The Effect of Training and Competence on Career Development through Talent Management as an Intervening Variable (Case Study of Cahya Kerja Company)

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ABSTRACT*: This study uses talent management as an intervening variable to examine how training and competency affect career advancement. PT. Cahya Kerja served as the research subject for this study. The study methodology combines path analytic techniques with a quantitative approach, and smart-pls is used as a data processor. Utilizing pertinent statistical analysis, the gathered data is assessed. According to the study's findings, funding for competency and training programs improves talent management. According to the study's findings, talent management is a factor that modifies the connection between career advancement, competence, and training. These findings offer valuable information to the organization, highlighting the significance of funding employee competency, training, development, and talent management in fostering career growth. This study has useful ramifications for human resource management and contributes to our understanding of the variables influencing career development within the framework of PT. Cahya Kerja.*

KEYWORDS*: Training, Competence, Career Development, Talent Management*

I. INTRODUCTION

Human resource management often shortened to HR is crucial to the business and is essential to its success. Workers, as a constituent of the organization, serve as the impetus behind the operation of the business, so assuming a crucial position within it. In this day and age, companies are required to produce employees with high skills for company development. Company development can be improved by one of the factors, namely human resource factors, because human resources in the company have a very important role. Company employees have great potential to carry out company activities. The role of human resources in the company must be used as well as possible so that it can provide optimal performance (Syahputra, Muhammad Dedi, Hasrudy Tanjung, 2020).

Achieving good performance is essential since it is the culmination of the work that workers do and is often the foundation for assessing the organization and its personnel (Arianty, et al., 2016). Every company needs to provide a means to assess employee development and the results can be used as data for management decision making regarding employee career development. To maintain and develop employee performance, companies can organize training programs that focus on providing specific expertise or skills that can help employees in completing each job. Employee career development can achieve good results if supported by employee skills. The process of employee career development can be assisted by training and competency with proper talent management.

II. LITERATUR REVIEW

Employee career development through appropriate training is a means to improve employee performance capabilities in a company. Employee training is done with the intention of preparing workers for their positions so they may accomplish their goals more quickly and get the skills and information necessary to conduct their jobs well (Dayona, and Rinawati, 2016). Training is the process of helping employees acquire certain abilities or help them make up for shortcomings in doing their jobs. Enhancing work capacity to satisfy the demands of the most efficient working method currently in use is the main goal of training initiatives (Afifah, 2017; Triharyanto, 2014).

Companies must also pay attention to employee competence concerns because competency is one of the methods for enhancing employee performance capabilities. Competence shows knowledge as well as skills characterized by professionalism in a particular field as something important, and as superior in that field. Based on this description, competence contains a deep and inherent part of a person's personality with behavior that can be predicted by various circumstances and job tasks.

Every company hopes that the training provided to its employees can produce good and satisfactory results, but the reality is that many training programs fail. The meaning of failure is that, even though employees have been trained, the abilities and behavior of employees have not changed much after training. According to Kasmir (2016), there are a number of variables that affect training, including: 1) Trainees; 2) Instructors or trainers; 3) Instructional resources; 4) training site; 5) training atmosphere; and 6) training duration. to determine how successfully the company's training program has gone. Next, a number of indicators are delineated by Mangkunegara (2017) : 1) Teacher, 2) Students 3) Substances, 4) Approaches, 5) Intentions, 6) Final Results. Development, according to Kaswan (2017), is the process by which workers get the knowledge and expertise they need to succeed in both their present and future roles. According to (Handoko, 2011), professional development, on the other hand, is the personal growth that individual does in order to advance in their work. As a result, Cahya Kerja Company offers resources in the form of competences and training to support talent management and employee career development. To assist staff members who are having trouble grasping new technologies, training facilities are offered. While competences are offered to assist staff members in enhancing the abilities and know-how required to carry out their jobs more successfully.
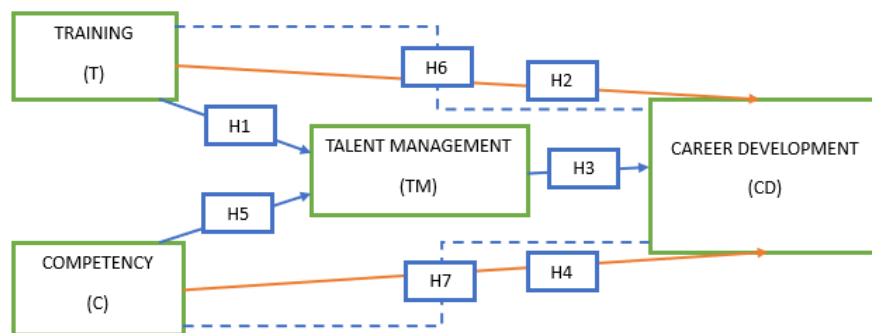
Figure 1. Conceptual

This study's hypothesis is based on the conceptual framework and goes as follows:

H1: Career growth is significantly impacted directly by training.

