The Effect of Job Training and Career Development on Community Health Center Employee Performance with Job Satisfaction as an Intervening Variable

Suntari Suntari [1*], & Suhana Suhana [2]

[1, 2] Program Studi Magister Manajemen, Fakulas Ekonomi dan Bisnis, Universitas Stikubank Semarang, Indonesia
Email: suntari0784@gmail.com; suhana@edu.unisbank.ac.id
* Corresponding Author: suntari0784@gmail.com

Received	: 04 Juli 2026	Accepted	: 11 Juli 2026
Revised form	: 08 Juli 2026	Available Online	: 30 November 2026

ABSTRACT

This study aimed to analyze the effects of job training and career development on the performance of community health center employees, with job satisfaction serving as an intervening variable. The study employed a quantitative approach using an explanatory research design to examine the causal relationships among the variables. The study population consisted of all employees of community health centers in Pati Regency, totaling 170 individuals. A sample of 110 respondents was selected using purposive sampling based on the criteria of being permanent employees, having more than one year of work experience, and holding at least a Diploma III qualification. Data were collected using a questionnaire based on the Agree–Disagree Scale. Data analysis was conducted using Structural Equation Modeling–Partial Least Squares (SEM-PLS) through outer model evaluation, inner model evaluation, and hypothesis testing using the bootstrapping technique. The results indicated that job training had a positive and significant effect on employee performance but did not have a significant effect on job satisfaction. Career development had a positive and significant effect on job satisfaction but did not have a significant direct effect on employee performance. Job satisfaction had a positive and significant effect on employee performance. The mediation analysis revealed that job satisfaction fully mediated the effect of career development on employee performance, whereas it did not mediate the effect of job training on employee performance. This study provides both theoretical and practical implications. It also acknowledges its limitations and offers directions for future research.

Keywords: Job Training, Career Development, Job Satisfaction, Employee Performance.

OPEN ACCESS CC BY SA

e-ISSN: 2527-9947/© 2026 The Authors
DOI: 10.30996/jem17.v11i2.133813
Published by Fakultas Ekonomi dan Bisnis, Universitas 17 Agustus 1945 Surabaya.

INTRODUCTION

The organizational environment has become increasingly dynamic due to globalization, technological advances, and changing societal needs, requiring organizations to adapt rapidly to remain effective [1]. This challenge is particularly relevant to community health centers (Puskesmas), which serve as the frontline of primary healthcare services [2]. A comprehensive understanding of the external environment is essential for improving organizational performance and achieving service objectives [3]. Consequently, Puskesmas are expected to continuously enhance service capacity, operational efficiency, and the quality of healthcare personnel [4].

Human resources (HR) are a strategic asset in enabling organizational adaptation and sustaining service quality [5]. Effective healthcare organizations depend on employees who possess technical competence, interpersonal skills, and strong organizational commitment [6]. High-quality HR reflects not only professional competence but also employees' ability to adapt, innovate, and contribute to organizational performance in response to technological and social changes [7].

Employee performance is a key indicator of HR quality and organizational success. It refers to employees' work outcomes and behaviors in accomplishing organizational goals [3][8]. Previous studies suggest that employee performance is influenced by job training, career development, and psychological factors such as job satisfaction [9]. Job training is a systematic process that enhances employees' knowledge, skills, and attitudes to improve work effectiveness and efficiency [10]. In Puskesmas, training includes clinical procedures, electronic medical records, public health services, and communication skills. Several studies have reported that job training significantly improves employee performance [11][12][13], whereas others found no significant effect [14][15]

Career development, including promotion opportunities, continuing education, job rotation, mentoring, and career planning, is another important factor affecting employee performance [13][16]. Previous research has demonstrated positive effects of career development on job satisfaction and employee performance [17][18], while other studies reported a direct positive influence on performance [12][19][20]. However, inconsistent findings have also been reported, indicating insignificant effects [21][22].

he inconsistent empirical findings suggest the presence of a mediating variable. Previous studies have identified job satisfaction as a mediator between job training, career development, and employee performance [23]. Job satisfaction refers to a positive emotional state resulting from employees' evaluation of their work experience [24]. In healthcare settings, satisfied employees are more likely to provide better services, demonstrate greater initiative, and exhibit lower absenteeism and turnover [25]. Several studies have confirmed the mediating role of job satisfaction in the relationships between job training, career development, and employee performance [5][13][19][26][27].

A preliminary survey conducted in several community health centers revealed that a number of employees had not achieved the expected performance targets. Attendance records showed frequent tardiness, delayed return from breaks, inconsistent participation in morning assemblies, approximately 80% attendance compliance for both arrival and departure, 2% unexplained absences, and delays in completing assigned tasks. These findings indicate a performance gap among employees. Therefore, this study aims to examine the effects of job training and career development on employee performance, with job satisfaction serving as an intervening variable.

LITERATURE REVIEW

Employee Performance

Employee performance refers to the quality and quantity of work achieved by employees in carrying out their responsibilities in accordance with organizational standards. It reflects work-related behaviors, task accomplishment, and the achievement of organizational objectives [6]. Employee performance can also be defined as an individual's or group's willingness and ability to complete assigned tasks and responsibilities to achieve expected results [28]. Therefore, employee performance represents the level of achievement attained by employees based on predetermined standards and performance criteria [28]. Employee performance is influenced by three main factors: individual capability, work effort, and organizational support [29]. It reflects both the outcomes and behaviors associated with task completion and organizational goal attainment [30]. Employees require not only the necessary skills but also motivation, commitment, and adequate understanding of their work to perform effectively [6].

Performance appraisal plays a vital role in improving organizational effectiveness and competitiveness by evaluating employees' actual performance and identifying areas for development. Assessment results provide valuable information for recognizing high-performing employees and enhancing organizational productivity. Previous studies have measured employee performance using indicators such as Declarative Knowledge, Procedural Knowledge, Motivation, and Work Discipline/Attendance [17]. Other studies have employed Work Quantity, Quality of Work, Work Effectiveness, Timeliness, and Work Behavior as key performance indicators [16].

Job Satisfaction

Job satisfaction refers to a positive emotional attitude toward one's job and reflects the extent to which work fulfills employees' needs and expectations [6]. It encompasses satisfaction derived from both intrinsic aspects of the job, such as recognition, meaningful work, and a supportive work environment, as well as extrinsic aspects, including compensation and employment benefits [31]. Job satisfaction also represents an individual's overall evaluation of the job, influenced by economic factors (e.g., salary and

job security) and psychosocial factors, such as promotion opportunities, recognition, supervision, and relationships with supervisors and co-workers. Employees experiencing role conflict are generally more likely to report lower levels of job satisfaction [32]. Previous studies have identified salary, the nature of the job, supervision, promotion opportunities, work groups, and working conditions as the primary determinants of job satisfaction [8][33]. Commonly used indicators include Work Itself, Supervision, Co-workers, Promotion, and Pay [19], while other studies additionally measure Overall Job Satisfaction and Promotion Opportunities [17].

