



THE INFLUENCE OF WORK EXPERIENCE, EDUCATION AND TRAINING ON CAREER DEVELOPMENT OF BPS (CENTRAL STATISTICS AGENCY) EMPLOYEES IN SOUTH SULAWESI THROUGH THE MEDIATING ROLE OF WORK ACHIEVEMENT USING INTERVENING VARIABLE

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Abstract

This study aims to analyze the influence of work experience, education, and training on employee career development, with work performance as an intervening variable, at the Central Statistics Agency (BPS) of South Sulawesi Province. The study used a quantitative approach with survey methods and path analysis to examine the relationships between variables. The results showed that work experience directly had no significant effect on career development, but through work performance, work experience had a positive and significant influence. Education and training had a positive and significant effect on both work performance and career development, demonstrating the importance of improving employee competency. Work performance proved to be a key factor in driving career development, acting as a bridge between experience or education and career advancement. This study confirms that career development at BPS of South Sulawesi Province is more influenced by actual work results than administrative factors such as seniority, so that self-development strategies through education, training, and performance achievement are key to employee career success.

Keywords: Work Experience, Education, Training, Work Achievement, Career Development.

INTRODUCTION

Human resource (HRM) management is crucial for creating optimal organizational conditions, encouraging employees as key assets to actively contribute (Suriyanti et al., 2022). The Central Statistics Agency (BPS) is required to provide accountable and transparent services in accordance with Law No. 5 of 2014 concerning Civil Servants (ASN), which emphasizes professionalism, efficiency, and neutrality of the apparatus. ASN HR must possess high competence, global insight, and be able to serve the community fairly and equitably (Amir et al., 2020). At BPS South Sulawesi, HR management focuses on the suitability of the Workload Analysis (ABK) and is spread across 52 job levels, with employee quality continuously improving.

The South Sulawesi Provincial Statistics Agency (BPS) has a total of 105 employees with various educational levels. 3 employees have a high school or equivalent education (2.86%), 4 employees have a Diploma (D-I) degree (3.81%), 5 employees have a Diploma (D-III) degree (4.76%), 56 employees have a Diploma (D-IV/S-I) degree (53.33%), and 37 employees have a Master's degree (35.5%) (Sub-Division of Personnel and Legal Affairs, BPS South Sulawesi Province, 2025). The proportion of employees with a Master's degree (S2) education has increased significantly from 17.6% in 2023 to 35.5% in 2025, indicating efforts to increase human resource capacity through educational channels. Overall, the majority of employees have a Bachelor's degree (S1/D-IV) and Master's degree (S2) education background, which supports the professionalism and quality of BPS services in South Sulawesi.

Career development is the process of identifying employee potential and implementing strategies to develop it. Handoko, in Yulizar (2020), emphasized that implementing a career plan requires systematic career development. Siagian, in Khuzaimah (2017), added that without career development, realistic career plans will not be achieved. At the Statistics Indonesia (BPS) of South Sulawesi Province, career development improves individual competency and the quality of public services. Important factors include work experience, education, training, and performance (Silalahi, 2019; Karen et al., 2021). These efforts encourage employee productivity and the effective achievement of organizational goals.

Work experience, education, and training are essential elements in career development. Work experience provides practical understanding of specific tasks and businesses, while formal education and training equip employees with up-to-date knowledge and skills (Nurmasari, 2015; Karen et al., 2021; Wiliandari, 2018). Work performance is tangible evidence of an employee's ability to apply experience and skills to achieve optimal results (Ambar, 2020). With the combination of experience, education, and training translated into work performance, employees can effectively improve their competence, productivity, and contribution to achieving organizational goals.

At the Central Statistics Agency of South Sulawesi Province, work performance is the primary benchmark for assessing and developing employee careers. Performance reflects an employee's ability to apply the experience, knowledge, and skills acquired through education and training. Without adequate work performance, investments in experience and education will not contribute optimally to career advancement. The dynamic work environment, with demands for improved statistical service quality and adaptation to new technologies, requires employees to continuously develop their competencies.

Research on the influence of work experience, education, and training on career development through work performance as an intervening variable is relevant. The novelty of this research lies in the integration of these three factors with work performance as a mediator in the context of government agencies, specifically the South Sulawesi Statistics Agency (BPS), thus providing new empirical insights for a more measurable, objective, and performance-oriented HR development strategy.

