

## ENHANCING EMPLOYEE PERFORMANCE THROUGH TRAINING AND DEVELOPMENT: A CASE STUDY OF BALAI KARANTINA PERTANIAN KELAS I BANDAR LAMPUNG

Dian Naviri<sup>1</sup>,  
Eka Travilta Oktaria<sup>2</sup>,  
Pungky Nanda Raras<sup>3</sup>,  
Defrizal<sup>4</sup>,  
Andala Rama Putra Barusman<sup>5</sup>

[andala@ubl.ac.id](mailto:andala@ubl.ac.id)

<sup>1</sup>Universitas Bandar Lampung

---

### ABSTRACT

*In the competitive landscape of modern organizations, enhancing employee performance is critical for achieving operational excellence. This study investigates the impact of training and development on employee performance at Balai Karantina Pertanian Kelas I Bandar Lampung, a public sector organization in Indonesia. Utilizing a quantitative research design, the study sampled 40 employees who had participated in training and development programs within the past year. Data were collected through a structured questionnaire and analyzed using SPSS 25, employing descriptive, correlation, and regression analyses. The findings reveal a significant positive relationship between both training and development with employee performance, with development showing a stronger impact. These results underscore the importance of comprehensive development initiatives in fostering long-term employee growth and improving overall organizational performance. The study provides actionable insights for management to optimize training and development programs, ensuring sustained high performance and competitiveness.*

**Keywords:** *employee performance, training, development, public sector, quantitative research, Balai Karantina Pertanian Kelas I Bandar Lampung, SPSS.*

---

### Introduction

In today's competitive organizational landscape, enhancing employee performance is crucial for achieving operational excellence and maintaining a competitive edge (Bowley & Link, 2005; Gruman & Saks, 2011). The dynamic nature of modern workplaces demands that organizations continuously improve their workforce's skills, knowledge, and capabilities to remain viable and successful (Despres & Hiltrop, 1995; Jacobs & Washington, 2003; Nguyen & Giang, 2020). Employee training and development are vital components in this regard, serving as essential mechanisms for equipping employees with the necessary tools to perform their roles effectively and adapt to evolving job requirements (Edralin, 2007; Pickett, 1998).

Training and development encompass a wide array of activities designed to improve individual and collective competencies (Barusman & Hidayat, 2017; Dixit & Sinha, 2020; Edralin, 2007). Training typically focuses on the acquisition of specific skills or knowledge needed for immediate application, while development encompasses broader, long-term growth opportunities that prepare employees for future roles and challenges (Campbell, 1987; Cascio, 2019; Salas et al., 2012). Together, these initiatives not only enhance individual performance but also contribute to overall organizational success by fostering a culture of continuous improvement and learning.

Despite the extensive literature on the benefits of training and development, there remains a significant gap in understanding their specific impacts within the context of public sector organizations (Kuruville, 1980). Public sector entities, including those involved in agricultural quarantine services, operate under unique conditions and face distinct challenges compared to their private sector counterparts. These challenges include bureaucratic constraints, budget limitations, and a diverse range of stakeholder expectations, all of which can influence the effectiveness of training and development programs (Bazemore & Thai, 1995; Gray et al., 1997; Khodr & Zirar, 2013).

Balai Karantina Pertanian Kelas I Bandar Lampung, a key player in Indonesia's agricultural sector, provides an ideal setting to investigate these impacts. As an organization responsible for preventing the introduction and spread of pests and diseases through agricultural imports and exports, its operational efficiency is heavily reliant on the performance of its employees (Kumar, 2011; Wyckhuys et al., 2022). Understanding how training and development initiatives influence employee performance in this specific context is essential for optimizing these programs and ensuring that the organization meets its strategic objectives (Dixit & Sinha, 2020; Jacobs & Washington, 2003; Molina & Ortega, 2003; Rowden, 2000).

The primary objective of this research is to determine the extent to which training and development initiatives affect employee performance at Balai Karantina Pertanian Kelas I Bandar Lampung (Hidayat & Asmara, 2017; Regen et al., 2020). This study hypothesizes that both training and development have a positive and significant impact on employee performance, with development potentially having a greater influence due to its focus on long-term growth and career advancement. By addressing this hypothesis, the research seeks to provide actionable insights for management to optimize training and development programs, thereby enhancing overall organizational performance (Kwon & Kim, 2014; Seidle et al., 2016; Skylar Powell & Yalcin, 2010; Wilona & Defrizal, 2024).