Job Training

Job training is a systematic process designed to improve employees' knowledge, skills, attitudes, and competencies, enabling them to perform their duties more effectively and efficiently [34][35]. According to the Human Capital Theory, investment in employee training enhances individual competence, productivity, organizational performance, and long-term organizational sustainability [12]. Training also contributes to employees' intellectual, technical, and professional development by strengthening theoretical, conceptual, and practical capabilities required in the workplace [16][17]. Training focuses on developing the knowledge, skills, and attitudes necessary to perform current and future job responsibilities. As an investment in human capital, it equips employees with competencies relevant to organizational needs through structured programs tailored to specific job requirements and delivered within a relatively short period [36].

Career Development

Career development is a continuous organizational process that assists employees in planning, preparing, and advancing their careers to achieve higher positions and improved performance [22]. According to Werner and DeSimone, career development is a structured organizational effort that facilitates employee growth through training, career planning, counseling, and promotion opportunities [5]. Several theories explain the importance of career development. Super's Life-Span, Life-Space Theory suggests that career development evolves throughout an individual's life and is influenced by interests, abilities, experiences, and social roles. Human Capital Theory argues that improving employees' competencies through education, training, and work experience enhances their career value and advancement opportunities [23]. Career Anchors Theory emphasizes that career choices are shaped by individuals' core values, such as stability, competence, autonomy, creativity, and service orientation. Meanwhile, Organizational Career Development Theory highlights the organization's role in supporting employee career growth through career pathways, performance appraisal, promotion, mentoring, and job rotation [13]. Previous studies have measured career development using dimensions such as Salary, Promotion, Leadership Style, Socialization at Work, and Work Environment [18]. Previous studies have

measured career development using dimensions such as Salary, Promotion, Leadership Style, Socialization at Work, and Work Environment [17].

Hypothesis

The Effect of Job Training on Employee Performance

Job training is a systematic process designed to enhance employees' knowledge, skills, and competencies, enabling them to perform their duties more effectively and adapt to organizational changes. Theoretically, improved competencies acquired through training contribute directly to higher employee performance [3]. Previous studies have shown that training enhances employees' technical and non-technical skills, improves work effectiveness, strengthens role understanding, and positively influences both performance and psychological factors such as self-confidence, motivation, and job satisfaction [13][16][17][18]. Employees who receive high-quality training are therefore expected to achieve better work performance.

H_1: Job training has a positive effect on employee performance.

The Effect of Career Development on Employee Performance

Career development is a continuous organizational process that supports employees in advancing their careers through competency development, work experience, and career opportunities [37]. By promoting professional growth, organizations enable employees to contribute more effectively to organizational performance [38]. Previous studies consistently reported that career development positively influences employee performance, as greater career opportunities encourage employees to improve their capabilities and work outcomes [12][13][19][39][40].

H_2: Career development has a positive effect on employee performance.

The Effect of Job Training on Job Satisfaction

Pelatihan merupakan proses sistematis untuk meningkatkan pengetahuan, keterampilan, dan sikap pegawai agar mampu melaksanakan tugas secara lebih efektif dan efisien. Secara teoritis, pelatihan berpengaruh langsung terhadap kepuasan kerja. Kepuasan kerja meningkat ketika pegawai merasa mampu menjalankan tugasnya dengan baik dan mendapatkan dukungan organisasi berupa pelatihan yang relevan. Pelatihan memberikan rasa percaya diri (self-efficacy), memperluas keterampilan, dan membuka peluang pengembangan diri yang membuat pegawai merasa dihargai. Job training enhances employees' knowledge, skills, and confidence, enabling them to perform their work more effectively. From a theoretical perspective, training increases job satisfaction by improving self-efficacy, expanding professional competencies, and demonstrating organizational support for employee development. Employees who perceive training as valuable are more likely to experience higher job satisfaction.

Empirical studies have consistently reported a positive relationship between job training and job satisfaction [5][23][26].

H_3 : Job training has a positive effect on job satisfaction.

The Effect of Career Development on Job Satisfaction

Career development is a structured organizational process that supports employees in planning and advancing their careers through promotion opportunities, competency development, job rotation, mentoring, and clear career pathways [42]. Theoretically, career development enhances job satisfaction by fulfilling employees' needs for professional growth and career advancement. According to Social Exchange Theory, employees tend to reciprocate organizational support for career development with positive attitudes, including greater job satisfaction and organizational commitment [33],[43]. Previous studies have consistently reported that career development has a positive and significant effect on job satisfaction, particularly through promotion opportunities, competency-based career systems, and transparent career progression [17],[18].

H_4 : Career development has a positive effect on job satisfaction.

The Effect of Job Satisfaction on Employee Performance

Employee performance reflects the extent to which employees accomplish their assigned responsibilities and organizational objectives [6]. Organizations can improve performance by fostering a work environment that enhances employees' job satisfaction, motivation, commitment, and professionalism [44]. Previous studies have consistently demonstrated that job satisfaction positively and significantly influences employee performance, indicating that satisfied employees are more motivated, dedicated, and productive in achieving organizational goals [45],[46],[47].

H_5: Job satisfaction has a positive effect on employee performance.

The Mediating Role of Job Satisfaction in the Relationship Between Job Training and Employee Performance

Job training not only enhances employees' knowledge and technical skills but also strengthens their sense of organizational support, recognition, and professional development. These positive experiences increase job satisfaction, which subsequently improves employees' motivation, commitment, discipline, and work quality. Although job training can directly improve employee performance, its effect is expected to be stronger when mediated by job satisfaction. Previous studies have demonstrated that job satisfaction mediates the relationship between job training and employee performance [16][17][19].

H_6 : Job training has a positive effect on employee performance through job satisfaction.

The Mediating Role of Job Satisfaction in the Relationship Between Career Development and Employee Performance

Career development provides employees with opportunities for promotion, job rotation, coaching, career planning, and competency enhancement, thereby increasing their perception of career prospects and organizational support [48]. These opportunities enhance job satisfaction, which in turn encourages stronger commitment, higher motivation, and better employee performance [1]. Previous studies have confirmed that career development improves employee performance indirectly through job satisfaction [20] [40].

H_7: Career development has a positive effect on employee performance through job satisfaction.

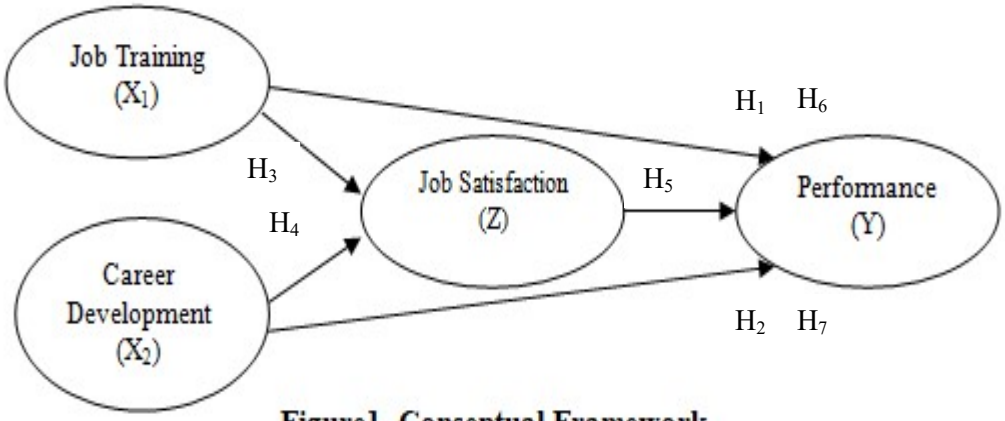


Figure1. Conseptual Framework

RESEARCH METHODS

Research Design

This study employed a quantitative approach with an explanatory research design to examine the causal relationships among job training, career development, job satisfaction, and employee performance. The study investigated both the direct and indirect effects of job training and career development on employee performance through job satisfaction as an intervening variable. Data were collected using a cross-sectional survey administered to employees of community health centers in Pati Regency, Indonesia.

