

The Influence of Performance Assessment and Employee Abilities on Employee Career Development

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Abstract

This study examines the impact of performance assessment and workability on employee career development at PT Pelindo Terminal Petikemas New Makassar. The research utilized multiple linear regression analysis to assess the relationships between performance assessment, workability, and career development. Data were collected from a sample of employees at PT Pelindo Terminal Petikemas New Makassar and analyzed using t-tests and F-tests to determine the significance of the findings. The results indicate that performance assessment has a positive and significant influence on employee career development, while workability does not show a significant impact. Simultaneously, both performance assessment and workability account for 52.1% of the variance in career development, with the remaining 47.9% being influenced by other factors such as wages, job security, working conditions, achievements, training, and work experience. The findings align with theoretical frameworks in human capital theory and performance management, highlighting the importance of regular performance evaluations and skill enhancement. The study underscores the need for companies to prioritize performance assessment as a critical component of career development strategies. Organizations can foster a motivated and capable workforce by focusing on accurate performance evaluations and providing opportunities for skill development. Future research should explore additional variables affecting career development to provide a more comprehensive understanding and holistic recommendations for improving human resource management practices.

Keyword: *Performance Assessment; Employee Career Development; Work Ability; Human Resource Management; Career Growth Factors*

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INTRODUCTION

In the era of digitalization, human resources have become increasingly significant. One critical endeavor for companies is to enhance the quality of their human resources and foster employee career development. This enhancement is reflected in the results of assessments, which are vital for a company's progress. Career development is essential for private and governmental organizations as it prepares them for future business challenges and competition (Riniwati, 2016). Career development depends on human resources, requiring planned and continuous training for employees each year. In other words, career development is a

formal human resource management activity that should be integrated with other HR activities (Janakiram & Narayanamma, 2019). Career development serves as a benchmark for employees in their career progression. With it, private companies and government organizations can improve career training. Career development involves a series of positions or roles an individual holds in private and governmental settings. The primary objective of career development in human resource management is to enhance the effectiveness and efficiency of employees' work, thereby contributing significantly to achieving organizational business goals (Ende et al., 2023).

The success of a company's activities in achieving its goals relies not only on advanced technology, applications, or infrastructure but also on the human resources aspect (Negulescu, 2016). Human resources are the most crucial element in a company to reach its objectives and success. As companies grow and face various challenges, one key challenge is assessing employees to understand and enhance their performance, capabilities, and career development. Many companies struggle due to a lack of employee potential utilization, making assessment crucial for understanding and achieving company goals. Proper employee assessment results in high-quality outcomes. Therefore, to achieve these goals, all resources within the company must be optimally utilized. Performance is the potential every employee must have to fulfill their duties and responsibilities given by the company (Putra & Gupron, 2020). Good performance allows employees to complete all their tasks, increasing the effectiveness and efficiency of the company's operations, ultimately benefiting the organization (Safitri et al., 2024). Assessment is an evaluation phase that companies conduct on employee performance over a specific period to understand whether their performance supports the company's goals. The assessment seeks valuable information to evaluate programs, production, procedures, and alternative strategies proposed to achieve predetermined objectives (Worthen & Sanders, 1973).

Employee performance assessment is crucial for identifying strengths and weaknesses and designing objective learning programs—for instance, PT. Pelindo Terminal Petikemas New Makassar uses employee performance assessments to understand the adequacy of candidates for the company. According to Robbins (2003), employee performance is a function of the interaction between ability and motivation. Companies like Pelindo have ways to determine and place employees based on their knowledge from education, experience, and training, ensuring that employees can effectively run the company. Employee career development is a process that involves changing the status, position, or role of employees within a company. It emphasizes job titles and enhances employee abilities, helping them plan their careers and enabling employees and the company to grow optimally. According to Sadili Samsudin (2006), career development is an effort to improve employees' technical, theoretical, conceptual, and moral abilities to meet job requirements through education and training.