H2: The growth of a career is significantly influenced directly by competence.

H3: Career growth is significantly impacted directly by talent management.

H4: Career advancement is significantly impacted directly by competence.

H5: The growth of a career is significantly influenced directly by competence.

H6: Talent management enables training to have a major indirect impact on career development.

H7: Through talent management, competence has a major indirect impact on career growth.

III. METHOD

RESEARCH METHOD

The act of gathering data for a study or analysis, known as the research method, serves as a roadmap for formulating a plan for building a research model. Quantitative approaches are employed in this study. Quantitative approaches are employed in this study. According to Kusumastuti, Khoirun, and Achmadi (2020), the quantitative research method is a way to examine particular ideas by looking at the relationship between variables. The influence of correlations between variables and the development of tested and sampled hypotheses are assessed quantitatively.

Analysis Method

An action that comes after gathering information from each responder is data analysis. Sugiyono (2016) defines data analysis as the process of simplifying data such that it is simple to read, comprehend, and analyze. Grouping data according to variables and respondent types, gathering data according to variables on all respondents, presenting data on each variable under study, and problem-solving—that is, executing calculations to formulate the hypothesis and carrying out calculations to test the hypothesis—are examples of data analysis activities. Decisions on data analysis need correct and trustworthy data, which the author may utilize in future study. Path analysis is the data analysis technique applied in this study.

This study's data analysis design is based on a relational or impact model. Using the SPLS software, test hypotheses using route analysis techniques. Based on a previously developed theory, the route analysis approach is a regression analysis used to describe the causal link between variables (Ghozali, 2018). If the questionnaire satisfies the criteria for validity and reliability, it can be considered an effective research tool.

Thus, a questionnaire must be put through validity and reliability testing in order to ascertain its validity and reliability. Each responder was given a questionnaire, which was used by the researchers as a research instrument to conduct this test.

Path analysis is the research approach employed in this study. Regression models have a component called path analysis that is used to examine the causal link between two variables. Sugiyono (2018) states that pathways, regression, and correlation are used in route analysis to determine intervening factors. Path analysis is the research methodology employed in this study.

Regression models have a component called path analysis that is used to examine the causal link between two variables. Path analysis, according to Sugiyono (2018), makes use of regression, correlation, and path in order to determine how to get to the intervening variables. Path analysis is used by researchers to establish the causal link and provide an explanation for the direct or indirect effects that the independent variable and the dependent variable have on each other. The purpose of this study is to examine and determine whether leadership style and salary have an impact on employees' intentions to leave their jobs due to work satisfaction.

According to Juanim (2020), the description of path analysis is as follows:
1. Basic Concept

Path analysis, according to Sugiyono (2018), makes use of regression, correlation, and path in order to determine how to get at the intermingling variables. Path analysis considers the existence of both direct and indirect effects, meaning that the influence of the independent variable on the dependent variable may take both forms. This study uses a mediated path model for path analysis.
2. Path Diagram, Path Coefficient, and Direct and Indirect Effect

The structure of the causal link between independent factors, intervening variables, and dependent variables can be visually represented using a route diagram. The factors under study—Training (T), Competence (C), Talent Management (TM), and Career Development (CD)—are the basis for creating the route diagram model.

Both the direct and indirect consequences may be found using the route diagram. According to Juanim (2020), direct influence is the result of one independent variable having an impact on the dependent variable without going via any other factors known as intervening variables. The orange arrow line in the above figure represents the indirect influence, while the blue arrow line represents the direct effect. The following illustrates both the direct and indirect effects:
● Direct Effect

The effect of T on CD, as well as C on CD, or more simply can be seen as follows:

T → CD: ρyt

C → CD: ρyc
● Indirect Effect

The indirect effect is from T to CD through TM, C to CD through TM, or more simply can be seen as follows:

T → TM → CD: (ρyt) . (ρztm)

C → TM → CD: (ρyc) . (ρztm)

The following formula's explanation demonstrates that while indirect outcomes are achieved by multiplying the direct variable by the ρ coefficient (beta value), which travels via the intermediate variable (connecting), direct results are derived from the findings of the beta value route analysis.

