The Influence of Job Training, Organizational Culture, and Career Development on ASN Performance at SMA Negeri 12 Medan

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Abstract

The development of digital technology and artificial intelligence has changed the way ASN carry out their work, including in the management of administration and education services, so that the ability to adapt, work effectively, and build a responsive work culture is increasingly important. This study analyzes the role of job training, organizational culture, and career development on the performance of the State Civil Apparatus (ASN) at SMA Negeri 12 Medan, both partially and simultaneously. This study uses a quantitative approach with an associative method. The population as well as the research sample amounted to 68 ASN. The data was analyzed using descriptive statistics, classical assumption tests which included normality, multicollinearity, and heteroscedasticity tests, as well as multiple linear regression analysis, t-test, F test, and determination coefficients. The results of the study showed that partially and simultaneously, job training, organizational culture, and career development had a significant effect on the performance of ASN at SMA Negeri 12 Medan. The determination coefficient value of 0.603 showed that the three independent variables were able to explain 60.3% of the variation in ASN performance, while the other 39.7% were influenced by other factors outside the study.

***Keywords**: Job Training, Organizational Culture, Career Development, ASN Performance.*

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Introduction

Changes in public service demands, digital transformation, and the implementation of performance-based work systems require State Civil Apparatus (ASN) to have competence, professionalism, adaptability, and results-orientation. This policy direction is in line with the agenda of digitizing ASN management which has been proven to encourage efficiency and accountability of local government services in Indonesia (Ramdani et al., 2024). In the environment of the education unit, these demands are increasingly important because ASN not only carries out administrative tasks, but also plays a role in providing educational services to students and the community. Therefore, the success of schools in achieving educational goals is greatly influenced by the quality of the performance of ASN who carry out their duties in it.

ASN performance is the result of employee work in carrying out duties and responsibilities according to organizational goals and standards. (Mangkunegara, 2019) defines performance as the result of individual work, both in terms of quality and quantity, achieved when completing tasks according to the responsibilities given. The issue of employee performance continues to be the main focus of human resource management research over the past decade, with strategic leadership styles and work involvement as the main drivers (Mohammad et al., 2025). The performance of ASN is becoming increasingly important in line with the demands of implementing the Independent Curriculum, the use of learning technology, digital-based administration, and improving the quality of educational services. SMA Negeri 12 Medan is an A-accredited public school that has implemented the Independent Curriculum, so that ASN in it is required to be able to adapt to policy developments and educational needs.

In practice, ASN performance is not only related to the attendance or completion of work, but can also be seen from the ability to utilize technology, develop learning methods, complete administration on time, adapt to new policies, and apply competencies obtained in daily work. These differences in abilities can cause variations in performance between employees even though they are in the same organizational environment (Maryadi et al., 2025). This condition shows the need to pay attention to factors that can improve the performance of ASN, especially job training, organizational culture, and career development.

The first factor is job training, which is a planned process to improve the knowledge, skills, abilities, and attitudes of employees to be able to carry out work more effectively. (Hasibuan, 2017) emphasized that training is one of the important factors that affect employee performance, because good performance requires trained human resources. Training is becoming increasingly important for civil servants in schools due to changes in curriculum, learning technology, administrative systems, and the demands of professionalism. Research on ministry employees in Indonesia found that employee performance improves as the training received is better (Marjaya & Pasaribu, 2019), while organizations that invest in training, mentoring, and continuous learning are able to improve the performance of individuals and organizations simultaneously (Bappah et al., 2024). (Massie et al., 2015) also emphasized that the suitability of organizational needs and tasks with career planning, training and career development programs will support the improvement of employee performance. Self-adjustment to the work environment, aligning one's abilities with technological developments and regulatory developments in the world of work are the goals of career planning, training and career development of employees, so that employees have better performance in carrying out their duties

However, the phenomenon that is often found is that training is not always followed by the application of training results in work. Employees can take part in training, but the benefits on performance are not optimal if the material is not according to needs or is not supported by a conducive work environment. This finding is consistent with studies on education personnel which actually show that training does not always have a significant effect on performance if it is not accompanied by the strengthening of employees' basic competencies, while competence is actually the dominant factor that affects performance and career development (Soeharto et

al., 2023). Therefore, the effectiveness of training needs to be seen from the relevance of the material, the improvement of competence, and the ability of employees to apply the results of the training in their daily work (Judatto, 2021).