Research Limits

This study has several limitations. First, the research was conducted only in community health centers in Pati Regency, which may limit the generalizability of the findings to other healthcare institutions or regions. Second, the use of a cross-sectional design does not allow the identification of causal relationships over time. Third, data were collected using self-reported questionnaires, which may

be affected by respondents' subjective perceptions and response bias. Future studies are encouraged to include broader research settings, longitudinal designs, and additional organizational variables.

Variable Identification

The independent variables consisted of Job Training (X1) and Career Development (X2). Job Satisfaction (Z) was treated as the intervening variable, while Employee Performance (Y) was the dependent variable. No moderating variable was included in this study.

Participants and Setting

The study was conducted at community health centers in Pati Regency, Central Java, Indonesia. The population consisted of 170 employees. A total of 110 respondents were selected using purposive sampling based on the following criteria: permanent employees, a minimum of one year of work experience, and at least a Diploma III educational qualification. These criteria ensured that participants had sufficient organizational experience to evaluate the variables examined in this study.

Measurement

Data Colletion

Primary data were collected using a structured questionnaire with an Agree–Disagree Scale consisting of five response categories ranging from strongly disagree to strongly agree. The questionnaire measured job training, career development, job satisfaction, and employee performance based on validated indicators adopted from previous studies. Secondary data, including employee profiles and organizational information, were obtained from the official records of the Pati Regency Health Office.

Data Analysis

Data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS software. The analysis consisted of evaluating the measurement model (outer model) through convergent validity, discriminant validity, composite reliability, and Cronbach's alpha. The structural model (inner model) was assessed using the coefficient of determination (R^2), predictive relevance (Q^2), and effect size (f^2). Hypotheses and mediation effects were tested using the bootstrapping procedure with a significance level of 5%, where relationships were considered significant when t-statistics exceeded 1.96 and p-values were less than 0.05.

RESULT

Respondent Characteristics

Most respondents were aged 46–55 years (52.7%), held a bachelor's degree (71.8%), and had more than 10 years of work experience (52.7%).

Table 1. Respondent Characteristics

Characteristics	Category	Frequency (n)	Percentage (%)
Gender	Male	64	58.2
	Female	46	41.8
Age	25–35 years	6	5.5
	36–45 years	16	14.5
	46–55 years	58	52.7
	>55 years	30	27.3
Education	Senior High School	7	6.4
	Diploma	18	16.4
	Bachelor's Degree	79	71.8
	Master's Degree	6	5.5
Work Experience	1–5 years	5	4.5
	5–10 years	47	42.7
	>10 years	58	52.7
Total		**110**	**100.0**

Source: Processed Primary Data (2026).

Outer Model

The initial outer model assessment was conducted to evaluate convergent validity based on outer loading values, using a minimum threshold of 0.70. The initial results indicated that several indicators of the job satisfaction and employee performance constructs had outer loading values below 0.70 and were therefore removed from the model. After re-estimation, all remaining indicators for the job training, career development, job satisfaction, and employee performance constructs met the convergent validity criterion, indicating that only valid indicators were retained for subsequent analyses.

The outer loading results indicate that all indicators of the job training, career development, job satisfaction, and employee performance constructs have loading factor values of ≥ 0.70, confirming their validity. Therefore, all indicators satisfy the convergent validity criterion, indicating that the measurement model is adequate for subsequent analysis.

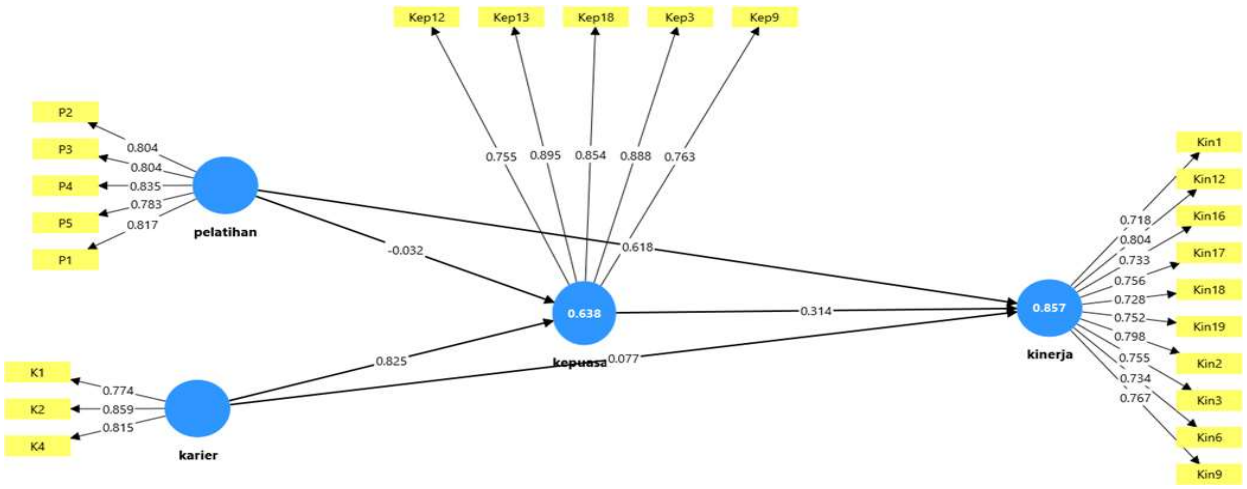


Figure 2. Analysis Full Model Modifikasi

The reliability and convergent validity assessment demonstrates that all research constructs satisfy the recommended measurement criteria. All constructs exhibit Cronbach's Alpha and Composite Reliability values above 0.70, while the Average Variance Extracted (AVE) values exceed 0.50. These findings confirm that the constructs of job training, career development, job satisfaction, and employee performance are both reliable and possess adequate convergent validity. Accordingly, the measurement model is considered robust and appropriate for structural model analysis.

