The Influence Of Education And Career Development On Employee Performance At PT. Dian Swastatika Sentosa Tbk Karawang

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ABSTRACT

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Purpose of the study — This research aims to analyze the influence of education and career development on employee performance at PT Dian Swaistika Sentosa Tb

Research method— This research used descriptive quantitative verification methods with SPSS version 25 and multiple linear regression analysis, involving 61 respondents

Result— The results of the research show that the education variable gets a pretty good score, career development gets a pretty good score and performance gets a pretty good score. Partially, the education variable (X1) has no effect on performance, while the career development variable (X2) has a significant effect on performance. Simultaneously, both educational variables (X1) and career development (X2) have a significant effect on performance

Conclusion— The findings suggest that career development is a key factor influencing employee performance, while education alone does not significantly impact performance. The practical implication is that the company should focus on providing effective career development programs to improve overall employee performance

Keywords: Education, Career Development, Performance

INTRODUCTION

The rapid development of technological innovation has caused the business environment to become dynamic. This causes competition between companies to increase and business opportunities to survive to decrease. Therefore, to survive and compete with many competitors, companies must have a strategy.

Many companies in Indonesia work in various fields such as extractive, agricultural, industrial, trade, and service companies. PT Dian Swastatika Sentosa Tbk is engaged in energy and infrastructure services, with its main focus on providing electricity and steam (parent company) and coal mining, chemical trading, and technology business (subsidiaries). Energy and

infrastructure companies are one of the sectors listed on the Indonesia Stock Exchange (IDX). One of the important components for the success of a company is management.

Management plays an important role in compiling and managing human resources to achieve the organization's productivity goals. Human resources refer to employees, workers, or staff who work in an organization and are involved in striving for the organization's success. Quality human resources are the main key to the success of an organization. Without quality human resources, an organization will have difficulty developing and competing with its competitors. The role of humans is very important, which encourages the development of science on how to optimally utilize human resources to achieve goals.

Employees are human resources in a company, and employees are a very important part of its success. Therefore, employees are important assets that must be considered by the company to achieve its goals. Low attendance rates, achievement of organizational targets, and low work assessments are some examples of poor employee performance. Every company expects good employee performance. Good performance is defined as performance that follows standard operating procedures (SOPs). Good and quality human resources are employees who have good knowledge, abilities, skills, traits, and attitudes in the workplace.

Two of the many factors that can affect an employee's performance are education and career development. Marihot Tuo Effendi Hariandja (2013) stated that to get better performance and more satisfying results in an organization or workplace, employees must be able to maintain their performance by maintaining work performance, quantity, quality, and ability supported by employee responsibility in carrying out their work, so as to create employee confidence in working well individually and collectively.

Employee education needs are very much needed because they greatly affect employee performance such as work quality, work quantity, interpersonal effectiveness, and ability. Elements that can be assessed from education include reactions, learning, behavior and also results. Employees need to be given assistance and encouragement by the organization to take part in educational programs designed to improve employee cognitive health and job performance.

In addition to education factors, career development factors also affect performance. Career development is very important because it helps grow and maintain human resources to become competent individuals. This is very important to increase the productivity of individuals, groups, and organizations in achieving goals and increasing job satisfaction. According to Sondang P. Siagian (2007:2115), employee satisfaction with the employee's role is directly related to career advancement opportunities, which have a positive impact on work results.

Career development aspects observed include career planning and career management. In the field of career planning, employees need proper guidance on optimal career paths to

improve employee performance, as this is an important factor in driving employee career advancement. As for career management, the problem of different career trajectories among employees must be addressed to prevent examples of excessive work assignments that can have a negative impact on employee performance.

The research conducted by the researcher took place at PT Dian Swastatika Sentosa located at Jl. Wiraswasta, Adiarsa, Karawang, West Java 41313. PT Dian Swastatika Sentosa Tbk is a company specializing in the energy and infrastructure sector. The organization's aspiration is "To become a leading entity in the energy and infrastructure sector in Indonesia" while its goal is "To drive sustainable business expansion by providing optimal solutions for clients".