Researchers are investigating whether, in this digital era, PT. Pelindo Terminal Petikemas New Makassar has implemented innovative approaches for assessing employee performance, capabilities, and career development to prevent past issues. According to data from the company, external consultants evaluate employee performance, capabilities, and career development. The results are handed over to PT. Pelindo Terminal Petikemas New Makassar by Media Pratama (MDP) and HR

managers use these results for employee placement. The company aims to manage employee careers based on competencies developed through a participatory partnership between employees, line managers, and the company. Employees plan their future careers and develop competencies according to job requirements, while line managers guide, direct, and mentor employees to become professional cadres. The company provides competency and career development facilities following HR management principles, including job requirements, career paths, competency development, performance management, career counseling, assessment and evaluation, and HR management information systems.

Researchers have identified several company issues regarding the influence of performance assessments, employee capabilities, and career development. These processes are often affected by favoritism, personal biases, transactional relationships, debts between superiors and subordinates, and managers' weak enforcement of HR regulations. Such practices negatively impact diligent employees and harm the company by failing to properly manage human resources, which leads to poor employee placement and, consequently, company losses and closures. This situation highlights the need for companies to reevaluate their staff placement strategies to ensure the right individuals are in the correct positions, thereby maintaining workplace harmony. Properly conducted performance assessments are crucial for improving the company. Practical employee assessments help identify strengths and weaknesses, allowing for the design of objective learning programs—for example, PT. Pelindo Terminal Petikemas New Makassar utilizes external consultants to conduct employee performance assessments, ensuring that candidates meet the company's needs and enhancing overall quality and performance.

Career Development

Career development is a staffing activity that helps employees plan their future careers within the company, allowing both the organization and the employees to develop to their maximum potential (Mangkunegara, 2017). According to Sinambela (2016), career development involves planning, implementing, and monitoring employee careers, known as career management. A comprehensive career development program should consider three main aspects: integration with HR planning, the relationship between career planners and career development, and employee needs. Career development is crucial for both individuals and organizations. Bernardin and Russell (2013) argue that career development practices can enhance employee career satisfaction and organizational effectiveness. Employees who perceive limited advancement opportunities may experience frustration, leading to decreased organizational commitment, reduced Performance, and increased turnover intentions.

Siagian (2015) identifies seven factors influencing employee career development: satisfactory job performance, recognition from others, loyalty to the organization, mentors, and sponsors, subordinate support, growth opportunities, and voluntary resignation. Andrew J. Dubin, cited by A.A. Anwar Prabu Mangkunegara (2001:77), also emphasizes that career development is an activity that helps employees plan their future careers within the company. Mangkunegara (2011:77) states that career development helps employees and companies achieve their goals. Siagian (2008:215) states that no matter how well a career plan is designed, it will only materialize with systematic and programmatic career

development. Yusuf (2015) defines career development as a condition indicating an increase in an individual's status within an organization along a defined career path. Hasibuan (2014) describes career development as a movement that increases employees' responsibilities to a higher position, thus enlarging their duties, rights, and status. Mangkunegara (2013) lists six goals of career development: achieving individual and company goals, improving employee welfare, helping employees realize their potential, strengthening employee-company relationships, reducing turnover and HR costs, and reducing professional and managerial obsolescence.

Hasibuan (2014) categorizes career development into temporary, permanent, minor, and dry types, each with implications for different job roles and responsibilities. Mangkunegara (2005:77) outlines ten career development objectives, including achieving individual and corporate goals, demonstrating employee welfare relationships, helping employees recognize their potential, strengthening employee-company ties, proving social responsibility, supporting company programs, reducing turnover and HR costs, avoiding professional obsolescence, fostering comprehensive employee analysis, and encouraging long-term strategic thinking. According to Hasibuan (2012:31), career development indicators include education, training, rotation, promotion, and tenure. Kasmir (2015) adds that career success is influenced by Performance, work motivation, commitment, job satisfaction, discipline, compensation, loyalty, education and training, leadership, work effort, and work spirit. A. Sihotang (2006:213) identifies organizational policies, job performance, educational background, training, work experience, loyalty to the organization, and interpersonal skills as dominant factors in career development.

