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The Effect of Career Development and Work Environment on Employee Performance at the Secretariat of the Directorate General of Civil Aviation Jakarta

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Abstract

This study analyzes the influence of career development and work environment on employee performance at the Secretariat of the Directorate General of Civil Aviation in Jakarta. The study uses a quantitative approach with an explanatory design. The research population was 235 employees and the sample size was set as many as 70 respondents using the Slovin formula. Data were collected through a Likert scale questionnaire and analyzed by structural equation modeling based on partial least squares (SEM-PLS) using SmartPLS 4. The test results showed that career development had a positive and significant effect on employee performance with a path coefficient of 0.387, t-statistic of 4.045, and p-value of <0.001. The work environment also had a positive and significant effect on employee performance with a path coefficient of 0.462, t-statistic 5.258, and p-value <0.001. An R^2 value of 0.546 indicates that the two predictors explain 54.6% variation in employee performance. These findings show that the work environment has a relatively stronger contribution than career development in the tested model. Practically, organizations need to clarify career paths and development opportunities while ensuring physical and non-physical working conditions that support concentration, comfort, collaboration, and accuracy of task completion. The research also emphasizes the need to interpret SEM-PLS results based on path coefficients and ability to explain the model, without using the classical regression F test as a simultaneous test.

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INTRODUCTION

Employee performance is one of the main determinants of the sustainability of the quality of public organization services. In government units that have administrative and coordinating functions, performance is not only reflected in the number of work

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completed, but also in the accuracy, quality, responsibility, ability to work together, and the speed of responding to task demands. Therefore, human resource management needs to pay attention to the factors that shape the capacity of employees as well as their experience in carrying out their daily work.

Two factors that are relevant in this context are career development and work environment. Career development provides space for employees to see the direction of their professional growth, strengthen competencies, and obtain assignment opportunities that are more in line with their potential. At the same time, the work environment provides the physical and social conditions that allow employees to use these competencies effectively. When career paths are unclear or work conditions interfere with concentration, employees' energy can be absorbed to overcome uncertainty and work obstacles, rather than to produce the best performance.

The context of this study is the Secretariat of the Directorate General of Civil Aviation in Jakarta. Information from the Human Resources and Organization section shows a downward trend in performance appraisal results during 2023–2025. 2025 is referred to as the period with the lowest achievement in this range. The 2025 assessment distribution shows that 33 employees obtained category A (very good), 187 category B employees (good), and 15 category C employees (adequate). This picture is important because the increase in the number of employees in category C appears along with a number of operational problems, such as suboptimal work environment comfort, limited career development opportunities, delays, unexplained absences, early departures, weak commitment to tasks, and uneven awareness of job responsibilities.

Table 1. Overview of Employee Performance Assessment in 2025

Category	Meaning	Number of Employees	Percentage
A	Excellent	33	14,0%
B	Good	187	79,6%
C	Enough	15	6,4%
Total		235	100,0%

Source: Internal information of the Human Resources and Organizational Section as reported in the research paper.

Empirically, the relationship between career development, work environment, and performance has not always been consistent. Singkali, Wulani, and Nagel (2023) found that the work environment and career development have a positive effect on the performance of administrative employees. Widi and Kusuma (2024) also show that career development and work environment contribute positively to performance. Similar findings were reported by Karunia et al. (2023) which show that the work environment and career development are related to performance improvement. However, Alazhar, Lusianti, and Subono (2024) found that career development has a positive but not significant effect on performance, while Syarip, Juwaini, and Pasaribu (2024) report that the work environment does not have a significant direct effect on performance. The difference in these findings shows that the organizational context, work character, and human resource management mechanism can strongly affect the strong and weak relationships between variables.

At the theoretical level, career development can be understood through Organizational Support Theory and the logic of social exchange. When organizations provide developmental opportunities, career information, training, and assignments that enrich experience, employees can interpret these policies as forms of organizational support and respond to them through higher engagement and work effort. The meta-

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analysis of Ng et al. (2024) corroborates this explanation by showing that organization-sponsored career development practices are related to performance through the perception of organizational support and engagement. Meanwhile, the influence of the work environment can be explained through Job Demands–Resources Theory. A safe and comfortable physical environment and supportive working relationships are job resources that help employees maintain energy, focus, and engagement in completing tasks (Bakker & Demerouti, 2017). The study of Chen and Lin (2024) also shows that work environment factors can affect performance through social-cognitive mechanisms and work engagement.