The following are the production target achievements in 2023 at PT Dian Swastatika Sentosa Tbk:

Table 1. Production Target Achievement in 2023

No	Month	Target Achievement	Realization	Description
1	January	100%	87%	Not Yet Achieved
2	February	100%	100%	Achieved
3	March	100%	100%	Achieved
4	April	100%	86%	Not Yet Achieved
5	May	100%	100%	Achieved
6	June	100%	79%	Not Yet Achieved
7	July	100%	100%	Achieved
8	August	100%	94%	Not Yet Achieved
9	September	100%	71%	Not Yet Achieved
10	October	100%	89%	Not Yet Achieved
11	November	100%	85%	Not Yet Achieved
12	December	100%	80%	Not Yet Achieved

Source: PT Dian Swastatika Sentosa Tbk

According to the data in Table 1, it is proven that a large number of achievement targets have not been achieved in several months such as January, April, June, August, September, October, November and December. The problem at PT Dian Swastatika Sentosa Tbk is that the performance achievement target has not been achieved and is not optimal.

This failure is caused by the lack of knowledge and mastery of employees' work, this causes employees to not understand the work being done. In addition, due to the lack of opportunities for employees to attend various seminars/discussions/workshops, employee performance is not good enough. It is concluded that employees of PT Dian Swastatika Sentosa Tbk Karawang show poor performance.

Based on research conducted by Amalia & Winarningsih (2019), Dewi et al., (2020), Karlinda, (2022) it resulted in education and career development affecting employee performance. However, based on research by Dilasari et al., (2022) it resulted in education and career development not affecting performance.

By understanding the influence of education and career development on employee performance at PT Dian Swastatika Sentosa, appropriate improvement and development steps can be taken. This is expected to improve the performance of PT Dian Swastatika Sentosa employees. Research Objectives:

1. To understand, analyze, and explain education at PT Dian Swastatika Sentosa Tbk
2. To understand, analyze, and explain employee career development at PT Dian Swastatika Sentosa Tbk
3. To understand, analyze, and explain performance at PT Dian Swastatika Sentosa Tbk
4. To understand, analyze, and explain the partial influence of education on employee performance at PT Dian Swastatika Sentosa Tbk
5. To understand, analyze, and explain the partial influence of career development on employee performance at PT Dian Swastatika Sentosa Tbk.

LITERATURE REVIEW AND HIPOTESYS DEVELOPMENT

A. *Literature Review*

Management

According to Gemnafle & Batlolona, (2021) Management is an essential process in organizational activities that aims to achieve certain goals. To achieve these goals, various components need to be managed and utilized effectively. Effective management ensures that each component functions optimally and meaningfully in achieving organizational goals.

According to Imbron & Pamungkas (2021) Management is the art and science of how to use existing resources in an organization appropriately to achieve goals. In management, there are elements that are often referred to as 6M, namely manpower (men), funds (money), methods (method), materials (materials), equipment (machines), and markets (market).

Human Resource Management

According to Luther (2019), how manpower is used to complete tasks in the most efficient way to achieve company, individual, and community goals is one component of human resource management (HRM).

Nyoto (2019) states that human resource management (HRM) is part of making many decisions to manage employment relationships in the best way from the prospective employee stage to the retirement stage. This management aims to increase the productivity and efficiency of the organization. This includes the entire process of recruitment, selection, training, placement, maintenance (including compensation and welfare), as well as career development, education, and training.

Education

According to (Amalia & Winarningsih, 2019) Education in companies generally refers to programs that provide additional knowledge related to the job position to be filled, so

that employees can meet the expectations of the leadership or company. In the company, education programs are implemented as requirements for new employees as well as for employees who move to new positions, taking into account their respective educational backgrounds.

According to Donald L. Kirkpetrick and James D. in Desi (2018), dividing the dimensions of education into several categories:

1. Reaction, Conducted to assess the level of reaction with the aim of finding out the participants' views on the education program. The indicators are employee involvement and employee satisfaction.
2. Learning assesses the extent to which participants in the education and training program can absorb the material that has been presented. The indicators are increased knowledge, mastery of skills and application in the workplace.
3. Behavior is projected after participating in education and training, there will be changes in employee behavior in carrying out employee work. The indicators are employee initiative, compliance with work ethics procedures and decision making
4. The results are used to assess how training and education programs impact the work group or organization as a whole. The indicators are employee productivity and work quality.

