

Analysis of the Impact of Job Training, Financial Compensation, and Career Development on Employee Performance

(Case Study of Employees at the Faculty of Dentistry,
Gadjah Mada University, Yogyakarta)

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Publication Date: 2025/07/22

Abstract: This study aims to analyze the role of job training, financial compensation, and career development in employee performance, with a case study on employees of the Faculty of Dentistry, Gadjah Mada University, Yogyakarta. The research method used a quantitative approach with a saturated sample technique or total sampling, involving 63 respondents, namely all employees at the Faculty of Dentistry, Gadjah Mada University, Yogyakarta. Data was collected through questionnaires and analyzed using multiple regression with the help of SPSS software. The results showed that job training variables significantly influenced employee performance and financial compensation and career development variables did not have a significant influence on employee performance at the Faculty of Dentistry, Gadjah Mada University, Yogyakarta.

Keywords: Job Training, Financial Compensation, Career Development, Employee Performance.

How to Cite: Andre Riski Prasetyo; Eny Sulistyowati; Nerys Lourensus L. Tarigan; Siti Kusandhitasari Jayaningrum (2025). Analysis of the Impact of Job Training, Financial Compensation, and Career Development on Employee Performance. *International Journal of Innovative Science and Research Technology*, 10(7), 1610-1616. <https://doi.org/10.38124/ijisrt/25jul809>

I. INTRODUCTION

Employee performance is the primary foundation for achieving an organization's vision, mission, and sustainability. Numerous studies have shown that company efforts to improve the quality of training, provide fair compensation, and provide career development paths significantly determine employee effectiveness and productivity. For example, a Gallup survey (CIPD, 2025) from 2024 to 2025 revealed a decline in global employee engagement from 23% to 21%, resulting in productivity losses of approximately US\$438 billion. The primary causes include a lack of managerial training (manager engagement was only 27%) and a lack of support for employee competency development.

Furthermore, a Financial Times report (2025) confirms that financial compensation remains the primary factor in creating a "desirable workplace," although work-life balance, flexibility, and development opportunities are also crucial in

increasing employee satisfaction and retention. In Indonesia, numerous empirical studies support this finding: training, compensation, and career development have been shown to have a significant impact on employee performance across various sectors, such as manufacturing, hospitality, and public services.

Based on these data and findings, this study aims to empirically analyze the influence of job training, financial compensation, and career development on employee performance. Considering the real-world conditions of companies operating amidst global and local challenges, the results of this study are expected to provide practical recommendations for more effective and adaptive HR management.

This study aims to examine the influence of job training, financial compensation, and career development on employee performance at the Faculty of Dentistry, Gadjah Mada University.

II. LITERATURE REVIEW

➤ *Fundamental Teori*

This study uses the Theory of Planned Behavior (TPB) as its fundamental theory. The Theory of Planned Behavior (TPB), proposed by Icek Ajzen in 1991, explains how a person's intention to perform a behavior is influenced by their own attitudes, subjective norms, and perceived self-control.

The Theory of Planned Behavior is an extension of the Theory of Reasoned Action. This theory concludes that a person's intention to perform an action is influenced by two factors: subjective norms and their attitude toward the behavior. In 1988, Ajzen added a factor, perceived behavioral control, transforming it into the Theory of Planned Behavior (Saraswati et al., 2023).

This study will examine how job training, financial compensation, and career development influence employee performance in the Faculty of Dentistry, Gadjah Mada University.

➤ *Job Training*

According to Sinambala (Lestari & Afifah, 2021), job training is a systematic process by a company to develop individual skills, abilities, knowledge, and attitudes to change employee behavior in order to achieve established organizational goals.

According to Rivai (Lestari & Afifah, 2021), job training is a process that systematically changes employee behavior to achieve organizational goals related to employee skills and abilities in performing their current jobs.

Job training is an effort undertaken to improve employee skills, knowledge, and abilities so they can perform assigned jobs or tasks effectively and efficiently (Widiatmika, 2015).

➤ *Financial Compensation*

According to Mondy (Nengseh, 2021), financial compensation is a reward provided by a company to an employee in the form of currency.

Financial compensation is a term related to financial rewards received and/or earned through the relationship between an employee and an organization, according to Candra and Rahmat (Aswaruddin, 2023).

According to Handoko (Gresia Ruth Elsani Purba, 2023), financial compensation is compensation given to employees in the form of goods (money) as remuneration for their contributions to the company.

➤ *Career Development*

According to Yulita (Aditya et al., 2024), career development is a condition that indicates an increase in a person's position or progress within an organization.

