

BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

THE EFFECT OF TRAINING AND CAREER DEVELOPMENT ON EMPLOYEE PERFORMANCE WITH ORGANIZATIONAL COMMITMENT AS A MEDIATING VARIABLE AMONG EMPLOYEES OF RADIO REPUBLIK INDONESIA YOGYAKARTA

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Abstract

The phenomenon at Radio Republik Indonesia (RRI) Yogyakarta reflects the challenges in achieving optimal employee performance due to low participation, limited initiative, ineffective training results, unstructured career development, and weak organizational commitment. This study aims to analyze the effect of training and career development on employee performance with organizational commitment as a mediating variable among employees of RRI Yogyakarta. A quantitative survey approach was used, involving 45 respondents selected through a census method. The data were analyzed using Partial Least Square-Structural Equation Modeling (PLS-SEM) to test the validity, reliability, model-fit, and significance of the relationships between variables. The findings show that both training and career development have a positive and significant effect on employee performance and organizational commitment. However, organizational commitment does not have a direct or significant mediating effect on performance, nor does it significantly influence employee performance. This study highlights the importance of implementing relevant and structured human resource development programs to improve individual competence and organizational productivity. These results provide practical insights for management to strengthen the effectiveness of training and establish clear career paths to support continuous performance improvement.

Keywords:

Career Development; Employee Performance; Organizational Commitment; Training

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INTRODUCTION

Employee performance is the end result of employees' efforts at work. Therefore, to achieve peak performance, human resource management is an important strategic component (Hanifah & Utami, 2024). Training is a key component that helps improve productivity in the workplace. The purpose of training is to increase understanding, improve competence, and foster a "can-do" mentality in the workplace. Sannagy and Hassan (2023) state that with proper training, employees can become more competent, flexible, and efficient in their work. In addition, career advancement is also an important factor associated with better performance. Career development initiatives, according to

Hosen *et al.* (2024), show workers the way forward, boost morale, and inspire them to do more for the company. In addition to training and career development, one definition of organizational commitment is the extent to which a person identifies with and is loyal to their workplace. According to Hosen *et al.* (2024), when workers have high commitment, they tend to work responsibly, happily, and consistently to achieve company goals. Training, career development, and employee performance are conceptually related in prior studies, although empirical results regarding the mediating role of organizational commitment remain inconsistent.

Another aspect that affects employee performance is their level of organizational commitment, in addition to training and career growth. One definition of organizational commitment is the extent to which a person identifies with and is loyal to their workplace. According to Hosen *et al.* (2024), when workers have high commitment, they tend to work responsibly, happily, and consistently to achieve company goals.

The phenomenon occurring at Radio Republik Indonesia (RRI) Yogyakarta shows that there are challenges in improving employee performance. The results of interviews show that some employees are not yet able to perform optimally, as evidenced by low levels of participation in work programs, a lack of initiative, and the emergence of behaviors that are not conducive to productivity. The training programs that have been carried out regularly have also not been fully successful in encouraging employee independence in applying the skills learned from training to their daily tasks. In addition, career development efforts have not been carried out in a focused manner, resulting in limited contributions to improving employee professionalism. This condition is further influenced by low organizational commitment, marked by the weak emotional attachment of employees to Radio Republik Indonesia (RRI) Yogyakarta (Google_Maps, 2025). Training and career development opportunities significantly affect employee performance, according to (Hosen *et al.*, 2024). while organizational commitment shows more varied effects across studies. Furthermore, a solid plan for career development will motivate substantial enhancements in output. Consequently, career development initiatives have the potential to enhance workers' knowledge, competence, and capacity (Ali *et al.*, 2019). Thus, training and career development opportunities have a significant role in employee dedication to their firm (Choi & Yu, 2022).