Career Development

According to Balbed & Sintaasih (2019), career development is a process that allows employees to achieve their career goals by improving their abilities and improving their performance. The company expects employees to provide feedback in the form of good performance as part of supporting employee career development. According to Busro (2018) The dimensions and indicators of career development are:

1. Career clarity can be seen from clear indicators of promotion, opportunities to serve as leaders or deputy leaders, and opportunities to occupy certain positions in the organizational structure.
2. Self-development can be seen from the opportunity to take part in training, postgraduate education, seminars, discussions, workshops, and competency courses
3. Performance improvements can be measured by seeing how much employee discipline, loyalty, and desire increase.

Performance

According to Bangun (2015), "Performance is the result of work done by someone according to job requirements." (Safitri, 2019). According to Robbin in A. N. Safitri (2022), the dimensions and indicators of performance are:

1. Work Quality. Work quality refers to how well an employee does the work that must be done. Indicators: a. Neatness. b. Accuracy. c. Work results.

2. Quantity of Work. "Quantity of work" is a term used to describe the amount of work that can be completed by an employee in one day, which can be calculated by looking at how fast the employee works. Indicators are: a. Speed. b. Ability.

3. Responsibility. Job responsibility is when an employee realizes that the employee has the responsibility to complete the tasks given by the company. Indicators, namely: a. Work results. b. Making decisions.

4. Cooperation. To improve work results, employees must be ready to collaborate with coworkers, both vertically and horizontally, both inside and outside of work. The dimension of cooperation is measured by applying two indicators, namely: a. Network of cooperation. b. Solidarity.

5. Initiative. Initiative refers to the internal motivation of company members to carry out tasks and solve problems without waiting for direction from superiors, as well as showing responsibility for the work that must be done by employees. Indicators, namely: the ability to solve problems without waiting for orders from superiors.
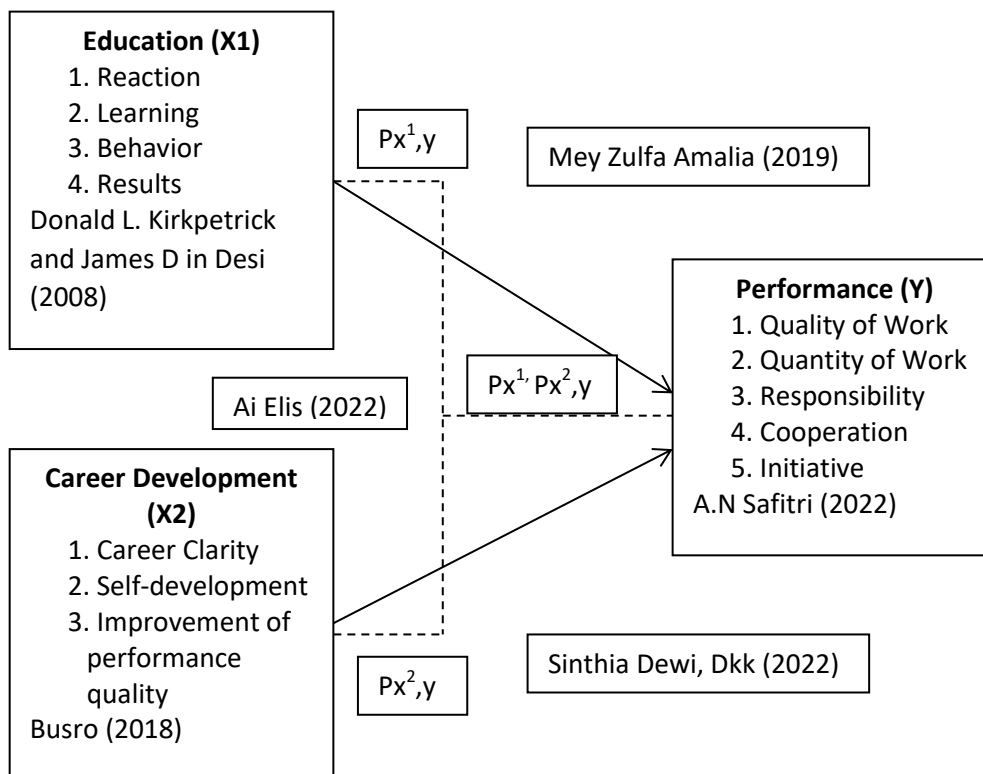
B. Hypotesis Development