Table 2. Outer Loading Values

Construct	Indicator	Outer Loading	Decision
Job Training	P1	0.817	Valid
	P2	0.804	Valid
	P3	0.804	Valid
	P4	0.835	Valid
	P5	0.783	Valid
Career Development	K1	0.774	Valid
	K2	0.859	Valid
	K4	0.815	Valid
Job Satisfaction	Kep12	0.755	Valid
	Kep13	0.895	Valid
	Kep18	0.854	Valid
	Kep3	0.888	Valid
	Kep9	0.763	Valid
Employee Performance	Kin1	0.718	Valid
	Kin12	0.804	Valid
	Kin16	0.733	Valid
	Kin17	0.756	Valid
	Kin18	0.728	Valid
	Kin19	0.752	Valid
	Kin2	0.798	Valid
	Kin3	0.755	Valid
	Kin6	0.734	Valid
	Kin9	0.767	Valid

Source: Processed Primary Data (2026).

Table 3. Construct Reliability and Average Variance Extracted (AVE)

Construct	Cronbach's Alpha	Composite Reliability (rho_A)	Composite Reliability (rho_C)	Average Variance Extracted (AVE)
Career Development	0.752	0.772	0.857	0.667
Job Satisfaction	0.888	0.895	0.919	0.694
Employee Performance	0.916	0.917	0.930	0.570
Job Training	0.868	0.871	0.904	0.654

Source: Processed Primary Data (2026).

The construct reliability and convergent validity assessment indicates that all constructs satisfy the recommended measurement criteria. Cronbach's Alpha, Composite Reliability (rho_A and rho_C) values exceed the recommended threshold of 0.70, while the Average Variance Extracted (AVE) values are greater than 0.50. These results confirm that the constructs demonstrate satisfactory internal consistency and convergent validity, indicating that the measurement model is reliable and suitable for structural model evaluation. The discriminant validity assessment shows that each indicator has the highest loading on its respective construct compared with the other constructs. This finding demonstrates that the constructs of job training, career development, job satisfaction, and employee performance are empirically distinct from one another. Therefore, the measurement model satisfies the discriminant validity criterion and is appropriate for structural model analysis.

Table 4. Discriminant Validity (Cross Loadings)

Indicator	Career Development	Job Satisfaction	Employee Performance	Job Training
K1	0.774	0.509	0.614	0.701
K2	0.859	0.842	0.717	0.627
K4	0.815	0.558	0.721	0.724
Kep12	0.592	0.755	0.572	0.495
Kep13	0.714	0.895	0.726	0.587
Kep18	0.696	0.854	0.638	0.505
Kep3	0.696	0.888	0.670	0.528
Kep9	0.619	0.763	0.627	0.601
Kin1	0.650	0.508	0.718	0.681
Kin12	0.603	0.535	0.804	0.712
Kin16	0.590	0.550	0.733	0.671
Kin17	0.657	0.531	0.756	0.731
Kin18	0.521	0.520	0.728	0.624
Kin19	0.574	0.455	0.752	0.732
Kin2	0.682	0.591	0.798	0.674
Kin3	0.606	0.520	0.755	0.658
Kin6	0.679	0.807	0.734	0.576
Kin9	0.753	0.822	0.767	0.633
P1	0.706	0.592	0.735	0.817
P2	0.669	0.480	0.656	0.804
P3	0.705	0.575	0.791	0.804
P4	0.622	0.507	0.724	0.835
P5	0.774	0.463	0.663	0.783

Source: Processed Primary Data (2026).

Hypothesis Testing

The hypotheses were accepted when the p-value ≤ 0.05 and the path coefficient was consistent with the hypothesized direction. The structural model results indicate that career development has a positive and significant effect on job satisfaction (β = 0.825, p = 0.000), supporting H_4. However, career development has no significant effect on employee performance (β = 0.077, p = 0.405), leading to the rejection of H_2. Job satisfaction has a positive and significant effect on employee performance (β = 0.314, p = 0.000), supporting H_5. In contrast, job training has no significant effect on job satisfaction (β = −0.032, p = 0.793), resulting in the rejection of H_3. Meanwhile, job training has a positive and significant effect on employee performance (β = 0.618, p = 0.000), supporting H_1.

Table 5. Structural Model Results

Path	Path Coefficient (β)	*p*-value
Career Development → Job Satisfaction	0.825	0.000
Career Development → Employee Performance	0.077	0.405
Job Satisfaction → Employee Performance	0.314	0.000
Job Training → Job Satisfaction	−0.032	0.793
Job Training → Employee Performance	0.618	0.000

Source: Processed Primary Data (2026).

Mediation Analysis

The mediation analysis shows that job satisfaction significantly mediates the relationship between career development and employee performance, with an indirect effect of 0.259 (p = 0.000), thereby supporting H7. Conversely, job satisfaction does not mediate the relationship between job training and employee performance, as the indirect effect is −0.010 (p = 0.799), leading to the rejection of H6. These findings indicate that career development improves employee performance indirectly through increased job satisfaction, whereas the effect of job training on employee performance occurs independently of job satisfaction.

Table 6. Mediation Analysis

Relationship	Original Sample (O)	*p*-value	Result
Career Development → Job Satisfaction → Employee Performance	0.259	0.000	Significant
Job Training → Job Satisfaction → Employee Performance	−0.010	0.799	Not Significant

Source: Processed Primary Data (2026).

DISCUSSION

The Effect of Career Development on Job Satisfaction

The results indicate that career development has a positive and significant effect on job satisfaction ($\beta = 0.825$, $p < 0.001$), supporting H_4. The relatively high path coefficient suggests that career development is a major determinant of employees' job satisfaction. Career development refers to a structured organizational process that supports employees through promotion opportunities, competency development, job rotation, mentoring, and clearly defined career paths [42].

This finding is consistent with theory, which argues that opportunities for career advancement are an important source of job satisfaction [33]. Social Exchange Theory also suggests that when organizations invest in employees' career development, employees reciprocate with positive attitudes, including greater job satisfaction and organizational commitmen [43]. Therefore, organizations that provide transparent career opportunities, competency development, and promotion systems are more likely to enhance employees' perceptions of organizational support and satisfaction.

The findings are consistent with previous studies reporting that career development has a positive and significant relationship with job satisfaction, particularly through promotion opportunities and clear career pathways [23]. Likewise, structured career development systems have been shown to improve employee job satisfaction [17]. Competency-based career development further strengthens job satisfaction by providing employees with clear career progression and promotion opportunities [33]. These results suggest that well-designed career development practices contribute substantially to improving employees' job satisfaction.

The Effect of Career Development on Employee Performance

The results show that career development has no significant effect on employee performance ($\beta = 0.077$, $p = 0.405$), leading to the rejection of H_2. Although the relationship is positive, the effect is not statistically significant, indicating that improvements in career development do not directly translate into higher employee performance in this study. This finding suggests that employee performance is more likely influenced by other factors, such as job satisfaction, motivation, work environment, and workload. Theoretically, career development is expected to enhance employee performance by improving competencies, expanding work experience, and providing promotion opportunities [38].

However, the present findings indicate that, among employees of the Pati District Community Health Centers, career development is not a direct determinant of performance. One possible explanation is that the existing career development system may not yet be fully merit-based or may lack clear and attainable career pathways [40]. Consequently, employees may not perceive career development programs as directly related to their daily work performance. Moreover, performance in healthcare

organizations is often more strongly influenced by operational factors, including workload, task allocation, workplace facilities, and organizational support [49].

