# The Effect of Ability and Career Development on Employee Performance: Evidence from the Indonesian Automotive Industry

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**Abstract**
This study aims to examine the impact of employee abilities and development on performance at PT ABC. This study employs a quantitative methodology via a survey, with data gathered through questionnaires administered to 44 employees. Data analysis was performed with Structural Equation Modelling (SEM) grounded in Partial Least Squares (PLS). The significance test indicates that both abilities and career development positively influence employee performance, since the variability of the ability construct (X1) and career development (X2) accounts for 83%. This signifies a robust concurrent effect as the value surpasses 0.75. The study findings demonstrate that both career and abilities concurrently exert a favourable and significant influence on employee work performance. Consequently, it is advisable for organisations to offer training and career development programs to enhance work efficacy and employee motivation.
**Keywords:** Employee Performance; Ability; Career Development.

## 1. INTRODUCTION

In an increasingly globalised and competitive business environment, human capital is the foremost asset for every organisation. Optimal employee performance is the foremost factor in achieving organisational objectives. To achieve exceptional performance, individuals necessitate not only motivation but also relevant skills and a strong desire for professional advancement. Employees' competencies must be perpetually improved to properly contribute to technological advancements, market dynamics, and increasingly complex job responsibilities. Furthermore, career development offers employees direction and goals, cultivating a sense of worth and inspiring them to improve their contributions to the company. Every organisation or corporation comprises several critical elements that enable the operations required to achieve its objectives. Human resources are a crucial component that profoundly impacts the formulation of strategies, execution of operational processes, and establishment of organisational objectives (Samsu Rijal et al., 2025).

The management of human resources includes the processes of research, development, evaluation, and allocation of human resources to achieve individual and organisational goals. The success of an organisation is profoundly affected by activities related to human nature, highlighting the essential role of humans in identifying organisational failure. In the modern work environment, organisations must adapt to changes that encourage increased daily engagement to tackle new issues. Consequently, organisations require the theoretical, practical, conceptual, and etiological skills of all personnel at various levels. An employee is a crucial asset to a business, as the company's success or failure profoundly impacts each individual's productivity.

Every organisation seeks for its workers to develop optimal work habits. When employees produce high-quality work, organisational productivity will therefore increase.

The optimal skills of employees enable the organisation to achieve its objectives, while improved employee performance positively impacts revenue growth. Improving employee performance is fundamentally connected to skill enhancement and career progression.

Acquiring the requisite skills empowers employees to execute their responsibilities effectively, while career progression inspires them to pursue continuous learning and achieve their maximum potential. Organisations that amalgamate both components cultivate a productive and sustainable work environment. Employee performance is assessed by the quality and amount of work executed in the fulfilment of their responsibilities (Rasmulia Sembiring et al., 2020).

Optimal employee performance promotes organisational goal achievement, increases productivity, and strengthens the company's competitive advantage. To achieve optimal performance, individuals necessitate help from intrinsic aspects, such as their ability, and extrinsic features, including the work environment. Ability signifies an individual's endeavour and capability to perform tasks effectively and productively, yielding optimal results. An internal factor influencing employee performance is aptitude, which is defined as an individual's ability to accomplish various job responsibilities (Mathis et al., 2017).

Table 1.1 Employee Absence at PT ABC

| No. | Month / Year (2024) | Number of Employees (1) | Late (2) | Late Percentage (2):(1) x 100% |
|---|---|---|---|---|
| 1 | January – February | 44 | 9 | 20 % |
| 2 | March – April | 44 | 6 | 13.5 % |
| 3 | May – June | 44 | 10 | 22.5 % |
| 4 | July – August | 44 | 4 | 9 % |
| 5 | September – October | 44 | 7 | 15.5 % |
| 6 | November – December | 44 | 6 | 13.5 % |

Source: (Data Processed By The Author, 2026)

The tabulated data indicates a troubling trend in staff punctuality, with lateness frequently above the 9% threshold. A notable increase transpired between May and June 2024, attaining 22.5%, indicating unpredictability in employee performance. This period coincides with the post-Ramadan transition, indicating that the return from an extended holiday leads to a transient decrease in discipline. The increasing incidence of tardiness is not solely seasonal; it indicates underlying structural problems within the organization's culture and management practices. An essential contributing aspect seems to be inadequate employee training. Insufficient abilities in time and priorities management may result in staff feeling overloaded, causing demotivation and challenges with timeliness. The deficiency in investment in professional development—and possibly in incentive systems—underscores a more extensive disregard for Human Resource management. This research seeks to examine these performance characteristics to develop actionable answers for the organisation.