There has been a lack of consensus among researchers about the effect of training, chances for professional growth, and organizational commitment on worker productivity. According to a study (Sannagy & Hassan, 2023), training greatly increases worker productivity. However, several studies show the opposite (Sulu *et al.*, 2022) suggesting that training has the opposite effect of increasing worker output. These conflicting findings highlight a critical area of study that requires more investigation. On the basis of this description, the purpose of this research is to investigate, among Radio Republik Indonesia (RRI) Yogyakarta personnel, how organizational commitment mediates the relationship between training and career development with employee performance. Human resource management literature stands to conceptually benefit from this study's contributions, as well as contributing practically to organizations in developing strategies to improve employee performance.

Employee knowledge, attitudes, and competencies can be improved through training, which is viewed as a systematic procedure. Employees can adapt to job demands and demonstrate increased productivity through well-planned training programs. Employee performance can be improved through training (Hosen *et al.*, 2024). Previous research supports this, where training helps employees acquire the knowledge, skills, and behaviors needed to complete tasks effectively (Getahun & Yohannes, 2025). Similar research by

Mohamed *et al.*, (2024) also proves that training and development can significantly improve employee performance.

H1: Training has a significant effect on employee performance.

According to Rahayu *et al.* (2019), career development helps bridge the gap between what organizations need and what employees need for their own professional growth. Work quality, punctuality, initiative, and ability are just a few areas that have been shown to increase when employees have opportunities to advance in their careers (Balozi *et al.*, 2018). Prior research has also shown a strong correlation between career development and enhanced performance. Training, career development, and employee performance are conceptually related in prior studies, although empirical results regarding the mediating role of organizational commitment remain inconsistent. Hosen *et al.* (2024) cites other research that confirms the positive correlation between career advancement and employee performance.

H2: Career development has a significant effect on employee performance.

Training and development play an important role in increasing organizational commitment. Training programs provided by companies not only help employees develop skills and knowledge, but also build psychological bonds that encourage loyalty to the organization (Kadiresan *et al.*, 2015). In addition, training is seen as a key strategy in human resource development that can strengthen employee commitment (Choi & Yu, 2022), similar findings also show that training and development have a significant positive impact on organizational commitment (Shoaib *et al.*, 2021).

H3: Training affects organizational commitment

Employees are more loyal and committed to the company when they are given opportunities to advance via a defined career path (Hosen *et al.*, 2024). Some studies back this up by finding that career development greatly affects organizational commitment, especially when it comes to career management, which is seen as essential for keeping employees engaged (Rahayu *et al.*, 2019). Supeli and Creed (2016) provide more research that supports the idea that advancement in one's profession correlates positively with dedication to one's employer. Furthermore, it has been shown in several studies that advancing one's career leads to a stronger sense of belonging to one's company (Cherif, 2020). On the other hand, research has shown that training may actually decrease employee dedication to their company (Silaban *et al.*, 2021). These inconsistencies indicate that the relationship between career development and organizational commitment may vary across organizational contexts.

H4: Career development influences organizational commitment

Several studies indicate that organizational commitment can influence employee performance, although findings vary across contexts. Organizational commitment boosts employee performance, according to previous research (Mihardjo *et al.*, 2021). In addition, organizational commitment is also seen as one of the factors that can encourage service quality and employee productivity (Arasanmi & Krishna, 2019). Similar findings confirm that organizational commitment is significantly related to more effective work behavior and the achievement of organizational goals (Hosen *et al.*, 2024).

H5: Organizational commitment has a significant effect on employee performance

Many believe that organizational commitment mediates the connection between organizational characteristics and employee performance. Many studies show that organizational commitment is associated with higher levels of employee performance. (Rahayu *et al.*, 2019). In addition, organizational commitment is also considered important because it can reduce employees' intention to leave and at the same time encourage better performance (Guzeller & Celiker, 2020) various empirical studies also emphasize the

mediating role of organizational commitment. For example, organizational justice has been shown to impact employee performance through organizational commitment (Swalhi *et al.*, 2017). Another study found that workplace spirituality affects company performance, which is mediated by organizational commitment (Garg, 2017). Similarly, training facilities, work-life balance, and employee participation have also been shown to influence performance through the role of organizational commitment (Dorta-Afonso *et al.*, 2021)

H6: Organizational commitment mediates the relationship between training and employee performance.

