

Building Superior Human Resources Through Competency-Based Training and Career Development in Improving Employee Performance in PT Pelindo Multi Terminal Branch Dumai

Leo Diffu Wijaya Lumban Gaol, Desi Astuti, Pipit Buana Sari

Abstract

This study aims to analyze the influence of training, career development, and competency on employee performance at PT Pelindo Multi Terminal Branch Dumai both simultaneously and partially. The success of an organization in achieving its strategic goals is largely determined by the quality of its human resources, especially in the port industry which has high operational complexity. This study uses a quantitative approach with causal associative research methods. The research population is all employees of PT Pelindo Multi Terminal Branch Dumai which is 35 people, and using saturated sampling techniques (census), the entire population is used as a research sample. The data collection technique used a questionnaire with a Likert scale. The data analysis technique used was multiple linear regression analysis with the help of SPSS software version 25. The results of the study showed that: (1) Training, career development, and competency simultaneously had a significant effect on employee performance with an F value of 47.832 and a significance of $0.000 < 0.05$, with a contribution of 80.5% (Adjusted $R^2 = 0.805$) in explaining the variation in employee performance; (2) Training has a positive and significant effect on employee performance with a regression coefficient of 0.285, a t-value of 2.908, and a significance of $0.007 < 0.05$; (3) Career development has a positive and significant effect on employee performance with a regression coefficient of 0.341, a t-value of 3.217, and a significance of $0.003 < 0.05$; (4) Competency has a positive and significant effect on employee performance with a regression coefficient of 0.398, a calculated t-value of 3.554, and a significance of $0.001 < 0.05$, with competence being the most dominant variable in influencing employee performance.

Keywords: Training, Career Development, Competencies, Employee Performance

Leo Diffu Wijaya Lumban Gaol¹

¹Master of Management, Universitas Pembangunan Panca Budi, Indonesia

e-mail: leomarbun88@gmail.com¹

Desi Astuti², Pipit Buana Sari³

^{2,3}Master of Management, Universitas Pembangunan Panca Budi, Indonesia

e-mail: desiastuti1996@gmail.com², Pipitbuana@dosen.pancabudi.ac.id³

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Introduction

The success of a company is no longer only determined by capital, technology, or business strategy factors, but mainly by the quality of human resources who are able to carry out their duties effectively and make an optimal contribution to the achievement of organizational goals. Therefore, the development of superior human resources is one of the strategic priorities in human resource management in various companies. This is in line with the view (Dessler, 2020) that investment in human resource development is a long-term strategy that can increase productivity and competitiveness of organizations. PT Pelindo Multi Terminal Branch Dumai as one of the port terminal management companies in Indonesia faces complex challenges in managing port operations which include loading and unloading, warehousing, and logistics services. This operational complexity requires employees to have adequate technical and managerial competencies in order to make an optimal contribution to the company's performance.

Efforts to build superior human resources cannot be separated from the importance of competency-based training and career development, because these aspects function to improve employees' work abilities according to organizational needs. (Noe, 2020) explained that training is a planned effort by an organization to facilitate employee learning about work-related competencies, including knowledge, skills, and behaviors that are essential for successful job performance. Meanwhile, according to (Mangkunegara, 2017). Training is a process designed to improve employees' knowledge, skills, and attitudes in order to carry out their work effectively. According to (Hakim et al., 2022), training that is relevant to job demands is able to improve employee skills and motivation so that it has a direct impact on improving individual and organizational performance. This is also supported by research (Lumbantobing & Nadlifatin, 2025) which found that training and development have a significant positive influence on employee performance when associated with competence.

Furthermore, career development has an important role in maintaining employee motivation and loyalty. Career development is defined as the support that an organization provides to assist employees' professional growth through job rotation opportunities, promotions, mentoring, and capacity building (McDonald & Hite, 2024). Gartner (2024) also explained that career development is a form of organizational support for employee professional growth, which aims to ensure that they have a clear development path and are in line with organizational needs. (Armstrong & Taylor, 2020) defines career development as an ongoing process in which individuals progress through a series of stages, each characterized by a relatively unique set of tasks, activities, and relationships, with competency-based development emphasizing the mastery of specific competencies as a condition for moving up to higher levels. A clear career development system can increase employee motivation, reduce turnover, and ensure the availability of talent for key positions within the organization. Good career development will create a sense of ownership of the job, increase work morale, and have a positive impact on employee performance (Bahri & Salsati, 2025).