Reasearch Population and Sample

A population is an area for generalization made up of people or things that researchers have identified as having particular traits and attributes in order to examine and make conclusions (Sugiyono, 2017). In this study, 110 workers from the Company Cahya Kerja in 2023 were the population. According to information gleaned from survey responses, Cahya Kerja employed 110 persons in 2023.A saturated sample approach of 110 participants was employed in this investigation. Example Sugiyono (2019) asserts that the sample reflects the size and makeup of the population. This study's sample strategy combines saturation sampling with non-probability sampling. Non-probability sampling, according to Suciati & Syafiq (2021), is a sampling approach that does not offer equal possibilities for every component of the population to be picked as sample members. Sugiyono (2018) defines saturation sampling as a method of selecting samples in which every member of the population is employed. According to information gleaned from the survey, Company Cahya Kerja will employ 110 people in 2023. With 110 respondents in all, the saturated sampling approach was the sample strategy employed in this investigation.

Operational Definition and Measurement of Variables

Operational Definition
1. Training
    Training is the respondent's view of the program provided by the company to its employees to develop skills and knowledge. Training indicators according to (Mangkunegara, 2017) are as follows:
    1) Trainer or Instructor
    2) Material
    3) Method
    4) Trainee

2. Competence
    Competence is the respondent's perception of a person's ability to do a job or task based on expertise and knowledge. Competency indicators according to (Sutrisno, 2010) are:
    1) Knowledge
    2) Skills
    3) Experience
    4) Attitude

3. Career Development
    A condition that indicates a rise in a person's standing inside an organization along a specified career path in the relevant corporation is called career development (Martoyo 2007, 74). Indicators of professional growth in this research include:
    1) Career Planning
    2) Individual Career Development
    3) Career Development supported by HR

4. Talent Management
    Talent Management is the process of identifying, recruiting, developing, and retaining talented employees to be placed where the company needs and in accordance with the company's strategy. The indicators of talent management in this study are:
    1) Developing Talents
    2) Work Management
    3) Retaning Talents

Validity Test and Reliability Test
According to Sugiyono (2018: 267), the validity test consists of equating data provided by researchers with data that is directly collected from study subjects. A questionnaire's validity is evaluated using the validity test. As long as the elements being tested have not changed, the reliability test's goal is to ascertain whether or not the assessment findings from several assessments are the same (Sugiyono, 2018: 322; Rahadi, 2023).

Variable Measurement
This questionnaire's measuring scale makes use of a Likert scale. Using five categories on the same interval scale, this scale assesses a person's ideas, attitudes, and perceptions on social issues (Hartono, 2017: 83). Among the five categories are:
1) Strongly Disagree (SD)   scored 1
2) Disagree (D)   scored 2
3) Less Agree (LA)   scored 3
4) Agree (A)   scored 4
5) Strongly Agree (SA)   scored 5

Based on the methodology for gathering data from the questionnaire. Four factors are included in the questionnaire data that was analyzed: career growth, talent management, competency, and training. A presentation of the data information gathered from the distributed surveys is shown below:

Table 1. Results of Questionnaire Data for Training and Competence at Company CAHYA KERJA

No	Data	Amount	Percentage
	Gender of Respondents		
1	Male	63	57.3%
2	Female	47	42.7%
	Age of Respondent		
1	<25	20	18.2%
2	26-40	80	72.7%
3	>40	10	9.1%
	Respondent's Length of Service		
1	<1 Years	4	3.7%
2	1-2 Years	20	18.1%
3	3-4 Years	60	54.6%
4	>4 Years	26	23.6%
	Total	110	100%

Source: Cahya Kerja Company worker data

There were sixty-three male responses, or 57.3% of the total, according to table 1. Of the total responders, 47 were female, accounting for 42.7% of the sample. Therefore, it may be inferred from the preceding data that there are more male workers than female employees. Additionally, 20 respondents, or 18.2% of the total, were under the age of 25. Eighty employees, or 72.2% of the workforce, were between the ages of 26 and 40. However, there were 10 employees over 40, or 9.1% of the total. Based on the data in the preceding table, it can be inferred that the majority of employees—80 individuals, or 72.7% of the total—are between the ages of 26 and 40. For the length of work of respondents or employees who worked for <1 year, there were 4 people with a percentage of 3.7%. Employees who worked for 2-3 years totaled 20 people with a percentage of 18.1%. Employees who worked for 3-4 years totaled 60 people with a percentage of 54.6%. And employees who worked for >4 years totaled 26 people with a percentage of 23.6%. It can be seen that the most workers are with a length of work for 3-4 years with a total of 60 people.

IV. RESULT AND DISCUSSION

Testing was carried out by testing the validity and reliability of the three variables, namely training, competence, and talent management with data results. Data was collected through questionnaires distributed to 110 employees at Cahya Kerja Company as a representative of all employees who work.

