EFFORTS TO IMPROVE EMPLOYEE PERFORMANCE THROUGH TRAINING, CAREER DEVELOPMENT, AND TEAMWORK (STUDY AT KSPPS NUSA INDAH CEPIRING, KENDAL)

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ABSTRACT

This study aims to analyze the influence of training, career development, and teamwork on employee performance at KSPPS Nusa Indah. This study uses a quantitative approach with data collected through a Likert-scale questionnaire. The population consists of all employees, and a saturated sampling technique is applied so that all members of the population participate as respondents. Data analysis was conducted using multiple linear regression with the help of SPSS. The results show that training and career development have a positive influence on employee performance, with career development emerging as the most dominant factor. Meanwhile, teamwork shows a positive relationship with employee performance but does not show a significant influence. Overall, these three variables contribute to explaining variations in employee performance. Based on these findings, this study recommends that organizations improve the quality of competency-based training programs and establish a clearer and more structured career development system to strengthen employee motivation and improve overall performance.

Keywords: *Training; Career Development; Teamwork; Employee Performance*

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INTRODUCTION

The Sharia Savings and Loans Cooperative (KSPPS) is a Sharia-based microfinance institution that plays a role in improving the economic welfare of the community, particularly for micro-entrepreneurs with limited access to formal financial institutions (BPS Kendal Regency, 2021). In carrying out its activities, the quality of human resources is a critical factor influencing organizational success, particularly the performance of employees as the spearhead of service delivery.

Employee performance is influenced by various factors, including training, career development, and teamwork. Training aims to improve job skills and knowledge (Sibarani & Dwiarti 2024). Career development provides employees with opportunities to improve their competencies and achieve higher career levels (Pahlawan et al., 2023). Meanwhile, strong teamwork can foster effective work coordination within the organization (Susanti et al., 2021).

Prior studies reveal a significant research gap. Hapsoro et al. (2022) and Siburian & Anggrainie (2022) found that training has a positive and significant effect on performance, while Sukmawati et al. (2020) reported a negative effect. Regarding teamwork, Najuti & Susanto (2022) and Devi et al. (2022) confirmed a significant positive effect, whereas Abdillah & Sari (2023) found non-significant results. Furthermore, studies on sharia microfinance institutions such as KSPPS remain very limited.

Based on these gaps, this study aims to analyze the influence of training, career development, and teamwork on employee performance at KSPPS Nusa Indah Cepiring, Kendal Regency.

LITERATURE REVIEW, RESEARCH FRAMEWORK, AND HYPOTHESES

Training

Training is a structured process designed to equip employees with the knowledge, skills, and attitudes needed to perform tasks more effectively and to improve organizational performance (Hapsoro et al., 2022). According to Dessler (2009), training refers to teaching new or current employees the basic skills they need to perform their jobs. The training indicators used in this study include training objectives, instructor qualifications, and training methods (Wahyuningsih, 2019 in Ii & Pustaka, 2023).

Career Development

Career development is a systematic process aimed at improving individuals' skills, knowledge, and potential in achieving desired career goals (Kasman & Ali, 2022). Hasibuan (2017) defines it as an effort to enhance employees' technical, theoretical, conceptual, and moral capabilities aligned with job requirements through education and training. The indicators used include formal education, individual counseling, and work experience (Muhammad Burlian, 2012 in Muna & Isnowati, 2022).

Teamwork

Teamwork is a system of integrated work within a group supported by diverse competencies and clear goals, aimed at producing performance higher than that of individuals (Aliah & Lahat, 2024). Robbins and Judge (2008) affirm that individual efforts within a team yield performance exceeding the sum of individual inputs. The teamwork indicators in this study include problem-solving, clarity of goals, and cooperation (McShane & Von Glinow, 2019 in Narpati, 2024).

Employee Performance

Employee performance refers to the quality and quantity of work outcomes achieved by an employee in carrying out assigned responsibilities (Adhari, 2020). Dessler (2015) in Parusa et al. (2025) states that performance can be measured from work quality, productivity, job knowledge, and reliability. The indicators used in this study include quantity of work, adherence to working hours, and job knowledge.