According to Stone and Kadarisman (Enggowa et al., 2023), career development is the process and action of

providing and structuring employees within an organization to prepare them for future positions.

Meanwhile, according to Mangkunegaran (Nora Yolinda & Doni Marlius, 2023), career development is the personal improvement undertaken and pursued by an employee to achieve their future career plans.

➤ *Employee Performance*

According to Ezeanyim and Ufoaroh (Mauli & Mukaram, 2016), employee performance is a key factor in determining and ensuring the success and smooth running of an organization.

Employee performance is the result of a specific job task and/or activity within a specific timeframe, demonstrating the quality and quantity of that work, according to Adhari (Luthfi Umamul Husna & Bangun Putra Prasetya, 2024).

According to Rerung (Luthfi Umamul Husna & Bangun Putra Prasetya, 2024), employee performance is an action derived from a task or responsibility that can be evaluated, assessed, and researched. Employee performance represents an individual's contribution to achieving organizational goals.

➤ *Relationship between Variables and Research Framework*

• *The Relationship between Job Training (X1) and Employee Performance (Y)*

To improve the quality and quantity of work, as well as the efficiency of task completion, an organization or company requires job training for its employees. Effective job training not only improves employee abilities but also enhances their skills and knowledge. This can have a positive impact on the company or organization by improving employee performance. This aligns with research (Hartomo & Luturlean, 2020), which shows a significant influence on job training and employee performance.

✓ *H1:*

Job Training Affects Employee Performance.

• *The Relationship between Financial Compensation (X2) and Employee Performance (Y)*

According to (Latte, 2023), financial compensation has a significant influence on employee performance. Providing appropriate and fair financial compensation, whether in the form of salary, bonuses, or incentives, can motivate employees to perform optimally and better. This also means that increasing or increasing the amount of financial compensation will also improve employee performance.

✓ *H2:*

Financial Compensation Affects Employee Performance

• *Relationship between Career Development (X3) and Employee Performance (Y)*

In a company, good career development can encourage employee readiness to improve and utilize existing career

opportunities. To improve employee productivity and performance, companies can implement several career development programs for their employees. This can also reduce employee turnover rates. This is in line with research (DEWANGGA DEVID HARINDA ARIE J. RORONG & NOVVA N. PLANGITEN ABSTRACT, 2021), which states

that paying attention to career development can maintain and even improve employee performance within a company.

