



The Effect of Competence and Career Development on Employee Performance at Pt Terang Parts Indonesia, South Tangerang, Banten

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ABSTRACT

The limitations of conventional assessments in monitoring the development of writing literacy in an ongoing manner encourage the need for digital-based authentic assessments in learning Indonesian. This research aims to develop and test the feasibility and effectiveness of an authentic digital portfolio-based assessment model to assess the development of students' writing literacy. The research used the Research and Development method with the ADDIE model, involving 120 students, 4 teachers, and 3 expert validators. Data were collected through interviews, observations, questionnaires, portfolio documentation, and writing tests, then analyzed descriptively quantitatively, N-gain, and paired t-tests. The results showed the model obtained very valid categories and significantly improved writing ability. This model contributes to providing an authentic assessment that is systematic, sustainable, and adaptive to digital-based Indonesian language learning.

INTRODUCTION

The competitiveness of modern business requires organizations to improve production precision, efficiency, and quality. Although information integration, automation, and digitalization are increasingly important, human resources remain central to achieving organizational targets because technology still requires competent employees to operate systems, maintain quality, and coordinate work processes. Employee performance therefore becomes a key indicator of organizational effectiveness.

Employee performance reflects the extent to which individuals accomplish assigned tasks and contribute to organizational objectives. In PT Terang Parts Indonesia, preliminary observations identified performance gaps in production output, product defects, attendance, overtime, order completion time, and annual performance evaluation. In 2024, actual monthly production reached 6,950 units against a target of 7,800 units, while defective products reached 185 units against a maximum tolerance of 100 units. Average performance evaluation was 75 out of 100. These conditions indicate that employee performance still requires improvement.

Competence is one factor that may explain differences in employee performance. The study defines competence through self-control, self-confidence, flexibility, and relationship building. Preliminary company data indicated an average competence realization of 79.06%, suggesting that most employees possessed adequate capabilities but that some still required supervision, had difficulty using digital systems, and needed stronger adaptation to new technologies.

Career development is another strategic factor. The preliminary assessment showed an average realization of 73.64%. The lowest indicator concerned regular feedback from HRD regarding employee achievements and career steps, while opportunities for promotion were also perceived as limited. These conditions suggest that clearer career paths, mentoring, training, and objective promotion mechanisms may contribute to improved employee performance.

Previous studies cited in the thesis generally support positive relationships between competence, career development, and employee performance. However, empirical evidence remains context-dependent because organizational characteristics, employee demographics, and management systems differ across organizations. This study therefore examines the effects of competence and career development on employee performance at PT Terang Parts Indonesia. The study aims to determine the partial effects of competence and career development and their simultaneous effect on employee performance.

LITERATURE REVIEW

Competence and Employee Performance

Wibowo (2019) defines competence as a fundamental attribute of an individual that is directly related to effectiveness and success in performing work responsibilities. In this study, competence is operationalized through self-control, self-confidence, flexibility, and relationship building. Employees with

adequate competence are expected to perform tasks more effectively because they possess the knowledge, skills, and behavioral capacity required by their positions.

Prior research cited in the thesis reports significant relationships between competence and employee performance, including studies by Krisnawati and Bagia (2021), Adi Kurnia and Andi (2022), and Noviar et al. (2021). Based on this theoretical and empirical foundation, the first hypothesis is formulated:

H1: Competence has a positive and significant effect on employee performance.

Career Development and Employee Performance

Sihotang (2018) describes career development as a directed process of improving an individual's work capacity to achieve a desired career level. The present study measures career development through organizational policy, work achievement, educational background, and training. A transparent and continuous career development system can provide employees with direction, motivation, and opportunities to improve their contribution.

The thesis cites evidence from Yusup and Saragih (2020) and Bintari and Budiono (2018), among others, showing that career development contributes significantly to employee performance. Accordingly:

H2: Career development has a positive and significant effect on employee performance.

Competence, Career Development, and Employee Performance

Competence and career development can operate as complementary mechanisms. Competence provides employees with the capability to execute their responsibilities, while career development provides opportunities and incentives for employees to improve those capabilities. Previous research cited in the thesis, including Sunarsi et al. (2020) and Azwina and Aulia (2021), indicates that the two variables jointly influence employee performance.

H3: Competence and career development simultaneously have a positive and significant effect on employee performance.