Against this background, this study aims to analyze the influence of career development and work environment on employee performance at the Secretariat of the Directorate General of Civil Aviation. The contribution of the research lies in the testing of these two factors in the context of central public organizations, strengthening previously inadequate theoretical arguments, and presenting SEM-PLS interpretations that are more in line with the character of variance-based analysis. The research also seeks to explain not only whether the relationship between variables is significant, but why the relationship is relevant to employee management practices in the unit that is the object of the research.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Employee Performance

Employee performance is a result of work that is reflected in the quality and quantity of task achievement according to the responsibilities given. In this study, performance is seen as work behavior that can be observed through accuracy, accuracy, target achievement, work volume, responsibility for results, punctuality, cooperation, contribution of ideas, and response to work. This perspective places performance not solely as the final output, but as the ability of employees to translate resources, competencies, and working conditions into results that are in accordance with organizational standards.

Career Development

Career development is a series of activities that help employees plan and manage their professional journeys to align with individual and organizational needs. These developments can take the form of clarity of career plans, information about job opportunities, experiences enrichment assignments, education and training, and integration between career plans and organizational human resource needs. In the perspective of Organizational Support Theory, development opportunities signal that organizations value employees' contributions and care about their future. These signals can encourage reciprocity in the form of stronger attachment and willingness to give greater effort. Ng et al. (2024) show through meta-analysis that organization-sponsored career development practices are related to employee performance through the perception of organizational support and attachment.

Work Environment

The work environment includes the physical and non-physical conditions that accompany the performance of the work. The physical aspects include lighting, noise, odors, air circulation, and safety, while the non-physical aspects include the relationships between employees and the social atmosphere in the workplace. Job Demands–Resources Theory explains that work resources can help employees cope with the demands of work, maintain energy, and increase engagement (Bakker & Demerouti, 2017). A supportive environment makes it easier for employees to concentrate and collaborate, while an uncomfortable environment can be an additional demand that reduces the capacity to complete tasks. The findings of Chen and Lin

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(2024) show that perception of the work environment has consequences for performance through psychological mechanisms and work engagement.

Career Development and Employee Performance

Career development provides an opportunity for employees to improve their skills while understanding their professional growth direction. When organizations provide transparent access to education, training, assignments, and career information, employees have a stronger reason to invest in work. Singkali et al. (2023), Karunia et al. (2023), and Widi and Kusuma (2024) found a positive relationship between career development and performance. However, Alazhar et al. (2024) found a non-significant influence, suggesting that career development does not always translate directly into performance if available opportunities are not perceived as relevant or have not been adequately motivated. In the context of this study, the clarity of development plans and opportunities is expected to signal organizational support that encourages higher work contributions.

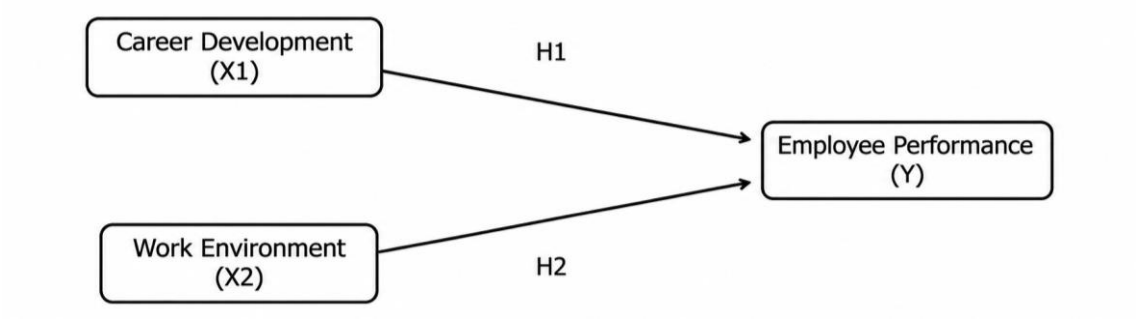
H1: Career development has a positive and significant effect on employee performance.

Work Environment and Employee Performance

The work environment determines whether employees can carry out their duties with a sense of security, comfort, and adequate social support. Lighting conditions, air circulation, noise, safety, and the quality of relationships between employees can function as work resources that maintain focus and reduce obstacles. Singkali et al. (2023), Widi and Kusuma (2024), and Suwirta et al. (2025) found a positive influence of the work environment on performance. However, Syarip et al. (2024) show that the direct influence of the work environment is not always significant, which indicates the possibility of intermediary mechanisms or differences in work character. In public organizations whose work requires coordination, precision, and time compliance, conducive working conditions are expected to play a direct role in facilitating task completion.

H2: The work environment has a positive and significant effect on employee performance.