Some studies suggest that organizational commitment may act as a mediator between career growth and performance, although findings differ across research contexts. The findings of this research demonstrate that the mediating role of organizational commitment has been discussed in prior studies, although empirical findings remain inconsistent across contexts. The results corroborate those of Liu *et al.* (2020), who found that career development boosts employee commitment, which influences performance. Organizational commitment further enhances the correlation between HRD practices and performance (Dorta-Afonso *et al.*, 2021). Additionally, Cherif's (2020) research shows that career development helps employees feel more invested in the company, which boosts their performance. Career development is consistently associated with higher organizational commitment.

H7: Organizational commitment mediates the relationship between career development and performance

RESEARCH METHOD

This research uses a quantitative method with a survey approach. This approach was chosen because it is in line with the research objectives to test the formulated hypotheses and obtain statistically measurable data. The research was conducted at Radio Republik Indonesia (RRI) Yogyakarta in May 2025, with a focus on analyzing the influence of training and career development on employee performance with organizational commitment as a mediating variable. Data collection in this study was carried out using questionnaires distributed to employees of Radio Republik Indonesia (RRI) Yogyakarta through a census method, whereby data was collected from all 45 employees. This method was chosen to allow data collection from the entire population of employees, ensuring complete representation of all units in the organization. The research instrument used a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). This study used Partial Least Square-Structural Equation Modeling (PLS-SEM) to analyze the data, and the instruments were subjected to validity and reliability testing. The analysis included model-fit tests, R-square evaluation, direct and indirect effect testing, and effect size (f^2) estimation.

Employee performance, organizational commitment, training, and career development were the four primary components of the questionnaire. "Employees in this organization are trained to handle client/user complaints" and "Employees in this organization receive ongoing service training to provide good service" are two examples of the five questions used to assess the training variable, which were adopted from (Babakus *et al.*, 2003). The career development variable was measured using five questions, for example, "A formal process for achieving career development is important to me" and "I understand the need for continuous career development" (Pearson & Ananthram, 2008). Next, organizational commitment was measured using eight adapted items representing affective, continuance, and normative commitment. Some examples of items in this variable are "My organization is a big family where employees are part of the family" and another item related to the organizational impact of employee turnover" (García-Cruz &

Valle-Cabrera, 2021). The employee performance variable was measured using eight questions covering the dimensions of task performance, contextual performance, and counterproductive work behavior. Examples of items in this variable are “I strive to constantly update my work skills’ and ‘I take on challenging work tasks, if available” (Koopmans., *et al* 2014).

RESEARCH RESULTS AND DISCUSSION

Research Results

Respondent Characteristics

Based on Table 1, the characteristics of the respondents in this study show that the majority of respondents were male, numbering 23 people (51.1%), while female respondents numbered 22 people (48.9%). This condition illustrates that the research respondents were relatively balanced in terms of gender, although there was a slight dominance of males. In terms of age, most respondents were in the 31-40 age group (34.2%), followed by the 41-50 age group (31.6%), then the 17-30 age group (26.3%), and the rest were in the over 50 age group (7.9%). This shows that most respondents were in the 31–50 group (55.6%), while the 17–30 group also contributed a notable proportion (22.2%) of productive-age respondents. The presence of respondents from the younger age group (17-30 years old) is also quite significant, which could be a potential workforce with high work enthusiasm, although they still need more mature work experience. Meanwhile in, terms of highest level of education, most respondents were Most respondents completed S1/S2/S3 (53.3%), numbering 24 people (53.3%), followed by diploma holders, numbering 11 people (24.4%), and high school graduates, numbering 10 people (22.2%). This shows that the majority of respondents have a higher education background, which is expected to support their understanding of work tasks and responsibilities better and contribute to improving the quality of human resources in the organization.

Table 1.

Respondent Characteristics

Category	Description	Number	Percentage
Gender	Male	23	51.1%
	Female	22	48.9%
Age	17-30 years	10	22.2%
	31-40 years	13	28.9%
	41-50 years	12	26.7%
	>50 years old	3	6.7%
Highest level of education	Senior High School	10	22.2%
	D1/D2/D3/D4	11	24.4%
	S1/S2/S3	24	53.3%
Total Respondents		45	100%

Source: Primary data processed in 2025.