1. Average Variance Extracted Test (AVE)

The Average Variance Extracted (AVE) value of every variable may be used to evaluate the validity criterion of that variable. If a variable's value is more than 0.50, it is considered to have high validity. The AVE values for each variable in the table are attached here:

Table 2. Average Variance Extracted (AVE) Test

Variable	Average Variance Extracted (AVE)
Training	0.705
Competency	0.661
Talent Management	0.723
Career Development	0.670

Source: Outer Model Test Results, SmartPLS 3

It is clear from the preceding table that each of the variables satisfies the requirements for excellent validity. The Average Variance Extracted (AVE) value in the 0.50 above, which serves as the suggested data value, indicates this.

2. Reliability Test

PLS reliability testing may be conducted using two methods: composite reliability and Cronbach's alpha. The Cronbach's alpha value and the composite reliability value are examined in this evaluation. If a variable's value has a composite reliability value and Cronbach alpha is more than 0.70, it is considered reliable. Table 2 displays the reliability test results that follow.

Table 3. Reliability Test

| Variable	Composite Reliability	Cronbach's Alpha	Description
Training	0.934	0.914	Reliable
Competency	0.931	0.914	Reliable
Talent Management	0.940	0.923	Reliable
Career Development	0.934	0.917	Reliable

Source: Outer Model Test Results, SmartPLS 3

The above table's Smart PLS result indicates that each variable's composite reliability value and Cronbach's alpha value are more than 0.70. As a result, it may be said that the data dependability level is good or dependable.

3. Testing the Inner Model (Structural Model)

The procedure of testing the inner model, also known as the structural model, comes next. Its goal is to ascertain the hypothesised link between the variables. The R-square value for endogenous variables from the effect of exogenous factors is used to evaluate the structural model. The following are the results of the first modified structural model Smart PLS 3 by eliminating variables T.7 and TM.4 are as follows:

Figure 2. Structural Model
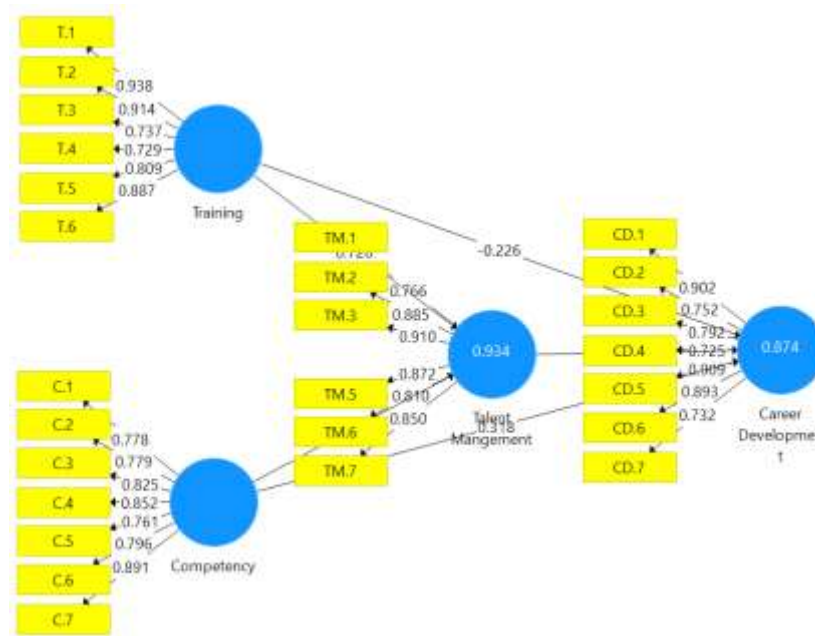
4. Hypothesis Test

Testing hypotheses is done with the intention of examining the outcomes. by testing the theory and examining the direct and indirect impacts between variables using Smart PLS 3. The outcomes of utilizing Smart PLS 3 to examine the direct influence of the relationship between factors are displayed in the following table:

Table 4. Hypothesis Test

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Value
Training → Talent Management	0.728	0.724	0.0.076	9.625	0.000
Training → Career Development	-0.226	-0.240	0.174	1.299	0.194
Talent Management → Career Development	0.850	0.858	0.154	5.513	0.000
Competency → Talent Management	0.250	0.255	0.076	3.266	0.001

Competency → Career Development	0.318	0.324	0.123	2.582	0.010
Training → Talent Management → Career Development	0.619	0.622	0.316	4.554	0.000
Competency → Talent Management → Career Development	0.0212	0.217	0.073	2.889	0.004

Source: Bootstrapping Test Results, SmartPLS 3

It is possible to draw the following conclusions from the author's Analysis Test:

1. **Hypothesis Test 1 (Training → Talent Management)**
   According to the 9.625 value in the T statistics for management talent training and the P value of 0.000, both of which are less than 0.05. Thus, it can be said that management talent is significantly impacted by training. In accordance with the opinion conveyed by (Dayona, and Rinawati, 2016) that one way to develop employee management talent is by conducting training aimed at improving employee performance capabilities in a company. Training for employees is carried out with the intention that company employees become employees who are ready to do their jobs, so that they can achieve goals more easily and employees can develop skills and knowledge about work optimally.