These findings further suggest that career development contributes to employee performance indirectly through job satisfaction rather than through a direct relationship. This interpretation is consistent with the structural model results, which demonstrate a significant positive effect of career development on job satisfaction but not on employee performance. Therefore, improving employee performance requires a broader organizational approach beyond career development alone.

The Effect of Job Satisfaction on Employee Performance

The results reveal that job satisfaction has a positive and significant effect on employee performance ($\beta = 0.314$, $p < 0.001$), supporting H_5. This finding indicates that employees who experience higher job satisfaction tend to demonstrate better work performance. Conceptually, job satisfaction reflects employees' positive evaluation of their work, including the job itself, relationships with supervisors and colleagues, and the overall work environment. Satisfied employees are generally more motivated, disciplined, responsible, and committed, resulting in higher quality and productivity of work [44]. In healthcare settings, greater job satisfaction is particularly important because it contributes to improved service quality and organizational effectiveness.

The findings are consistent with previous studies showing that job satisfaction has a positive and significant effect on employee performance [45][46]. Job satisfaction also enhances organizational commitment while reducing counterproductive work behaviors. Similarly, Tias et al. and Alfreth et al. reported that employees with higher job satisfaction consistently achieve better performance. These findings support organizational behavior theory, which identifies job satisfaction as a key predictor of individual performance [50][47]. Therefore, enhancing job satisfaction represents an effective strategy for improving employee performance, confirming H_5.

The Effect of Job Training on Job Satisfaction

The results indicate that job training has a negative but non-significant effect on job satisfaction ($\beta = -0.032$, $p = 0.793$), leading to the rejection of H_3. Although the relationship is negative, the effect is statistically insignificant, suggesting that job training does not directly influence employees' job satisfaction in this study. One possible explanation is that the training programs may not have been sufficiently aligned with employees' job requirements or daily work challenges. When training content or delivery methods are perceived as less relevant, employees are unlikely to experience immediate improvements in job satisfaction. In addition, the benefits of training may require a longer period to influence employees' perceptions and attitudes toward their work.

This finding differs from previous studies reporting that job training positively and significantly affects job satisfaction by improving employees' competencies, confidence, and opportunities for professional growth [51][52]. Similar results were also reported by Alif Rahmawati and Subijanto, who found that job training enhanced both job satisfaction and employee performance through a mediating effect of job satisfaction [53]. These inconsistencies suggest that the effectiveness of training depends on organizational context, job characteristics, and the quality of training implementation.

In the context of the Pati District Community Health Centers, job satisfaction appears to be influenced more strongly by other organizational factors, such as compensation, workload, leadership, work environment, career development opportunities, and reward systems. Therefore, although training remains essential for competency development, it alone is insufficient to improve employees' job satisfaction without complementary organizational support.

The Effect of Job Training on Employee Performance

The results demonstrate that job training has a positive and significant effect on employee performance ($\beta = 0.618$, $p < 0.001$), supporting H_1. The relatively large path coefficient indicates that job training is one of the strongest predictors of employee performance in the proposed model. This finding suggests that systematic training programs enhance employees' knowledge, skills, and competencies, enabling them to perform their duties more effectively [33]. Through training, employees acquire updated knowledge, improved work techniques, and a better understanding of organizational procedures, which contribute to higher work quality, faster task completion, better decision-making, and improved public service delivery [15].

Consistent with Human Capital Theory, job training represents an organizational investment in human resources that improves employee competencies and organizational performance [23]. In healthcare organizations such as community health centers, continuous training is particularly important because employees must adapt to advances in medical knowledge, healthcare technology, regulatory changes, and evolving service standards. Beyond strengthening technical competencies, training also enhances communication, teamwork, patient care, and administrative skills.

Consistent with Human Capital Theory, job training represents an organizational investment in human resources that improves employee competencies and organizational performance [23]. In healthcare organizations such as community health centers, continuous training is particularly important because employees must adapt to advances in medical knowledge, healthcare technology, regulatory changes, and evolving service standards. Beyond strengthening technical competencies, training also enhances communication, teamwork, patient care, and administrative skills [5][15].

The strong positive relationship observed in this study indicates that improving the quality and relevance of training programs can be an effective strategy for enhancing employee productivity and service quality. Employees who receive appropriate training are better equipped to adapt to workplace changes, perform their responsibilities efficiently, and deliver high-quality healthcare services. Therefore, the findings confirm that job training is a key determinant of employee performance, supporting H_1.

The Effect of Career Development on Employee Performance Through Job Satisfaction

The mediation analysis shows that career development has a significant indirect effect on employee performance through job satisfaction ($\beta = 0.259$, $p < 0.001$), supporting H_7. This finding indicates that career development does not improve employee performance directly; instead, it enhances performance by first increasing employees' job satisfaction. Employees who perceive clear career opportunities, including promotion prospects, competency development, and well-defined career paths, tend to experience higher job satisfaction. Increased job satisfaction subsequently encourages employees to perform their duties more effectively and demonstrate higher levels of performance [40].

Conceptually, these findings highlight the important mediating role of job satisfaction in explaining how career development contributes to employee performance. Without improvements in job satisfaction, career development alone is insufficient to produce significant improvements in performance [54]. The structural model indicates that job satisfaction functions as a full mediator in the relationship between career development and employee performance. Full mediation occurs because the direct effect of career development on performance becomes non-significant after job satisfaction is incorporated into the model, whereas the indirect effect through job satisfaction remains significant. This suggests that career development programs enhance employee performance only when they successfully increase employees' satisfaction with their jobs, organization, and future career prospects [22].

These findings are consistent with Social Exchange Theory, which argues that employees perceive career development opportunities as organizational support and investment in their future. In return, employees develop positive attitudes toward their work, resulting in greater job satisfaction and improved performance [55]. Thus, career development contributes to performance primarily through psychological mechanisms rather than through a direct effect.

From a managerial perspective, effective career development should extend beyond promotions and job assignments to foster employees' satisfaction with their work. Satisfied employees are more motivated, committed, and productive, ultimately contributing to higher organizational performance. Therefore, job satisfaction serves as a significant mediating mechanism linking career development and employee performance [5].

These findings are also supported by previous studies demonstrating that job satisfaction significantly mediates the relationship between career development and employee performance. Organizations that consistently provide career development opportunities are more likely to enhance employees' job satisfaction, which subsequently improves productivity, service quality, and organizational performance [56]. Likewise, other studies have confirmed that career development policies achieve optimal performance outcomes only when they first increase employees' job satisfaction [57]. Overall, the results confirm that job satisfaction fully mediates the relationship between career development and employee performance, emphasizing that career development should be viewed not only as a competency-building strategy but also as an important instrument for enhancing employee satisfaction and sustaining organizational performance.