The following is data on the education levels of PT ABC.

Table 1.2 Employee Education Level Data

| No. | Departement | SD (ES) | SMP (JHS) | SMA (SHS) | S1 (B.A) | Total |
|-----|-------------|---------|-----------|-----------|----------|-------|
| 1 | Maintenance Dept | 0 | 3 | 6 | 1 | 10 |
| 2 | Staff Production | 0 | 2 | 6 | 0 | 8 |
| 3 | OP Printing | 0 | 1 | 8 | 0 | 9 |
| 4 | OP Forklif | 2 | 4 | 11 | 0 | 17 |
| Total | | 2 | 10 | 31 | 1 | 44 |

Source: (Data Processed By The Author, 2026)

Observational data indicates that the workforce is predominantly composed of individuals with educational backgrounds ranging from elementary to senior high school. This demographic profile is critical, as education level serves as a primary proxy for intellectual capacity and skill mastery—factors that directly dictate organizational performance. Effective human resource management relies on aligning workforce qualifications with job responsibilities to ensure operational goals are met.

However, existing literature presents conflicting evidence regarding the determinants of performance. While Dewi (2021) asserts that ability and career development significantly enhance performance, contrasting findings exist. Pandu Lesmana et al. (2024) argue that ability alone yields no positive impact, and Achmad et al. (2023) similarly conclude that career development does not influence performance. Motivated by these empirical inconsistencies, this study aims to provide clarity within the context of PT ABC, under the title: *'Improving Employee Performance through Ability and Career Development.*

## 2.    LITERATURE REVIEW

Job Performance According to Colquitt et al. (2016), job performance is defined as the value derived from a set of employee behaviors that contribute, either positively or negatively, to the accomplishment of organizational goals. Fundamentally, performance is the result of an individual's effort in completing tasks, encompassing the quality, quantity, and consistency of the work produced. High-performing individuals are characterized by their ability to consistently deliver high-quality work. This concept highlights that the core of performance lies in overall employee behavior. Consequently, this study focuses on the interconnections between three specific variables: ability, career development, and employee performance. The research posits that the application of dynamic ability and career development can significantly enhance overall employee performance.

Human Resource Management (HRM) Human Resource Management (HRM) is a system of policies and activities designed to manage the needs of the workforce, including recruitment, selection, training, compensation, and performance assessment (Dessler, 2013). As Adiwinata et al. (2022) note, human resources are the most critical component of an organization because they are directly linked to the achievement of organizational performance. HRM functions as a formal design intended to ensure the effective and efficient utilization of human talent to meet organizational objectives.

Mathis and Jackson (2006) emphasize that HR handles strategic elements, external factors, and internal processes to boost productivity, innovation, and international competitiveness. Therefore, the HR department is integral to corporate planning and monitoring the challenges the company faces. Synthesizing these expert views, the researcher defines HRM as a comprehensive process of executing various activities to cultivate an effective and efficient workforce.

**2.1   Employee Performance**

Employee performance serves as a measure of how effectively an individual fulfills their duties in alignment with job expectations. According to Mangkunegara (2015), performance is defined as the work output achieved by an employee—in terms of both quality and quantity—while executing tasks according to established guidelines. In this study, performance is measured using the following indicators:

a) Work Quality: The neatness and accuracy of the completed work.
b) Work Quantity: The volume of tasks completed within a specific period.
c) Timeliness: The ability to finish work within the allocated timeframe.
d) Effectiveness: The capacity to utilize resources wisely to achieve goals efficiently.

**2.2   Ability**

Drawing from Spencer and Spencer (1993), ability refers to an individual's underlying characteristics that facilitate effective task execution. This encompasses both intellectual and physical capacities, playing a crucial role in determining workplace performance. The indicators used to measure ability in this research include:

a) Knowledge: Comprehension of job roles and the company's operational procedures.
b) Skills: The specific technical and interpersonal abilities needed to perform tasks.
c) Work Experience: The duration and variety of professional experience relevant to the current position.
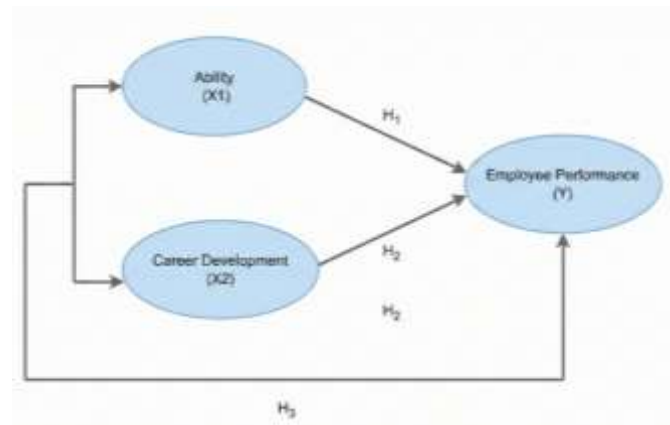
**2.3   Career Development**

Career development is the process of enhancing individual skills and competencies to address future organizational demands. Simamora (2006) describes it as a planned effort to align individual career aspirations with the organization's workforce requirements. The indicators adopted for this variable are:

a) Career Planning: Employee participation in establishing career goals and milestones.
b) Career Management: Organizational support mechanisms, such as training, mentoring, or job rotation.
c) Career Achievement: The realization of promotions or role advancements based on competency.

**2.4   Employee Performance**

Performance evaluates how well an employee meets job responsibilities. Mangkunegara (2015) defines it as the actual result of an employee's effort in compliance with provided guidelines. The indicators assessed are:

a) Quality: Accuracy/neatness.
b) Quantity: Output volume.
c) Timeliness: Meeting deadlines.
d) Effectiveness: Efficient resource use.

Picture 2.1 Conceptual Model of the Study
Source: (Authors, 2026)

Note:
H1: The Effect of Ability on Employee Performance
H2: The Effect of Career Development on Employee Performance
H3: The Effect of Ability and Career Development on Employee Performance

## 3.    METHODOLOGY

This study utilised a quantitative technique with an associative research design to examine the influence of competence and career development on employee performance. The research was conducted at PT ABC, an automotive company located in Indonesia. The total population consisted of 44 individuals from several departments, including administration, finance, human resources, and marketing. Owing to the restricted personnel count, the research implemented full sampling, employing the entire population as the sample. Sample Selection Method. The respondents were chosen using a non-probability sampling method, which does not afford each member of the population an equal chance of selection, but rather utilises a thorough technique that encompasses all members of the population in the sample. (Sugiyono, 2021).

Table 3.1 Questionnaire Scores Based on Likert Scale

| Strongly Disagree | Don't Agree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

Source: (Unggul Purwohedi, 2022)

The rationale for utilising the full population as the sample is that it accurately represents the total population. If the population is under 100, the entire group is utilised as the research sample. Consequently, the researcher chose 44 samples from the entire division. This research utilised a questionnaire for data collecting. This strategy entails disseminating surveys to rapidly obtain replies from a substantial number of participants. Questionnaires serve two primary purposes: they are initially designed for direct completion by respondents, and they also offer a framework for interviews that employ a Likert scale for gathering respondent response. Researchers employ an instrument comprising multiple statements to evaluate a notion, with participants responding on a scale from 1 to 5. In certain instances, the Likert scale may employ alternative odd-numbered intervals, such as 7 or 9. The responses of each participant to each statement are aggregated to ascertain an individual's score, referred to as a summated rating scale. The following is an example of a 5-point Likert scale employed to assess agreement.

## 4.     RESULT AND DISCUSSION
## 4.1     Results

The data analysis was conducted in two phases utilising the partial least squares-structural equation modelling (PLS-SEM) software. The results provide the outer loading value of each item, together with the outcomes of reliability and convergent validity assessments. The average variance extracted (AVE) and outer loading values serve as the foundation for assessing convergent validity. All measuring instruments employed in this study have satisfied the criteria for convergent validity, as the outer loading value for each item exceeds 0.5, the AVE value for each latent variable surpasses 0.5, and the composite reliability (CR) value for all latent variables has also exceeded 0.7, thereby affirming the reliability of the measuring instruments. The test results are presented in the table below as follows:

### 4.1.1  Model PLS

In this study, ability and career development will be analyzed on employee performance using Partial Least  Squares (PLS) analysis. Because employee performance is measured using four indicators with a total of five  statements, the ability variable has three indicators with three statements, and employee performance has three  indicators with four statements. The PLS model estimated in this study is as follows.
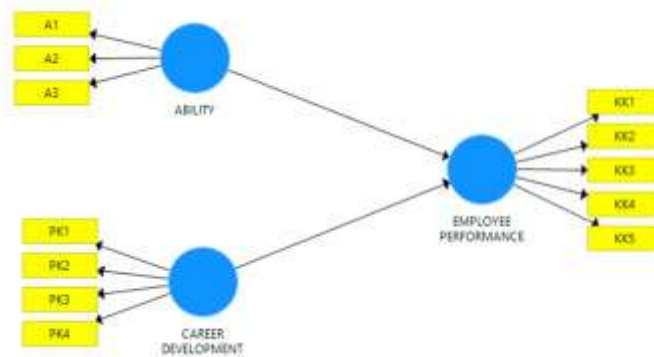


Picture 4.1 Model PLS
Source: (Smartpls Output, Data Analysed In 2026)

### 4.1.2  Convergent Validity Test

Convergent validity assessment involves analysing the loading values of each indicator in relation to the corresponding construct. In confirmatory research, the minimum contribution value is 0.7, whereas in exploratory research, it is 0.6. This confirmatory research establishes a minimal threshold of 0.7 to assess the convergent validity of each indicator. The results of the PLS model estimation are shown below:
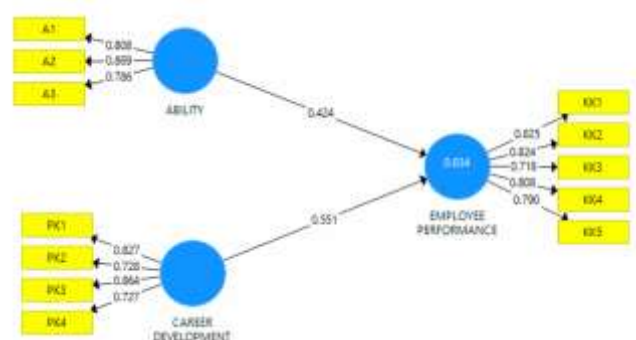


Picture 4.2 PLS Model Estimation Results (Algorithm)
Source: (Smartpls Output, Data Analysed In 2026)

The model estimate findings presented in figure 4.2 reveal that each indicator possesses a loading factor over 0.7, signifying their validity for construction reduction and applicability in research. The loading factor for each indicator pertaining to its construction is presented in the subsequent table:

Table 4.1 Indicator Loading Factor Values

| Item | Factor A | Factor CD | Factor EP |
|------|----------|-----------|-----------|
| A1 | 869 | | |
| A2 | 808 | | |
| A3 | 786 | | |
| CD1 | | 864 | |
| CD2 | | 827 | |
| CD3 | | 728 | |
| CD4 | | 727 | |
| EP1 | | | 825 |
| EP2 | | | 824 |
| EP3 | | | 808 |
| EP4 | | | 790 |
| EP5 | | | 718 |

Source: (Smartpls Output, Data Analysed In 2026)

Validity is assessed by analysing the average variance extracted (AVE) for each construct, alongside the evaluation of the loading factor for each indicator. A model demonstrates convergence validity when each construct has an AVE value greater than 0.5.

Table 4.2  AVE Value

| Variable | Average Variance Extracted (AVE) |
|----------|----------------------------------|
| Ability | 675 |
| Career Development | 622 |
| Employee Performance | 631 |

Source: (Smartpls Output, Data Analysed In 2026)

The analysis results in the table above indicate that all construct have an AVE value above 0.5, indicating good convergent validity.

### 4.1.3 Discriminant Validity

The purpose of discriminan validation is to ensure that every concept in every latent variable differs from other variables. If the average variance extracted (AVE) for each construct is greater than the correlation between the construct in question and other constructs, then that model has good discriminant validity. The results of the discriminant validity check are as follows :

Table 4.3 Discriminant Validity

| Construct | Ability | Career Development | Employee Performance |
|-----------|---------|--------------------|--------------------|
| Ability | 0.822 | | |
| Career Development | 0.749 | 0.789 | |
| Employee Performance | 0.837 | 0.869 | 0.794 |

Source: (Smartpls Output, Data Analysed In 2026)

The outcomes of the discriminant validity assessment presented in the table above demonstrate that all constructs possess a root mean square variance extracted (AVE) value above the correlation values with other latent constructs. Consequently, it can be inferred that the model exhibits strong discriminant validity.