Employee performance assessment

Performance is the work result achieved by an individual or a group within an organization, by their respective authorities and responsibilities, to achieve its goals without violating laws, morals, or ethics (Mathis & Jackson, 2009). According to Sutrisno (2010:151), Performance is the work result of an individual based on their work behavior. Performance assessment aims to measure the work quality of employees, facilitate subsequent coaching, make necessary corrections to work that does not align with job descriptions, and address other employment-related issues. Management typically conducts performance assessments directly above the employee or designated management. Performance is the display of work results by personnel, both in quantity and quality, within an organization. It can be individual or group performance. Performance assessments motivate employees to meet organizational goals and uphold behavior standards. Performance assessments provide feedback and intrinsic and extrinsic rewards essential for organizational success (Veitzal & Sagala, 2009).

Several dimensions are used as benchmarks to evaluate employee performance. According to Prawirosentono (1999), these dimensions include knowledge of work, planning and organization, work quality, productivity, technical knowledge, judgment, communication, cooperation, attendance at meetings, project management, leadership, and self-improvement. Performance evaluations can be conducted by various parties, including direct supervisors, colleagues, self-evaluation, and direct subordinates, and through a 360-degree approach involving supervisors, customers, colleagues, and subordinates (Robbins, 2001:260). Each evaluator provides unique insights into the employee's Performance, making the

assessment process more comprehensive. Hasibuan (2009) outlines performance measurement indicators such as quantity, quality, personality, and timeliness. In Mangkunegara (2005), Husein Umar adds indicators such as work quality, honesty, initiative, attendance, attitude, cooperation, reliability, job knowledge, responsibility, and time utilization.

Performance is influenced by individual ability (talent, interest, personality), effort (motivation, work ethic, attendance, task design), and organizational support (training, equipment, performance standards, management, coworkers) (Mathis and Jackson, 2009). According to A, the relationship among these factors is widely recognized in management literature as $\text{Performance} = \text{Ability} \times \text{Effort} \times \text{Support}$. Dale Timple, cited by Mangkunegara (2005), states that performance factors include internal factors, such as an individual's attributes, and external factors, such as environmental influences, coworker behavior, and organizational climate. Practical performance assessment is critical for understanding and improving employee contributions to organizational goals. It involves multiple evaluators, various performance dimensions, and a clear understanding of the factors influencing Performance. This comprehensive approach ensures that employees are assessed, appropriately rewarded, and effectively developed to meet their and the organization's objectives.

Employee Abilities

Gibson (2001) explains that specific abilities are essential for employees to perform their assigned tasks within an organization effectively. Hasibuan (2005) defines workability as the results achieved by an individual in carrying out tasks based on their skills, experience, diligence, and time. Similarly, Robert Kreitner (2005, p185) describes ability as stable characteristics of an individual's maximum physical and mental capacity. Employee abilities encompass a work process that provides understanding and capability for employees to perform activities effectively, thus meeting company expectations and improving Performance. According to Hasibuan (2005:94), workability is the result achieved by an individual in carrying out assigned tasks based on skill, experience, diligence, and time. Robert Kreitner (2005, p185) adds that ability refers to stable characteristics of an individual's maximum physical and mental capabilities.