The Effect of Job Training on Employee Performance Through Job Satisfaction

The mediation analysis reveals that job training has no significant indirect effect on employee performance through job satisfaction ($\beta = -0.010$, $p = 0.799$), leading to the rejection of H_6. The insignificant indirect effect indicates that job satisfaction does not mediate the relationship between job training and employee performance in this study. This finding suggests that although training may improve employees' knowledge and competencies, it does not necessarily increase job satisfaction, and consequently does not enhance performance through this psychological pathway. One possible explanation is that the training programs may not have been sufficiently relevant to employees' job requirements, practical work situations, or professional expectations. As a result, improvements in training quality alone were insufficient to generate higher levels of job satisfaction [53].

Conceptually, these results indicate that job satisfaction does not function as an intervening variable between job training and employee performance. Instead, the influence of training appears to operate primarily through a direct effect, consistent with the earlier structural model showing that job training significantly improves employee performance directly [10]. From the perspective of Human Capital Theory, training represents an organizational investment that enhances employees' knowledge, skills, and competencies, thereby improving productivity. However, the theory also recognizes that job satisfaction depends on numerous additional factors, including compensation, reward systems, leadership, work environment, promotion opportunities, and organizational justice. Consequently, increased competence resulting from training does not automatically translate into greater job satisfaction unless these supporting organizational conditions are also present [5].

The present findings differ from previous studies reporting that job satisfaction partially mediates the relationship between job training and employee performance. Earlier research found that training programs aligned with job requirements increased employees' satisfaction, which subsequently enhanced

organizational performance [58]. Other studies similarly demonstrated that well-designed training programs, supported by effective leadership and organizational support, improve job satisfaction and ultimately strengthen employee performance [59]. Furthermore, previous research concluded that higher-quality training programs increase employee satisfaction, which then contributes to improved performance, although the effectiveness of this mediation depends heavily on the quality of training implementation and the alignment of training content with employees' actual job needs [60].

CONCLUSION

This study examined the effects of job training and career development on employee performance through job satisfaction as an intervening variable among employees of Public Health Centers in Pati Regency. The findings indicate that job training has a positive and significant direct effect on employee performance but does not significantly affect job satisfaction. Career development has a positive and significant effect on job satisfaction but does not directly affect employee performance. Furthermore, job satisfaction has a positive and significant effect on employee performance. The mediation analysis demonstrates that job satisfaction fully mediates the relationship between career development and employee performance, while it does not mediate the relationship between job training and employee performance. These findings contribute to human resource management literature by emphasizing that career development enhances employee performance indirectly through increased job satisfaction, whereas job training improves employee performance primarily through its direct impact.

SUGGESTION

The findings of this study suggest that Public Health Centers in Pati Regency should continue to strengthen the quality of job training programs by aligning training materials with employees' competency needs and job responsibilities. Since job training has been proven to improve employee performance directly, organizations should regularly evaluate training effectiveness and ensure that the knowledge and skills gained are implemented in daily work. In addition, organizations should establish transparent, objective, and competency-based career development systems because career development has been shown to increase employee performance indirectly through improved job satisfaction. Future studies are recommended to include broader research settings, larger sample sizes, and additional variables such as leadership, organizational commitment, organizational culture, work engagement, or work motivation to provide a more comprehensive understanding of the determinants of employee performance.

CREDIT AUTHORSHIP CONTRIBUTION STATEMENT

Suntari Suntari: Conceptualization, Data curation, Formal analysis, Investigation, Methodology, Project administration, Resources, Software, Validation, Visualization, Writing – original draft, and Writing – review & editing. **Suhana Suhana**: Conceptualization, Supervision, Validation, and Writing – review & editing.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

ACKNOWLEDGMENTS

The authors would like to express their sincere gratitude to the Head of the Public Health Office of Pati Regency, the heads of the participating Public Health Centers, and all employees who willingly participated in this study. The authors also thank the supervisors, colleagues, and all individuals who provided valuable support, constructive suggestions, and encouragement throughout the completion of this research.

DATA AVAILABILITY

The data that support the findings of this study are available from the corresponding author upon reasonable request.

FUNDING

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

ETHICAL APPROVAL

This study involved human participants who voluntarily completed research questionnaires after receiving information regarding the purpose of the study. Participation was voluntary, respondents' anonymity and confidentiality were maintained, and all collected data were used solely for research purposes. The study did not collect patient-identifying information or involve clinical interventions.

REFERENCES

[1] X. Huang et al., “Career Calling as the Mediator and Moderator of Job Demands and Job Resources for Job Satisfaction in Health Workers : A Cross-Sectional Study,” Front. Psychol., vol. 13, no. May, p. 856997, 2022, doi: 10.3389/fpsyg.2022.856997.

[2] E. Handayani, I. Faridah, and L. M. Winarni, “Analisa Kepuasan Pasien Terhadap Mutu Pelayanan Keperawatan Di Puskesmas Karawaci Baru Kota Tangerang,” J. Kesehat. Panrita Husada, vol. 7, no. 2, pp. 129–138, 2022.

[3] E. Sutrisno, Manajemen Sumber Daya Manusia. Jakarta: Prenada Media Group, 2022.

[4] D. Wandi and A. M. Hakiki, “Pengaruh Kompetensi Dan Disiplin Kerja Terhadap Kinerja Pegawai Di UPT Puskesmas Karanganyar Kabupaten Lebak,” Fluralis, vol. 1, no. 1, pp. 22–29, 2022.

[5] J. R. Andayani, Lusiana, and M. F. Sopali, “Pengaruh Pengembangan Karir dan Pelatihan Kerja Terhadap Kinerja Pegawai dengan Kepuasan Kerja Sebagai Variabel Intervening Di Puskesmas Alahan Panjang, Kecamatan Lembah Gumanti, Kabupaten Solok,” J. Inf. Syst. Applied, Manag. Account. Res., vol. 8, no. 2, pp. 211–230, 2024, doi: 10.52362/jisamar.v8i2.1403.

[6] M. Hasibuan, Manajemen Sumber Daya Manusia. Jakarta: PT. Bumi Aksara, 2021.

[7] Aslichah, I. Krishernawan, and R. R. A. Widaningsih, “Assessing the impact of training and development programs on employee career growth and organizational success,” COSTINGJournal Econ. Bus. Account., vol. 7, no. 6, pp. 1–9, 2024.

[8] P. Mangkunegara, Manajemen Sumber Daya Manusia. Bandung: PT. Remaja Rosdakarya, 2021.

[9] W. O. Sinaga, C. N. Ginting, and S. D. Siregar, “Impact of Career Path Strategy on Healthcare Workers’ Performance in Government Hospital,” Media Karya Kesehat., vol. 7, no. 1, pp. 137–146, 2024.

[10] M. S. Ardhana and M. C. Rizky, “Dampak Pelatihan Terhadap Kinerja Karyawan,” Yos Soedaro Econ. J., vol. 6, no. 3, pp. 12–15, 2024, [Online]. Available: https://ejurnal.uniyos.ac.id/index.php/ysej-server/user/register?source=

[11] E. Prisia, R. Efkelin, and Y. Mailintina, “Enhancing employee performance through structured job training : Evidence from Puskesmas Pademangan, Jakarta,” Maj. Kesehat. Indones., vol. 5, no. 2, pp. 81–86, 2024, doi: 10.47679/makein.2024216.

