

PENGARUH PELATIHAN, PENGEMBANGAN KARIER, DAN DISIPLIN KERJA TERHADAP KINERJA KARYAWAN DI PT. KERTAS TERPADU BATAMINDO

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Abstract

This study examines the effects of employee training, career development, and work discipline on employee performance at PT Kertas Terpadu Batamindo. A quantitative approach with descriptive and associative research designs was employed. Using a saturated sampling technique, all 110 employees occupying operational positions at levels 1-7 were included as respondents. Primary data were collected through a five-point Likert-scale questionnaire and analyzed using descriptive statistics, instrument quality tests, classical assumption tests, multiple linear regression, t-tests, an F-test, and the coefficient of determination with SPSS version 32. The results indicate that employee training has no significant effect on employee performance ($B = -0.017$; $t = -0.212$; $p = 0.832$). Career development has a positive and significant effect ($B = 0.226$; $t = 2.719$; $p = 0.008$), while work discipline has a positive and significant effect and constitutes the most dominant predictor ($B = 0.457$; $t = 4.647$; $p < 0.001$). Simultaneously, the three independent variables significantly affect employee performance ($F = 36.535$; $p < 0.001$), with a coefficient of determination of 0.508. These findings suggest that employee performance is more effectively strengthened through clear career development pathways and consistent work discipline, whereas training programs should be evaluated on the basis of job-specific needs and the extent to which learning outcomes are transferred to the workplace.

Keywords: Employee Training, Career Development, Work Discipline, Employee Performance, Human Resource Management

INTRODUCTION

In today's modern business environment, business organizations are required to remain adaptive in responding to economic changes and uncertainties. The growing number of businesses across various economic sectors has intensified market competition (Dr. Maryanto, SH., 2020). In conducting business operations, organizations inevitably encounter a dynamic environment shaped by continuous changes originating from both internal and external factors. Consequently, the ability to adapt continuously to these changes has become essential for ensuring the effectiveness of organizational operations and the successful achievement of organizational objectives (Siagian, Kurniawan, & Hikmah, 2019). Therefore, the ability to optimally utilize available resources also plays a crucial role in ensuring business sustainability and enhancing organizational performance.

In manufacturing companies, operational success is determined not only by the availability of machinery and raw materials but also by employees' ability to maintain quality, timeliness, safety, and continuity throughout the production process. Employee performance is therefore a critical indicator used by organizations to assess the effectiveness of work execution. High performance is reflected in the ability to achieve assigned targets, maintain output quality, collaborate effectively, and fulfill established responsibilities. Conversely, limited competence,

unclear career direction, and weak compliance with organizational rules may hinder the attainment of corporate objectives (Yolanda, Widiana, & Sari, 2022).

To achieve organizational objectives, companies should implement human resource development programs aimed at enhancing employees' competencies and capabilities. Human resource development is a strategic organizational initiative aimed at enhancing employees' competencies through continuous education, training, and development programs. In this context, improving employee performance has become a primary organizational priority for achieving business objectives (Mardia et al., 2023). Therefore, the implementation of employee training and development programs is essential to enhance employees' capabilities, enabling them to improve individual performance and organizational productivity while preparing them to effectively address future challenges and capitalize on career development opportunities (Rahadi et al., 2023).

One of the key components of human resource development is employee training, which is a planned and systematic process designed to enhance employees' knowledge, skills, attitudes, and competencies, thereby improving their readiness to perform their job responsibilities effectively. Relevant training programs can help employees understand procedures, operate equipment correctly, reduce errors, and adapt to changes in job requirements. Training as an integral component of human resource development directed toward improving work-related capabilities (Prof. Dr. Arief Subyantoro et al., 2020). Nevertheless, the provision of training does not invariably lead to improved performance. Its effectiveness depends on the clarity of its objectives, the relevance of the material to employees' jobs, trainer competence, delivery methods, participant selection, and opportunities to apply the acquired skills. Accordingly, training evaluation should extend beyond participant satisfaction and assess changes in workplace behavior and performance outcomes.