Figure 1. Research Conceptual Framework



Source: Developed author

RESEARCH METHODS

This study uses a quantitative approach with an explanatory design to examine the causal relationship between career development, work environment, and employee performance. The research was carried out at the Secretariat of the Directorate General of Civil Aviation, Ministry of Transportation, Jl. Medan Merdeka Barat No. 8, Gambir, Central Jakarta. Data collection lasted for three months, namely November 2025 to January 2026.

The study population was 235 Secretariat employees. The sample size was set at 70 respondents using the Slovin formula as applied in the initial study. Statistically, this number can also be considered adequate for a model with two predictors. Assuming a

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moderate effect ($f^2 = 0.15$), significance level of 5%, and power of 80%, the sample requirement for the two predictors is around 68 observations. The latest PLS-SEM guidelines also emphasize the use of a more robust power analysis or sample size estimation approach rather than relying only on the ten-fold rule (Kock & Hadaya, 2018; Sarstedt et al., 2022). Since the source literature does not document the mechanism of randomization of respondents in detail, the interpretation and generalization of results is limited to the population of the study work unit.

Data was collected through a questionnaire with a five-level Likert scale, from 1 = strongly disagree to 5 = strongly agree. Career development was measured through two dimensions, namely career planning and career management, with 16 statement items. The work environment was measured through physical and non-physical dimensions with 11 statement items. Employee performance was measured using 17 items that reflected quality, quantity, responsibility, cooperation, and initiative. All constructs were treated as reflective constructs in the PLS model.

Data analysis was conducted with SmartPLS 4. The evaluation of the measurement model included outer loading, average variance extracted (AVE), composite reliability, and Cronbach's alpha. Outer loading was expected to be above 0.70, AVE above 0.50, and composite reliability above 0.70. The structural model was evaluated through path coefficients, t-statistic and p-value bootstrapping results, and determination coefficient (R^2). Following PLS-SEM practice, this study did not use classical regression F-test to conclude simultaneous influences. The co-explanatory power of exogenous constructs to endogenous constructs was read through R^2, while the contribution of each predictor was read through path coefficients and significance (Hair et al., 2022; Sarstedt et al., 2022).

All variables in the study were measured using questionnaires filled out by respondents in the same period. Because this design can give rise to common method bias, the potential for shared method bias is recognized as a limitation. The source manuscript does not contain full-collinearity values of VIF, marker variables, or other statistical tests specifically designed to detect common method bias. Therefore, this study does not claim that the data are completely free of such biases. If raw data are still available, full-collinearity testing of VIF can be added; Kock (2015) proposed a VIF value below 3.3 as one of the indicators of the absence of a serious common method bias problem.

Table 2. Operationalization of Employee Performance Variables (Y)

Dimensions	Indicator	Scale
Quality	Precision; Accuracy	Likert 1–5
Quantity	Target achievement; Volume of work	Likert 1–5
Responsibilities	Work output; Punctuality	Likert 1–5
Cooperation	Cooperation between employees	Likert 1–5
Initiatives	Contribution of ideas; Responsiveness to work	Likert 1–5

Table 3. Operationalization of Career Development Variables (X1)

Dimensions	Indicator	Scale
Career Planning	Suitability of interests and skills; Development opportunities; Clarity of short- and long-term plans; Number and type of assignments	Likert 1–5

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Dimensions	Indicator	Scale
Career Management	Integration with HR planning; Dissemination of career information; Publication of vacancies; Education and training	Likert 1–5

Table 4. Operationalization of Work Environment Variables (X2)

Dimensions	Indicator	Scale
Physical environment	Lighting; Noise; Bad odors; Air circulation; Safety	Likert 1–5
Non-physical environment	Relationships between employees; Family/collegial atmosphere	Likert 1–5

RESULTS AND DISCUSSION

Evaluation of Measurement Models

The convergent validity was evaluated through outer loading and AVE. All indicators in the three constructs had an outer loading of at least 0.708, thus meeting the limit of 0.70 commonly used for reflective constructs. The AVE value was also above 0.50. Thus, the indicators used have adequate ability to represent the construct.