LITERATURE REVIEW

Work Experience

Work experience refers to the length of time an employee has worked at a particular location and their level of mastery of the job and the equipment used. Martoyo, in Qodriah (2022), states that work experience is the period an employee has worked since being hired until the present. Foster Bill, in Melda Yunita and Melsan (2023), adds that length of service, knowledge, skills, and job mastery are indicators of work experience. Baharuddin, in Yahya (2024), emphasizes that the more frequently

a person performs a job, the more their skills and knowledge improve, thus positively contributing to work performance and the effectiveness of employee task execution.

Education and Training

Education and training play a crucial role in improving employee knowledge, skills, attitudes, and behavior. Sindu, as cited in Mranani et al. (2020), states that education and training programs are designed to improve individual, group, and organizational performance. Presidential Instruction Number 15 of 1974, as cited by Fryanti (2021), explains that education fosters personality and lifelong physical-spiritual abilities, while training focuses on improving practical skills in a short period of time. With the combination of formal education and training, employees are able to face work challenges and improve their competencies according to organizational demands.

Career Development

Career development is an individual's effort to achieve a predetermined career plan. Handoko in Mranani (2020) emphasized that career development involves strategic steps to realize personal career plans. Marwansyah in Larasati (2018) stated that career development activities help employees realize their personal career goals. Zacher in Josi Farmiati & Ismail (2021) added that career development involves experiences, tasks, and behaviors within the organization on an ongoing basis. Kaseger (2018) stated that career development has a direct impact on performance because it ensures employees have the right qualifications, abilities, and experience when needed.

Job Performance

Job performance is the results achieved by employees in carrying out their duties according to applicable standards. Siregar et al. (2024) explain that job performance is a measure of an individual's work output, while Unarad in Pentury (2022) emphasizes the achievement of assigned work results. Armansyah (2021) states that job performance can vary between individuals and experience ups and downs. Rusyan (2022) adds that job performance reflects the quality and quantity of results achieved based on skills, experience, dedication, and time. Job performance is an important indicator in career development and employee performance assessment.

Thinking Framework

To understand the relationships between variables in this study, a conceptual framework was developed to explain the influence of work experience, education, training, and job performance on career development. This framework helps interpret the interactions between variables and facilitates the visualization of cause-and-effect relationships, thus providing a basis for more systematic data analysis and conclusion drawing.

1. The Influence of Work Experience on Work Performance

Work experience reflects an employee's length of service and mastery of tasks and equipment. Iqbal (2020) states that work experience shapes an employee's technical skills. Salsabrina (2023) emphasizes that work experience positively influences job performance because experienced employees are more efficient, productive, and able to complete tasks optimally.

2. The Influence of Education and Training on Work Performance

Education and training improve employee knowledge, skills, and abilities. Kiayi et al. (2022) demonstrated that appropriate training impacts job performance and employee satisfaction. Fitriadi (2022) demonstrated that education and training significantly improve job performance, while Yani (2013) found that these variables do not always have an impact, depending on the relevance of the material to the task.

3. The Influence of Work Experience on Career Development

Work experience expands career development opportunities. Upasuji et al. (2020) stated that greater work experience increases career opportunities. Sumadewi & Suwandana (2017) support the finding that work experience significantly influences career development, as experienced employees are better prepared to face new challenges and responsibilities.

4. The Influence of Education and Training on Career Development

Education and training enhance employee professionalism, skills, and potential. Rosmawati et al. (2019) stated that training creates high-quality human resources to achieve organizational goals. Herman Jaya (2020) demonstrated that education and training have a positive impact on career development, as trained employees are able to assume strategic roles and increase organizational contributions.

5. The Influence of Work Performance on Career Development

Job performance is a measure of employee capability. Muamarizal et al. (2015) stated that high job performance increases opportunities for promotion and career advancement. Conversely, low performance limits career development. Objective performance assessment allows organizations to provide rewards, recognition, and development opportunities to high-potential employees.

6. The Influence of Work Experience on Career Development through Work Performance

Work experience enhances skills and knowledge, leading to higher levels of achievement. This achievement serves as a catalyst for increased opportunities for promotion, new responsibilities, and professional recognition. Over time, experience becomes a strategic asset for successful employee career development, strengthening the link between work experience and career advancement.