✓ *H3:*

Career Development Affects Employee Performance

➤ *Conceptual Framework*

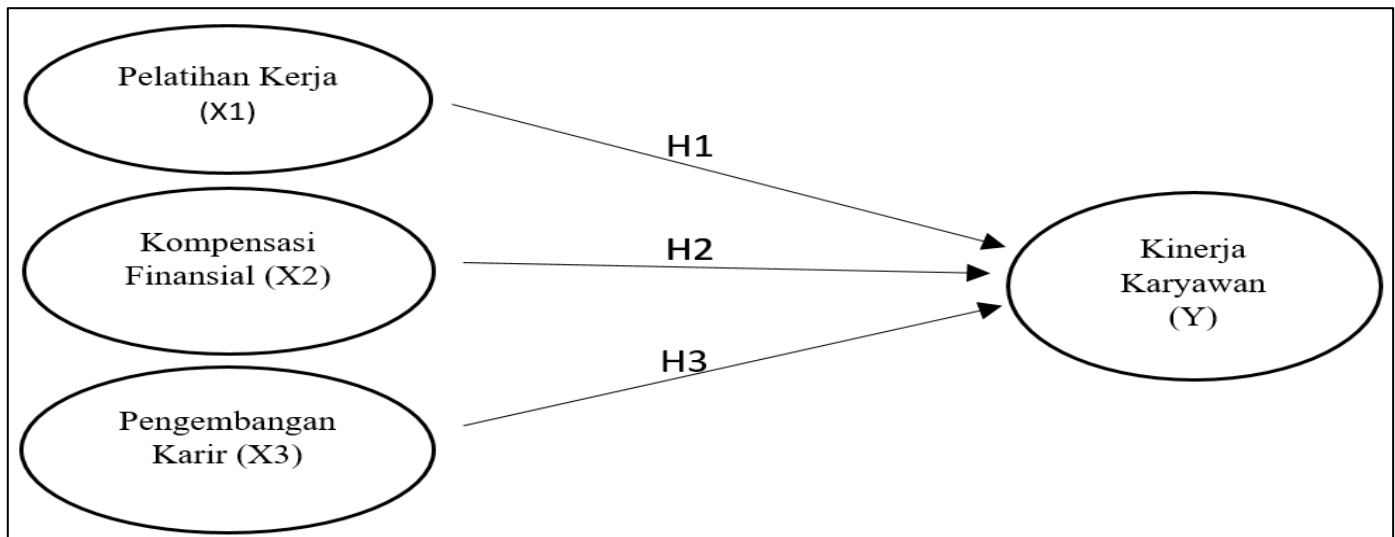


Fig 1 Conceptual Framework of the Research

III. METHODOLOGY

This study employed a descriptive quantitative approach to understand the relationship between job training, financial compensation, career development, and employee performance. The sample size was determined using Roscoe's guidelines, with a sample size ranging from 30 to 500 respondents. This study employed saturated sampling with a non-probability sampling technique, as the sample consisted of employees or staff at the Faculty of Dentistry, Gadjah Mada University, Yogyakarta. A total of 63 respondents participated in the study. The population comprises employees or staff at the Faculty of Dentistry, Gadjah Mada University, Yogyakarta. This study was conducted using a Google Form questionnaire using a Likert scale, with scores ranging from 1 to 5 indicating strongly disagree to strongly agree.

The analytical method used was multiple linear regression analysis. Multiple linear regression analysis is used to determine the relationship between three or more independent variables and one dependent variable. According to Suharsimi Arikunto (Daffa Priandi Poetra & Rohmatul Fajriyah, 2024), multiple linear regression analysis is a statistical method used to estimate the extent of the relationship between one dependent variable and two or more independent variables.

The results of this multiple linear regression analysis were obtained using SPSS for Windows version 24. Employee performance (Y) is the dependent variable, and job training (X1), financial compensation (X2), and career development (X3) are the independent variables.

IV. RESULT

A. Data Description

Table 1 Data Description

Research Description		Total	Percent	All Respondent
Gender	Female	25	39,68%	63
	Male	38	60,32%	
Age	20 -25 years old	10	15,87%	
	26 - 30 years old	15	23,81%	
	31 - 35 years old	10	15,87%	
	36 - 40 years old	10	15,87%	
	40 and over	18	28,58%	
Education	Senior High School	30	47,62%	
	Bachelor's Degree	33	52,38%	

Sumber : Data Primer 2025

Based on the results of data collection obtained from the results of questionnaire distribution, the total number of respondents who are employees or staff of the Faculty of Dentistry, Gadjah Mada University is 63 respondents. Based on gender, 25 respondents, or 39.68%, were female employees and 38 respondents, or 60.32%, were male employees. Based on age, 10 employees or 15.87% are employees with an age range of 20–25 years. For employees with an age range of 26–30 years, there are 15 employees or 23.81%, aged 31–35 years and also 36–40 years. Both of these age ranges have the same total of respondents, namely 10 employees or 15.87% and the rest are aged 40 years and above, as many as 18 employees or 28.58%. Meanwhile, for the last education based on the data obtained, 47.62% or 30 employees were high school graduates while the remaining 52.38% or 33 employees were bachelor graduates.

B. Validity Test

In this study, the validity test used is the Pearson Product Moment or Pearson Bivariate correlation method. The instrument test shown by 63 respondents based on the required criteria obtained the Pearson Correlation results with an average value ($r_{\text{count}} \geq r_{\text{table}}$). Then the instrument test results are declared valid. The results of the r_{table} value obtained from 63 respondents are 0.248. This value is obtained from a large number of samples, namely 63 respondents, then $df = n-2$ so that $df = 63-2$ with a significance level of 5% or 0.05. In the results of the validity test of the Pearson Bivariate correlation method using SPSS version 24 for windows, the results for all variables are obtained, namely the $r_{\text{value}} \geq r_{\text{table}}$ or greater than 0.248.