Mangkunegara (2011:67) distinguishes between potential ability (IQ) and reality (knowledge and skill), suggesting that employees with above-average IQ and adequate education for their positions, who are skilled in daily tasks, can achieve maximum Performance more efficiently. Ability, derived from the word "mampu" (able), implies the capacity to perform tasks. Intellectual ability plays a significant role in complex jobs requiring information processing, while specific physical abilities are crucial for less skill-intensive, more standardized tasks. For instance, jobs requiring stamina, hand dexterity, and leg strength necessitate that management recognize an employee's physical capabilities. In this study, workability is measured using indicators proposed by Stephen P. Robbins (2009, p58), which include intellectual abilities such as numerical intelligence, verbal comprehension, perceptual speed, inductive reasoning, deductive reasoning, spatial visualization, and memory. Physical abilities include dynamic strength, body strength, verbal strength, static strength, extent flexibility, dynamic flexibility, body coordination, balance, and stamina.

Michael Zwell, cited in Wibowo (2007:102), identifies several factors influencing an employee's ability, including beliefs and values, skills, experience, personality characteristics, motivation, and emotional issues. Davis, cited by Mangkunegara (2005), also highlights knowledge and skill as critical factors affecting ability. Knowledge involves processed and organized information that provides understanding and accumulated experience applicable to the employee's job. Skill refers to the ability of employees to complete tasks effectively and efficiently, using specific technical execution related to their roles within the organization. Effective career development supports the implementation of company programs, reduces turnover and HR costs, prevents professional and managerial obsolescence, encourages comprehensive employee analysis, and promotes long-term strategic thinking. Career development integrates work planning and staffing, ensuring job positions are filled with individuals who meet the necessary qualifications and requirements. This structured approach to enhancing employee abilities ensures that individual and organizational goals are met.

METHODOLOGY

This research was conducted at PT. Pelindo Terminal Petikemas New Makassar from March 2023 to May 2023. The study population included all 119 permanent employees at the company, with the sample size determined using the Slovin formula. Data collection methods included observation, interviews, questionnaires, and documentation. Observation involved direct data collection on the influence of performance assessment and ability on career development. Interviews gathered information from selected respondents through direct dialogue. Questionnaires, used to collect primary data, were distributed to respondents according to the research design—documentation involved obtaining secondary data from recorded documents at the research site. The data collected comprised quantitative data, which are numerical and objective, and qualitative data, which are descriptive and subjective. Primary data were obtained directly from respondents via interviews and questionnaires, while secondary data were sourced from written documents like reports and records. The research instrument was a questionnaire tested for validity and reliability. Validity tests ensured the tool measured what it was intended to measure, and reliability tests, using the single test double trial technique and Alpha Cronbach formula, ensured measurement consistency. The analysis method was multiple regression analysis to determine the influence and significance of the independent variables (performance assessment and ability) on the dependent variable (career development). Hypotheses were tested using T-tests (partial) and F-tests (simultaneous) at a 0.05 significance level. Operational definitions included performance assessment measured by quantity, quality, timeliness, and effectiveness; employee ability measured by intellectual and physical capabilities; and career development measured by promotion, potential ability, job scope, recognition, and competence, all using a Likert scale.

RESULT AND DISCUSSION

Result

Validity Test

The validity test is carried out by correlating each item's score with each attribute's total score. According to Sugiyono (2001: 233) corrected item total correlation is a correction between the total score of items, the interpretation is by consulting the critical r value, if $r_{\text{count}} > r_{\text{critical}}$ (r table) then the instrument is declared valid. Based on the validity test results, all instruments for the variable Performance Assessment (X1), consisting of X1.1 to X1.5, yielded R -values (r calculated) more significant than the r -table value. With a sample size (N) of 30, the observed r -table value was 0.3494. Therefore, all instruments in this study are valid. The validity test results for all instruments of the variable Ability (X2), consisting of X2.1 to X2.5, also showed r -values greater than the r -table value. With the same sample size of 30 and an r -table value of 0.3494, it can be concluded that all instruments in this study are valid. The validity test results for all instruments of the variable Career Development (Y), consisting of Y.1 to Y.5, demonstrated r -values greater than the r -table value. Again, with a sample size of 30 and an r -table value of 0.3494, it can be concluded that all instruments in this study are valid.