7. The Influence of Education and Training on Career Development through Work Performance

Education and training improve employee competence, motivation, and productivity. Achieved work performance provides a key pathway for career development. Employees with superior

performance are more likely to receive promotions and career advancement opportunities. Organizational investment in education and training is a long-term strategy for developing high-quality and highly competitive human resources.

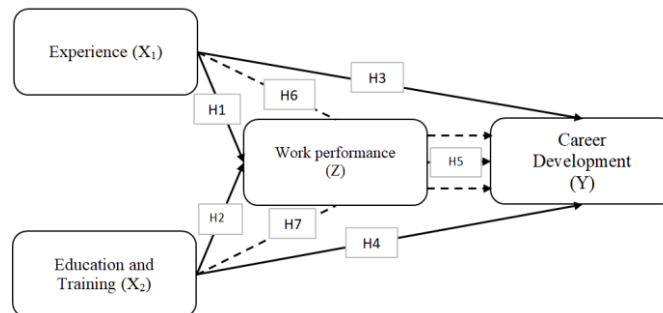


Figure 1 Thinking Framework

METHOD

Research Design

According to Sugiono (2015:3), a research method is a scientific approach to obtaining data with specific goals and benefits, encompassing aspects of the scientific approach, data, goals, and benefits. This research uses a quantitative or positivistic approach to study the causal relationships between variables. Data were obtained through questionnaires distributed to employees of the South Sulawesi Provincial Statistics Agency (BPS) as the research objects, to measure the research variable indicators quantitatively.

Location and Time of Research

The research was conducted at the South Sulawesi Provincial Statistics Office, Jl. H. Bau No. 6, Makassar, due to its strategic location, easy data access, and time efficiency. Data collection was carried out over four months, from January to April 2025, until the research report was completed. This location selection allowed the researchers to obtain representative data based on population characteristics.

Population and Sample

A population is a collection of objects or subjects with specific characteristics that serve as the basis for sampling and generalization of research (Sugiyono, 2017). This study targeted all 104 civil servants at the South Sulawesi Provincial Statistics Office (BPS). Because the entire population was used as respondents, a census method was used. The target group included various positions, from the Head of BPS and Head of Sections to functional and executive staff, thus capturing all employee characteristics.

Data Collection Procedure

Data were collected using a questionnaire containing questions related to the research variable indicators. Respondents completed the questionnaire based on their experience, education, training, work performance, and career development. The data obtained were then tabulated for analysis using appropriate statistical techniques. This approach facilitated the researcher's systematic and accurate quantitative data collection.

Data analysis

Data analysis was performed using Path Analysis using SPSS version 23. This analysis was used to test the direct and indirect effects between variables. Instrument testing included validity and reliability. Validity was tested using corrected item-total correlation (Solimun, 2017), while reliability used Cronbach's Alpha (Ghozali, 2018, $\alpha \geq 0.6$). Descriptive analysis was used to describe the characteristics of respondents and their responses to the research variables.

Path Analysis and Hypothesis Testing

Path analysis is used to describe the causal relationship between variables, both directly and indirectly. The research model equation is explained as follows: $Y1 = \alpha1X1 + \alpha2X2 + \epsilon1$, $Y2 = b3X1 + b4X2 + b5Y1 + \epsilon2$, with X1 work experience, X2 education and training, Y1 work performance, Y2 career development, and ϵ error term. The hypothesis is tested with a t-test at $\alpha = 5\%$ to assess the significance of the relationship between variables.

Sobel test

The Sobel test is used to examine the indirect effect of independent variables on dependent variables through intervening variables (Ghozali, 2018). The coefficient is calculated using the formula $Sab = \sqrt{(b^2Sa^2 + a^2Sb^2 + Sa^2Sb^2)}$, and the t-value = $(a \times b)/Sab$. The results of the Sobel test indicate whether job performance acts as a mediator between work experience or education and training on career development.

RESEARCH RESULTS AND DISCUSSION

Research result

Descriptive Analysis

Descriptive analysis provides an overview of the characteristics of 104 respondents at the Statistics Indonesia (BPS) of South Sulawesi Province, including age, gender, education, position, and length of service. This analysis aims to determine the actual conditions of the respondents before conducting further analysis of the research variables. The data is presented in tabular form to facilitate interpretation and provide clear information regarding the distribution of respondent characteristics.