Table 2 Result of Validity Test

Variabel	Item	R _{count}	R _{table} $\alpha = 5\%$ $df = 61$	Sig	Result	Ket
Job Training (X1)	X1P1	0,855	0,248	0,000	rhitung > rtabel	Valid
	X1P2	0,803	0,248	0,000	rhitung > rtabel	Valid
	X1P3	0,908	0,248	0,000	rhitung > rtabel	Valid
	X1P4	0,915	0,248	0,000	rhitung > rtabel	Valid
	X1P5	0,860	0,248	0,000	rhitung > rtabel	Valid
Financial Compensation(X2)	X2P1	0,801	0,248	0,000	rhitung > rtabel	Valid
	X2P2	0,796	0,248	0,000	rhitung > rtabel	Valid
	X2P3	0,802	0,248	0,000	rhitung > rtabel	Valid
	X2P5	0,803	0,248	0,000	rhitung > rtabel	Valid
	X2P4	0,520	0,248	0,000	rhitung > rtabel	Valid
Career Development (X3)	X3P1	0,748	0,248	0,000	rhitung > rtabel	Valid
	X3P2	0,863	0,248	0,000	rhitung > rtabel	Valid
	X3P3	0,794	0,248	0,000	rhitung > rtabel	Valid
	X3P4	0,782	0,248	0,000	rhitung > rtabel	Valid
	X3P5	0,856	0,248	0,000	rhitung > rtabel	Valid
Employee Performance (Y)	YP1	0,869	0,248	0,000	rhitung > rtabel	Valid
	YP2	0,785	0,248	0,000	rhitung > rtabel	Valid
	YP3	0,847	0,248	0,000	rhitung > rtabel	Valid
	YP4	0,893	0,248	0,000	rhitung > rtabel	Valid
	YP5	0,847	0,248	0,000	rhitung > rtabel	Valid

Sumber : Data Primer 2025

From the results of the validity test above, it was found that all variables were declared valid because they had a calculated $r_{\text{value}} > r_{\text{table}}$ with a significance level of 0.005.

C. Reliability Test

For reliability testing using Cronbach's Alpha. The results obtained from the reliability test with Cronbach's Alpha using SPSS version 24 for Windows showed that the coefficient values of all variables were greater than 0.60. Thus, the reliability test in this study was declared feasible to be tested and reliable.

Table 3 Result of Reliability Test

Variabel	Item	Cronbach Alpha	Alpha Standar	Kriteria
Job Training (X1)	5	0,93	0,6	Reliabel
Financial Compensation (X2)	5	0,772	0,6	Reliabel
Career Development (X3)	5	0,867	0,6	Reliabel
Employee Performance (Y)	5	0,902	0,6	Reliabel

Sumber : Data Primer 2025

Based on table 3 above, it can be concluded that all variables are declared reliable for research because they have a Cronbach's Alpha coefficient value greater than 0.60.

D. Data Analysis**➤ Multiple Linier Regression Analysis**

Multiple linear regression analysis is a statistical method used to estimate the extent of the relationship between one dependent variable and two or more independent variables. The results of the multiple linear regression test can be seen below:

Table 4 Multiple Linier Regression Analysis

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients		t
	B	Std. Error	Beta		
1	(Constant)	1.037			2.116
	X1	.367	.387		2.636
	X2	.155	.125		.901
	X3	.271	.260		1.839

a. Dependent Variable: Y

The results of the multiple linear regression equation obtained are as follows:

$$Y = a + b_1X_1 + b_2X_2 + c_3X_3$$

$$Y = 1,037 + 0,367X_1 + 0,155X_2 + 0,271X_3$$

• *The Results of the Equation Above can be Interpreted as Follows:*

- ✓ The constant value of 1.037 refers to the fact that if the variables for job training (X1), financial compensation (X2), and career development (X3) are equal to zero (0), then employee performance (Y) increases by 1.037.
- ✓ The regression coefficient for job training (X1) is 0.367, meaning that if the job training variable (X1) is increased by one unit, employee performance (Y) will increase by 0.367, assuming other variables remain constant.
- ✓ The regression coefficient for financial compensation (X2) is 0.155, meaning that if the financial compensation

variable (X2) is increased by one unit, employee performance (Y) will increase by 0.155, assuming other variables remain constant.

- ✓ The regression coefficient for career development (X3) is 0.271, meaning that if the career development variable (X3) is increased by one unit, employee performance (Y) will increase by 0.271, assuming other variables remain constant.

➤ Hypothesis Test**E. Partial Test (t Test)**

The partial test or t-test is a test used to determine the partial influence between independent variables, namely job training (X1), financial compensation (X2), and career development (X3) on the dependent variable of employee performance (Y). In a partial test or t-test, it is said to have an influence or be significant if the significance value is less than or equal to 0.05. The results of the partial test or t-test in this study can be seen in the table below:

Table 5 Result of Partial Test (t Test)

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients		t
	B	Std. Error	Beta		
1	(Constant)	1.037			2.116
	X1	.367	.387		2.636
	X2	.155	.125		.901
	X3	.271	.260		1.839

a. Dependent Variable: Y

Based on the results of the partial test or t-test, the above shows that job training (X1) has a significant level (p-value) = $0.011 \leq 0.05$, which means that job training (X1) partially has a significant influence on employee performance (Y). So H1 is accepted. While for financial compensation (X2) has a significant level (p-value) = $0.371 \geq 0.05$, which means that financial compensation (X2) partially does not have a significant influence on employee performance (Y). So H2 is rejected. And for career development (X3), it has a

significance level (p-value) of $0.071 \geq 0.050$, which means that career development (X3) partially does not have a significant influence on employee performance (Y). So H3 is rejected.