Reliability Test

Reliability indicates how much a measuring instrument can be trusted or relied upon. It is considered reliable if an instrument yields consistent results when used twice to measure the same phenomenon. Specifically, an alpha value > 0.6 indicates sufficient reliability; > 0.8 suggests strong reliability. An alpha value between 0.5 and 0.7 indicates moderate reliability, while < 0.5 suggests low reliability, meaning some items may not be reliable.

Table 1. Reliability Test Results of Independent and Independent Variables

Instrument	alfa Cronbach	R value	Keterangan
Performance Assessment (X1)	0,798	0,60	Reliabel
Ability (X2)	0,803	0,60	Reliabel
Career Development (Y)	0,783	0,60	Reliabel

Source: SPSS results 2023

Based on Table 1, the reliability test results for variables X1, X2, and Y all yielded Cronbach's alpha values greater than 0.6. Therefore, it can be concluded that all instruments in this study are reliable.

Coefficient of Simultaneous Significance Test (F Test)

The simultaneous influence test in this study was conducted using the F-test method or Fisher Distribution Test based on regression analysis results presented in the ANOVA table. The hypothesis test is $H_0: \beta_i = 0$ against $H_a: \beta_i \neq 0$. If the F-calculated value is greater than the F-table value or the significance level P is less than 0.05, H_0 is rejected, and H_a is accepted. This means the regression beta parameters are significantly different from zero, allowing for statistical estimation of the simultaneous influence of independent variable X_i on the dependent variable Y . Conversely, if the F-calculated value is less than the F-table value or the significance

level P is more significant than 0.05. H_a is rejected, and H_o is accepted, indicating no significant difference from zero in the regression beta parameters, making the regression results unsuitable for statistical estimation.

Table 1. Anova Test Results

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10,826	2	5,413	48,307	,000 ^b
	Residual	9,973	89	,112		
	Total	20,798	91			

Source: SPSS results 2023

According to Table 2, the significance value, $P = 0.000$, is much smaller than 0.05. The F-table value for $\alpha = 0.05$ and degrees of freedom $(3:92) = 2.72$; according to Table 5.11, the F-calculated value is 48.307. Therefore, $F_{\text{calculated}} > F_{\text{table}}$. H_a is accepted based on the testing criteria, indicating that the regression beta parameters are significantly different from zero. Consequently, the regression results can be used for statistical estimation, including the simultaneous influence of the independent variable X_i on the dependent variable Y .

The simultaneous effect of the research independent variables on the dependent variable Y is obtained from the Model Summary table. The table in question is presented in Table 3.

Tabel 3. Model Summary Hasil Analisis Regresi

Model Summary ^b											
			Std.		Change Statistics					Durbin	
			Error of		F					Sig. F	
			Adjusted		R Square					Change	
Model	R	R Square	R Square	Estimate	Change	nge	df1	df2	Change	Watson	
1	,721 ^a	,521	,510	,33474	,521	48,307	2	89	,000	1,400	

a. Predictors: (Constant), Performance Assessment, Ability

b. Dependent Variable: Career Development

Source: SPSS results 2023

From Table 3 above, it is obtained that the simultaneous coefficient of determination $R^2 = 0.521$ with a significance level of $P = 0.000$, whose value is far below 0.05; this means that the simultaneous influence of the variables X_1 (Performance Assessment) and X_2 (Ability), is 52.1%. This influence is relatively high because the value is more excellent than 50%.

Partial Significance Test Analysis Results (t test)

This study's partial influence test of variables was conducted using the t-test method, or t-student test, based on partial regression analysis results presented in the Coefficient Table. The hypothesis test is $H_o: \beta_1, \beta_2 = 0$ against $H_a: \beta_1, \beta_2 \neq 0$.