Descriptive Analysis of General Identity

Respondents' general identities included age, gender, highest level of education, and length of service at BPS. The 20–40 age group dominated at 59.6%, while women outnumbered men at 53.8%. The highest level of education was Diploma IV/S1 (52.9%), and the majority of respondents had more than 10 years of service (71.2%). This information demonstrates a balanced demographic distribution and is relevant to the analysis of the research variables.

Table 1 Descriptive Analysis of General Identity

Category	Information	Frequency	Percentage
Age	20–40 Years	62	59,6%
	41–60 Years	42	40,4%
Gender	Woman	56	53,8%
	Man	48	46,2%
Education	High School/Vocational School	3	2,9%
	OF / GOD	4	3,8%
	DIII	5	4,8%
	DIV/S1	55	52,9%
	S2	37	35,6%
Working Time	1–5 Years	12	11,5%
	6–10 Years	18	17,3%
	>10 Years	74	71,2%

Source: Results of primary data processing, 2025

Hypothesis Analysis and Testing

This research analysis was conducted through PLS-SEM path model estimation, measurement model assessment, and structural model evaluation. These empirical measures serve to compare the established theoretical model with the reality reflected in the sample data. In other words, this analysis assesses how well the theory fits the actual data collected. This analysis utilized 104 respondents' data to obtain valid empirical test results.

PLS-SEM Path Model Estimation

Figure 1 shows the PLS-SEM path model estimation with a reflective measurement model, indicated by the direction of the arrow from the construct to the indicator. The outer loading value indicates the strength of the relationship between the indicator and the respective construct. In the structural model, the relationships between the constructs obtained were: quality of work experience → career development = 0.065; education and training → career development = 0.407; work performance → career development = 0.313; quality of work experience → work performance = 0.534; education and training → work performance = 0.404.

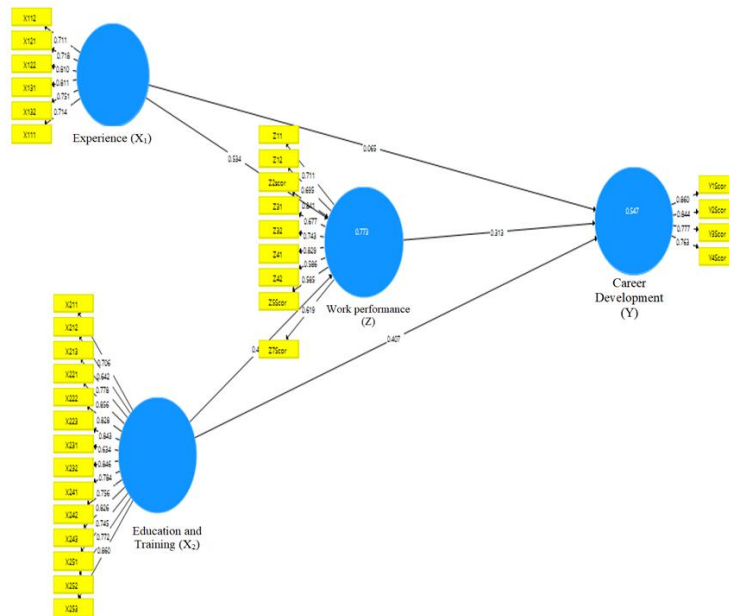


Figure 1 PLS-SEM Path Model Estimation

Measurement Model Test Results

1. Convergent Validity Test

Convergent validity testing aims to ensure that each statement in the latent variable is understood by respondents as intended by the researcher. This validity is measured through outer loading. If the outer loading is <0.4 , the indicator is removed; if it is >0.7 , the indicator is used; the range of $0.4-0.7$ is analyzed using the AVE value.

Table 2 Convergent Validity Test (Outer Loading)

	Work Experience (X1)	Education and Training (X2)	Career Development (Y)	Work Performance (Z)
X111	0,714			
X112	0,711			
X121	0,718			
X122	0,810			
X131	0,811			
X132	0,751			
X211		0,706		
X212		0,642		
X213		0,778		
X221		0,856		
X222		0,828		
X223		0,843		
X231		0,634		
X232		0,846		
X241		0,784		
X242		0,756		
X243		0,826		
X251		0,745		
X252		0,772		
X253		0,860		

Y1			0,860	
Y2			0,844	
Y3			0,777	
Y4			0,763	
Z11				0,711
Z12				0,695
Z2				0,841
Z31				0,677
Z32				0,743
Z41				0,829
Z42				0,586
Z5				0,585
Z7				0,619