The second factor is organizational culture, which is a set of values, norms, habits, and behavior patterns that guide organizational members at work. Organizational culture also strengthens or guides behavior and provides benefits in organizational activities (S. Sebayang et al., 2021). (Akpa et al., 2021) Explains that a positive organizational culture encourages strong interpersonal relationships, high motivation, and a clear understanding of the organization's goals, while a negative culture actually weakens employees' morale and alignment with the organization's goals. (Anugrah et al., 2026) It also states that work culture will create a comfortable work environment where employees feel valued, so that there is motivation for employees to be loyal to the organization which ultimately encourages them to achieve the work discipline desired by the organization. In the ASN environment, the work culture is in line with the basic values of AKHLAK, Service-Oriented, Accountable, Competent, Harmonious, Loyal, Adaptive, and Collaborative which is set as the basis for strengthening the work culture of government agencies to support the achievement of individual performance and organizational goals (Ministry of PANRB, 2021). A strong organizational culture also acts as a talent attraction that aligns employees with work goals and encourages synergy and positive work outcomes (Sahoo et al., 2025), and research on government organizations in Indonesia proves that organizational culture contributes significantly to employee performance, although the proportions vary depending on other factors (Iskamto, 2023). And an effective risk culture is a dynamic interaction between structures (governance and hiring), individual characteristics (competencies and leadership), and reinforcement mechanisms (training, values, and incentives) (S. A. M. Sebayang et al., 2024).

At SMA Negeri 12 Medan, organizational culture can be reflected in discipline, communication, cooperation, response to change, use of technology, and consistency in carrying out responsibilities. A phenomenon that often occurs is that there are differences in the application of values and work habits between employees, for example in the ability to adapt, collaborate, and accept change, which can ultimately affect performance. This is relevant to the finding that when employees understand the overall goals of the organization, they become better able to prioritize tasks and make decisions that support the achievement of these goals (Akpa et al., 2021), as well as studies showing that organizational culture affects job satisfaction before it ultimately impacts overall employee performance (Fidyah & Setiawati, 2019).

The third factor is career development, which is the process of improving employees' abilities, experience, competencies, and professional opportunities according to the potential and needs of the organization. (Rivai, 2018) emphasizing that the career advancement of employees largely depends on good and ethical work performance; by knowing the results of their performance, employees can measure their chances of career development, while substandard performance will hinder the achievement of even the simplest career goals. For ASN, career development is related to competencies, performance, qualifications, and the principles of the merit system, as emphasized in the study of the application of the merit system in the career development of ASN in the city government environment which shows that the merit system encourages professionalism and performance of apparatus (Anniza, 2023).

An empirical study of the public sector in Indonesia found that career development has a direct positive effect on perceived organizational support, motivation, and affective commitment of employees, although its direct influence on performance is not always consistent and is often mediated by other variables such as job satisfaction (Napitupulu et al., 2017). Other studies in the international context confirm that career development, motivation, and job promotion together contribute to improving employee performance (Setyawati et al., 2022). In the school environment, career development can be realized through professional development, competency improvement, functional positions, assignments, coaching, and

opportunities to gain greater responsibility, which is in line with the view that career development provides benefits in the form of increased motivation, job satisfaction, employee performance, institutional competitiveness, and quality of public services (Rakhmawanto, 2020). A phenomenon that needs to be considered at SMA Negeri 12 Medan is the difference in ASN's perception of development opportunities, the clarity of career paths, and the relationship between performance and career development. If career development is not perceived as fair, clear, and competency-based, ASN's encouragement to improve performance can be less than optimal (Supardi, 2016).