Research Hypotheses

Based on the theoretical framework and prior studies, the hypotheses are:

(H1) Training has a positive and significant impact on the performance of Nusa Indah Cepiring employees.

(H2) Career development has a positive and significant impact on the performance of Nusa Indah Cepiring employees.

(H3) Teamwork has a positive and significant impact on the performance of Nusa Indah Cepiring employees.

METHOD

This study employed a quantitative approach with an explanatory research design to examine causal relationships among variables (Suryani and Zakiah). The population consisted of all 52 employees of KSPPS Nusa Indah Cepiring, Kendal Regency. A saturated sampling (census) technique was applied, meaning the entire population served as respondents (Sugiyono,2020).

Data were collected through a structured questionnaire using a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), distributed via Google Form. Instrument validity was tested using Pearson Product Moment correlation with r-table = 2.009 (df = n-2 = 50; $\alpha = 0.05$), and reliability was assessed using Cronbach's Alpha with a minimum threshold of 0.70.

Data analysis used multiple linear regression: $Y = \beta1X1 + \beta2X2 + \beta3X3 + e$, where Y = employee performance, X1 = training, X2 = career development, and X3 = teamwork. Classical assumption tests included normality (Kolmogorov-Smirnov), multicollinearity (VIF and Tolerance), and heteroscedasticity (Glejser) (Gozali,2020). All processing was conducted using SPSS version 26.

RESULTS AND DISCUSSION

Respondent Profile

This study involved 52 respondents representing the entire workforce of KSPPS Nusa Indah Cepiring. By gender, 29 (55.8%) were male and 23 (44.2%) female. By age, the majority were in the 31-40 age group (44.2%), followed by 41-50 years (40.3%), and 20-30 years (15.3%). In terms of education, most held senior high school qualifications (SMA, 46.2%), vocational high school (SMK, 42.3%), and bachelor's degree (S1, 11.5%), reflecting the institution's emphasis on practical and operational skills.

Validity and Reliability Tests

Validity testing is used to measure the validity of a questionnaire. A questionnaire is considered valid if its questions reveal what it can measure (Ghozali,2023). Based on the results of the validity and reliability tests presented in Table 1 and Table 2, it can be seen that all questionnaire items for each research variable have a calculated r-value (Corrected Item-Total Correlation) greater than the r-table value of 2.009, which indicates that all indicators are valid. In addition, the results of the reliability test show

that each variable has a Cronbach's Alpha value greater than 0.70, which means that all variables used in this study meet the reliability criteria and are considered reliable for further analysis.

Table 1
Validity Test Results

Variable	Item	r-Table	r-Count	Conclusion
Training (X1)	X1.1	2.009	0.838	Valid
	X1.2	2.009	0.916	Valid
	X1.3	2.009	0.886	Valid
Career Development (X2)	X2.1	2.009	0.282	Valid
	X2.2	2.009	0.744	Valid
	X2.3	2.009	0.849	Valid
Teamwork (X3)	X3.1	2.009	0.887	Valid
	X3.2	2.009	0.894	Valid
	X3.3	2.009	0.894	Valid
Employee Performance (Y)	Y1	2.009	0.835	Valid
	Y2	2.009	0.895	Valid
	Y3	2.009	0.853	Valid

Source: Processed data, 2026

Based on the validity test results in Table 1, it can be seen that all indicators for each variable have a calculated r-value (Corrected Item-Total Correlation) > r-table (2.009). These results indicate that the indicators are declared valid.

Table 2
Reliability Test Results

Variable	Cronbach's Alpha	Minimum Value	Conclusion
Training (X1)	0.824	0.70	Reliable
Career Development (X2)	0.724	0.70	Reliable
Teamwork (X3)	0.864	0.70	Reliable
Employee Performance (Y)	0.823	0.70	Reliable

Source: Processed data, 2026

Based on the reliability test results in Table 2, it can be seen that each variable has a Cronbach's Alpha value > 0.70. These results indicate that the variable is reliable.