Source: Results of primary data processing, 2025

The lowest outer loading = 0.585 > 0.4, so all indicators are valid. Indicators with values of 0.4–0.7 are analyzed using the AVE value:

Table 3 Value of AVE

Construct	Cronbach's Alpha	rho_A	Composite Reliability	AVE
Education and Training (X2)	0,919	0,924	0,939	0,756
Work Experience (X1)	0,795	0,812	0,880	0,711
Career Development (Y)	0,827	0,836	0,885	0,659
Work Performance (Z)	0,862	0,863	0,906	0,708

Source: Results of primary data processing, 2025

2. Discriminant Validity Test

Discriminant validity shows each construct is different from other constructs, tested using Fornell-Larcker: square root of AVE > correlation of other constructs.

Table 4 Discriminant Validity Test (Fornell-Larcker)

	X2	X1	AND	WITH
X2	0,869			
X1	0,749	0,843		
AND	0,715	0,632	0,812	
WITH	0,794	0,819	0,708	0,841

Source: Results of primary data processing, 2025

3. Reliability Test

Table 5 Reliability Test (Cronbach Alpha)

Construct	Cronbach Alpha
Education and Training (X2)	0,919
Work Experience (X1)	0,795
Career Development (Y)	0,827
Work Performance (Z)	0,862

Source: Results of primary data processing, 2025

A value > 0.7 indicates that the consistency of the research indicator answers is maintained.

Structural Model Test Results

1. Multicollinearity Test (Inner VIF)

Table 6 Collinearity Statistics (Inner VIF)

Construct	X2	X1	AND	WITH
X2			3,021	2,301
X1			3,560	2,301
AND				
WITH			4,412	

Source: Results of primary data processing, 2025

A VIF value < 5 indicates no multicollinearity.

2. Path Coefficients

Table 7 Path Coefficients (Direct)

Connection	THE	M	STDEV	T Statistics	P Values
X2 → Y	0,403	0,404	0,111	3,627	0,000
X2 → Z	0,410	0,405	0,107	3,842	0,000
X1 → Y	0,036	0,026	0,130	0,278	0,781
X1 → Z	0,512	0,518	0,104	4,944	0,000
Z → Y	0,359	0,368	0,126	2,838	0,005

Source: Results of primary data processing, 2025

Table 8 Path Coefficients (Indirect)

Connection	THE	M	STDEV	T Statistics	P Values
X2 → Z → Y	0,147	0,147	0,063	2,323	0,021
X1 → Z → Y	0,184	0,192	0,081	2,271	0,024

Source: Results of primary data processing, 2025

The results show that work performance as an intervening variable has a significant influence on career development.

Coefficient of Determinant (R-square)

Table 9 R-square Values

Construct	R Square	R Square Adjusted
Career Development (Y)	0,547	0,534
Work Performance (Z)	0,773	0,769

Source: Results of primary data processing, 2025

Effect Size (f²)

Table 10 Effect Size f²

Connection	X2	X1	WITH	AND
X2			0,313	0,121
X1			0,547	0,003
WITH				0,049

Table 11 Interpretation of f²

Connection	f ²	Interpretation
X2 → Z	0,313	Large effect – strong enough to influence Job Performance
X1 → Z	0,547	Major effect – most dominant on Job Performance

X2 → Y	0,121	Small effect – limited contribution to Career Development
X1 → Y	0,003	Small effect – very limited influence
Z → Y	0,049	Small effect – not strong influence on Career Development

Source: Results of primary data processing, 2025

Thus, work experience and education & training have the greatest influence on work performance, while some variables that influence career development have a small effect so that more attention is needed on future career development strategies.

DISCUSSION

1. The Influence of Work Experience on Work Performance at the BPS of South Sulawesi Province

Work experience has been shown to have a positive and significant influence on the work performance of BPS employees in South Sulawesi Province. Statistical analysis data shows a p-value of 0.000, less than 0.05, indicating a significant relationship. The more work experience an employee has, the higher their work performance, in line with research by Nurahman Ikbal and Kartini Aprianti (2020). This concept supports Human Capital Theory (Schultz, 1961; Becker, 1964), which emphasizes experience as a productivity asset. In the context of BPS, experience influences employees' abilities in handling survey methodology, data processing, and decision-making, thus directly impacting the quality of statistical output and organizational performance.