Validity and Reliability Test

Table 2 presents a summary of the validity and reliability test results. An indicator is considered valid if it has a loading factor value greater than 0.50. Based on the test results, the indicators for the performance variable have loading factors between 0.726 and 0.891, organizational commitment indicators between 0.840 and 0.902, training indicators between 0.766 and 0.910, and career development indicators between 0.796 and 0.939. All of these values are above 0.50, leading to the conclusion that all indicator items are valid. In addition, the Cronbach's Alpha values for the performance variable (0.862),

organizational commitment (0.843), training (0.906), and career development (0.938) are all greater than 0.70. Likewise, the composite reliability values (rho_a and rho_c) are above 0.70 for employee performance, training, and career development, while organizational commitment shows a composite reliability of 0.906 with an AVE of 0.762, which are both above the required threshold. Thus, this research instrument has met the reliability and validity criteria and is therefore suitable for further analysis, based on the corrected composite reliability and AVE values.

Table 2.
Validity and Reliability Test Results

Variable	Indicator	Factor Loadings	Cronbach's Alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
performance	K4	0.848	0.862	0.866	0.901	0.648
	K5	0.815				
	K6	0.891				
	K7	0.732				
	K8	0.726				
organizational commitment	KO3	0.840	0.843	0.843	0.906	0.762
	KO4	0.902				
	KO5	0.876				
training	P1	0.766	0.906	0.911	0.930	0.727
	P2	0.910				
	P3	0.857				
	P4	0.866				
	P5	0.857				
career development	PK1	0.796	0.938	0.945	0.953	0.804
	PK2	0.939				
	PK3	0.934				
	PK4	0.914				
	PK5	0.892				

Source: Primary data processed in 2025.

Model Fit Test Results

Based on the model fit test results shown in Table 3, it can be generally concluded that this research model is suitable for analyzing the relationship between latent variables using the PLS-SEM method. This can be seen from the SRMR value of 0.084, which is less than 0.10, thus indicating a good model fit. Similarly, the d-ULS value of 1.215 meets the model-fit criterion based on the rule applied in this study. However, the d_G indicator produces a value of 1.466, which does not meet the model-fit threshold used in this study and is therefore declared unfit. The NFI test yielded a value of 0.665, which does not reach the recommended ≥ 0.90 threshold. Furthermore, the Chi-Square test results show a value of 27.6638, which is smaller than the table value of 28.869, thus indicating a fit based on this test. Furthermore, the GoF value of 0.609 indicates high GoF according to the threshold, indicating that the model is generally able to explain the data well. The Q test results also support these findings, where Q for the performance variable is 0.495 and for the commitment variable is 0.339; the former can be categorized as having strong predictive relevance, while the latter indicates moderate-to-strong predictive relevance. Thus, even

though there is one indicator that does not meet the criteria, overall the model can be declared fit and relevant for use in this research.

Table 3.
Model Fit Test

Parameter	Rule of Thumb	Nilai Parameter	Keterangan
SRMR	Less than 0.10	0.084	Fit
d-ULS	>0.05	1.215	Fit
d-G	<0.05	1.466	No fit
NFI	Approaching value 1	0.665	No Fit
Chi Square	$X^2 \text{ statistic} \geq Z^2 \text{ tabel}$ $\text{Chi-square} / df \leq 3$	$27.6638 > 28.869$	No Fit
GoF	0.1 (GoF kecil), 0.25 (GoF moderator), 0.336 (highGoF)	0.609	Fit
Q ² Predictive Relevance	Q ² >0;Has predictive relevance Q ² <0;Less predictive relevance 0.02 (weak) 0.15 (Moderate) 0.35 (strong)	Q ² performance $0.495 > 0$ Q ² commitment $0.339 > 0$	Strong Predictive

Source: Primary data processed in 2025.