These three variables are in line with the direction of ASN management reform based on Law Number 20 of 2023 concerning the State Civil Apparatus, which emphasizes performance management, competency development, talent and career development, and strengthening work culture as a strategic unit towards a professional apparatus with high work results (Law No. 20, 2023). This means that improving the performance of ASN is not enough only through the assessment of work results, but needs to be supported by competency development through training, a positive organizational culture, and career development based on competence and performance.

Based on this description, there are important reasons to re-examine the relationship between job training, organizational culture, and career development on the performance of ASN, especially in the education unit environment. This research is relevant because the three factors have different characteristics in shaping the performance of ASN, while the results of previous research have not been fully consistent regarding the influence of each factor, some show a significant influence directly (Aditya et al., 2024; Napitupulu et al., 2017), while others found that the influence was insignificant or mediated by other variables (Darwis et al., 2025; Soeharto et al., 2023). This research gap is an important basis for researchers to re-examine the three variables in different contexts and locations. Thus, the research is titled "The Strategic Role of Job Training, Organizational Culture, and Career Development in Improving ASN Performance" at SMA Negeri 12 Medan, it is important to obtain empirical evidence regarding the factors that play a role in improving the performance of ASN in the educational environment.

Literature Review

2.1 ASN Performance

According to (Silaen et al., 2021) Employee performance is the result of work achieved by a person in performing a task or the level of success of a person during a certain period in carrying out tasks. Performance is theoretically understood as the result of the work achieved by a person, both in terms of quality and quantity, in completing tasks according to the responsibilities imposed on him (Mangkunegara, 2019). (Hasibuan, 2017) reinforcing this view by stating that performance is a combination of the ability and interests of workers, an understanding of task and role delegation, and a level of work motivation, so that good individual performance ultimately underpins the overall performance of the organization. Operationally, performance is reflected through the quality and timeliness of work, adaptability, work behavior, and contribution to the achievement of organizational goals (Sinambela, 2018) And this issue continues to be the main focus of global human resource management research over the past decade (Mohammad et al., 2025).

2.2 Job Training

According to (Wahyuningsih, 2019) employee training or *training* is the company's systematic effort to improve all knowledge (*knowledge*), skills (*Skill*) and work attitudes (*attitudes*) employees through the learning process to be optimal in carrying out their functions and duties. Job training is a planned process to improve the knowledge, skills, abilities, and attitudes of employees to be able to carry out work more effectively, and is one of the important factors that affect performance because good performance requires trained human resources (Hasibuan, 2017). This theory is supported by empirical findings that training and development

serve as catalysts for employee engagement that strengthens productivity and work quality (Aditya et al., 2024), as well as proven to improve employee performance in government agencies when training materials are relevant to the needs of daily tasks (Marjaya & Pasaribu, 2019). Employees who have received targeted and continuous training will provide a greater opportunity for employees to be able to complete tasks with more optimal results compared to employees who have never received the training (Pebrina & Yanti, 2024; Pramudya et al., 2025).

2.3 Organizational Culture

Organizational culture is the result of the process of fusing the cultural style and behavior of each individual that was previously brought into a new norm and philosophy, which has the energy and pride of the group in facing certain things and goals (Edison et al., 2018). Organizational culture is a set of values, norms, habits, and behavior patterns that guide organizational members at work, where a positive culture encourages strong interpersonal relationships, high motivation, and a clear understanding of organizational goals (Akpa et al., 2021). In the ASN environment, this theory is strengthened by national policies through the basic values of BerAKHLAK which is set as the foundation for strengthening the work culture of government agencies to support the achievement of individual performance (Ministry of PANRB, Circular Letter Number 20 of 2021), and empirically a strong organizational culture has been proven to align employees with work goals and encourage positive work results, either directly or through job satisfaction as a variable between (Fidyah & Setiawati, 2019; Sahoo et al., 2025). (Moekijat, 2020) in (Dewa et al., 2026) explains that corporate culture is a set of values, outlook on life, and philosophy that develops in an organization, which shapes the habits, attitudes, and behaviors of members of the organization. According to (Fadhilah et al., 2022) in (Asri et al., 2026) The culture of the organization tends to be realized by the members of the organization, so that people who live in that environment feel that they can live better.