Another key component of human resource development is career development, which may shape employees' motivation and long-term work orientation. Career development encompasses opportunities to enhance competence, supervisory support, transparent promotion information, the assignment of new responsibilities, and clarity regarding pathways for occupational advancement. When employees perceive a clear relationship between achievement and career opportunities, they are more likely to have a strong incentive to improve the quality of their contribution. Career development is positively associated with performance (Purba, Marbun, & Nadapdap, 2026). This affirms that a career involves not only formal promotion but also learning and recognition processes that enable employees to perceive a viable future within the organization.

Besides from two components above, the third component is known as work discipline which reflects employees' willingness to comply with working hours, operational procedures, safety policies, organizational regulations, and responsibilities for completing assigned tasks. In manufacturing companies, discipline has direct implications for production stability because lateness or procedural deviations may disrupt workflows across departments. Consistent discipline helps organizations maintain quality standards, reduce errors, and ensure that work is performed in the correct sequence. Situmorang & Siagian (2022) demonstrated that work discipline has a positive and significant effect on employee performance. Discipline should therefore be understood not merely as administrative compliance, but as behavior that safeguards productivity and the reliability of organizational processes.

This research aims to analyze the effectiveness of employee training, career development, and work discipline to employees' performance in PT Kertas Terpadu Batamindo. PT Kertas Terpadu Batamindo is known as a manufacturing company in Batam City engaged in the

processing of recycled pulp and paper. Its operations depend on coordination among production operators, warehouse personnel, maintenance employees, mechanics, electricians, production leaders, and production supervisors. In their operations, they have faced several problems such as company attendance records which had been recorded from April 2025 to March 2026 that shows punctual attendance fluctuated between 84% and 88%, while lateness ranged from 10% to 15%. The lowest punctual attendance rate was 84%, whereas the highest lateness rate reached 15%. Although authorized leave and absence rates were relatively low, these patterns indicate that consistency in work discipline requires further reinforcement to ensure greater operational stability.

The company also faces the need to strengthen employees' competence in understanding procedures, preparing work plans, completing assignments on time, and maintaining the quality of work outcomes. At the same time, its career development system requires improvement through stronger supervisory support, greater transparency regarding promotion opportunities, and wider opportunities to develop skills through projects or new responsibilities. Existing human resource programs have not yet been supported by a fully structured evaluation system; consequently, the empirical contributions of training, career development, and discipline to employee performance remain unclear. This condition provides a compelling rationale for examining the three factors simultaneously.

The research gap arises from the inconsistent findings regarding the effect of training on performance and the limited number of studies that integrate employee training, career development, and work discipline among operational employees in the recycled-paper industry. The novelty of this study lies in testing these three human resource management practices within a single model in order to compare their relative contributions. Specifically, this study analyzes the partial and simultaneous effects of employee training, career development, and work discipline on employee performance at PT Kertas Terpadu Batamindo. Based on the proposed framework, each independent variable was hypothesized to positively affect performance, while the three variables collectively were expected to explain variations in employee performance.

METHODS

This study was conducted from March to June 2026 using a quantitative approach with descriptive and associative research characteristics. The descriptive component was used to portray respondents' perceptions of training, career development, work discipline, and performance, whereas the associative component was used to test the relationships among the variables. The study was carried out at PT Kertas Terpadu Batamindo in Batam City. The population comprised 110 employees occupying operational positions at levels 1-7. Because the entire population was accessible, all population members were included as the research sample through saturated sampling.

The respondents consisted of production operators, warehouse employees, maintenance personnel, mechanics, electricians, production leaders, and a production supervisor. These groups were selected because of their direct involvement in operational and production processes. Primary data were collected through an online questionnaire administered using Google Forms. Each statement was rated on a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). Secondary data were obtained from company documents, attendance records, books, and relevant scholarly articles.

Employee training was measured through training objectives, training materials, training methods, participants' application of learning, and trainer qualifications. Career development

was measured through fair treatment in career progression, immediate-supervisor support, information regarding promotion opportunities, interest in promotion, and satisfaction with career programs. Work discipline was measured through punctuality, task completion, work attire and conduct, compliance with procedures, work planning, and adherence to company regulations. Employee performance was measured through the appropriateness of workload, productivity, work quantity, timeliness, the contribution of attendance, and teamwork capability. The operationalization of the variables is presented in Table 1.