The testing criteria are as follows: If the t-calculated value exceeds the t-table value or the significance level for each independent variable P is less than 0.05, H_o is

rejected, and H_a is accepted. This means the regression beta parameters significantly differ from zero for each variable. Therefore, the regression results for the respective independent variables can be used for statistical estimation, including the influence of the independent variable X_i on the dependent variable Y . Conversely, if the t-calculated value is less than the t-table value or the significance level for each independent variable P is more significant than 0.05. H_a is rejected, and H_o is accepted. This indicates that the regression beta parameters are not significantly different from zero for each variable. Therefore, the results cannot be used for statistical estimation, including the influence of the independent variable X_i on the dependent variable Y .

Table 4. Data Analysis Results for Partial Test

		Unstandardized Coefficients	Standardized Coefficients		
Model		B	Std. Error	Beta	t
1	(Constant)	1,251	,323		3,872
	Performance Assessment	,525	,122	,523	4,308
	Ability	,204	,107	,232	1,910

Source: SPSS results 2023

Based on the analysis results in the table 4, the regression equation is obtained:

$$Y = 1,251 + 0,523X_1 + 0,232X_2$$

Based on the t-student table for $\alpha = 0.05$ and degrees of freedom 92, the critical value is 1.662. The t-calculated values in Table 4 are as follows:

Performance Assessment has a significantly positive influence on career development for employees at PT Pelindo Terminal Petikemas New Makassar, with $t_{b1} = 4.308 > 2.00$ and a significance level of $P = 0.000 < 0.05$. The coefficient value is 0.523, indicating that Performance Assessment directly impacts career development. Therefore, the first hypothesis is accepted. Ability does not significantly influence career development for employees at PT Pelindo Terminal Petikemas New Makassar, with $t_{b2} = 1.910 < 2.00$ and a significance level of $P = 0.055 > 0.05$. The coefficient value is 0.232, indicating that Ability does not directly impact career development. Therefore, the second hypothesis is rejected.

Discussion

The Influence of Performance Assessment on Employee Career Development

The study's findings indicate that performance assessment positively and directly influences employee career development. Specifically, if performance assessment improves by one unit, employee career development will also experience a corresponding increase. This demonstrates that performance assessment significantly impacts career development, making it a crucial determinant. Conversely, a decline in performance assessment negatively affects career development. The multiple linear regression analysis, t-test results, and previous studies confirm that performance assessment significantly influences employee career development. These findings align with the core principles of performance

management and career development. A positive performance assessment implies that the employee's contributions and capabilities are recognized, which, in turn, fosters career growth. Therefore, performance evaluations should be used as benchmarks for career development, tailored to the employee's needs, interests, and talents. This research supports the first hypothesis, which posited that performance assessment would have a significant positive impact on career development. This establishes that performance assessment is indeed a critical factor in career development.

The findings also resonate with established theories in organizational behavior and human resource management. The positive correlation between performance assessment and career development aligns with Maslow's hierarchy of needs, particularly the esteem and self-actualization stages. Recognizing and rewarding performance fulfills employees' esteem needs and encourages self-actualization through career progression. Comparing these results with previous studies, we observe a consistent pattern. The findings are in agreement with the studies by Dewi (2015), Rawashdeh (2013), and Jayanti (2013), which also found significant positive relationships between performance assessments and career development. This consistency across multiple studies reinforces the validity and reliability of the current research findings. These findings imply that organizations should prioritize robust performance assessment systems. By accurately evaluating and acknowledging employee performance, organizations can effectively guide career development, enhancing overall organizational performance. Implementing comprehensive performance assessments helps identify employees' strengths and areas for improvement, providing a clear pathway for career advancement and professional growth.

The Influence of Ability on Employee Career Development

The study's findings indicate that workability positively and directly influences employee career development. Specifically, if workability increases by one unit, employee career development also increases correspondingly. However, this positive relationship is not statistically significant, suggesting that workability does not significantly impact career development. Consequently, workability is not a determining factor in employee career development. This study's results contradict previous research conducted by Nayano, cited in Soeharto (2004:97), posited that formal education, non-formal education, work experience, and willingness significantly impact employee responsiveness to their job tasks. Nayano's findings suggested that responsive employees tend to meet company standards in their performance, thus indicating a significant relationship between workability and employee performance. However, the current research findings do not align with this conclusion. Examining the current study about the hypothesis, it was hypothesized that workability would significantly impact career development. The results show no significant effect, so reject this hypothesis. This discrepancy prompts a deeper analysis of why workability, despite its apparent relevance, does not significantly drive career development in this context.