Figure 1. Framework of Thought

HYPOTHESIS
1. There is a partial influence of Education (X1) on Employee Performance (Y).
2. There is a partial influence of Career Development (X2) on Employee Performance (Y).
3. There is a simultaneous influence of Education (X1) and Career Development (X2) on Performance (Y)

METHOD

This study uses a quantitative descriptive verification method. According to Enjel et al. (2022), quantitative research methods involve analyzing a specific population or sample by collecting data using research instruments, then analyzing the data quantitatively or statistically. This process includes tests such as validity tests, reliability tests, normality tests, multicollinearity tests, heteroscedasticity tests, and hypothesis testing, including the T test and F test. Collected through closed questionnaire interviews with a population of 61 people and a sample of 61 respondents. The study was conducted at PT Dian Swastatika Sentosa Tbk on JL. Wirasaba, Karawang, 41313. The research period took place from February to July 2024.

RESULTS AND DISCUSSION

A. Results

Validity Test

Based on the research results, PT Dian Swastatika Sentosa Tbk has a total of 61 employees. Data validation was carried out by involving 61 respondents. Validation test in the questionnaire with n = 61 and a significance value of 5%, then the value of $rtabel$ = 0.252 was obtained and it was stated that all variable question items were valid.

Table 2. Validity Test Results

Dimension	Indicator	No	rAccount	rCritical	Description
Education (x1)	Employee engagement	1	0.389	0.361	Valid
	Employee Satisfaction	2	0.709	0.361	Valid
	Increased knowledge	3	0.901	0.361	Valid
	Skill Mastery	4	0.504	0.361	Valid
	Application in the Workplace	5	0.705	0.361	Valid
	Karaywan Initiative	6	0.857	0.361	Valid
	Compliance with Procedures	7	0.624	0.361	Valid
	Work Ethics	8	0.901	0.361	Valid
	decision-making	9	0.861	0.361	Valid
	Work Productivity	10	0.899	0.361	Valid
	Quality of Work	11	0.423	0.361	Valid
Career Development (X2)	Promotion	1	0.769	0.361	Valid
	Opportunity to Occupy Position	2	0.869	0.361	Valid
	Opportunity to Attend Training	3	0.389	0.361	Valid

Dimension	Indicator	No	rAccount	rCritical	Description
	Opportunity to Attend Seminar/Discussion/Workshop	4	0.879	0.361	Valid
	Opportunity to Continue Education	5	0.836	0.361	Valid
	Opportunity to Attend Competency Course	6	0.725	0.361	Valid
	Improvement of Work Discipline	7	0.837	0.361	Valid
	Improvement of Motivation	8	0.868	0.361	Valid
	Neatness	1	0.855	0.361	Valid
	Accuracy	2	0.81	0.361	Valid
	Speed	3	0.794	0.361	Valid
	Ability	4	0.825	0.361	Valid
Performance (Y)	Decision Making	5	0.596	0.361	Valid
	Work Results	6	0.778	0.361	Valid
	Cooperation	7	0.716	0.361	Valid
	Solidity	8	0.766	0.361	Valid
	Ability to Solve Problems Without Orders	9	0.682	0.361	Valid

Source: SPSS Data Processing Results, 2024

The results of the validity test conducted with the help of the SPSS application show that the data obtained are considered valid for all questions asked because r count > r critical.

Reliability Test

Reliability in this situation is tested with a questionnaire. The Cronbach's alpha value is compared with the standard of 0.6 to assess the reliability of the questionnaire. The results of the reliability test are presented in the following table. An indicator or questionnaire is considered a reliable tool if its alpha value is > 0.6.