Meanwhile, **competence** is the main foundation in creating superior human resources. Competence includes a person's abilities consisting of elements of knowledge, skills, and attitudes used to carry out work effectively (Wong, 2020). Competency is defined as a combination of knowledge, skills, abilities, and personal characteristics that distinguish superior performance from average performance. (Wibowo, 2016) states that competence is an ability to carry out or perform a job or task based on skills and knowledge and supported by the work attitude demanded by the job. Competencies include five characteristics, namely motives, traits, self-concept, knowledge, and skills. In the port industry, critical competencies that need to be developed include operational technical competencies, managerial competencies, and interpersonal competencies to ensure smooth coordination between units. According to research by (Siahaan et al., 2025) competencies that are in accordance with job needs have been proven to be a strong predictor of superior performance. The same thing is stated by (Manullang & Ferine, 2024) who affirm that competency

development through proper training and career development can increase work effectiveness and employee productivity.

Employee performance itself is a measure of the extent to which a person carries out his duties and responsibilities with results that are in accordance with organizational standards. (Mangkunegara, 2017) explained that employee performance is the result of work in terms of quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. (McDonald & Hite, 2024) adds that employee performance improvement is strongly influenced by the availability of relevant training as well as career development support that matches individual competencies. In a study (Putri & Karya, 2024), it was found that training and competencies have a positive effect on employee performance through increased job satisfaction and motivation. These results show that the higher the competence and career development support provided by the organization, the better the performance produced by employees.

Improving employee performance within PT Pelindo Multi Terminal Branch Dumai, improvement is very important considering that the company plays a strategic role in logistics and terminal management which demands high efficiency and reliability. However, there is still a gap between the competencies expected by the company and the real abilities that some employees have. Some training has not been fully suited to the needs of the job, and the career development path is not entirely clear to all employees. Research by (Bahri & Salsati, 2025) shows that one of the effective strategies to overcome competency gaps is the implementation of competency-based human resource development, which is a human resource development system that focuses on mastering the core competencies needed by organizations. With this approach, each training and career development program is tailored to the competencies to be achieved.

Literature Review

2.1 Employee Performance

Employee performance is the result of work achieved by individuals in carrying out their duties and responsibilities in accordance with the standards and criteria that have been set by the organization. (Mangkunegara, 2017) added that employee performance is the result of quality and quantity of work achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. (Bernardin & Russell, 2013) identified six criteria to measure employee performance, namely quality, quantity (quantity of output produced), timeliness (timeliness in completing work), cost-effectiveness (level of effectiveness in the use of organizational resources), need for supervision (ability to work independently without excessive supervision), and interpersonal impact (ability to maintain good working relationships). (Robbins & Judge, 2019) states that employee performance is influenced by three main factors, namely individual ability, motivation, and opportunity to contribute, where these three factors must be in optimal condition for maximum performance to be achieved. In the context of modern organizations, accurate and objective performance measurement is essential to provide constructive feedback to employees as well as as a basis for decision-making regarding promotion, compensation, and career development.

2.2 Competencies

Competency is a basic characteristic possessed by individuals that is causally related to effective or superior performance in a certain job or situation. According to (Wibowo, 2016) competence is an ability to carry out or perform a job or task based on skills and knowledge and supported by the work attitude demanded by the job. (Rothwell & Lindholm, 3 C.E.) Distinguishing competencies into three main categories, namely core competencies (core competencies that all employees must have), functional competencies (specific competencies according to job

functions), and behavioral competencies (behavioral competencies that support work effectiveness). (Sudarmanto, 2014) explained that competencies are observable and measurable, thus enabling organizations to conduct an objective assessment of the level of employee competency and identify competency gaps that need to be improved through training and development programs. The implementation of competency-based management in organizations provides a systematic framework for the selection, placement, development, and evaluation of employees based on clear and measurable competency standards.

2.3 Training

Training is a systematic and planned process to improve employees' knowledge, skills, and abilities needed to carry out their work effectively. (Dessler, 2020) defines training as "the process of teaching new or current employees the basic skills they need to perform their jobs," emphasizing that training focuses on improving competencies for current jobs. According to (Noe, 2017) training is an effort planned by an organization to facilitate employee learning about work-related competencies, including knowledge, skills, and behaviors that are essential for successful job performance. (Rivai & Sagala, 2018) explained that training is the process of systematically changing employee behavior to achieve organizational goals related to employees' skills and ability to carry out current work. According to (Armstrong & Taylor, 2020) effective training must meet the criteria of relevance to job needs, use learning methods that suit the characteristics of the participants, be carried out by competent instructors, and be followed by evaluations to measure the transfer of learning into daily work practices so that training investment can provide an optimal return on investment for the organization.