2. **Hypothesis Test 2 (Training → Career Development)**
   Based on the T statistics value of 1.299 for career development training and a P value of 0.194, both of which are higher than 0.05. Thus, it may be said that career progression is not much impacted by training. Employees receive training to prepare them for today's employment. Employees must also take personal responsibility for their own training in addition to that of the business. Research (Setiawan, et al., 2021) has indicated the effects of training on career growth and indicates that training significantly improves career development. It contradicts study by Aminah and Yusuf (2020), however, which indicates that training has no appreciable impact on job advancement.

3. **Hypothesis Test 3 (Management → Career Development)**
   Based on the 5,513 value in the Talent Management on Career Development T statistics, which has a P Value of 0.000, which is less than 0.05. Thus, it can be said that career development is significantly impacted by talent management. The study's findings demonstrate the significant impact that talent management has on employees' career development. This is consistent with Simamora's (2005) assertion that career development is a formal process managed by the organization to guarantee the availability of qualified candidates when needed. As a result, the adoption of career development may be defined as a requirement indicating that the chosen and held job is growing.

4. **Hypothesis Test 4 (Competence → Talent Management)**
   Based on the T statistics value of 3.266 for management talent competency and a P value of 0.001, both of which are less than 0.05. Thus, it can be said that management talent is significantly impacted by competence. According to (Winanti, 2011), a company's high level of competence and talent indicates that it is effectively managed and will functionally create influential management behavior. These competencies come from management talent. Employee performance will rise in direct proportion to their level of competence and the requirements of their job positions.

5. **Hypothesis Test 5 (Competence → Career Development)**
   Based on the T statistics value of 2.582 for career development competence and a P value of 0.010, both of which are less than 0.05. Thus, it can be said that career development is significantly impacted by competence. This implies that high levels of skill and career growth will likewise enhance worker performance. Conversely, poor career growth and competency will also result in decreased employee performance.

6. **Hypothesis Test 6 (Training → Talent Management → Career Development)**
   Based on the T statistics value, which is less than 0.05, of 4,554 for the influence of training via talent management on career development, and a P value of 0.000. Thus, it can be said that via talent management, training significantly influences career development. Suparyadi asserts that training is an ongoing process as it is necessary for current employees to receive training in order to become proficient in new work methods or approaches. Mangkunegara claims that the purpose of training is to enhance the technical knowledge and abilities of employees. The analysis's findings indicate that the training variable has a positive and significant impact on talent management, which is consistent with research by Rahadi (2010) others who have found a significant positive relationship between talent management and employee performance as well as a significant positive relationship between talent management and career development.

7. **Hypothesis 7 (Competence → Talent Management →Career Development)**

Based on the value of 2,889 and a P Value of 0.004, which is less than 0.05, found in the T statistics pertaining to the impact of Competence via Talent Management on Career Development. Thus, it can be said that competence significantly influences career development through talent management. The study's findings demonstrate the significant impact that talent management has on employees' career development. This is consistent with Simamora's (2005) assertion that career development is a formal process organized by the organization to guarantee the availability of qualified candidates when needed.

V. CONCLUSION

Based on the findings of the study and the discussion of how talent management functions as an intervening variable to influence training and competence on career development, the following conclusions may be drawn from the case study of Company Cahya Kerja using the path analysis method: 1.) Training (T) significantly influences talent management (TM) directly (Cahya Kerja case study) 2. Career progress (CP) is significantly impacted directly by training (T) (case study of Company Cahya Kerja) 3. Career development (CD) is significantly impacted by talent management (TM) (case study of Cahya Kerja Company) 4.) Talent management (TM) is significantly impacted by competence (C) (case study of Cahya Kerja Company) 5. Career development (CD) is significantly impacted by competence (C) (case study of Cahya Kerja Company) 6.) Through talent management (TM), training (T) indirectly influences career development (CD) (case study of Cahya Kerja Company) 7.) Through talent management (TM), competence (C) indirectly influences career development (CD).

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