Table 5. Outer Loading Career Development (X1)

Item	Outer Loading	Remarks
X1.1	0.717	Valid
X1.2	0.791	Valid
X1.3	0.728	Valid
X1.4	0.744	Valid
X1.5	0.782	Valid
X1.6	0.736	Valid
X1.7	0.740	Valid
X1.8	0.721	Valid
X1.9	0.771	Valid
X1.10	0.809	Valid
X1.11	0.757	Valid
X1.12	0.765	Valid
X1.13	0.778	Valid
X1.14	0.835	Valid
X1.15	0.800	Valid
X1.16	0.815	Valid

Table 6. Outer Loading of Work Environment (X2)

Item	Outer Loading	Description
X2.1	0.822	Valid
X2.2	0.805	Valid
X2.3	0.807	Valid
X2.4	0.867	Valid
X2.5	0.861	Valid
X2.6	0.897	Valid
X2.7	0.842	Valid
X2.8	0.794	Valid
X2.9	0.776	Valid
X2.10	0.865	Valid
X2.11	0.882	Valid

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p-ISSN: 3046-7845
e-ISSN: 3047-2261

Table 7. External Loading Employee Performance (Y)

Item	Outer Loading	Description
Y1	0.773	Valid
Y2	0.784	Valid
Y3	0.737	Valid
Y4	0.741	Valid
Y5	0.708	Valid
Y6	0.812	Valid
Y7	0.775	Valid
Y8	0.748	Valid
Y9	0.760	Valid
Y10	0.774	Valid
Y11	0.776	Valid
Y12	0.779	Valid
Y13	0.848	Valid
Y14	0.771	Valid
Y15	0.746	Valid
Y16	0.748	Valid
Y17	0.810	Valid

Tabel 8. Average Variance Extracted (AVE)

Construct	AVE	Description
Career Development (X1)	0,591	Valid
Work Environment (X2)	0,704	Valid
Employee Performance (Y)	0,591	Valid

The AVE values for career development and employee performance were 0.591, while the work environment AVE was 0.704. All values exceeded 0.50, thus meeting convergent validity. Because the source manuscript does not include the Fornell–Larcker matrix or HTMT values, discriminant validity is not reported numerically in this revised version. If SmartPLS outputs are still available, the authors are advised to add HTMT to complement the measurement model reporting.

Table 9. Construct Reliability

Construct	Composite Reliability	Cronbach's Alpha	Remarks
Career Development (X1)	0,956	0,954	Reliabel
Work Environment (X2)	0,960	0,958	Reliabel
Employee Performance (Y)	0,959	0,957	Reliabel

The composite reliability of the entire construct is in the range of 0.956–0.960, while Cronbach's alpha is in the range of 0.954–0.958. This value indicates very high internal consistency. Thus, the items in each construct are relatively consistent in measuring the same concept.

Structural Model Evaluation

Table 10. Coefficient of Determination

Variable Endogenous	R^2	Adjusted R^2
Employee Performance (Y)	0,546	0,532

The R^2 value of 0.546 indicates that career development and work environment together explain 54.6% of the variation in employee performance. The remaining 45.4% is related to other factors not included in the model, such as leadership, workload,

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motivation, competence, reward systems, or other organizational factors. Within the SEM-PLS framework, R^2 is used to read the model's overall explanatory power against endogenous constructs; therefore, this revised version does not use classical regression F-test as the basis for simultaneous effect claims.

Table 11. Hypothesis Testing Results

Relationships	Path Coefficient	Std. Deviation	t-statistic	p-value	Verdict
Career Development → Employee Performance	0,387	0,096	4,045	<0.001	H1 accepted
Employee Work Environment → Performance	0,462	0,088	5,258	<0.001	H2 accepted

The Influence of Career Development on Employee Performance

The test results showed that career development had a positive and significant effect on employee performance with a path coefficient of 0.387, t-statistic of 4.045, and p-value of <0.001. This means that the better the employee views career planning and management in the organization, the higher the performance tendency they show. Substantively, this positive coefficient shows that career development is not just an administrative policy, but can be a resource that provides direction, hope, and opportunity for employees to improve their capacity.

The findings are in line with Organizational Support Theory. Development opportunities, transparency of career information, education and training, and relevant assignments can be interpreted as signals that organizations value employees' contributions and are willing to invest in their future. In social exchange relationships, this kind of support encourages employees to reciprocate with higher attachment and work effort. This explanation is consistent with the meta-analysis of Ng et al. (2024), which shows that organization-supported career development practices are related to performance through the perception of support and attachment. The results of the study also support Singkali et al. (2023), Karunia et al. (2023), and Widi and Kusuma (2024).

However, these results are different from Alazhar et al. (2024) who found that the influence of career development on performance is not significant. This difference can occur because new career opportunities will be meaningful if they are perceived as fair, realistic, and relevant to employee competencies. At the Secretariat of the Directorate General of Civil Aviation, the issue of limited career advancement opportunities that arise in the early stages of research actually makes career development a sensitive factor. Therefore, improving the quality of career development needs to be directed not only at the number of programs, but at the clarity of pathways, information disclosure, quality of assignments, and the relationship between competency development and career opportunities.