Table 1. Operationalization of Research Variables

Variable	Measurement Focus	N	Scale
Employee training (X1)	Objectives, materials, methods, participants, and trainers	10	1-5
Career development (X2)	Fairness, supervisory support, promotion, interest, and satisfaction	10	1-5
Work discipline (X3)	Time, behavior, procedures, planning, and work regulations	8	1-5
Employee performance (Y)	Workload, productivity, timeliness, and teamwork	8	1-5

Source: Research instrument developed from Cecilia Tan's thesis (2026)

The data were analyzed using SPSS version 32. The first stage involved descriptive statistics to identify respondent characteristics and response tendencies. Item validity was subsequently assessed by comparing each item-correlation coefficient with the critical r value of 0.185, while reliability was evaluated using Cronbach's alpha with an acceptance threshold of 0.70. The model-assumption tests included a graphical examination of residual normality, assessment of multicollinearity through tolerance and variance inflation factor (VIF) values, and examination of heteroscedasticity through a scatterplot. The model was considered free from multicollinearity when tolerance exceeded 0.10 and VIF was below 10.

The effects among the variables were tested using the multiple linear regression equation $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$. The t -test was used to examine partial effects at a 5% significance level, whereas the F -test was used to assess the simultaneous effect and the overall feasibility of the model. A hypothesis was supported when the significance value was below 0.05. The coefficient of determination was used to identify the proportion of variation in employee performance explained by employee training, career development, and work discipline.

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RESULTS AND DISCUSSION

Respondent Characteristics

All questionnaires returned by the 110 respondents were suitable for analysis. Female respondents numbered 61 (55%), whereas male respondents numbered 49 (45%). Employees aged 18-25 years constituted the largest age group, comprising 51 respondents (47%). By department, 90 respondents (82%) worked in production, while the remaining respondents were employed in the mechanic, maintenance, warehouse, and electrical departments. The largest tenure category was 1-3 years, comprising 44 respondents (40%). This composition indicates that the findings predominantly represent productive-age operational employees who possess sufficient experience to understand company policies and workplace conditions. A summary of respondent characteristics is presented in Table 2.

Table 2. Summary of Respondent Characteristics

Characteristics	Dominant Category	Frequency	Percentage
Gender	Perempuan	61	55%
Age	18-25 year old	51	47%
Department	Production	90	82%
Years of Service	1-3 year	44	40%

Source: SPSS version 32 data processing results (2026)

Descriptive Analysis of the Variables

All variables obtained mean scores above 3.79 on the five-point scale and were categorized as agree. Career development and work discipline each recorded a mean of 3.90, employee

performance recorded 3.94, and employee training recorded 3.79. Within the training variable, the highest score related to supervisors' ability to provide clear explanations, whereas the lowest score concerned the adequacy of training across departments. This pattern suggests that the competence of those delivering the training was evaluated favorably, while the coverage and sufficiency of the programs could still be improved.

Within career development, the statement that promotion would improve performance received the highest score, indicating a strong desire among employees to achieve advancement linked to their accomplishments. Within work discipline, compliance with work procedures received the highest score, whereas compliance with work-attire regulations received the lowest score, although it remained within the agree category. With respect to employee performance, teamwork capability and timely completion of work emerged as the strongest aspects. The descriptive statistics are summarized in Table 3.

Table 3. Descriptive Statistics of the Variables

Variable	Average Item Score	Average Likert Score	Category
Employee Training	417,10	3,79	Agree
Career Development	429,00	3,90	Agree
Work Discipline	428,63	3,90	Agree
Employee's Performance	433,13	3,94	Agree

Source: SPSS version 32 data processing results (2026)

Instrument Quality and Model Adequacy

All measurement items were declared valid because their calculated r values exceeded the critical r value of 0.185. Item-correlation coefficients ranged from 0.414 to 0.688 for employee training, 0.588 to 0.740 for career development, 0.532 to 0.742 for work discipline, and 0.485 to 0.758 for employee performance. The Cronbach's alpha values for all variables also exceeded the 0.70 threshold: 0.745 for employee training, 0.760 for career development, 0.746 for work discipline, and 0.753 for employee performance. These results demonstrate that the measurement items possess adequate validity and internal consistency.

The multicollinearity assessment produced tolerance values ranging from 0.331 to 0.471 and VIF values ranging from 2.124 to 3.021. These values satisfy the criteria of tolerance above 0.10 and VIF below 10, indicating that correlations among the independent variables did not compromise the estimation of the regression coefficients. The graphical residual examination reported in the thesis also showed a distribution that supported continuation of the regression analysis. A summary of the instrument quality and multicollinearity tests is presented in Table 4.