2.4 Career Development

According to (Afandi, 2018) Career development is a sequence of activities related to work and a person's behaviors, values, and aspirations during his or her lifespan. Career development is the process of improving employees' abilities, experience, competencies, and professional opportunities according to the potential and needs of the organization, where the employee's career advancement largely depends on good and ethical work performance (Rivai, 2018). For ASN, this theory is closely related to the principle of the merit system which is proven to encourage professionalism and performance of government apparatus (Anniza, 2023), as well as providing benefits in the form of increased motivation, job satisfaction, employee performance, institutional competitiveness, and quality of public services if applied fairly and competency-based (Rakhmawanto, 2020).

2.5 Conceptual Framework

Based on a literature review, job training is an effort to improve the knowledge, skills, abilities, and attitudes of civil servants that can support the implementation of duties more effectively, so that it has the potential to improve performance. Organizational culture through values, norms, and behavior patterns that become work guidelines can shape civil servant behavior that is in line with organizational goals and supports performance achievement. Meanwhile, career development that provides opportunities to improve competence, experience, and professional ability can encourage civil servants to improve the quality of their duties. Thus, this study places Job Training (X_1), Organizational Culture (X_2), and Career Development (X_3) as independent variables that are suspected to affect ASN Performance (Y), both partially and simultaneously. Based on this conceptual framework, the research hypothesis is formulated as follows:

H1: Job Training has a positive and significant effect on the performance of ASN at SMA Negeri 12 Medan.

H2: Organizational Culture has a positive and significant effect on the Performance of ASN at SMA Negeri 12 Medan.

H3: Career Development has a positive and significant effect on the Performance of ASN at SMA Negeri 12 Medan.

H4: Job Training, Organizational Culture, and Career Development simultaneously have a significant effect on the Performance of ASN at SMA Negeri 12 Medan.

Research Methodology

3.1 Types and Approaches to Research

This study uses **Types of quantitative research with an associative approach**. According to (Creswell, 2014), quantitative research is an approach used to test the relationship between variables through numerical measurement of variables and statistical analysis. The associative approach is used because this study aims to find out the relationship and influence between Job Training (X1), Organizational Culture (X2), and Career Development (X3) **against** ASN Performance (Y) at SMA Negeri 12 Medan. The research data was obtained through a questionnaire given to the respondents, then processed statistically using the IBM SPSS program. The use of this approach is in accordance with the purpose of the research which not only describes the condition of each variable, but also tests the influence of independent variables on dependent variables partially and simultaneously. (Creswell, 2014) Placing the testing of relationships and hypotheses through numerical data as an essential part of quantitative research design.

3.2 Population and Sample

Population is a whole of objects or subjects that have certain characteristics that the researcher sets to study and then draws conclusions. According to (Scott, 2019), population is not only related to the number of subjects, but also the characteristics possessed by the research subjects. The population in this study is all ASN who works at SMA Negeri 12 Medan**,** with the amount of 68 people**.** The sample is part of the population used as a source of research data. However, because the number of populations in this study is relatively small, which is as much as 68 people, then all members of the population are used as samples. The techniques used are saturated sampling or census, which is a sample determination technique if all members of the population are used as research samples. According to (Scott, 2019), saturated sampling is appropriately used when the population is relatively small and the researcher allows to reach the entire population member. Thus, the sample count in this study is 68 ASN of SMA Negeri 12 Medan.

3.3 Variable Operational Definition

The operational definition is used to provide clear limits on the research variables so that each variable can be measured based on the indicators that have been determined. The variables in this study consist of Job Training (X1), Organizational Culture (X2), Career Development (X3), and ASN Performance (Y).