The Influence of the Work Environment on Employee Performance

The work environment has a path coefficient of 0.462, t-statistic 5.258, and a p-value of <0.001. The coefficient value is greater than that of career development, so in the model tested the work environment shows a relatively stronger relationship with employee performance. This finding makes sense in the context of government administrative work because the workspace conditions, physical comfort, safety, relationships between employees, and social atmosphere are faced by employees on a daily basis and directly affect the ability to concentrate, coordinate, and complete work on time.

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Job Demands–Resources Theory provides a basis for understanding these relationships. Adequate lighting, good air circulation, controlled noise levels, a sense of security, and supportive working relationships can serve as job resources. These resources help employees maintain energy and reduce additional burdens that are not directly related to the substance of the work. The results of the study are consistent with Singkali et al. (2023), Widi and Kusuma (2024), and Suwirta et al. (2025). Chen and Lin (2024) also emphasize that environmental conditions can affect performance through social-cognitive mechanisms and work engagement.

This result is different from Syarip et al. (2024) who found that the work environment does not have a significant direct effect on performance. This difference suggests that the effect of the work environment can depend on the context, the character of the task, and the presence or absence of intermediate variables such as motivation or involvement. In this study, the nature of the Secretariat's work that demands coordination, document accuracy, and punctuality is likely to make the quality of the work environment more quickly reflected in performance. These findings are also in line with the initial data of the study that identified environmental discomfort as one of the factors that interfere with employee concentration.

The Meaning of Power to Explain the Model

The R^2 of 0.546 indicates that more than half of the variation in employee performance can be explained by career development and work environment in the research model. This value shows that both factors have real managerial relevance, but are not the only determinants of performance. There is still 45.4% variation that can potentially be explained by other factors. Therefore, performance improvement policies should not stop at career development and environmental improvement, but are combined with leadership strengthening, clarity of targets, workload management, reward systems, competencies, and consistent performance evaluation mechanisms.

CONCLUSION

This study shows that career development and work environment are two relevant factors for the performance of employees at the Secretariat of the Directorate General of Civil Aviation in Jakarta. Career development has a positive and significant effect on performance with a path coefficient of 0.387. The work environment also has a positive and significant effect with a path coefficient of 0.462 and shows a relatively stronger relationship compared to career development. Overall, both constructs explain 54.6% of the variation in employee performance. These findings confirm that employees need two things simultaneously: space to grow professionally and working conditions that enable them to use these capacities optimally.

Practical Implications

- The Secretariat needs to clarify the career path map and development criteria by regularly providing information on job opportunities, assignments, as well as education and training programs. Development needs evaluations can be conducted at least every semester so that career programs are more aligned with organizational competencies and needs.
- Assignments should consider the suitability between competencies, experience, and job needs. Rotation or task expansion can be used as a means of development if there are clear learning objectives and accompanied by feedback from supervisors.

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- Work environment audits can be conducted periodically, for example quarterly, with simple indicators such as lighting, air circulation, noise, safety, and room comfort. The audit results need to be followed up in a checklist of monitoring improvement priorities.
- Non-physical aspects need to be maintained through open work communication, cross-department coordination, and strengthening collegial relationships. A brief survey of work experience can be used to identify sources of discomfort before they develop into performance issues.
- Timeliness indicators are one area that needs attention. Organizations can set clearer completion targets, conduct regular monitoring of overdue work, and provide cause-based feedback so that corrections are not only administrative but also help improve work processes.

Academic Contributions

Academically, this study reinforces the explanation that career development and work environment can be understood as forms of organizational resources that encourage employees to contribute better to their work. Career development is supported theoretically by Organizational Support Theory and social exchange mechanisms, while the work environment is explained by Job Demands–Resources Theory. This integration helps shift the discussion from mere statistical relationships to mechanisms explaining why both variables can affect performance.

Limitations and Further Research Agenda

- The study used a cross-sectional design so that the relationships found showed structural associations over a single observation period and did not fully describe changes in performance over time.
- All variables were measured through questionnaires filled out by the same respondent source. This condition raises the potential for common method bias. Special statistical tests such as full-collinearity VIF or marker variables are not yet available in the source manuscript, so further research needs to include them from the design stage.
- Respondent demographic characteristics such as age, gender, education, and length of service were not available in the revised source manuscript. Further research needs to report on respondent profiles so that readers can assess the representativeness of the sample and the possible differences in effects between groups.
- The model explains 54.6% of the variation in performance. Further research can include leadership, motivation, work attachment, competence, workload, reward system, or job satisfaction as predictors or mediators to gain a more comprehensive understanding.
- Subsequent research can use longitudinal or multi-source designs, for example combining employee perceptions with superior appraisals and administrative performance data, so that the quality of inference and the robustness of findings can be improved.

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