Table 3. Reliability Test Results

Variable	Alpha Crobanch	Rcritical	Description
Education (X1)	0.969	0.6	Reliable
Career Development (X2)	0.942	0.6	Reliable
Performance (Y)	0.937	0.6	Reliable

Source: SPSS Data Processing Results, 2024

Descriptive Validity Test

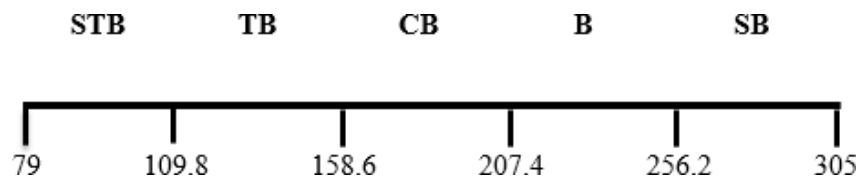The following are the results of the research reliability test:

STB	TB	CB	B	SB
79	109.8	158.6	207.4	256.2	305

Figure 2. Bar Scale

Education (X1)

Table 4. Descriptive Test of Validity of Education (X1)

Sub Variable	Indicator	Score	Note
1. Reaction	1. Employee Engagement	Good	Good
	2. Employee Satisfaction	Good Enough	Good Enough
2. Learning	1. Knowledge Enhancement	Good Enough	Good Enough
	2. Skill Mastery	Good Enough	Good Enough
	3. Workplace Implementation	Good Enough	Good Enough
3. Behavior	1. Employee Initiative	Not Good	Not Good
	2. Compliance with Procedures	Not Good	Not Good
	3. Work Ethic	Good Enough	Good Enough
	4. Decision Making	Good Enough	Good Enough
4. Results	1. Employee Productivity	Good Enough	Good Enough
	2. Work Quality	Good Enough	Good Enough
	Total Score	1.890	Good
	Average Score	171	

Source: SPSS 2024 Data Results

Based on Table 4, it is explained that the education variable consists of 11 questions with a total score of 1,890 and an average score of 171. It has the highest score in the employee engagement indicator with a score of 230 and the lowest score in the compliance with procedures indicator with a score of 150.

Career Development (X2)

Table 5. Descriptive Test of Career Development Validity (X2)

Sub Variable	Indicator	Score	Note
1. Career Clarity	1. Promotion	158	Not Good
	2. Opportunity to Hold a Position	157	Not Good
2. Self-development	1. Opportunity to Attend Training	179	Good Enough
	2. Opportunity to Attend Seminars/Discussions/Workshops	171	Good Enough
	3. Opportunity to Continue Education	168	Good Enough
	4. Opportunity to Attend Competency Courses	157	Not Good
3. Improvement of Performance Quality	1. Improvement of Work Discipline	156	Not Good
	2. Improvement of Motivation	162	Good Enough
	Total Score	1.473	Good Enough
	Average Score	163	

Source: SPSS 2024 Data Results

Based on Table 5, it is explained that the career development variable consists of 9 questions with a total score of 1,473 and an average score of 163. It has the highest score in the training opportunity indicator with a score of 179 and the lowest score in the work discipline improvement indicator with a score of 156.

Performance (Y)

Table 6. Descriptive Test of Performance Validity (Y)

Sub Variable	Indicator	Score	Note
1. Quality of Work	1. Neatness	164	Good Enough
	2. Accuracy	163	Good Enough
2. Quantity of Work	1. Speed	157	Not Good
	2. Ability	175	Good Enough
3. Responsibility	1. Decision Making	163	Good Enough
	2. Work Results	160	Good Enough
4. Cooperation	1. Collaboration	167	Good Enough
	2. Solidarity	164	Good Enough

Sub Variable	Indicator	Score	Note
5. Initiative	1. Ability to Solve Problems Without Orders	163	Good Enough
	Total Score	1.642	Good Enough
	Average Score	164	