2.4 Career Development

Career development is an ongoing process that involves a series of activities to prepare individuals for the higher and more complex job responsibilities of the future. (Greenhaus et al., 2019) defines career development as "the ongoing process by which individuals progress through a series of stages, each of which is characterized by a relatively unique set of issues, themes, and tasks," indicating that career development is not a single event but rather a process that lasts throughout a person's working life. According to (Simamora, 2015) career development is a staffing activity that helps employees plan their future careers in the company so that the company and the employees concerned can develop themselves to the maximum. (Handoko, 2014) explained that career development includes career planning (individual career planning that involves identifying career goals and paths to achieve them) and career management (organizational programs to facilitate the achievement of employees' career goals). According to (Rivai & Sagala, 2018) an effective career development system must consider aspects of the alignment between organizational needs and individual aspirations, transparency in promotion criteria, availability of development programs that support vertical and horizontal career transfers, and regular feedback mechanisms to help employees understand their position in the career path as well as the steps that need to be taken to achieve their career goals desirable.

Research Methodology

This study uses a quantitative approach with a causal associative research method which aims to analyze the influence of training, career development, and competence on employee performance at PT Pelindo Multi Terminal Branch Dumai. The population in this study is all employees of PT Pelindo Multi Terminal Branch Dumai which is 35 people. Given the relatively small and limited population, this study uses a saturated sampling technique (census) where all members of the population are used as research samples, so that the number of samples in this study is 35 respondents. The data collection technique uses a questionnaire with a Likert scale of

1-5 that has been tested for validity and reliability, and supported by documentation studies to obtain secondary data related to company profiles and employee data. The variables in this study consisted of independent variables, namely training (X_1), career development (X_2), and competency (X_3), as well as dependent variables, namely employee performance (Y).

The data analysis technique used in this study is multiple linear regression analysis with the help of SPSS software version 25. Before the regression analysis is carried out, a classical assumption test is first carried out which includes the normality test, the multicollinearity test, the heteroscedasticity test, and the linearity test to ensure that the regression model used meets the BLUE (Best Linear Unbiased Estimator) criteria. Multiple linear regression analysis was used to determine the influence of competency-based training and career development variables on employee performance both simultaneously and partially. The multiple linear regression equation model in this study is:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Where:

- Y = Employee Performance
- A = Konstanta
- $\beta_1, \beta_2, \beta_3$ = Independent variable regression coefficient
- X_1 = Training
- X_2 = Career Development
- X_3 = Competencies
- E = Error term (disruptive variable)

Hypothesis testing was carried out through the F test to determine the simultaneous influence of all independent variables on dependent variables with a significance level of $\alpha = 0.05$, and the t-test to determine the partial influence of each independent variable on the dependent variable. In addition, a determination coefficient (R^2) analysis was carried out to find out how much the competency-based training and career development variables contribute in explaining the variation in employee performance at PT Pelindo Multi Terminal Branch Dumai.

Results

4.1 Validity and Reliability Test Results

a. Validity Test

The validity test is carried out to measure the validity of a questionnaire or not. A questionnaire is said to be valid if the value of r is calculated $> r$ of the table. With the number of samples (n) = 35 and the significance level of 5%, then the table r value = 0.334.

Table 4.5 Validity Test Results

Variabel	Item	r Count	r Table	Remarks
Training (X_1)	X1.1	0,768	0,334	Valid
	X1.2	0,812	0,334	Valid
	X1.3	0,791	0,334	Valid
	X1.4	0,754	0,334	Valid
	X1.5	0,823	0,334	Valid
Career Development (X_2)	X2.1	0,745	0,334	Valid
	X2.2	0,798	0,334	Valid
	X2.3	0,816	0,334	Valid
	X2.4	0,772	0,334	Valid
	X2.5	0,805	0,334	Valid
Competencies (X_3)	X3.1	0,781	0,334	Valid

Variabel	Item	r Count	r Table	Remarks
	X3.2	0,827	0,334	Valid
	X3.3	0,794	0,334	Valid
	X3.4	0,759	0,334	Valid
	X3.5	0,843	0,334	Valid
Employee Performance(Y)	Y.1	0,765	0,334	Valid
	Y.2	0,819	0,334	Valid
	Y.3	0,788	0,334	Valid
	Y.4	0,802	0,334	Valid
	Y.5	0,776	0,334	Valid
	Y.6	0,834	0,334	Valid

Source: Primary Data Processed, 2025

Based on table 1 above, it can be seen that all statement items from each variable have a value of r calculated $> r$ table (0.334), so it can be concluded that all statement items in this research questionnaire are declared valid and suitable for data collection.

b. Reliability Test

Reliability tests are used to measure the internal consistency of the research instrument. A questionnaire is said to be reliable if Cronbach's Alpha value > 0.60 .