R SQUARE TEST (R²)

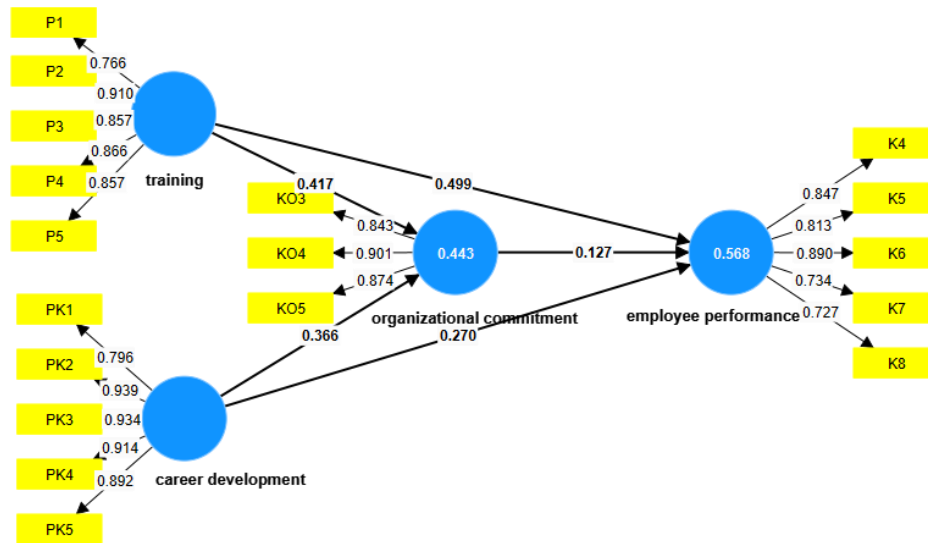
The R Square (R²) test is used to determine the extent to which independent variables can explain dependent variables. The higher the R² value, the stronger the model's ability to explain the variation in dependent variables.

Table 4.
R Square (R²)

Variable	R Square	R Square Adjusted
employee performance	0.568	0.536
organizational commitment	0.443	0.417

Source: Primary data processed in 2025.

According to the data in the table, the independent factors explain 56.8% of the variance in employee performance (R = 0.568, Adjusted = 0.536). classified as moderate to substantial. Organizational commitment has an R² value of 0.443 (Adjusted 0.417), indicating that the independent factors can account for 44.3% of the variance in this variable. The model's rather moderate explanatory power predictive ability for both variables is shown by this moderate result.



Source: Data Processing, 2025

Figure 1.
Structural Model (Bootstrapping Results)

HYPOTHESIS TESTING

One of the objectives of testing the significance of PLS-SEM is to determine whether there is a statistically significant relationship between the latent variables in the model. We estimated the path coefficients and standard errors using the bootstrapping method, which is a resampling procedure. The t-statistic or p-value is the standard way to present analysis findings. If the p-value is less than the predetermined significance threshold, which in this study is 0.05, then the relationship is considered significant. If the path coefficient is statistically significant, then the premise that the independent and latent variables are interrelated can be accepted. This study presents bootstrapping findings from direct and indirect impact models

Table 5.
Bootstrapping Results of the Direct Effect

Path Coefficient	Original sample (O)	T statistics	P Values	Ket.
organizational commitment → employee performance	0.127	0.718	0.236	Not Proven
training → employee performance	0.499	3.166	0.001	Proven
training → organizational commitment	0.417	2.721	0.003	Proven
career development → employee performance	0.270	2.036	0.021	Proven
career development → organizational commitment	0.366	2.344	0.010	Proven

Source: Primary data processed in 2025.