Table 1. Variable Operational Definitions

Variabel	Variable Operational Definition	Indicator	Measurement Scale
Employee Performance (Y)	Performance is the result of work and work behavior achieved in completing tasks and responsibilities given during a certain period. (Kasmir, 2020)	1) Quality (quality) 2) Quantity (quantity) 3) Time (Time Frame) 4) Cooperation between employees 5) Cost suppression	Likert

Variabel	Variable Operational Definition	Indicator	Measurement Scale
		6) Supervision (Kasmir, 2020)	
Job Training (X1)	Employee training or training is a company's systematic effort to improve all knowledge, skills, and attitudes of employees through the learning process to optimize their functions and job duties. (Wahyuningsih, 2019)	1) Training Objectives 2) Material 3) Methods used 4) Participant Qualifications 5) Trainer qualifications (Wahyuningsih, 2019)	Likert
Organizational Culture (X2)	Organizational culture is the result of the process of fusing the cultural style and behavior of each individual that was previously brought into a new norm and philosophy, which has the energy and pride of the group in facing certain things and goals. (Edison et al., 2018)	1) Self-awareness 2) Aggressiveness 3) Personality 4) Performance 5) Team onboarding (Edison et al., 2018)	Likert
Career Development (X3)	Career development is a sequence of activities related to work and a person's behaviors, values, and aspirations during his lifespan. (Afandi, 2018)	1) Career Planning 2) Career Development 3) Career development supported by the HR Department 4) The role of feedback on performance (Afandi, 2018)	Likert

3.4 Data Collection Techniques

The data collection techniques used in this study are Questionnaire. The questionnaire is a data collection technique by providing a number of written statements to respondents to obtain information according to the variables being studied. The research questionnaire was prepared based on indicators from each variable, namely Job Training (X1), Organizational Culture (X2), Career Development (X3), and ASN Performance (Y). The questionnaire was then distributed to all 68 respondents using *Google Forms* (GForm)**.** The research instrument used a five-level Likert scale, namely Strongly Disagree (STS) with a score of 1, Disagree (TS) with a score of 2, Neutral (N) with a score of 3, Agree (S) with a score of 4, and Strongly Agree (SS) with a score of 5. According to (Scott, 2019), the Likert scale is used to measure the attitude, opinion, and perception of a person or group towards a social phenomenon. The use of these five levels

of answers allows each respondent's perception of the research statement to be given a measured value, so that the data obtained can be processed using statistical analysis to determine the influence of Job Training, Organizational Culture, and Career Development on ASN Performance.

3.5 Data Analysis Techniques

The data analysis in this study was carried out using IBM SPSS Statistics**.** According to (Ghozali, 2021), statistical analysis using SPSS can be used to conduct instrument testing, descriptive statistics, assumption tests, and regression analysis to test the relationship between variables. The stages of analysis in this study include descriptive statistics, instrument tests (validity and reliability), classical assumption tests, multiple linear regression analysis, t tests, F tests, and determination coefficients. The regression model in this study is formulated as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

Description:

Y	: ASN Performance
A	: Konstanta
b_1, b_2, b_3	: Regression Coefficient
X1	: Job Training
X2	: Organizational Culture
X3	: Career Development
e	: Disruptive Faults

Results

4.1 Statistical Descriptive Analysis

Statistical descriptive analysis is used to describe the characteristics of the data and provide an overview of each variable based on the mean, minimum, maximum, and standard deviation values.

Table 2. Descriptive Analysis of Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Employee Performance	68	20	40	32.91	5.389
Job Training	68	20	35	29.03	4.535
Organization Culture	68	20	40	32.03	6.164
Career Development	68	16	32	25.56	4.870
Valid N (listwise)	68				

Based on Table 2, descriptive statistical analysis was conducted on 68 respondents on the variables of ASN Performance, Job Training, Organizational Culture, and Career Development. The ASN Performance variable had a minimum score of 20, a maximum of 40, a mean of 32.91, and a standard deviation of 5.389. Job Training had a minimum score of 20, a maximum of 35, a mean of 29.03, and a standard deviation of 4.535. Furthermore, Organizational Culture had a minimum score of 20, a maximum of 40, a mean of 32.03, and a standard deviation of 6.164, while Career Development had a minimum score of 16, a maximum of 32, a mean of 25.56, and a standard deviation of 4.870.