Conceptual Framework

Figure 1. Conceptual Framework

Competence (X1) Self-control; self-confidence; flexibility; relationship building	→	Employee Performance (Y) Work quantity; work quality; efficiency; work ethics
Career Development (X2) Organizational policy; achievement; education; training	→	Employee Performance (Y)
H3: Competence (X1) + Career Development (X2) → Employee Performance (Y)	H3: Competence (X1) + Career Development (X2) → Employee Performance (Y)	H3: Competence (X1) + Career Development (X2) → Employee Performance (Y)

Source: Data processed by the author using SPSS, 2026.

METHODOLOGY

This study used a quantitative associative research design. The research was conducted at PT Terang Parts Indonesia, Jl. Tekno Widya, Setu, South Tangerang, Banten, with data collection carried out during the research period described in the thesis. The study population was reported as 500 employees, and the sample consisted of 84 respondents determined using the Slovin formula with a 10% error tolerance.

Primary data were collected through observation, interviews with relevant personnel, and a structured questionnaire. The questionnaire used a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). Each of the three variables was represented by 10 questionnaire items. Competence was measured using four indicators adapted from Wibowo (2019); career development used four indicators from Sihotang (2018); and employee performance used four indicators from Afandi (2018).

The data were analyzed using SPSS. Instrument quality was examined through validity and reliability tests, followed by classical assumption testing. The inferential analysis included simple and multiple linear regression, Pearson correlation, coefficient of determination, partial t-tests, and simultaneous F-tests. Statistical significance was evaluated at the 5% level.

Table 1. Operationalization of Variables

Variable	Indicators	Scale
Competence (X1)	Self-control; self-confidence; flexibility; relationship building	Likert 1–5
Career Development (X2)	Organizational policy; work achievement; educational background; training	Likert 1–5
Employee Performance (Y)	Work quantity; work quality; efficiency; work ethics	Likert 1–5

Source: Data processed by the author using SPSS, 2026.

RESEARCH RESULT

Respondent Characteristics

The analysis involved 84 respondents. The respondent profile shows a workforce dominated by younger employees and employees with secondary-level education, while both male and female employees were represented.

Table 2. Respondent Characteristics

Characteristic	Category	n	%
Gender	Male	48	57.1
Gender	Female	36	42.9
Age	< 25 years	68	81.0
Age	26–35 years	14	16.6
Age	36–45 years	1	1.2
Age	> 45 years	1	1.2
Tenure	1–2 years	38	44.6
Tenure	3–4 years	32	38.6

Tenure	5–6 years	6	7.2
Tenure	> 6 years	8	9.6
Education	SMA/SMK	65	77.4
Education	Bachelor/Postgraduate	19	22.6

Source: Data processed by the author using SPSS, 2026.

Instrument Validity and Reliability

All questionnaire items for competence, career development, and employee performance were declared valid because the calculated item correlations exceeded the critical r value of 0.214. For competence, item correlations ranged from 0.580 to 0.803; for career development, they ranged from 0.704 to 0.851. The thesis also reports that the reliability tests met the minimum reliability criterion, indicating that the instruments were sufficiently consistent for subsequent analysis.

Table 3. Instrument Validity Summary

Construct	Lowest r	Highest r	Decision
Competence (X1)	0.580	0.803	All items valid
Career Development (X2)	0.704	0.851	All items valid
Employee Performance (Y)	—	—	All items valid

Source: Data processed by the author using SPSS, 2026.

Classical Assumption Tests

The regression model did not show a multicollinearity problem according to the VIF and tolerance criteria reported in the thesis. The model also showed no autocorrelation problem: the Durbin–Watson statistic was 2.222, within the reported interval of 1.694–2.306. The Kolmogorov–Smirnov output included a Monte Carlo significance of 0.229, which is above 0.05 and supports the normality assumption for the residuals under the reported Monte Carlo procedure.

Table 4. Classical Assumption Test Summary

Test	Statistic/Result	Interpretation
Normality	Monte Carlo Sig. = 0.229	Normality supported
Autocorrelation	Durbin–Watson = 2.222	No autocorrelation
Multicollinearity	VIF/Tolerance met criteria	No multicollinearity

Source: Data processed by the author using SPSS, 2026.

Regression and Hypothesis Testing

Competence had a positive regression coefficient of 0.584 in the simple regression model, with $t = 6.919$ and $p < .001$. Career development had a positive coefficient of 0.448, with $t = 7.627$ and $p < .001$. Thus, both variables individually had statistically significant positive effects on employee performance.

Table 5. Partial Regression and t-Test Results

Predictor	B	Beta	t	p
Competence (X1)	0.584	0.607	6.919	< .001
Career Development (X2)	0.448	0.644	7.627	< .001

Source: Data processed by the author using SPSS, 2026.