### 4.1.4 Construct Reliability Test

The quality of construction can be evaluated by Cronbach's Alpha and Composite Reliability for each specific construction project. A construct is deemed to possess high reliability if its Cronbach's Alpha value is below 0.7 and its composite reliability value exceeds 0.70.

Table 4.4 Cronbach's Alpha and Composite Reliability

| Variable | Cronbach's Alpha | Composite Reliability |
|---|---|---|
| Ability | 0.759 | 0.862 |
| Career Development | 0.798 | 0.868 |
| Employee Performance | 0.853 | 0.895 |

Source: (Smartpls Output, Data Analysed In 2026)

A construct with a composite reliability of no less than 0.70 and a Cronbach's alpha of no less than 0.60 may be deemed satisfactory. The aforementioned SmartPLS results demonstrate that each construct possesses a composite reliability value of no less than 0.70 and a Cronbach's alpha value of no less than 0.60. The preceding table illustrates the Cronbach's alpha and Composite reliability values for each variable. (X1) exhibits a composite reliability score of 0.862 and a Cronbach's alpha of 0.759; (X2) demonstrates a composite reliability score of 0.868 and a Cronbach's alpha of 0.798; and (Y) reflects a composite reliability score of 0.895 and a Cronbach's alpha of 0.853. Consequently, it can be inferred that the construct has strong reliability, satisfying the minimum threshold value.

### 4.1.5 Predictive Relevance

Q2 Predictive Relevance In PLS analysis, Q2 shows how well the model can predict. A model with a Q2 value of 0.02 has weak predictive relevance, a Q2 value of 0.15 shows moderate predictive relevance, and a Q2 value of 0.35 indicates strong predictive relevance.

Table 4.5 Q2 Predictive Relevance

| Construct | SSO | SSE | $Q^2(=1-SSE/SSO)$ |
|---|---|---|---|
| Ability | 132.000 | 132.000 | |
| Career Development | 176.000 | 176.000 | |
| Employee Performance | 220.000 | 112.661 | 0.488 |

Source: (Smartpls Output, Data Analysed In 2026)

The analysis results suggest that the Q2 value of the model incorporating employee performance factors is 0.488, signifying that the PLS model possesses substantial predictive relevance.

**4.1.6 Goodness of Fit Model Test**

The goodness of fit for the PLS model is assessed using the SRMR value. A PLS model is considered to meet the goodness of fit criteria if the SRMR value is less than 0.10. If the SRMR value is below 0.08, the model is considered to have a perfect fit. The results of the PLS model goodness of fit test in table 4.6 show that the SRMR value of the model is 0.094. Since this value is below 0.10, the PLS model is considered to fit well and is therefore suitable for testing the research hypotheses.

Table 4.6 Goodness of Fit Model Test Results

|       | Saturated Model | Estimated Model |
|-------|-----------------|-----------------|
| SRMR  | 0.94            | 0.94            |

Source: (Smartpls Output, Data Analysed In 2026)

**4.1.7 F-Square**

In PLS analysis, the f-square value ($f^2$) indicates the magnitude of the partial effect of each predictor variable on the endogenous variable. According to Cohen (1988), the f-square value obtained can be classified as having a small effect ($f^2 = 0.02$), a medium effect ($f^2 = 0.15$), and a large effect ($f^2 = 0.35$). The following is the f2 value for each exogenous variable in the endogenous variable:

Table 4.7 Partial Effect Size ($F^2$)

|                      | Ability | Career Development | Employee Performance |
|----------------------|---------|--------------------|----------------------|
| Ability              | -       | -                  | 0.477                |
| Career Development   | -       | -                  | 0.805                |
| Employee Performance | -       |                    |                      |

Source: (Smartpls Output, Data Analysed In 2026)

**4.1.8 R Square**

Table 4.8 R Square

| Dependent Variable   | $R^2$ | $R^2$ Adjusted |
|----------------------|-------|----------------|
| Employee Performance | 0.834 | 826            |

Source: (Smartpls Output, Data Analysed In 2026)

The adjusted $R^2$ analysis reveals an adjusted $R^2$ value of 0.834 for the employee's job variable, signifying that the model utilising this variable as endogenous demonstrates strong predictive accuracy. As the $R^2$ value improves, the structural model becomes more advantageous, as a greater part of the variance in the endogenous variable Y can be elucidated by the exogenous variables X1 and X2 (Ghozali, 2016). This model indicates that the variables of ability and employee performance account for 83% of the variance in job outcomes. Both of these variables significantly effect the enhancement of employee productivity. The residual 17% can be attributed to additional factors such work motivation, teamwork, work discipline, and the work environment, all of which can affect employee performance.