[12] S. Hosen, S. Raba, I. Arif, and S. Noormi, “Heliyon Training and development, career development, and organizational commitment as the predictor of work performance,” Heliyon, vol. 10, no. 1, p. e23903, 2024, doi: 10.1016/j.heliyon.2023.e23903.

[13] T. Sellar and S. Lanka, “Effect of Training and Career Development on Employee Performance : Moderating Effect of Job Satisfaction,” Int. J. Res., vol. 9, no. 11, pp. 82–98, 2022, doi: 10.5281/zenodo.7349422.

[14] C. Lestari and T. S. Putri, “Pengaruh Pengalaman Kerja dan Pelatihan Terhadap Kinerja Pegawai dan Kompetensi Kerja Sebagai Variabel Intervening,” Impact J. Manag. Bus. Financ., vol. 1, no. 02, pp. 217–225, 2024.

[15] R. A. B. Batistuta and Y. Atmajawati, “Pengaruh pelatihan kerja, disiplin kerja, dan stres kerja terhadap kinerja karyawan,” JIMBis J. Ilm. Manaj. dan Bisnis, vol. 3, no. 4, pp. 297–309, 2024, doi: 10.24034/jimbis.v3i4.6989 ISSN.

[16] D. Hadaitana and M. A. Iqbal, "The Effect Of Training And Development on Employee Performance With Mediation of Employee Satisfaction," Int. J. Adv. Multidiscip., vol. 1, no. 4, pp. 436–447, 2023.

[17] P. Keomorakath and F. Suhariad, "The Correlation Between Training, Career Development And Employee Performance With Moderating Variable Of Job Satisfaction : A Case Study In Cambodia," J. Manaj. Teor. dan Ter. J. Theory Appl. Manag., vol. 14, no. 2, pp. 194–212, 2021, doi: 10.20473/jmtt.v14i2.27229.

[18] D. P. Lestari and J. Waskito, "The Role of Job Satisfaction As A Mediator In The Influence Of Talent Management And Career Development On Employee Performance: A Study Of Polri Institutions In Central Java," Indones. Interdiscip. J. Sharia Econ., vol. 8, no. 2, pp. 3180–3199, 2025.

[19] Diana, N. Lailla, M. Tantri, S. Ali, and M. F. Ramadhan, "Training and Career Development : Why and When related to Job Satisfaction and its impact on Employee Performance," J. Bus. Behav. Entrep., vol. 6, no. 2, pp. 69–81, 2022, doi: https://doi.org/10.21009/JOBBE.006.2.06.

[20] J. O. Osewe and J. Y. Gindicha, "Effect of Training and Development on Employee Satisfaction : A Case of the Judiciary of Kenya," EJ-SOCIAL, Eur. J. Humanit. Soc. Sci., vol. 1, no. 3, pp. 61–67, 2021, doi: http://dx.doi.org/10.24018/ejsocial.2021.1.3.50.

[21] Safrida, Andirwan, Samrah, and R. N. Rahman, "Dampak Pengembangan Karir dan Kompetensi terhadap Kinerja Karyawan," Cent. Econ. Student J., vol. 7, no. 4, pp. 216–228, 2024, doi: https://doi.org/10.56750/csej.v7i4.1001.

[22] M. A. Ramli, Ibrahim, and M. Rais, "Pengaruh Pengembangan Karir, Motivasi Terhadap Kinerja Karyawan Generasi Z (Gen Z) di PT. Hadji Kalla," J. Ilm. Metansi (Manajemen dan Akuntansi), vol. 8, no. 1, pp. 104–113, 2025, doi: 10.57093/metansi.v8i1.376.

[23] A. S. Yani, Lukiyana, and R. E. Prasojo, "The Effect Of Employee Training And Development On Employee Performance Moderated By Job Satisfaction In The North Jakarta Administrative City Water Resources Department," Int. J. Hum. Cap. Manag., vol. 8, no. 1, pp. 1–10, 2024, doi: https://doi.org/10.21009/IJHCM.08.01.1.

[24] I. Indrayani and N. Nurhatisyah, "How does millennial employee job satisfaction affect performance ?," Perform. Millenn. employeeemployee, vol. 3, no. 1, 2023, doi: 10.1108/HESWBL-01-2023-0004.

[25] Y. Yang, B. Obrenovic, D. W. Kamotho, and D. Godinic, "Enhancing Job Performance: The Critical Roles of Well-Being, Satisfaction, and Trust in Supervisor," Behav. Sci. (Basel)., vol. 14, no. 688, pp. 1–19, 2024.

[26] C. P. Ayu and S. Safaria, "The Mediating Role of Job Satisfaction on Training and Compensation on Employee Performance PT. Micro Madani," Formosa J. Sustain. Res., vol. 3, no. 4, pp. 707–720, 2024, doi: https://doi.org/10.55927/fjsr.v3i4.8873.

[27] G. A. K. Pramesti and S. J. Lo, "The Influence of Compensation and Training Towards Employee Performance With Job Satisfaction As An Interverning Variable," Dinasti Int.

J. Digit. Bus. Manag., vol. 5, no. 5, pp. 903–910, 2024, doi: https://doi.org/10.38035/dijdbm.v5i5.
[28] H. Tampubolon, Strategi Manajemen Sumber Daya Manusia Dan Perannya Dalam Pengembangan Keunggulan Bersaing. Jakarta: Papas Sinar Sinanti, 2022.
[29] As'ad, Psikologi Industri. Seri Umum. Sumber Daya Manusia. Yogjakarta: Liberty, 2022.
[30] S. Indartono, Pengantar Manajemen: Character Inside. Yogjakarta: Fakutas Ekonomi Universitas Negeri Yogyakar, 2021.
[31] S. Alwi, Manajemen Sumber Daya Manusia. Yogyakarta: BPFE UGM, 2021.
[32] Kasmir, Manajemen Sumber Daya Manusia (Teori dan Praktik). Jakarta: Rajawali Press, 2021.
[33] S. P. Robbins and T. A. Judge, Organizational Behavior. USA: Pearson, 2023.
[34] Veithzal Rivai, Manajemen Sumber Daya Manusia: Teori dan Praktik. Edisi ke-3. Jakarta: PT Raja Grafindo Persada, 2022.
[35] N. Abbas, U. Ashiq, and A. Abbas, "Training and Employee Performance : Mediating Role of Job Satisfaction in Civil Training and Employee Performance : Mediating Role of Job Satisfaction in Civil Society Organizations of Pakistan," J. Account. Financ. Emerg. Econ., vol. 6, no. 4, pp. 1041–1050, 2020, doi: 10.26710/jafee.v6i4.1458.
[36] H. Irwandi, Pendidikan dan Pelatihan. Jakarta: Sagung Seto, 2022.
[37] D. Sunyoto, Penelitian Sumber Daya Manusia. Jakarta: Buku Seru, 2021.
[38] J. Gibson, Organisasi dan Manajemen. Jakarta: Erlangga, 2021.
[39] Musfiratun, M. Gunarto, and I. Geraldina, "Pengaruh Pengembangan Karier Terhadap Kinerja Pegawai dengan Kompetensi Sebagai Variabel Intervening," J. Ilmu Sos. Manajemen, Akuntansi, Bisnis, vol. 5, no. 1, pp. 201–211, 2024.
[40] M. Z. Ompusunggu, B. Prawabani, and R. S. Dewi, "Pengaruh Pengembangan Karir Dan Kompetensi Terhadap Kinerha Karyawan Dengan Kepuasan Kerja Sebagai Variabel Intervening (Studi Pada Karyawan Bank Jateng Cabang Utama)," J. Ilmu Adm. Bisnis, vol. 13, no. 3, pp. 789–800, 2024.
[41] S. P. Robbins and T. A. Judge, Organizational Behavior. USA: Pearson Education, Inc. Publishing as Prentice Hall, 2021.
[42] W. Mondy, Manajemen Sumber Daya Manusia. Jakarta: Erlangga, 2022.
[43] S. M. Panggabean, Manajemen Sumber Daya Manusia. Bogor: Ghalia Indonesia, 2021.
[44] R. Al-Amer et al., "Job satisfaction as a mediator between organizational factors, work environment, and burnout among Jordanian midwives.," Sci. Rep., vol. 15, no. 1, p. 34881, Oct. 2025, doi: 10.1038/s41598-025-17162-3.
[45] A. P. Putra, A. Purwanto, and R. P. Suci, "Pengaruh kepuasan kerja dan beban kerja terhadap kinerja karyawan dengan motivasi sebagai intervening pada PT PLN (Persero) unit induk distribusi jawa timur," J. Ilmu Manaj., vol. 7, no. 1, pp. 1–13, 2021.
[46] N. Atika, Machasin, and A. Pramadewi, "Pengaruh Beban Kerja Dan Kepuasan Kerja Terhadap Kinerja Karyawan Dengan Motivasi Sebagai Variabel Intervening Pada