With a coefficient value of 0.127, a T statistic of 0.718 (<1.96), and a P value of 0.236 (>0.05), the findings demonstrate that organizational commitment does not significantly affect performance. This suggests that staff dedication has not yet translated into tangible gains in productivity. The results show that training significantly improves performance, with a coefficient of 0.499, a T statistic of 3.166 (1.96), and a P value of 0.001 (<0.05). Thus, the training that is given has a direct correlation to how well employees perform. Further, training has a favorable and statistically significant influence on organizational commitment (coefficient 0.417; T statistic 2.721; P value 0.003), suggesting that well-designed training programs may strengthen workers' ties to their employers. In addition, professional growth positively affects performance T statistic = 2.036 (>1.96) (<0.05). Although the impact is not as substantial as training, this demonstrates that the organization's professional development options may promote enhanced performance. At the same time, professional growth is shown to significantly and positively affect organizational commitment, as shown by a T-statistic of 2.344 (>1.96), a P-value of 0.010 (<0.05), and a coefficient of 0.366. Employees are more invested in the company's success when they have opportunity to advance in their careers.

Table 6.
Result of Path Coefficient Bootstrapping Indirect Effect

Path Coefficient	Original sample (O)	T statistics	P values	Ket.
training→ organizational commitment→ employee performance	0.053	0.632	0.264	Not Proven
career development→ organizational commitment→ employee performance	0.047	0.622	0.267	Not Proven

Source: Primary data processed in 2025.

The indirect effect test found no significant influence of training on performance through organizational commitment, with a coefficient value of 0.053, a T statistic of 0.632 (<1.96), and a P value of 0.264 (>0.05). A 0.047 coefficient, 0.622 T statistic (<1.96), and 0.267 P value (>0.05) indicate that there is no significant relationship between career advancement and performance via organizational commitment. This rules out organizational commitment as a potential mediating variable in the relationship between training, career development, and performance.

EFFECT SIZE (f^2)

One way to measure the impact of independent factors on dependent variable prediction is by looking at their effect size (f^2). Examining the change in the R^2 value upon exclusion of an independent variable allows one to do this computation. In PLS-SEM, effect sizes of 0.02, 0.15, and 0.35 are interpreted as small, medium, and large. Through this measurement, researchers can find out which independent variables have the most dominant influence on the dependent variable, thus providing a clearer understanding of the relationship pattern between latent variables.

Table 7.
Effect Size Test Results (F²)

variable	employee performance	organizational commitment	training	career development
employee performance				
organizational commitment	0.021			
training	0.372	0.252		
career development	0.113	0.194		

Source: Primary data processed in 2025.

The effect size (f) test results in Table 7 show that organizational commitment to performance has a value of 0.021, which is classified as weak. Meanwhile, training has a significant influence on performance with a value of 0.372 and on organizational commitment with a value of 0.252, both of which are classified as medium. Furthermore, career development has an effect size (f²) of 0.113 for performance (small) and 0.194 for organizational commitment (medium). Training is the most dominant factor in influencing performance and organizational commitment, compared to other variables.

Discussion

Training affects employee performance

The results of H1 research show that training has a significant impact on employee performance. This is in line with the findings of Sannagy and Hassan (2023) and Marjaya & Pasaribu (2019), which confirm that training can improve effectiveness and work performance. The lowest training indicator score was found in the indicator "employees in the organization receive extensive service training before they interact with clients/users with the lowest score (mean = 3.93), indicating that some employees consider the initial training they received to be insufficient or inadequate before interacting with clients/users. Conversely, the indicator with the highest average score was "Employees in the organization receive ongoing service training to provide good service" with a score (mean= 4.28), indicating that the ongoing training program is considered effective in improving the capabilities and service quality of employees.

Career development affects employee performance

In line with Ali *et al.* (2019), who state that career development is a crucial endeavor in providing employees with clear directions and career paths, the results of H2 research demonstrate that career development significantly affects employee performance. This is evident in the employee performance indicator "I take on extra tasks with" the lowest score (mean = 3.51), which shows that some employees are still not optimal in taking on additional responsibilities outside their main duties even though they have been given career development opportunities. Conversely, the indicator with the highest average is "I strive to constantly update my job knowledge" with a value (mean = 4.13), which shows that career development encourages employees to continuously improve their competencies and update their job knowledge to support performance improvement.