To achieve this objective, the study will employ a quantitative research design, collecting and analyzing data from employees who have participated in training and development programs (Al-Khayyat & Elgamel, 1997; Aragón et al., 2014; Jacobs & Washington, 2003). The analysis will focus on measuring the relationships between training, development, and employee performance, and identifying key factors that contribute to the effectiveness of these initiatives. The findings will offer valuable guidance for public sector managers and policymakers aiming to improve employee performance through targeted training and development strategies (Gross et al., 2019; Jacobs & Washington, 2003; Nguyen & Giang, 2020).

In summary, this study aims to bridge the gap in the existing literature by providing a detailed examination of the impacts of training and development on employee performance within a public sector organization, specifically in the agricultural quarantine services sector. By doing so, it will contribute to a better understanding of how these initiatives can be effectively implemented to achieve both immediate and long-term organizational goals.

## **Methodology**

This study employs a quantitative research design to systematically investigate the relationship between employee training, development, and performance. The rationale for choosing a quantitative approach lies in its ability to provide objective, numerical data that can be statistically analyzed to determine the strength and significance of the relationships between variables (Al-Khayyat & Elgamel, 1997; III & Naquin, 2004; Rowden, 2000).

The sample for this study consists of 40 employees from Balai Karantina Pertanian Kelas I Bandar Lampung. A purposive sampling technique was used to select participants who have undergone training and development programs within the past year. This criterion ensures that the respondents have recent and relevant experiences that can provide accurate insights into the impact of these initiatives on their performance (Ibrahim et al., 2017; Juhdi et al., 2015; Moussaid et al., 2020).

Data were collected using a structured questionnaire designed to measure the variables of interest: training (X1), development (X2), and employee performance (Y). The questionnaire included Likert-scale items to capture the respondents' perceptions and experiences. The data collection process was conducted over a period of one month, ensuring ample time for respondents to provide thoughtful and accurate responses (Hsu & Wang, 2008; Ibdunni et al., 2018; Khodakarami et al., 2018; Pradhan & Jena, 2016).

The collected data were analyzed using SPSS 25. Descriptive statistics were used to summarize the demographic characteristics of the sample. Inferential statistics, including correlation and regression analyses, were employed to test the hypotheses and determine the relationships between training, development, and employee performance. The significance level was set at 0.05 for all statistical tests.

## **Result and Discussion**

### ***a. Descriptive Statistics***

The demographic analysis of the sample from Balai Karantina Pertanian Kelas I Bandar Lampung revealed a diverse employee base in terms of age, gender, educational background, and length of service. Employees ranged in age from 25 to 55 years, with a nearly even distribution between genders. Educational qualifications varied from

diplomas to advanced degrees, and years of service spanned from 1 to 20 years. This diversity mirrors the broader employee population within the organization, suggesting that the findings are likely generalizable across the entire workforce. The varied sample provides a solid foundation for understanding the impact of training and development on performance across different employee profiles, consistent with the literature on the importance of continuous learning in dynamic work environments (Jacobs & Washington, 2003; Nguyen & Giang, 2020).

### ***b. Correlation Analysis***

The correlation analysis demonstrated a significant positive relationship between training and employee performance, with a correlation coefficient of ( $r = 0.743$ ), statistically significant at ( $p < 0.05$ ). This finding supports the extensive literature that emphasizes the critical role of training in enhancing employee performance (Edralin, 2007; Pickett, 1998). Similarly, the analysis revealed an even stronger positive correlation between development and performance, with a coefficient of ( $r = 0.861$ ), also significant at ( $p < 0.05$ ). These results corroborate the hypothesis that both training and development significantly impact employee performance, with development having a more substantial effect, likely due to its focus on long-term career growth and adaptability (Campbell, 1987; Cascio, 2019).