Source: SPSS 2024 Data Results

Based on Table 6, it is explained that the performance variable consists of 10 questions with a total score of 1,642 and an average score of 164. It has the highest score in the ability indicator with a score of 175 and the lowest score in the speed indicator with a score of 157.
Normality Test (Kolmogorov Smirnov)

Table 7. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		61
Normal Parameters[a,b]	Mean	0.0000000
	Std. Deviation	3.17781342
Most Extreme Differences	Absolute	0.074
	Positive	0.074
	Negative	-0.061
Test Statistic		0.074
Asymp. Sig. (2-tailed)		.200[c,d]

Source: SPSS Data Processing Results (2024)

Based on the image of the normality test results, it is known that Asymp.sig 0.200 > 0.05 means that the regression model produces a normal distribution.

Multicollinearity Test

Table 8. Multicollinearity Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	0.400	1.297		0.309	0.759		
Education	0.154	0.101	0.159	1.532	0.131	0.163	6.151
Career Development	0.902	0.116	0.801	7.744	0.000	0.163	6.151
a. Dependent Variable: Performance							

Source: SPSS Data Processing Results (2024)

The table 8 above shows the results of calculating the tolerance value for each independent variable. A value of 0.163 greater than 0.10 explains that there is no correlation between the independent variables, and the calculated VIF value also shows that no independent variables have a VIF value. 6.151 less than 10. As a result, it can be said that in this regression model, there is no multicollinearity between the independent variables

Heteroscedasticity Test (Glejser)

Table 9. Heteroscedasticity Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.730	0.833		2.077	0.042
	Education	-0.001	0.065	-0.006	-0.018	0.985
	Career Development	0.029	0.075	0.127	0.393	0.696

a. Dependent Variable: ABS_RES

Source: SPSS Processing Results (2024)

The table 9 above shows the results of the Glejser method heteroscedasticity test. There is no heteroscedasticity, because the significance of each variable exceeds the value of 0.05.

Hypothesis Testing

Table 10. Multiple Linear Regression

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.400	1.297		0.309	0.759
	Education	0.154	0.101	0.159	1.532	0.131
	Career Development	0.902	0.116	0.801	7.744	0.000

a. Dependent Variable: Performance

Source: SPSS Processing Results (2024)

The regression equation formed for this regression test is shown in
$Y = a + b_1x_1 + b_2x_2$
$Y = 0.400 + 0.154X_1 + 0.902X_2$

The model can be interpreted as follows:

1. Constant (a) of 0.400 means that if the independent variables Education, Career Development are constant, then the magnitude of the dependent variable Performance is 0.400 units.
2. Education (X1) has a coefficient value of 0.154. This indicates that the coefficient of the Education variable (X1) has a positive (unidirectional) effect on Performance (Y). This means that the higher the Education value, the higher the Performance value.
3. Career Development (X2) has a coefficient value of 0.902. This indicates that the coefficient of the Career Development variable (X2) has a positive (unidirectional) effect on Performance (Y). This means that the higher the Career Development value, the higher the Performance value. So the independent variables consisting of Education and Career Development have a positive or unidirectional influence on the dependent variable Performance.

Partial Hypothesis Testing (T-TEST)

Table 11. T-Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.400	1.297		0.309	0.759
	Education	0.154	0.101	0.159	1.532	0.131
	Career Development	0.902	0.116	0.801	7.744	0.000

a. Dependent Variable: Performance

Source: SPSS Processing Results (2024)

The Degree Of Freedom (DF) value of 58, which is used to test the partial hypothesis in this study, is calculated using the formula DF = n-2-1, where n is the number of samples taken. The t-table value is 2.001 because the level of significance (α) is 0.05. The following hypotheses will be evaluated in this partial examination:

Hypothesis 1: The t-test results from the table show that the significance value of Education (X1) on Performance (Y) is 0.131, greater than 0.05, and the calculated t value is 1.532, less than 2.001. As a result, it can be concluded that performance is not influenced by education.

Hypothesis 2: Based on the table, the t-test results show that the significance value of Career Development (X2) on Performance (Y) is 0.000, less than 0.05, and the calculated t value is 7.744, greater than 2.001.

Therefore, it can be concluded that performance is greatly influenced by career development.