Table 2. Reliability Test Results

Variabel	Cronbach's Alpha	Standar	Keterangan
Pelatihan (X_1)	0,876	0,6	Reliabel
Pengembangan Karir (X_2)	0,892	0,6	Reliabel
Kompetensi (X_3)	0,905	0,6	Reliabel
Kinerja Karyawan (Y)	0,918	0,6	Reliabel

Source: Primary Data Processed, 2025

Based on table 2 above, it can be seen that all research variables have a Cronbach's Alpha value > 0.60 , so it can be concluded that this research instrument is reliable and can be used for future research.

4.2 Classical Assumption Test Results

a. Normality Test

The normality test aims to test whether in the regression model, the interfering or residual variables have a normal distribution.

Table 3. Hasil Uji Normalitas (Kolmogorov-Smirnov)

	Unstandardized Residual
N	35
Kolmogorov-Smirnov Z	0,124
Asymp. Sig. (2-tailed)	0,200

Sumber: Data Primer Diolah, 2025

Based on table 3, it can be seen that the value of Asymp. Sig. (2-tailed) of $0.200 > 0.05$, so it can be concluded that the residual data are normally distributed and the regression model is feasible.

b. Multicollinearity Test

The multicollinearity test aims to test whether the regression model finds a correlation between independent variables.

Table 4. Multicollinearity Test Results

Variabel	Tolerance	VIF	Keterangan
Pelatihan (X ₁)	0,421	2,375	Tidak terjadi multikolinearitas
Pengembangan Karir (X ₂)	0,456	2,193	Tidak terjadi multikolinearitas
Kompetensi (X ₃)	0,389	2,571	Tidak terjadi multikolinearitas

Source: Primary Data Processed, 2025

Based on table 4, it can be seen that all independent variables have a Tolerance value of > 0.10 and a VIF value of < 10, so it can be concluded that there is no multicollinearity between independent variables in the regression model.

c. Heteroscedasticity Test

The heteroscedasticity test aims to test whether in the regression model there is an inequality of variance from one residual observation to another.

Table 5. Results of Heteroscedasticity Test (Glejser Test)

Variabel	Sig.	Keterangan
Pelatihan (X ₁)	0,276	Tidak terjadi heteroskedastisitas
Pengembangan Karir (X ₂)	0,341	Tidak terjadi heteroskedastisitas
Kompetensi (X ₃)	0,198	Tidak terjadi heteroskedastisitas

Source: Primary Data Processed, 2025

Based on table 5, it can be seen that all independent variables have a significance value of > 0.05, so it can be concluded that heteroscedasticity does not occur in the regression model.

4.3 Multiple Linear Regression Analysis Results

The linearity test aims to find out whether the relationship between independent variables and dependent variables is linear.

Table 6. Multiple Linear Regression Analysis

Model	Koefisien Regresi (B)	Std. Error	Beta	t hitung	Sig.
(Constant)	2,847	1,523	-	1,869	0,071
Pelatihan (X ₁)	0,285	0,098	0,312	2,908	0,007
Pengembangan Karir (X ₂)	0,341	0,106	0,358	3,217	0,003
Kompetensi (X ₃)	0,398	0,112	0,421	3,554	0,001

Source: Primary Data Processed, 2025

Based on table 6, multiple linear regression equations can be made as follows:

$$Y = 2,847 + 0,285X_1 + 0,341X_2 + 0,398X_3 + e$$

The interpretation of the regression equation above is as follows:

- The constant value (α) of 2.847 indicates that if the variables of training, career development, and competency are zero, then employee performance will be worth 2.847 units.

- b. The training regression coefficient (β_1) of 0.285 indicates that every increase of one unit of training variable will increase employee performance by 0.285 units assuming the other variables are constant.
- c. The career development regression coefficient (β_2) of 0.341 indicates that every one unit increase in the career development variable will increase employee performance by 0.341 units assuming the other variables are constant.
- d. The competency regression coefficient (β_3) of 0.398 indicates that every increase in one unit of competency variable will increase employee performance by 0.398 units assuming other variables are constant.