4.2 Test Instruments

Instrument tests are used to ensure that the questionnaire used in the research is valid and reliable in measuring the research variables.

Table 3. Validity Test

Variables	Indicators	r-count	r-table	Results
Job Training	X1.1	.493***	0,2387	Valid

Variables	Indicators	r-count	r-table	Results
	X1.2	.694***	0,2387	Valid
	X1.3	.407***	0,2387	Valid
	X1.4	.752***	0,2387	Valid
	X1.5	.627***	0,2387	Valid
	X1.6	.731***	0,2387	Valid
	X1.7	.780***	0,2387	Valid
	X1.8	.776***	0,2387	Valid
	X1.9	.679***	0,2387	Valid
	X1.10	.611***	0,2387	Valid
Organization Culture	X2.1	.811***	0,2387	Valid
	X2.2	.804***	0,2387	Valid
	X2.3	.810***	0,2387	Valid
	X2.4	.816***	0,2387	Valid
	X2.5	.839***	0,2387	Valid
	X2.6	.742***	0,2387	Valid
	X2.7	.801***	0,2387	Valid
	X2.8	.810***	0,2387	Valid
	X2.9	.783***	0,2387	Valid
	X2.10	.735***	0,2387	Valid
Career Development	X3.1	.641***	0,2387	Valid
	X3.2	.731***	0,2387	Valid
	X3.3	.824***	0,2387	Valid
	X3.4	.852***	0,2387	Valid
	X3.5	.863***	0,2387	Valid
	X3.6	.786***	0,2387	Valid
	X3.7	.740***	0,2387	Valid
	X3.8	.712***	0,2387	Valid
Employee Performance	Y1	.718***	0,2387	Valid
	Y2	.715***	0,2387	Valid
	Y3	.752***	0,2387	Valid
	Y4	.735***	0,2387	Valid
	Y5	.533***	0,2387	Valid
	Y6	.801***	0,2387	Valid
	Y7	.721***	0,2387	Valid
	Y8	.649***	0,2387	Valid
	Y9	.795***	0,2387	Valid
	Y10	.749***	0,2387	Valid

Based on Table 3, the results of the validity test show that all indicators in the variable have a value of r-count greater than the r-table, so that all instruments are declared valid and suitable for use in the research.

Table 4. Reliability Test

Variables	Cronbach's Alpha	N of Items	Results
Job Training	.853	10	Reliable
Organization Culture	.935	10	Reliable
Career Development	.901	8	Reliable
Employee Performance	.893	10	Reliable

Based on Table 4, the results of the reliability test show that all variables have a Cronbach's Alpha value > 0.70 so that all variables are declared reliable.

4.3 Classic Assumption Test

Classical assumption tests are used to ensure that the regression model has met statistical requirements, including normality, multicollinearity, and heteroscedasticity tests.

Table 5. Kolmogorov Smirnov Test

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			68
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		3.39337901
Most Extreme Differences	Absolute		.087
	Positive		.071
	Negative		-.087
Test Statistic			.087
Asymp. Sig. (2-tailed)[c]			.200[d]
Monte Carlo Sig. (2-tailed)[e]	Say.		.217
	99% Confidence Interval	Lower Bound	.206
		Upper Bound	.228

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Based on Table 5, the results of the Kolmogorov-Smirnov normality test show that the value of Asymp. Sig. (2-tailed) is 0.200, which is greater than 0.05. Thus, it can be concluded that the residual data is normally distributed.

Table 6. Multicollinearity Test

Coefficients[a]

Model		Collinearity Statistics Tolerance	LIVE
1	Job Training	.947	1.056
	Organization Culture	.830	1.205
	Career Development	.871	1.148

a. Dependent Variable: Employee Performance

Based on Table 6, the results of the multicollinearity test showed a Tolerance value of > 0.10 and VIF < 10, so it can be concluded that there are no symptoms of multicollinearity in the variables of job training, organizational culture, and career development.