Table 12. F Test Results (Simultaneous)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5399.762	2	2699.881	258.443	.000[b]
	Residual	605.910	58	10.447		
	Total	6005.672	60			

a. Dependent Variable: Performance

b. Predictors: (Constant), Career Development, Education

Source: SPSS Data Processing Results (2024)

The calculated f value of 258.443 is much greater than 3.16 and the significance level is 0.000, which is calculated using the formula df = n – k – 1, which produces df = 61 – 2 – 1 = 58. As a result, it is concluded that Ho is not accepted and Ha is accepted, which indicates that education (X1) and career development (X2) affect performance (Y).

Table 13. Determination Coefficient

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.948[a]	0.899	0.896	3.23214

a. Predictors: (Constant), Career Development, Education

b. Dependent Variable: Performance

Source: SPSS Data Processing Results (2024)

Performance (Y) is influenced by education (X1) and career development (X2), according to the determination coefficient table which has an r square value of 0.899, or 89%. Also included is work discipline and workplace environment, each contributing 11% of other factors not examined in this study.

B. Discussion

Descriptive Discussion

1. The education variable has 4 dimensions, 11 indicators, and 11 questions scored 1,890 with an average value of 171 in the fairly good criteria.
2. The career development variable has 3 dimensions, 8 indicators, and 9 questions scored 1,473 with an average value of 163 in the fairly good criteria.

3. The performance variable has 5 dimensions, 9 indicators, and 10 questions scored 1,642 with an average value of 164 in the fairly good criteria.

Verification Discussion

1. In relation to the test results, the hypothesis shows that partially there is no significant effect of education on employee performance at PT Dian Swastatika Sentosa Tbk Karawang. Galbraith argues that increased education is not always directly proportional to increased productivity or performance. This is in line with the research conducted by Dilasari et al., (2022) in the title "The Effect of Education, Training, and Career Development on Employee Performance at the Manado State Asset and Auction Service Office" that there is no significant partial effect on employee performance.

2. In relation to the test results, the hypothesis shows that career development has a significant partial effect on employee performance at PT Dian Swastatika Sentosa Tbk Karawang. According to Schein's theory regarding career anchors, career development that is in accordance with individual values and preferences will increase job satisfaction and performance. If an employee feels that his career path is in line with his personal aspirations and abilities, his motivation and productivity will increase. This is in line with the study conducted by Dewi et al., (2020) in the title "The Effect of Education Level and Career Development on Employee Performance" that there is a positive effect of career development on employee performance.

3. In relation to the test results, the hypothesis shows that there is a simultaneous effect of education and career development on employee performance at PT Dian Swastatika Sentosa Tbk. In the Goal Setting Theory, Locke and Latham explain that setting clear and challenging goals in the context of education and career development can improve employee performance. Education provides a foundation of knowledge, while career development provides direction and specific goals to achieve higher performance. This is in line with research conducted by Karlinda (2022) entitled "The Effect of Education, Training and Career Development on Employee Performance at the Padang City Regional Drinking Water Company (PDAM)" that Education and Career Development together have a significant effect on performance.

CONCLUSION

Based on the research findings discussed in the previous chapter, the findings of this study reach the following conclusions:

1. Education scores with fairly good criteria. This proves that Education at PT Dian Swastatika Sentosa Tbk is quite good.
2. Career development scores with fairly good criteria. This proves that Education at PT Dian Swastatika Sentosa Tbk is quite good.

3. Performance scores with fairly good criteria. This proves that Education at PT Dian Swastatika Sentosa Tbk is quite good.
4. Education partially has no effect on Performance.
5. Career Development partially has a significant effect on performance.
6. Education and Career Development simultaneously affect Performance.

Implications

1. The company must improve employees to comply with their compliance with work procedures or SOPs
2. Employees must increase their initiative in working.
3. Employees must improve performance quality improvements to improve work discipline.
4. In improving career clarity, leaders should provide opportunities for high-achieving employees to occupy certain positions or clarify employee careers
5. Employees must increase the quantity and speed of completing their work
6. Employees must be responsible for the results of the work they do.

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