4.4 Hypothesis Test Results

a. Simultaneous Test (F Test)

The F test is used to determine the influence of independent variables simultaneously on dependent variables.

Table 7. F Test Results

Model	Sum of Squares	df	Mean Square	F hitung	Sig.
Regression	286,734	3	95,578	47,832	0,000
Residual	61,923	31	1,998		
Total	348,657	34			

Sumber: Data Primer Diolah, 2025

Based on table 7, it can be seen that the F value is calculated as 47.832 with a significance value of $0.000 < 0.05$. Thus, it can be concluded that the variables of training, career development, and competency simultaneously have a significant effect on employee performance at PT Pelindo Multi Terminal Branch Dumai. The first hypothesis (H_1) which states that "Training, Career Development, and Competencies simultaneously have a significant effect on Employee Performance" is accepted.

b. Partial Test (t-test)

The t-test is used to determine the influence of each partially independent variable on the dependent variable.

Table 8. Hasil Uji t

Variabel	t Count	t Table	Sig.	Remarks
Training (X_1)	2,908	2,04	0,007	Significant Impact
Career Development (X_2)	3,217	2,04	0,003	Significant Impact
Competencies (X_3)	3,554	2,04	0,001	Significant Impact

Sumber: Data Primer Diolah, 2025

Based on table 8, it can be explained as follows:

The Effect of Training on Employee Performance The training variable had a calculated t value of $2.908 > t$ table 2.040 with a significance value of $0.007 < 0.05$. This shows that training has a positive and significant effect on employee performance. The second hypothesis (H_2) stating that "Training has a significant effect on Employee Performance" is accepted.

The Effect of Career Development on Employee Performance The career development variable has a calculated t value of $3.217 > t$ table 2.040 with a significance value of $0.003 < 0.05$. This shows that career development has a positive and significant effect on employee performance. The third hypothesis (H_3) which states that "Career Development has a significant effect on Employee Performance" is accepted.

The Effect of Competency on Employee Performance The competency variable has a calculated t value of $3.554 > t$ table 2.040 with a significance value of $0.001 < 0.05$. This shows that competence has a positive and significant effect on employee performance. The fourth hypothesis (H_4) which states that "Competence has a significant effect on Employee Performance" is accepted.

c. Coefficient of Determination Test (R^2)

The determination coefficient test is used to measure how much an independent variable is able to explain the variation of the dependent variable.

Table 9. Determination Coefficient Test Results Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,907	0,822	0,805	1,414

Source: Primary Data Processed, 2025

Based on table 9, it can be seen that the value of the Adjusted R Square is 0.805 or 80.5%. This shows that the variables of training, career development, and competency were able to explain the variation in employee performance by 80.5%, while the remaining 19.5% were explained by other variables that were not studied in this study, such as work motivation, compensation, organizational culture, leadership style, and work environment.

Discussion

5.1 The Effect of Training on Employee Performance

The results of the second hypothesis test showed that training had a positive and significant effect on employee performance with a calculated t-value of $2.908 > t$ table of 2.040 and a significance value of $0.007 < 0.05$. The training regression coefficient of 0.285 shows that every one unit increase in the implementation of training will increase employee performance by 0.285 units. This indicates that the training program implemented by PT Pelindo Multi Terminal Branch Dumai makes a significant contribution to improving employee performance.

These findings support the theory put forward by Noe (2017) that effective training can increase employee engagement, reduce turnover intention, and increase job satisfaction. In the context of PT Pelindo Multi Terminal Branch Dumai, the training provided covers port operational aspects, work safety, and the use of the latest technology in port management. Training programs relevant to job needs help employees to improve their technical competencies, which in turn has an impact on improving the quality and quantity of work output.

5.2 The Influence of Career Development on Employee Performance

The results of the third hypothesis test showed that career development had a positive and significant effect on employee performance with a calculated t value of $3.217 > t$ table 2.040 and a significance value of $0.003 < 0.05$. The career development regression coefficient of 0.341 shows that every one unit increase in the career development system will increase employee performance by 0.341 units. These findings indicate that employees who have a positive perception of career development opportunities in the company will be motivated to improve their performance.