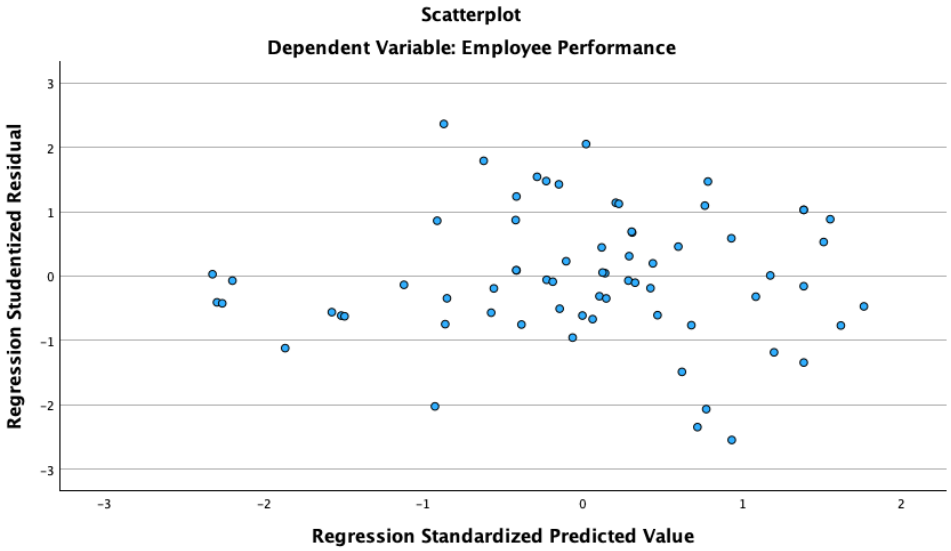


Figure 1. Scatterplot – Heteroscedasticity Test

Based on Figure 1, the scatterplot shows that the residual dots are randomly scattered around the zero line and do not form a specific pattern, so it can be concluded that no symptoms of heteroscedasticity occur in the regression model.

4.4 Multiple Linear Regression Analysis

Table 7. Multiple Linear Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Say.
1	(Constant)	-1.316	3.648		-.361	.719
	Job Training	.444	.096	.373	4.616	<,001
	Organization Culture	.170	.076	.194	2.248	.028
	Career Development	.622	.093	.562	6.670	<,001

a. Dependent Variable: Employee Performance

Based on Table 7, the multiple linear regression equation obtained is $Y = -1.316 + 0.444X_1 + 0.170X_2 + 0.622X_3$

A constant value of -1.316 indicates the performance value of ASN when all three independent variables are zero. A Job Training coefficient of 0.444 indicates that every increase of one unit of Job Training will increase ASN Performance by 0.444 units, assuming the other variables are constant. Organizational Culture has a coefficient of 0.170, which means that every one unit increase in Organizational Culture will increase ASN Performance by 0.170 units. Meanwhile, Career Development has a coefficient of 0.622, which indicates that every increase of one unit of Career Development will increase ASN Performance by 0.622 units.

4.5 Uji Hypothesis

Hypothesis testing is used to test the influence of each variable, both partially and simultaneously, as well as to determine the amount of contribution of independent variables to dependent variables.

Table 8. Results of the t-Test (Partial)

Coefficients[a]

Model	Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Say.

1	(Constant)	-1.316	3.648		-.361	.719
	Job Training	.444	.096	.373	4.616	<,001
	Organization Culture	.170	.076	.194	2.248	.028
	Career Development	.622	.093	.562	6.670	<,001

a. Dependent Variable: Employee Performance

Based on Table 8, the results of the t-test show that Job Training has a positive and significant effect on ASN Performance, with a t-value of 4.616 and a significance of $p < 0.001$. Organizational Culture also has a positive and significant effect on ASN Performance, as shown by a t-value of 2.248 with a significance of $p = 0.028$. Furthermore, Career Development has a positive and significant effect on ASN Performance, with a t-value of 6.670 and a significance of $p < 0.001$. Thus, the three independent variables are partially proven to have a positive and significant influence on ASN Performance at SMA Negeri 12 Medan.