### ***c. Regression Analysis***

The regression analysis provided deeper insights into the influence of training and development on employee performance. Training accounted for 74.3% of the variance in employee performance, indicating a considerable impact of training initiatives on performance outcomes. Development, however, accounted for an even larger portion of the variance, at 86.1%. When combined, training and development explained 88.7% of the variance in employee performance. This high level of explained variance underscores the significant role both training and development play in performance enhancement, with development being particularly influential (Dixit & Sinha, 2020; Rowden, 2000).

### ***d. Discussion***

The results align with the existing body of research that highlights the importance of training and development in boosting employee performance. Training programs are crucial for addressing immediate skill gaps and equipping employees with the necessary tools to perform their current roles effectively, as reflected in the strong correlation between training and performance (Edralin, 2007; Pickett, 1998). This suggests that targeted training initiatives can lead to improved job efficiency and satisfaction, supporting operational excellence in public sector organizations like Balai Karantina Pertanian Kelas I Bandar Lampung (Kumar, 2011).

Development initiatives, which focus on broader career growth and long-term skill advancement, have demonstrated an even greater impact on performance. This finding aligns with theories suggesting that employees who perceive opportunities for personal and professional growth are more likely to exhibit higher performance levels, contributing to both individual and organizational success (Cascio, 2019; Salas et al., 2012). Development programs, including leadership training, mentorship, and career progression planning, contribute to enhanced current job performance and prepare employees for future roles and challenges (Campbell, 1987; Jacobs & Washington, 2003).

The stronger impact of development compared to training highlights the value employees place on growth opportunities as integral to their career advancement. This insight is crucial for organizational management, suggesting that investments in development programs can yield substantial returns in terms of enhanced employee performance and organizational commitment (Dixit & Sinha, 2020; Molina & Ortega, 2003). Organizations like Balai Karantina Pertanian Kelas I Bandar Lampung that emphasize development alongside traditional training are likely to foster a culture of continuous learning and improvement, vital for sustaining high performance and achieving long-term strategic objectives (Kwon & Kim, 2014; Skylar Powell & Yalcin, 2010).

In light of these findings, it is recommended that Balai Karantina Pertanian Kelas I Bandar Lampung prioritize development programs in conjunction with training initiatives. This approach will not only address immediate performance needs but also support employees' long-term career growth, thereby enhancing organizational effectiveness in achieving its strategic goals (Gruman & Saks, 2011; Nguyen & Giang, 2020).

Future research should explore the specific components of training and development programs that are most effective in driving performance improvements. Additionally, longitudinal studies could provide valuable insights into the long-term effects of these initiatives on employee performance and organizational outcomes,

further informing best practices for optimizing training and development strategies (Gross et al., 2019; Jacobs & Washington, 2003).

## Conclusion

This study provides empirical evidence that both training and development significantly enhance employee performance at Balai Karantina Pertanian Kelas I Bandar Lampung. The findings highlight the critical role of development initiatives in driving performance improvements, suggesting that organizations should prioritize these programs to achieve optimal results.

The implications of this research are twofold. First, it underscores the need for management to invest in comprehensive training and development programs that address both immediate skill gaps and long-term career growth. Second, it provides a framework for evaluating the effectiveness of these initiatives, enabling organizations to make data-driven decisions that enhance employee performance and organizational success. Future research should explore the specific components of training and development programs that have the most significant impact on performance. Additionally, longitudinal studies could provide deeper insights into the long-term effects of these initiatives on employee performance and organizational outcomes. By continuing to investigate these areas, researchers can contribute to the development of more effective strategies for enhancing employee performance in various organizational contexts.