Table 4. Summary of Instrument Quality and Multicollinearity Tests

Variable	Range of Calculated Correlated Coefficients (r)	Cronbach Alpha	Tolerance	VIF
Employee Training	0,414-0,688	0,745	0,440	2,273
Career Development	0,588-0,740	0,760	0,331	3,021
Work Discipline	0,532-0,742	0,746	0,471	2,124
Employee's Performance	0,485-0,758	0,753	-	-

Source: SPSS version 32 data processing results (2026)

Regression Results and Hypothesis Testing

The estimated regression equation was $Y = 9.349 - 0.017X_1 + 0.226X_2 + 0.457X_3 + e$. The constant of 9.349 represents the baseline value of employee performance when the independent variables are held constant. The coefficient for employee training was -0.017, indicating a negligible negative and statistically nonsignificant relationship. In contrast, the coefficients for career development (0.226) and work discipline (0.457) were positive. Based on the standardized beta coefficients, work discipline made the largest relative contribution, followed by career development and employee training. The partial test results are presented in Table 5.

Table 5. Multiple Linear Regression and Partial Test Results

Variable	B	SE	Beta	t	p
Constant	9.349	2.335	-	4.004	<0.001
Employee training	-0.017	0.081	-0.022	-0.212	0.832
Career development	0.226	0.083	0.322	2.719	0.008
Work discipline	0.457	0.098	0.461	4.647	<0.001

Source: SPSS version 32 data processing results (2026)

The simultaneous test produced an F value of 36.535 with a significance level below 0.001. This result indicates that employee training, career development, and work discipline collectively exert a significant effect on employee performance. The R value of 0.713 denotes a strong model relationship, while the R-squared value of 0.508 indicates that 50.8% of the variance in employee performance is explained by the three independent variables. The remaining 49.2% is attributable to factors not included in the model, such as motivation, compensation, leadership, the work environment, job satisfaction, or organizational culture. The model summary is presented in Table 6.

Table 6. Model Summary and Simultaneous Test

R	R ²	Adjusted R ²	SE	F	p
0.713	0.508	0.494	2.94092	36.535	<0.001

Source: SPSS version 32 data processing results (2026)

Effect of Employee Training on Employee Performance

Employee training did not have a significant effect on employee performance. The t value of -0.212 and significance level of 0.832 indicate that the first hypothesis was not supported. Although respondents evaluated training positively, favorable perceptions of program implementation did not translate into a statistically distinguishable improvement in performance. This result suggests that satisfaction with supervisors' explanations or training methods does not, by itself, demonstrate that learning has been transferred to the workplace.

The lowest-scoring item within the training variable concerned the adequacy of training for each department, suggesting that existing programs may not have been distributed evenly or sufficiently aligned with the specific task requirements of each work unit. Employees in production, maintenance, mechanical, electrical, and warehouse functions perform distinct roles; therefore, a generic training approach may reduce the relevance and effectiveness of the training provided. In addition, the benefits of training may not be fully realized without follow-up practice, coaching, clearly defined behavioral-change objectives, and systematic post-training evaluation. These findings do not indicate that training lacks importance, rather, they

highlight that its effectiveness depends on a comprehensive needs assessment, the relevance of training content to job responsibilities, trainer competence, and sustained supervisory support after training. Accordingly, organizations should move beyond simply delivering training programs and instead emphasize measurable improvements in employee competencies, work performance, and organizational outcomes.

Effect of Career Development on Employee Performance

Career development had a positive and significant effect on employee performance. The t value of 2.719 and significance level of 0.008 indicate that the second hypothesis was supported. The positive coefficient means that stronger organizational support for career development is associated with a greater likelihood of employees achieving higher performance. Promotion opportunities, fair recognition, supervisory assistance, career information, and opportunities to undertake new assignments create an expectation that effort and achievement will be acknowledged.

The statement that promotion would improve performance received the highest score for this variable. This finding demonstrates that employees are interested in growth and associate occupational advancement with an increased contribution to the organization. In an operational setting, a clear career pathway can also reduce uncertainty because employees understand the competencies, experience, and achievements required to progress to the next position. Supervisory support is particularly important because immediate supervisors possess the most direct knowledge of employees' potential, developmental needs, and readiness to assume greater responsibilities.