F. Test (Model Test)

The results of the model test in this study can be seen in table 6 below:

Table 6 Result of F Test (Model Test)

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.462	3	2.487	18.677	.000 ^b
	Residual	7.857	59	.133		
	Total	15.319	62			
a. Dependent Variable: Y						
b. Predictors: (Constant), X3, X2, X1						

According to the results of the F test in the ANOVA model above, a significance value of 0.000 can be obtained with an F_{count} value of 18,677 using a significance level ($\alpha = 5\%$) where $k = 3$ (number of independent variables) and 63 number of samples. With degrees of freedom $df = (n-k-1)$ or $3 = 59$ so that the F_{table} value is 2.76. Where later H_0 is rejected and H_1 is accepted if $F_{\text{count}} > F_{\text{table}}$. Furthermore, H_0 is accepted and H_1 is rejected if $F_{\text{count}} < F_{\text{table}}$. Based on the results of the F test of the ANOVA model above, the results are that $F_{\text{count}} > F_{\text{table}}$ where $F_{\text{count}} 18,677 > F_{\text{table}} 2.76$ with a significance of $0.000 < \text{the error rate } (\alpha = 0.05)$ then H_0 is

rejected and H_1 is accepted so that it can be concluded that the regression model used in this study is stated that the model is good or significant and is able to explain the influence of independent variables together with the dependent variable.

G. Coefficient of Determination (R^2)

The coefficient of determination is used to determine the extent of the dependent variable (X)'s influence on the independent variable (Y). To see the coefficient of determination in this study, see Table 7 below:

Table 7 Result of Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.698 ^a	.487	.461	.36493
a. Predictors: (Constant), X3, X2, X1				

Based on the results of the coefficient of determination (Adjusted R Square) above, the correlation coefficient R is 0.698 and the coefficient of determination (R Square) is 0.487. This shows that all independent variables, namely job training (X1), financial compensation (X2), and career development (X3), have a joint contribution of 48% to the dependent variable, namely employee performance (Y) and the remaining 52% is influenced by other variables not examined in this study.

V. DISCUSSION

This study aims to analyze the effect of job training (X1), financial compensation (X2), and career development (X3) on employee performance (Y) at the Faculty of Dentistry, Gadjah Mada University, Yogyakarta.

➤ Effect of Job Training (X1) on Employee Performance (Y)

The statistical test results indicate that job training (X1) significantly influences employee performance (Y). This is demonstrated in Table 3, where job training has a p-value of 0.011, or less than 0.050. Therefore, H_1 is accepted.

➤ Effect of Financial Compensation (X2) on Employee Performance (Y)

The statistical test results indicate that financial compensation (X2) does not significantly influence employee performance (Y). This is demonstrated in Table 3, where financial compensation (X2) has a p-value of 0.371, or greater than 0.050. This is in line with research (Afifa Aliyya et al., 2022) that found financial compensation had no effect on employee performance. Therefore, H_2 is rejected.

➤ The Effect of Career Development (X3) on Employee Performance (Y)

The statistical test results indicate that career development (X3) does not significantly influence employee performance (Y). This is demonstrated in Table 3, where career development (X3) has a p-value of 0.071, or greater than 0.050. This aligns with research (Nuriyah et al., 2022) which states that career development has a negative and insignificant effect on employee performance. Therefore, H_3 is rejected.

VI. CONCLUSION AND SUGGESTIONS

➤ Conclusion

Based on the research results and the discussion above, the following conclusions can be drawn:

- Of the three hypothesized variables above: job training (X1), financial compensation (X2), and career development (X3), only job training (X1) significantly influences employee performance (Y).
- Of the three hypothesized variables above: job training (X1), financial compensation (X2), and career development (X3), financial compensation (X2) and career development (X3) do not significantly influence employee performance (Y).

➤ Suggestions

- The financial compensation (X2) and career development (X3) variables can be said to be well implemented by the Faculty of Dentistry, Gadjah Mada University. This is demonstrated by the results of the study above, which

show that neither financial compensation (X2) nor career development (X3) have a significant impact, which means that employee work ethic is high because the financial compensation (X2) provided to employees is considered more than sufficient and also the career development (X3) provided to employees is considered adequate.

- The job training variable (X1) can be said to be well implemented and can be further improved to increase employee skills or expertise, thus improving employee performance (Y) at the Faculty of Dentistry, Gadjah Mada University, Yogyakarta.

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