## References

- Al-Khayyat, R. M., & Elgamal, M. A. (1997). A macro model of training and development: validation. *Journal of European Industrial Training*, 21(3), 87–101. <https://doi.org/10.1108/03090599710161793>
- Aragón, M. I. B., Jiménez, D. J., & Valle, R. S. (2014). Training and performance: The mediating role of organizational learning. *BRQ Business Research Quarterly*, 17(3), 161–173. <https://doi.org/https://doi.org/10.1016/j.cede.2013.05.003>
- Barusman, M. Y., & Hidayat, T. (2017). Relation of Motivation to Return to the Place of Origin and Work Commitment. *European Journal of Business and Management Wwww.Iiste.Org ISSN*, 9(34), 68–73. [www.iiste.org](http://www.iiste.org)
- Bazemore, G., & Thai, K. V. (1995). Institutional and management building in sub-saharan africa: the role of training. *International Journal of Public Administration*, 18(9), 1447–1483. <https://doi.org/10.1080/01900699508525060>
- Bowley, J., & Link, D. A. (2005). Supporting pay for performance with the right technology. *Compensation & Benefits Review*, 37(5), 36–41. <https://doi.org/10.1177/0886368705279285>
- Campbell, C. P. (1987). Instructional systems development: a methodology for vocational-technical training. *Journal of European Industrial Training*, 11(5), 3–42. <https://doi.org/10.1108/eb002230>
- Cascio, W. F. (2019). Training trends: macro, micro, and policy issues. *Human Resource Management Review*, 29(2), 284–297. <https://doi.org/https://doi.org/10.1016/j.hrmr.2017.11.001>
- Despres, C., & Hiltrop, J. (1995). Human resource management in the knowledge age. *Employee Relations*, 17(1), 9–23. <https://doi.org/10.1108/01425459510146652>
- Dixit, R., & Sinha, V. (2020). Addressing training and development bottlenecks in hrm: facilitating a paradigm shift in building human capital in global organizations. In M. A. Turkmenoglu & B. Cicek (Eds.),



- Contemporary Global Issues in Human Resource Management (pp. 141–161). Emerald Publishing Limited. <https://doi.org/10.1108/978-1-80043-392-220201012>
- Edralin, D. M. (2007). Human capital development for innovation in asia: training and development practices and experiences of large philippine companies. *Asian Journal of Technology Innovation*, 15(1), 133–147. <https://doi.org/10.1080/19761597.2007.9668632>
- Gray, G. R., Hall, M. E., Miller, M., & Shasky, C. (1997). Training practices in state government agencies. *Public Personnel Management*, 26(2), 187–202. <https://doi.org/10.1177/009102609702600203>
- Gross, H. P., Thaler, J., & Winter, V. (2019). Integrating Public Service Motivation in the Job-Demands-Resources Model: An Empirical Analysis to Explain Employees' Performance, Absenteeism, and Presenteeism. *International Public Management Journal*, 22(1), 176–206. <https://doi.org/10.1080/10967494.2018.1541829>
- Gruman, J. A., & Saks, A. M. (2011). Performance management and employee engagement. *Human Resource Management Review*, 21(2), 123–136. <https://doi.org/https://doi.org/10.1016/j.hrmr.2010.09.004>
- Hidayat, A. R. R. T., & Asmara, A. Y. (2017). Creative industry in supporting economy growth in Indonesia: Perspective of regional innovation system. *IOP Conference Series: Earth and Environmental Science*, 70(1), 012031. <https://doi.org/10.1088/1755-1315/70/1/012031>
- Hsu, S.-H., & Wang, Y.-C. (2008). The development and empirical validation of the employee satisfaction index model. *Total Quality Management & Business Excellence*, 19(4), 353–366. <https://doi.org/10.1080/14783360701595052>
- Ibidunni, A. S., Falola, H. O., Ibidunni, O. M., Salau, O. P., Olokundun, M. A., Borishade, T. T., Amaihian, A. B., & Peter, F. (2018). Workforce diversity among public healthcare workers in Nigeria: Implications on job satisfaction and organisational commitment. *Data in Brief*, 18, 1047–1053. <https://doi.org/https://doi.org/10.1016/j.dib.2018.03.127>
- Ibrahim, R., Boerhannoeddin, A., & Bakare, K. K. (2017). The effect of soft skills and training methodology on employee performance. *European Journal of Training and Development*, 41(4), 388–406. <https://doi.org/10.1108/EJTD-08-2016-0066>
- III, E. F. H., & Naquin, S. S. (2004). New metrics for employee development. *Performance Improvement Quarterly*, 17(1), 56–80. <https://doi.org/https://doi.org/10.1111/j.1937-8327.2004.tb00302.x>
- Jacobs, R., & Washington, C. (2003). Employee development and organizational performance: a review of literature and directions for future research. *Human Resource Development International*, 6(3), 343–354. <https://doi.org/10.1080/13678860110096211>
- Juhdi, N., Pa'wan, F., & Hansaram, R. (2015). Employers' experience in managing high potential employees in Malaysia. *Journal of Management Development*, 34(2), 187–201. <https://doi.org/10.1108/JMD-01-2013-0003>
- Khodakarami, N., Dirani, K., & Rezaei, F. (2018). Employee engagement: finding a generally accepted measurement scale. *Industrial and Commercial Training*, 50(6), 305–311. <https://doi.org/10.1108/ICT-11-2017-0090>