Classical Assumption Tests

The classical assumption test was conducted to ensure that the regression model used in the study met statistical requirements, ensuring that the resulting estimates were unbiased and reliable. In this study, the classical assumption test was the normality test,

which aims to determine whether the residual values in the regression model are normally distributed. A good regression model requires normally distributed residuals (Ghozali,2023). The normality test in this study used the Kolmogorov-Smirnov test, with the criterion that if the significance value (Asymp. Sig.) is greater than 0.05, the data are considered normally distributed.

Based on the normality test results presented in Table 3, the Asymp. Sig. (2-tailed) value is 0.200, which is greater than 0.05. This result indicates that the residual data in this study are normally distributed, thus meeting the normality assumption in the regression model.

Table 3
Normality Test Results (Kolmogorov-Smirnov)

Description	Value
N	52
Asymp. Sig. (2-tailed)	0.200
Conclusion	Normally distributed (sig. > 0.05)

Source: SPSS 26 output, 2026

The Kolmogorov-Smirnov test yielded Asymp. Sig. (2-tailed) = 0.200 > 0.05, confirming normal distribution of residuals and satisfaction of the normality assumption.

This multicollinearity test is intended to determine whether a correlation exists between independent variables in the regression model (Ghozali, 2023). ulticollinearity can be detected by examining the tolerance and Variance Inflation Factor (VIF) values. The basis for decision-making is that if the VIF value is <10 and the tolerance value is >0.10, multicollinearity is not present, and vice versa.

Based on Table 4, the results of the multicollinearity test show that the training variable (X1) has a tolerance value of 0.918 and a VIF value of 1.089. The career development variable (X2) has a tolerance value of 0.952 and a VIF value of 1.050. Meanwhile, the cooperation team variable (X3) has a tolerance value of 0.929 and a VIF value of 1.076. The tolerance value of all variables is greater than 0.10 and the VIF value is less than 10, so it can be concluded that the regression model in this study does not experience symptoms of multicollinearity.

Table 4
Multicollinearity Test Results

Variable	Tolerance	VIF	Conclusion
Training (X1)	0.918	1.089	No Multicollinearity
Career Development (X2)	0.952	1.050	No Multicollinearity
Teamwork (X3)	0.929	1.076	No Multicollinearity

Source: SPSS 26 output, 2026

All independent variables show VIF < 10 and Tolerance > 0.10, indicating no multicollinearity. The Glejser test confirmed the absence of heteroscedasticity, with all significance values exceeding 0.05. The regression model is therefore deemed valid and appropriate.

Multiple Linear Regression Analysis

Ghozali (2019) stated that regression analysis, in addition to measuring the strength of the relationship between two or more variables, also shows the direction of the relationship (influence) between the independent variables. The written form of the linear regression equation is as follows:

$$Y = \beta1X1 + \beta2X2 + \beta3X3 + e$$

Where:
Y: Dependent variable (Employee Performance)
β1, β2, β3: Regression line coefficients
X1: Training
X2: Career Development
X3: Teamwork
e: Error or residual

Based on Table 5, the results of the multiple linear regression analysis show that the Training (X1) and Career Development (X2) variables have a significant effect on the dependent variable, as indicated by their respective significance values of 0.035 and 0.011 (<0.05). The positive regression coefficient indicates that increased training and career development tend to be followed by an increase in the dependent variable. Conversely, the Teamwork (X3) variable does not have a significant effect because its significance value is 0.240 (>0.05), although the direction of the relationship remains positive. This finding indicates that training and career development are more dominant factors in the research model.

Table 5
Multiple Linear Regression Results

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	1.099	2.950	-	0.373	0.711
Training (X1)	0.307	0.141	0.288	2.174	0.035
Career Development (X2)	0.475	0.180	0.343	2.639	0.011
Teamwork (X3)	0.145	0.122	0.157	1.188	0.240

Source: SPSS 26 output, 2026

The regression equation is: Y = 0.288 X1 + 0.343 X2 + 0.157 X3 + e. The positive coefficients of all three variables indicate a positive directional relationship, meaning that improvements in training, career development, and teamwork are each associated with higher employee performance.