The coefficient of determination for competence was 0.369, indicating that competence explained 36.9% of the variance in employee performance. Career development explained 41.5% of the variance. When both predictors were entered simultaneously, $R = 0.707$ and $R^2 = 0.499$, meaning that the two variables jointly explained 49.9% of employee performance variance, while 50.1% was attributable to other factors outside the model.

Table 6. Correlation and Coefficient of Determination

Model	R	R ²	Adjusted R ²
Competence → Performance	0.607	0.369	0.361
Career Development → Performance	0.644	0.415	0.408
Competence + Career Development → Performance	0.707	0.499	0.487

Source: Data processed by the author using SPSS, 2026.

The simultaneous F-test produced $F = 40.390$ with $p < .001$, exceeding the reported F critical value of 3.11. Therefore, the null hypothesis was rejected and the alternative hypothesis was supported. The three hypotheses proposed in the study were consequently supported by the empirical results.

Table 7. Hypothesis Testing Summary

Hypothesis	Test	Result	Decision
H1: Competence → Performance	$t = 6.919$; $p < .001$	Positive, significant	Supported
H2: Career Development → Performance	$t = 7.627$; $p < .001$	Positive, significant	Supported
H3: $X1 + X2 \rightarrow$ Performance	$F = 40.390$; $p < .001$	Positive, significant	Supported

Source: Data processed by the author using SPSS, 2026.

DISCUSSION

The Effect of Competence on Employee Performance

The findings support H1 and demonstrate that competence is positively and significantly associated with employee performance. The correlation coefficient of 0.607 indicates a strong relationship, while the determination coefficient of 36.9% shows that competence alone accounts for a substantial proportion of performance variation. The positive regression coefficient indicates that improvements in competence are accompanied by improvements in employee performance.

This finding is consistent with the prior studies cited in the thesis, including Krisnawati and Bagia (2021), Adi Kurnia and Andi (2022), and Noviar et al. (2021). In the context of PT Terang Parts Indonesia, competence is particularly relevant because employees must follow operational procedures, maintain production quality, use digital systems, and coordinate with other departments. The preliminary finding that competence realization averaged 79.06% suggests that further training, technology adaptation, and employee autonomy could strengthen performance.

The Effect of Career Development on Employee Performance

The findings also support H2. Career development had a strong positive correlation with employee performance ($r = 0.644$), explained 41.5% of performance variance, and produced $t = 7.627$ with $p < .001$. The result suggests that employees who perceive clearer opportunities for development are more likely to demonstrate stronger performance.

The finding is in line with the previous studies discussed in the thesis, including Yusup and Saragih (2020) and Bintari and Budiono (2018). In PT Terang Parts Indonesia, career development can be strengthened by improving promotion transparency, mentoring, training, and regular HR feedback. This is important because the preliminary career-development realization was only 73.64%, with HR feedback identified as the weakest aspect.

The Joint Effect of Competence and Career Development on Employee Performance

H3 is supported because competence and career development jointly have a significant effect on employee performance. The model generated $R = 0.707$ and $R^2 = 0.499$, with $F = 40.390$ and $p < .001$. Thus, nearly half of the observed variation in employee performance can be explained by the combination of employee capability and career-development practices.

The joint finding is consistent with the studies cited in the thesis, particularly Sunarsi et al. (2020) and Azwina and Aulia (2021), which reported significant simultaneous effects of competence and career development on employee performance. The result emphasizes that organizations should not treat employee capability and career planning as separate interventions. Competence development can improve employees' ability to perform current tasks, while career development can provide direction and motivation for sustained improvement.

CONCLUSIONS AND RECOMMENDATIONS

The study concludes that competence has a positive and significant effect on employee performance at PT Terang Parts Indonesia. Career development also has a positive and significant effect. Furthermore, competence and career development simultaneously have a positive and significant effect, with the two variables explaining 49.9% of the variance in employee performance.

For implementation, the company should strengthen competency-based training, especially in operational procedures, digital systems, technology adaptation, and cross-department coordination. The company should also establish clearer career paths, strengthen mentoring, make promotion criteria more transparent, and provide regular performance and career feedback. These measures can be integrated into an HR development program linked to measurable performance indicators.

ADVANCED RESEARCH

This study has several limitations. First, the model contains only two independent variables, while employee performance can also be influenced by motivation, leadership, work environment, compensation, organizational culture, and other factors. Second, the sample consists of 84 respondents from one company, limiting generalization to other organizations or industries. Future research should consider larger samples, multiple organizations, and additional variables to obtain a broader explanation of employee performance.

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