Perumda Air Minum Tirta Siak Pekanbaru," J. Daya Saing, vol. 9, no. 2, pp. 267–274, 2023.

[47] J. F. Alfreth, M. Ruslan, and C. Cahyono, "Pengaruh Motivasi Pelayanan Publik,Profesionalisme, Terhadap Kinerja Pegawai Melalui Kepuasan Kerja Di Kantor Kecamatan Binamu Kabupaten Jeneponto Provinsi Sulawesi Selatan," Indones. J. Bus. Manag., vol. 4, no. 1, pp. 24–30, 2021, doi: 10.35965/jbm.v4i1.1186.

[48] U. A. Saefullah, "Dampak Penilaian Kinerja dan Pengembangan Karir terhadap Kepuasan Kerja Karyawan Perbankan," Technomedia J., vol. 6, no. 2, pp. 223–235, 2022.

[49] R. A. Putra, D. M. Candana, and N. L. Krisna, "The Effect Of Career Development And Organizational Commitment To Employee Performance With Job Satisfaction As A Moderating Variable In Pt. P&P Lembah Karet," Dinasti Int. J. Digit. Bus. Manag., vol. 2, no. 2, pp. 268–277, 2022.

[50] R. C. Tias, Meitiana, and T. Kristiana, "Pengaruh Profesionalisme Kerja dan Kinerja Pegawai Melalui Kualitas Pelayanan terhadap Kepuasan Pengguna Layanan Unit Layanan Terpadu Lembaga Penjaminan Mutu Pendidikan Kalimantan Tengah," J. Environtment Manag., vol. 2, no. 3, pp. 273–281, 2021.

[51] K. G. Archia and H. A. Rozak, "Pengaruh Kepemimpinan, Pelatihan dan Pemberdayaan Terhadap Kepuasan Kerja," J. Bisnis dan Ekon., vol. 29, no. 1, pp. 30–42, 2022, doi: 10.35315/jbe.v29i1.9007.

[52] J. J. Pinarto and S. Ekawati, "Pengaruh Motivasi dan Pelatihan Terhadap Kepuasan Kerja Karyawan," J. Serina Ekon. dan Bisnis, vol. 1, no. 1, pp. 99–106, 2023, doi: 10.24912/jseb.v1i1.24628.

[53] A. Rahmawati, Subijanto, and C. Kartika, "Pengaruh Pelatihan Dan Lingkungan Kerja Terhadap Kinerja Pegawai Dengan Kepuasan Kerja Sebagai Variabel Mediasi Di Dinas Komunikasi Dan Informatika Kabupaten Bojonegoro," J. Ilm. Ekon. Manaj. Bisnis dan Akunt., vol. 2, no. 6, pp. 1–10, 2025, doi: 10.61722/jemba.v2i6.1413.

[54] C. Galla et al., "Analisis Pengaruh Motivasi Kerja aan Pengembangan Karir Terhadap Kinerja Pegawai dengan Kepuasan Kerja Sebagai Variable Intervening Pada Pt Pln (Persero) UIP Sulbagut," J. Ilm. Manaj. Bisnis Dan Inov. Univ. Sam Ratulangi (Jmbi Unsrat), vol. 7, no. 3, pp. 342–353, 2021.

[55] E. Rulianti and G. Nurpribadi, "Pengaruh Motivasi Kerja, Lingkungan Kerja dan Pengembangan Karir Terhadap Kepuasan Kerja Karyawan," Jesya, vol. 6, no. 1, pp. 849–858, 2023, doi: 10.36778/jesya.v6i1.1011.

[56] F. Fikri, M. Adam, and T. M. Kesuma, "Analysis of the Effect of Career Development and Compensation on Employee Performance with Employee Job Satisfaction as a Mediation Variable," Int. J. Sci. Res. Manag., vol. 14, no. 03, pp. 10557–10564, 2026, doi: 10.18535/ijsrm/v14i03.em08.

[57] I. Ogi, Y. Komalasari, R. T. Priyono, B. Santoso, G. Ngurah, and J. Adinegara, "The Influence of Career Development, Work Motivation, Work Flexibility on Employee

Performance and Satisfaction as Mediation (Case Study at the Labuan Bajo Tourism Office)," Es Econ. Entrep., vol. 3, no. 01, pp. 35–43, 2024, doi: 10.58812/esee.v3i01.

[58] K. Agrowisata, C. H. Batu, and A. Rumijati, "The Effect of Job Training and Motivation on Employee Performance with Job Satisfaction as a Mediating Variable," Bus. Innov. Manag. Entrep., vol. 02, no. 01, pp. 1–15, 2023, doi: 10.22219/bimantara.v2i01.25351.

[59] A. Budiono, "Job Performance Influenced By Leadership And Training: Job Satisfaction And Organizational Commitment As Mediator Variables," Folia Oeconomica Stetin., vol. 24, no. 2, pp. 20–40, 2024, doi: 10.2478/foli-2024-0015.

[60] N. Assyahidah, W. Purwidianti, and A. Fitriati, "The Role of Job Satisfaction as Mediation on the Influence of Work Life Balance and Training on Job Performance," Asian J. Econ. Bus. Account., vol. 24, no. 6, pp. 92–106, 2024, doi: 10.9734/AJEBA/2024/v24i61345.