The coefficient of determination test measures the extent to which the independent variables (Training, Career Development, and Teamwork) explain the dependent variable (Employee Performance). The results of the coefficient of determination test can be seen in Table 6.

Table 6
Coefficient of Determination (R^2) Results

Model	R	R Square	Adjusted R Square
1	0.476	0.226	0.178

Source: SPSS 26 output, 2026

The R Square value of 0.226 indicates that training, career development, and teamwork collectively explain 22.6% of the variation in employee performance, while the remaining 77.4% is attributed to other variables outside the model.

The F test is used to determine the accuracy of the sample function in a regression model, by comparing the calculated F and the table F. If the calculated F value > table F, then the null hypothesis (H_0) is rejected, which means that the independent variables simultaneously influence the dependent variable. If the calculated F value < table F, then the null hypothesis (H_0) is accepted, which means there is no simultaneous influence of the independent variables on the dependent variable (Ghozali,2023). The findings of the hypothesis test are shown in table 6.

Table 7
F-Test Results (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	21.404	3	7.135	4.684	0.006
Residual	73.116	48	1.523	-	-
Total	94.519	51	-	-	-

Source: SPSS 26 output, 2026

The F-test yielded F = 4.684 with sig. = 0.006 < 0.05, confirming that training, career development, and teamwork simultaneously have a significant effect on employee performance. The regression model is fit and valid for predicting the dependent variable.

Effect of Training on Employee Performance

Training yielded β = 0.288, t = 2.174, sig. = 0.035 < 0.05; thus H1 is accepted. Training positively and significantly affects employee performance at KSPPS Nusa Indah. Quality training builds employee competency and technical skills, directly contributing to productivity gains. This aligns with Faridah & Hikmah (2021), Suryani & Zakiah (2021), and Siburian & Anggrainie (2022), who each demonstrated positive significant effects of training on performance in financial institutions.

Effect of Career Development on Employee Performance

Career development yielded β = 0.343, t = 2.639, sig. = 0.011 < 0.05; thus H2 is accepted. As the most dominant variable, career development demonstrates that clear career pathways, counseling, and expanded responsibilities are the primary drivers of employee motivation and loyalty. Employees with clear career prospects exhibit higher intrinsic motivation and commitment. This is consistent with Palupi et al. (2024), Kolewora & Nurhayati (2023), and Farmiati & Ismail (2021).

Effect of Teamwork on Employee Performance

Teamwork yielded β = 0.157, t = 1.188, sig. = 0.240 > 0.05; thus H3 is rejected. Although the directional relationship is positive, the effect is not statistically significant. This may be attributed to the individually structured nature of work at KSPPS, where clearly defined task divisions limit the direct impact of team interaction on individual performance. While this differs from Devi et al.(2022), it is consistent with Abdillah & Sari (2023) in a comparable context.

CONCLUSION AND RECOMMENDATIONS

This study concludes that training has a positive and significant effect on employee performance at KSPPS Nusa Indah Cepiring, while career development is identified as the most dominant variable with a positive and significant effect. Teamwork shows a positive but non-significant effect. Simultaneously, all independent variables significantly influence employee performance, explaining 22.6% of the variance. The relatively low R^2 indicates that other factors outside the model may also affect employee performance.

KSPPS Nusa Indah Cepiring is recommended to continuously improve the quality and frequency of competency-based training and to establish a transparent career development system with clear promotion mechanisms to sustain employee motivation. Future research is recommended to examine additional variables that were not included in this study, such as work motivation**,** compensation, and organizational culture. These variables are important because work motivation encourages employees to achieve higher performance, compensation enhances satisfaction and retention, and organizational culture shapes work behavior and commitment. Including these factors is expected to provide a more comprehensive explanation of employee performance. Expanding the sample across multiple sharia cooperative institutions is also suggested to achieve broader generalizability.

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