- Khodr, H., & Zitar, A. A. (2013). International briefing 30: training and development in Iraqi Kurdistan. *International Journal of Training and Development*, 17(4), 295–309. <https://doi.org/https://doi.org/10.1111/ijtd.12014>
- Kumar, C. N. (2011). Agricultural trade facilitation in asia: prioritising the Invisible Infrastructure. *Millennial Asia*, 2(1), 3–22. <https://doi.org/10.1177/097639961100200102>
- Kuruvilla, P. K. (1980). Training and development in public service: the canadian experience. *Indian Journal of Public Administration*, 26(3), 814–826. <https://doi.org/10.1177/0019556119800327>
- Kwon, S.-H., & Kim, J. (2014). The cultural industry policies of the Korean government and the Korean Wave. *International Journal of Cultural Policy*, 20(4), 422–439. <https://doi.org/10.1080/10286632.2013.829052>
- Molina, J. A., & Ortega, R. (2003). Effects of employee training on the performance of north-american firms. *Applied Economics Letters*, 10(9), 549–552. <https://doi.org/10.1080/1350485032000100297>
- Moussaid, A., Tkiouat, M., & Hlyal, M. (2020). Review of literature on existing models about the impact of continuous training on business performance. *IOP Conference Series: Materials Science and Engineering*, 827(1), 012052. <https://doi.org/10.1088/1757-899X/827/1/012052>
- Nguyen, T. L., & Giang, P. X. (2020). Improving employee performance in industrial parks: An empirical case of garment enterprises in binh duong province, vietnam. *European Journal of Investigation in Health, Psychology and Education*, 10(1), 44–58. <https://doi.org/10.3390/ejihpe10010005>
- Pickett, L. (1998). Competencies and managerial effectiveness: putting competencies to work. *Public Personnel Management*, 27(1), 103–115. <https://doi.org/10.1177/009102609802700110>
- Pradhan, R. K., & Jena, L. K. (2016). Employee performance at workplace: conceptual model and empirical validation. *Business Perspectives and Research*, 5(1), 69–85. <https://doi.org/10.1177/2278533716671630>
- Regen, R., Johannes, J., Edward, E., & Yacob, S. (2020). Employee development model and an assessment on the perspectives of work behavior, motivation, and performance. *International Journal of Research in Business and Social Science (2147- 4478)*, 9(2), 59–69. <https://doi.org/10.20525/ijrbs.v9i2.625>
- Rowden, R. W. (2000). A practical guide to assessing the value of training in your company. *National Productivity Review*, 19(4), 9–13. <https://doi.org/https://doi.org/10.1002/npr.4040190403>
- Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations: what matters in practice. *Psychological Science in the Public Interest*, 13(2), 74–101. <https://doi.org/10.1177/1529100612436661>
- Seidle, B., Fernandez, S., & Perry, J. L. (2016). Do leadership training and development make a difference in the public sector? a panel study. *Public Administration Review*, 76(4), 603–613. <https://doi.org/https://doi.org/10.1111/puar.12531>
- Skylar Powell, K., & Yalcin, S. (2010). Managerial training effectiveness. *Personnel Review*, 39(2), 227–241. <https://doi.org/10.1108/00483481011017435>
- Wilona, N. N., & Defrizal, D. (2024). The Influence of Leadership Style and Work Environment on the Performance. *International Journal of Accounting, Management, Economics and Social Sciences (IJAMESC)*, 2(1), 13–23. <https://doi.org/10.61990/ijamesc.v2i1.171>



Wyckhuys, K. A. G., Zhang, W., Colmenarez, Y. C., Simelton, E., Sander, B. O., & Lu, Y. (2022). Tritrophic defenses as a central pivot of low-emission, pest-suppressive farming systems. *Current Opinion in Environmental Sustainability*, 58, 101208. <https://doi.org/https://doi.org/10.1016/j.cosust.2022.101208>