The theoretical framework supporting Nayano's findings can be traced to human capital theory, which emphasizes the role of education and experience in enhancing employee capabilities and career prospects. According to this theory, employee education and training investments should improve performance and

career advancement. The divergence of the current study from this theory suggests that other factors might mediate the relationship between work ability and career development. Comparing these results with previous studies, the inconsistency becomes evident. While Nayano's research highlighted the significance of workability in career advancement, the present study finds no such significant correlation. This contrast could be attributed to contextual differences, such as organizational culture, industry standards, or specific characteristics of the employee population studied. These findings suggest that organizations should focus on something other than workability as a predictor of career development. While enhancing employee skills and competencies remains essential, it should be part of a broader strategy that includes performance assessments, employee motivation, and opportunities for professional growth. By diversifying the factors considered in career development, organizations can better support their employees' advancement and align with strategic objectives.

The Effect of Performance and Ability Assessments on Employee Career Development

The research findings indicate that performance assessment and workability significantly impact employee career development. This implies that performance assessment and workability together account for 52.1% of the variance in career development. The remaining 47.9% is influenced by other variables such as wages, job security, working conditions, achievements, training, work experience, and more. According to Robbins, as cited in Moehariono, performance is a blend of ability, motivation, and opportunity. When a company desires its employees to achieve optimal workability, it must provide opportunities for career development that align with the employee's skills and capabilities. This theoretical perspective underscores the importance of a comprehensive approach to employee development, integrating performance assessments and skill enhancement with motivational and environmental factors. The hypothesis posited that performance assessment and workability would significantly influence career development. The research supports this hypothesis, demonstrating that these factors are crucial determinants of career progression. This finding aligns with the theoretical framework integrating human capital theory and performance management elements. Organizations can foster a more capable and motivated workforce by recognizing and enhancing employee performance and abilities, ultimately driving career advancement.

Comparing these results with previous studies, we find a consistent relationship between performance assessment, workability, and career development. Earlier research by Dewi (2015), Rawashdeh (2013), and Jayanti (2013) also highlighted the importance of performance evaluations and employee capabilities in career growth. This consistency reinforces the validity of the current findings and underscores the importance of these factors in various organizational contexts. These findings suggest that organizations should focus on performance assessment and skill development as part of their career development strategies. Organizations can ensure that their workforce remains competitive and capable by regularly assessing performance and providing opportunities for employees to enhance their skills. This approach supports individual career growth and aligns with organizational goals, promoting efficiency and effectiveness.

CONCLUSION

This study concludes that performance assessment positively and significantly influences employee career development at PT Pelindo Terminal Petikemas New Makassar. However, workability does not show a significant impact on career development. Simultaneously, performance assessment and workability positively and significantly influence employee career development. These findings highlight the critical role of performance assessment in enhancing employee career growth within the company.

The study holds substantial value in knowledge and practical human resource management. The originality of this research lies in emphasizing performance assessment as a critical factor in employee career development, providing a guideline for companies to improve their career development policies. Companies should focus more on regular performance evaluations to foster better career development. From a managerial perspective, companies can use performance assessment results to design more effective training and development programs, ultimately enhancing employee performance and satisfaction.

This study has several limitations, including the limited scope of variables. While performance assessment and workability have been examined, 47.9% of other variables still need to be explored and may influence employee career development. Therefore, future research should explore other variables such as wages, job security, working conditions, achievements, training, and work experience. This will provide a more comprehensive understanding of the factors affecting employee career development and offer holistic recommendations for improving human resource management.

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