The result strengthens the view that career development serves both as a motivational mechanism and as a means of capability development. The company should establish transparent promotion criteria, communicate opportunities equitably, maintain competency records, and implement planned developmental assignments. Career development would thereby become not merely an opportunity experienced by selected employees, but an organizational system that is understandable and fairly accessible.

Effect of Work Discipline on Employee Performance

Work discipline had a positive and significant effect on employee performance and emerged as the most dominant predictor. The t value of 4.647, significance level below 0.001, and standardized beta coefficient of 0.461 indicate that changes in work discipline have the strongest relationship with changes in performance. In manufacturing processes, punctuality, adherence to procedures, and compliance with safety rules directly affect the continuity of workflow. A single delay or procedural deviation may influence other units because production activities are highly interdependent.

Compliance with work procedures received the highest score within the work-discipline variable, indicating that employees understand the importance of working in accordance with established standards. Nevertheless, fluctuating attendance data and lateness of up to 15% during the observation period show that consistency in punctual attendance still requires attention. The company should combine clear rules, routine supervision, managerial role modeling, constructive feedback, and the fair application of consequences. Discipline enforced solely through punishment may create resistance, whereas discipline accompanied by an explanation of its purpose is more likely to foster employees' awareness and voluntary compliance.

The findings shows that work discipline has a positive and significant effect on performance. Theoretically, discipline creates order and enables organizational resources to be used efficiently. In practical terms, the company can strengthen discipline through attendance monitoring, pre-shift briefings, procedural-compliance checks, evaluation of task completion, and consistent adherence to rules by supervisors. Because discipline is the most dominant factor, improvement in this area is likely to generate relatively immediate operational benefits.

Simultaneous Effects and Managerial Implications

Employee training, career development, and work discipline simultaneously had a significant effect on employee performance. This finding demonstrates that human resource practices operate as an interrelated system. Training provides knowledge and skills, career development offers direction and incentives for achievement, and discipline ensures that employees' capabilities and motivation are applied consistently. When one component is weak, the effectiveness of the others may decline. For example, well-designed training is unlikely to generate meaningful change when procedures are not followed consistently or when employees see no opportunity for advancement after improving their competence.

The model's explanatory contribution of 50.8% indicates that the three variables have substantial explanatory power, although employee performance remains influenced by numerous other factors. Consequently, company policy should not rely on a single program. In the short term, priority may be given to strengthening discipline and procedural consistency. Concurrently, the company should formulate career-path maps, promotion criteria, and mechanisms for skill development. Training programs can then be designed on the basis of competency gaps identified through performance evaluation and the specific needs of each department.

The study implies the need for an integrated human resource evaluation system. Data on attendance, work outcomes, procedural compliance, competency needs, and promotion readiness should be recorded using standardized indicators. Following training, the company may conduct pre- and post-program assessments, observe the application of newly acquired skills, and compare relevant performance outcomes. With respect to career development, supervisors and employees may hold periodic career discussions. Such integration would allow managerial decisions to be based on evidence rather than solely on informal judgments.

CONCLUSION

This study concludes that employee training does not significantly affect employee performance at PT Kertas Terpadu Batamindo; therefore, the first hypothesis was not supported. Career development has a positive and significant effect, supporting the second hypothesis. Work discipline also has a positive and significant effect and emerges as the most dominant variable, supporting the third hypothesis. Simultaneously, employee training, career development, and work discipline significantly affect employee performance and explain 50.8% of its variation. The central finding is that a favorable perception of training is insufficient to improve performance when programs are not fully aligned with job requirements and are not followed by an evaluation of workplace application. In contrast, career clarity and consistent work discipline have a more direct relationship with work outcomes.

The company is advised to prioritize the reinforcement of work discipline through clear regulations, consistent supervision, managerial role modeling, and the fair application of consequences. The career development system should be supported by transparent promotion criteria, equitable communication of opportunities, and developmental assignments that

strengthen employee competence. Training programs should begin with a department-specific needs analysis, use job-relevant content, and conclude with an evaluation of learning transfer. Future studies may incorporate motivation, compensation, leadership, organizational culture, the work environment, or job satisfaction and use objective performance data to provide a more comprehensive explanation of the determinants of employee performance.

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