Table 9. F Test Results (Simultaneous)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Say.
1	Regression	1173.964	3	391.321	32.462	<.001[b]
	Residual	771.506	64	12.055		
	Total	1945.471	67			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Career Development, Job Training, Organization Culture

Based on Table 9, the results of the F test show a Fcal value of 32.462 with a significance value of < 0.001, which is smaller than 0.05, so it can be concluded that job training, organizational culture, and career development simultaneously have a significant effect on the performance of ASN at SMA Negeri 12 Medan.

4.6 Coefficient of Determination (R^2)

Table 10. Coefficient of Determination (R^2)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.777[a]	.603	.585	3.472

a. Predictors: (Constant), Career Development, Job Training, Organization Culture

b. Dependent Variable: Employee Performance

Based on Table 10, the R Square (R^2) value of 0.603 shows that the variables of job training, organizational culture, and career development together are able to explain 60.3% of the variation in ASN performance, while the remaining 39.7% is explained by other factors outside the research model; meanwhile, the Adjusted R Square value of 0.585 shows that after adjusting for the number of variables and research samples, the model's ability to explain the variation in ASN performance is 58.5%.

Discussion

The results of the study showed that Job Training had a positive and significant effect on the Performance of ASN at SMA Negeri 12 Medan, with a regression coefficient of 0.444, a t-value of 4.616, and a significance of 0.001. These findings show that the better the training received by ASN, especially in improving knowledge, skills, and abilities relevant to the task, the better the performance produced. These results are in line with the view that ASN (Hasibuan, 2017) that training is one of the important factors in improving the ability of employees to carry out their work effectively. These findings are also consistent with research

(Marjaya & Pasaribu, 2019) which found that training had an effect on improving employee performance in government agencies, and (Aditya et al., 2024) which shows that training and development can increase productivity and work quality through increased employee involvement. In the context of SMA Negeri 12 Medan, these results indicate that training that is in accordance with job needs can help ASN adjust to changes in curriculum, technology utilization, digital administration, and educational service demands, so that the competencies obtained through training can be applied in the implementation of daily tasks.

Organizational culture has also been proven to have a positive and significant effect on ASN performance, with a regression coefficient of 0.170, a t-value of 2.248, and a significance of 0.028. This means that the stronger the organizational culture reflected through values, norms, discipline, communication, cooperation, adaptation, and responsibility, the better the performance of ASN will be. These findings are in line with (Akpa et al., 2021) which explains that a positive organizational culture can strengthen interpersonal relationships, motivation, and employee understanding of organizational goals, and support research results (Iskamto, 2023) which shows the significant contribution of organizational culture to employee performance in government organizations in Indonesia. The results of this study also strengthen (Fidyah & Setiawati, 2019) which found that organizational culture can influence employee work outcomes through the creation of supportive working conditions. Career Development has a positive and significant influence on ASN Performance, with a regression coefficient of 0.622, a t-value of 6.670, and a p< significance of 0.001. These findings show that opportunities to improve professional competence, experience, and capacity as well as the clarity of career development can encourage ASN to produce better performance. These results are in line with (Setyawati et al., 2022) who find the contribution of career development to improving employee performance, and (Rakhmawanto, 2020) which confirms that ASN career development can provide benefits for motivation, job satisfaction, performance, and quality of public services. The results of this study also show that the three factors have different contributions to performance, with Career Development having the largest regression coefficient, so that in this research model, the improvement of career development aspects has the strongest relationship with ASN Performance.

Conclusion

Based on the results of the research, Job Training, Organizational Culture, and Career Development are proven to have a positive and significant influence on the Performance of ASN at SMA Negeri 12 Medan, both partially and simultaneously. These findings show that ASN performance is not only related to the ability to complete work, but is also influenced by opportunities to obtain training, values and work habits applied in the organization, as well as opportunities to develop careers. Among these three variables, Career Development has the greatest influence, so that providing opportunities to improve competencies, gain work experience, and reach a career level is an important aspect in encouraging the improvement of ASN performance at SMA Negeri 12 Medan.

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