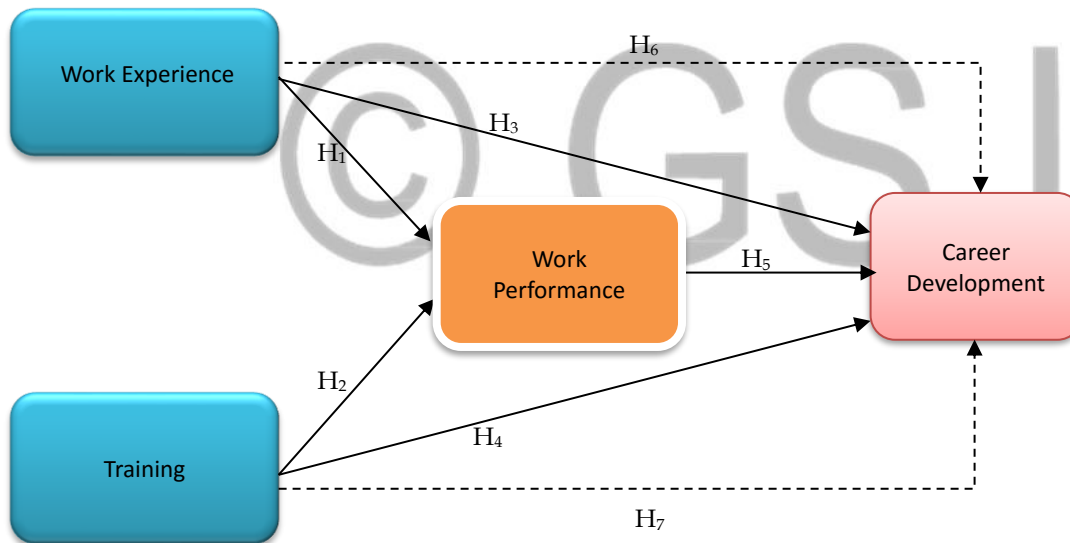


Figure 1. The Conceptual Model

Description:

—————> : Direct Effect

- - - - -> : Indirect Effect (Mediated)

HYPOTHESIS DEVELOPMENT

The researchers developed this research by analyzing the phenomena between the variables studied to produce hypotheses. The following is a study that confirms that variables work experience and training are thought to influence work performance and have an indirect effect on career development. Based on the conceptual model in Figure 1, seven hypotheses were developed as follows:

- H1: Work experience has an effect on work performance.
- H2: Training has an effect on work performance.
- H3: Work experience has an effect on career development.

- H4: Training has an effect on career development.
- H5: Work performance has an effect on career development.
- H6: Work experience has an effect on career development mediated through work performance.
- H7: Training has an effect on career development mediated through work performance.

METHODOLOGY

The method of this study is quantitative and will be conducted for the *Widyaiswaras* at the Human Resource Development Agency or BPSDM of the Ministry of Home Affairs, a government agency in Jakarta, Indonesia. The population of this study is all of 62 *Widyaiswaras* of the Human Resource Development Agency or BPSDM. This research will use a saturated sampling method. Thus all of 62 *Widyaiswaras* will take as samples.

Data collection will be done using a 5 Likert scale questionnaire. This research will be tested for validity and reliability using SPSS software, and the results will be analyzed using the same software (Sugiyono, 2019).

CONCLUSION

This paper aims to develop a conceptual model in order to investigate the effects of work experience and training on career development by using work performance as an intervening or mediator variable. This conceptual paper consists of research background, literature review, conceptual model, hypotheses, and research methodology of the *Widyaiswara's* career development problem at the Human Resource Development Agency or BPSDM of the Ministry of Home Affairs in Jakarta, Indonesia. The implementation of this paper can provide information about the relationship between work experience and training on career development by using work performance as a mediator.

REFERENCES

- [1] Bacal, R. (2011). *Performance Management*. Terjemahan Surya Dharma dan Yanuar Irawan, Jakarta : Gramedia Pustaka.
- [2] Dessler, G. (2010). *Manajemen Sumber Daya Manusia*. Jakarta Barat: PT Indeks.
- [3] Dessler, G. (2015). *Manajemen Sumber Daya Manusia (Edisi kesepuluh), terjemahan*. New Jersey: Prentice-Hall.
- [4] Foster, B. S., & Karen, R. (2001). *Pembinaan Untuk Meningkatkan Kinerja Karyawan*. Jakarta: PPM.
- [5] Handoko, T. H. (2011). *Manajemen Personalia dan Sumber Daya Manusia*. Liberty: Yogyakarta.
- [6] Mangkunegara, A.P. (2005). *Manajemen Sumber daya Manusia Perusahaan*. Bandung : PT Remaja Rosdakarya.
- [7] Mangkunegara, A.P, (2015), *Evaluasi Kinerja SDM*. Cetakan Keempat, Bandung, Penerbit: PT. Refika Aditama.
- [8] Mondy, R. W. (2008). *Manajemen Sumber Daya Manusia*. Jakarta: Erlangga.
- [9] Negara, N.M.C.M.A., Tripalupi, L.E. & Suwena, K.R. (2014). Pengaruh Pengembangan Karir Terhadap Kinerja Pegawai Pada PT. Pos Indonesia (Persero) Kabupaten Jembrana. *Jurnal Pendidikan Ekonomi Undiksha*. Vol. 4, No. 1. P-ISSN: 2599-1418. E-ISSN: 2599-1426.
- [10] Robbins, S.P. (2006). *Perilaku Organisasi*. Jakarta: Gramedia.
- [11] Sedarmayanti (2016). *Manajemen Sumber Daya Manusia Reformasi Birokrasi Dan Manajemen Pegawai Negeri Sipil*. Bandung: PT. Refika Aditama.
- [12] Siagian, S.P. (2005). *Fungsi-fungsi Manajemen*. Jakarta: Bumi Aksara.
- [13] Siagian, S.P. (2006). *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara.
- [14] Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung: CV. Alfabeta.
- [15] Syukur (2007). *Metode Penelitian dan Penyajian Data Pendidikan..* Semarang: Medya Wiyata.