**4.1.9 Hypothesis Testing**

Table 4.9 Significance Test

| Relationships | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (|O/STDEV|) | P Values |
|---|---|---|---|---|---|
| Ability -> Employee Performance | 424 | 411 | 106 | 3,995 | 0 |
| Career Development -> Employee Performance | 551 | 565 | 104 | 5,279 | 0 |

The results of the significance test output are consistent with the SmartPLS data. Therefore, the results and discussion of this research are still guided by the results of the analysis and hypothesis testing carried out in Table 4.9.

**4.2    Discussion**
**4.2.1 The Effect of Ability on Employee Performance (H1)**
The Impact of Competence on Employee Performance The initial hypothesis demonstrates that capability affects employee performance at PT. Buana Berlian Indonesia. This is demonstrated by a p-value of 0.000, which is less than 0.05, showing an influence of ability. The findings correspond with studies by Rosmala Dewi (2021), Veronika (2023), and Herry Arianto (2020), which demonstrated that ability strongly impacts employee performance.

**4.2.2 The Effect of Career Development on Employee Performance (H2)**
The Impact of Career Development on Employee Performance The second hypothesis test indicates that career development affects employee performance at PT. Buana Berlian Indonesia. This is demonstrated by a p-value of 0.000, which is less than 0.05, signifying an impact on career advancement. This is consistent with studies by Manoppo (2021), Rima Ronia (2020), and Pratiwi (2022), which shown that career development impacts employee performance.

**4.2.3 The Effect of Ability and Career Development on Employee Performance (H3)**
The Impact of Competence and Career Advancement on Employee Performance Tests of the third hypothesis demonstrate that ability and career development concurrently influence employee performance, accounting for 83% of the variability in the Ability (X1) and Career Development (X2) constructs. This signifies a robust concurrent influence, since the value exceeds 0.75. This corresponds with the research undertaken by Rosmala Dewi (2021), which indicates that competence and career advancement affect employee performance.

**5.    CONCLUSION AND RECOMMENDATIONS**
**5.1    Conclusion**
Based on the significance testing and analysis conducted at PT ABC, several key conclusions can be drawn regarding the factors influencing employee performance. First, the ability variable demonstrates a significant positive effect on employee performance, as evidenced by a p-value of 0.000, which is well below the 0.05 threshold. This signifies that as employees improve their knowledge, experience, and skills, their performance increases correspondingly. Second, career development also has a significant positive influence on employee performance, similarly evidenced by a p-value of 0.000. This indicates that effective career development programs, such as training and clear

promotion pathways, have a direct and beneficial impact on performance at PT ABC. Finally, when analyzed together, ability and career development simultaneously exert a strong positive effect on employee performance. The construct variability of these two variables accounts for 83% of the variance in performance, indicating a very strong simultaneous influence. The remaining 17% of the variance can be attributed to other factors not examined in this study, such as work motivation, teamwork, work discipline, and the work environment.

## 5.2    Recommendations

PT ABC should prioritise the improvement of employee educational quality by facilitating ongoing education. This may involve implementing equivalency programs (such as Package C) or diploma initiatives for personnel with limited formal education to enhance their cognitive skills. The organisation should provide regular, structured training customised to specific operating requirements, emphasising both soft skills—such as time management and communication—and technical competencies. Moreover, implementing a clear career development framework is essential; the organisation should leverage training engagement and the attainment of performance objectives as primary metrics for promotions to foster meritocratic professional advancement. Future researchers should do a more thorough investigation of the study issues to guarantee a complete comprehension of the subject matter. Future study should be underpinned by a comprehensive evaluation of references from literature and prior studies employing analogous methodological frameworks. Researchers are urged to incorporate supplementary variables not addressed in this study and to advance ideas and conceptual frameworks pertaining to ability, career growth, and employee performance, so enhancing the academic literature in this domain. The institution should implement more explicit and organised standards for final project composition. Offering clear forms will reduce student uncertainty during the thesis process and avert misunderstandings among various academic supervisors. The institution should strive to provide access to pertinent scientific articles and literature while offering technical training in data analysis tools, such as SPSS or PLS. This assistance is crucial for facilitating students in undertaking high-quality, methodologically rigorous research.

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