2. The Influence of Education and Training on Work Performance at the BPS of South Sulawesi Province

Education and training play a significant role in improving employee performance. The analysis shows a p-value of 0.000, confirming a significant relationship. Formal education provides a foundation in statistical and economic knowledge, while technical and non-technical training ensures employees are up-to-date with developments in survey methodology, censuses, and statistical software. These results align with Human Capital theory and research by Yimmi Syavardie (2019), which states that investment in education and training increases productivity. Systematically designed training programs equip employees with the skills and competencies needed to complete tasks accurately and efficiently, thereby improving work performance.

3. The Influence of Work Experience on Career Development at the BPS of South Sulawesi Province

The regression analysis results show that work experience is not significant for career development (p-value 0.781 > 0.05). In a bureaucracy like BPS, career paths are determined more by work achievement, education, training, and performance evaluation, rather than simply length of service. The merit-based promotion system emphasizes the employee's tangible contributions and competencies. Employees with extensive experience but low performance still have limited career opportunities. This finding is consistent with competency theory and the merit system. It suggests that while experience provides knowledge, career development requires measurable indicators of performance and tangible contributions, not simply length of service.

4. The Influence of Education and Training on Career Development at the BPS of South Sulawesi Province

Education and training have been shown to have a positive and significant impact on employee career development. Employees with higher levels of education or technical/managerial training tend to be better prepared for structural and functional positions. This finding is supported by Mangkunegara's (2015) theory, which emphasizes systematic education and training as drivers of career acceleration. Training also builds a performance portfolio that serves as the basis for job promotions. Human resource development programs through continuous education and training enable employees to improve their skills, competencies, and readiness to face higher responsibilities, thereby making career paths more open and competitive.

5. The Influence of Work Performance on Career Development at the BPS of South Sulawesi Province

Job performance significantly influences career development. Employees with target achievement, integrity, discipline, and innovative contributions are more likely to receive promotions and opportunities for rotation or transfer to strategic positions. These results align with the theories of Hartati (2020) and Mangkunegara (2015), which emphasize job performance as an indicator of employee capability and readiness for higher responsibilities. The BPS HR management system has implemented a merit system, where performance is the primary benchmark for career development. High job performance creates a positive cycle: performance → recognition → motivation → better career opportunities, while simultaneously increasing employee satisfaction and productivity.

6. The Influence of Work Experience on Career Development through Work Performance

Although work experience does not directly influence career development, its indirect influence through work performance proved significant ($p\text{-value } 0.024 < 0.05$). This means that experience only adds value if it is translated into tangible performance. Experienced employees who are able to improve their work performance will receive recognition and better career opportunities. This finding is consistent with behavioral competency theory (Simamora, 2004), which emphasizes mastery of productive work behaviors. Therefore, BPS management needs to encourage employees to utilize their experience to improve their work performance, as a strategic bridge to performance-based career development.

7. The Influence of Education and Training on Career Development through Work Performance

Education and training have a positive influence on career development through work performance as a mediator. Employees who participate in technical and managerial training, or who have higher education, tend to improve their performance, which in turn impacts career development. This finding aligns with Human Capital theory (Becker, 1964) and research by Mangkunegara (2015). Work performance serves as a catalyst between education/training and

career development. BPS's HR strategy should focus on improving competencies that generate tangible performance, so that promotion opportunities, strategic assignments, and career development can be provided fairly and objectively, based on employee performance.

CONCLUSION

This study shows that career development of employees at the South Sulawesi Provincial Statistics Agency (BPS) is not solely dependent on length of service, but is more influenced by the employee's ability to produce tangible and measurable work performance. Direct work experience is not significant for career development, but when combined with high work performance, it has a positive impact. Education and training have also been shown to have a significant influence, as employees with appropriate education and training tend to perform better, thus increasing career development opportunities. Work performance is a key factor and acts as a bridge between experience or education and career development, emphasizing that tangible contributions and work productivity are more important determinants of career advancement than seniority alone.

These findings support the principle of meritocracy in human resource management, where competence and work results form the basis for promotion and career development. Overall, an effective strategy for employees is to develop themselves through education, training, and job performance, allowing for optimal career development within a performance-based employment system. This approach emphasizes the importance of performance as the primary benchmark in the career development process at BPS.

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