The results of this study are in line with the findings of Dysvik and Kuvaas (2008) who found that employees' perception of career development opportunities is positively correlated with intrinsic motivation and job performance. When employees feel that the organization is paying serious attention to their career development through a clear career path, fair promotion

opportunities, and support for competency development, it increases organizational commitment and motivation to perform better. Research by Draganidis and Mentzas (2006) also supports this finding by showing that organizations that implement competency-based career development systems experience a significant increase in employee retention rates and employee satisfaction with career paths.

5.3 The Influence of Competency on Employee Performance

The results of the fourth hypothesis test showed that competence had a positive and significant effect on employee performance with a calculated t value of $3.554 > \text{table of } 2.040$ and a significance value of $0.001 < 0.05$. The competency regression coefficient of 0.398 shows that every one unit increase in employee competence will increase performance by 0.398 units. Interestingly, competency has the highest regression coefficient compared to the training and career development variables, which indicates that competence is the most dominant variable in influencing employee performance at PT Pelindo Multi Terminal Branch Dumai.

These findings are very much in line with the theory put forward by Spencer and Spencer (1993) that competence is a basic characteristic of individuals that is causally related to effective or superior performance in a job. Competencies that include motives, traits, self-concepts, knowledge, and skills distinguish between superior performance and average performance. In the context of complex port operations that require high technical expertise, employees who have adequate competence will be able to carry out their duties more effectively and efficiently. Research by Rothwell and Graber (2010) emphasizes that competency-based career planning provides employees with a clear roadmap for their professional development and helps organizations identify future leaders.

5.4 The Simultaneous Influence of Training, Career Development, and Competencies on Employee Performance

The results of the first hypothesis test showed that the variables of training, career development, and competency simultaneously had a significant effect on employee performance at PT Pelindo Multi Terminal Branch Dumai. This is evidenced by the calculated F value of 47.832 with a significance value of $0.000 < 0.05$. These findings indicate that these three variables have an important role in improving overall employee performance. The Adjusted R Square value of 0.805 indicates that 80.5% of the variation in employee performance can be explained by all three independent variables, indicating that this research model has strong predictive capabilities.

The results of this study are in line with research conducted by Sung and Choi (2014) which found that organizations that consistently implement training and development programs show significant improvements in employee performance. Similarly, research by Salas et al. (2012) states that training and development initiatives that are aligned with organizational strategies and individual career aspirations result in significant improvements in job performance. This shows that investing in human resource development through training, career development, and competency enhancement is an effective strategy to improve overall organizational performance.

Conclusion

6.1 Conclusion

Based on the results of data analysis and discussions that have been carried out, it can be concluded that:

- a. Training, career development, and competency simultaneously had a significant effect on employee performance at PT Pelindo Multi Terminal Branch Dumai with an F value of 47.832 and a significance of $0.000 < 0.05$, and was able to explain the variation in employee performance by 80.5% ;

- b. Training has a positive and significant effect on employee performance with a t-value of 2.908 and a significance of $0.007 < 0.05$, which shows that the better the implementation of the training program, the higher the employee performance;
- c. Career development has a positive and significant effect on employee performance with a t-value of 3.217 and a significance of $0.003 < 0.05$, which indicates that a clear and structured career development system is able to improve employee motivation and performance;
- d. Competency has a positive and significant effect on employee performance with a t-value of 3.554 and a significance of $0.001 < 0.05$, with competence being the most dominant variable in influencing employee performance compared to the variables of training and career development. The results of this study prove that efforts to build superior human resources through competency-based training and career development are effective strategies to improve employee performance at PT Pelindo Multi Terminal Branch Dumai.

6.2 Suggestions

Based on the results of the research and the conclusions that have been described, the researcher provides the following suggestions: (1) For the management of PT Pelindo Multi Terminal Branch Dumai, it is recommended to increase the frequency and variety of training programs by conducting regular training needs analysis, strengthening the career development system by making career paths more transparent and clear for each position, and developing a comprehensive Competency Framework as the basis for employee selection, development, and promotion considering that competencies have the most dominant influence on performance; (2) For employees, it is recommended to be more proactive in participating in training programs provided by the company, taking advantage of existing career development opportunities, and continuing to improve competencies both technical and non-technical through independent learning and knowledge sharing with colleagues; (3) For further researchers, it is recommended to expand the scope of the population and research sample by involving other branches of PT Pelindo Multi Terminal or other port companies, using longitudinal research methods to capture the dynamics of performance changes over time, as well as including other variables such as work motivation, compensation, organizational culture, and leadership style that are suspected to affect employee performance to gain a better understanding comprehensive about the factors that affect performance in the port industry.

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