Training affects organizational commitment

The results of H3 show that training has a significant impact on organizational commitment. This finding is in line with Kadiresan *et al.* (2015) that training is important for organizations to improve employee skills and sense of belonging to the organization, thereby strengthening commitment. This is reflected in the organizational commitment indicator "The organization considers employee problems as its own problems with the lowest score (mean = 2.40), indicating that employees' perception of the organization's concern for their problems is still relatively low. Conversely, the indicator with the highest

average is "For the organization, employees are important with a value (mean = 4.10), indicating that employees view the organization as showing strong appreciation for their existence and contributions.

Career development affects organizational commitment

The results of H4 show that career development has a significant impact on organizational commitment. This finding is in line with Supeli & Creed (2016) that effective career development can increase employee commitment to the organization. Thus, the more extensive the career development opportunities offered, the higher the level of employee loyalty and engagement. This is reflected in the career development indicator "I understand the need for continuous career development with the lowest score (mean = 4.20), indicating that respondent perception of the sustainability of career development programs still needs to be improved." Conversely, the indicator with the highest average score was "A formal process for achieving career development is important to me with a score (mean = 4.26), indicating that respondents have a high level of awareness of the role of formal processes in facilitating continuous career development (Cherif, 2020).

Organizational commitment does not significantly affect employee performance

The H5 research found no statistically significant relationship between organizational commitment and employee performance. Saputri and Susanti (2023) found the same thing: organizational dedication isn't a certain technique to boost productivity in the workplace. This is reflected by the organizational commitment indicator "The organization considers employee problems as its own problems with the lowest score (mean = 2.40), indicating that employees' perception of the organization's concern is still relatively low. Conversely, the indicator with the highest average is 'For the organization, employees are important with a value (mean = 4.1), indicating that employees feel valued and recognized by the organization.

Organizational commitment mediates the relationship between training and employee performance

The results of H6 show that organizational commitment does not act as a mediating variable between training and employee performance (coefficient 0.053, T-statistic 0.632 < 1.96; P-value 0.264 > 0.05). This indicates that although training has been proven to improve performance and organizational commitment, this effect is not passed on through organizational commitment. Employee performance is more directly influenced by the quality of training received. This finding is in line with Saputri and Susanti (2023), which states that organizational commitment does not always function as the main determinant of employee performance improvement.

Organizational commitment mediates the relationship between career development and employee performance

(Coefficient 0.047; T-statistic 0.622 < 1.96; P-value 0.267 > 0.05) indicate that organizational commitment is not a significant mediator between career growth and employee performance, according to the findings of H7. Career advancement has a more direct impact on performance than indirect effects, such as organizational dedication. This confirms what previous study by Silaban *et al.* (2021) has shown: that advancement in one's career does not always lead to better performance as a result of a stronger sense of loyalty to one's employer. This demonstrates that workers see chances for professional growth less as a way to feel emotionally invested in the company and more as a means to hone their skills.

CONCLUSION

This research was conducted on employees of Radio Republik Indonesia (RRI) Yogyakarta to examine the effect of training and career development on employee performance with organizational commitment as a mediating variable. The results show

that training and career development positively affect both employee performance and organizational commitment. Organizational commitment did not significantly influence employee performance, either directly or as a mediating variable. Meanwhile, both training and career development showed significant direct effects on employee performance. These findings indicate that improvements in employee performance are more strongly driven by training quality and career development opportunities than by organizational commitment in determining increases in employee performance.

RECOMMENDATIONS

From a practical standpoint, the results of this study indicate the need for RRI Yogyakarta management to prioritize the implementation of training programs that are relevant to employee job requirements, given that the training variable has been proven to have the most dominant influence on performance improvement. In addition, the development of targeted and structured career development programs also needs to be a focus of organizational policy, as clear career paths will increase employee motivation and contribution to the achievement of organizational goals. This study's findings do not support the proposed hypothesis that organizational commitment significantly influences employee performance. However, other factors may provide a more robust explanation for the observed correlation. Luh *et al.* (2016) found that job motivation strengthens the association between career advancement and employee performance, therefore it might be one of the variables to examine. Therefore, additional variables should be considered in future research to provide a fuller theoretical account of the processes of performance improvement in the workplace.

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