

EMPLOYEE TRAINING, DEVELOPMENT, AND PERFORMANCE: EXAMINING THE INTERVENING EFFECT OF JOB SATISFACTION IN THE MUSI BANYUASIN REGIONAL INSPECTORATE

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ABSTRACT

Using job satisfaction as a mediator, this research analyzes the relationship between employee development and performance at the Musi Banyuasin Regency Inspectorate. A causal associative design was employed in this quantitative research. A total of 138 respondents were randomly selected from 208 civil servant employees. Data were collected using a Likert-scale questionnaire and analyzed using PLS-SEM with SmartPLS version 3.2.9.

The research confirms that staff training and development initiatives have a positive impact on job satisfaction. Findings indicate a strong and positive correlation between training and development programs and employee productivity. Employees who are satisfied with their jobs tend to perform better overall. The results of the indirect effects analysis demonstrate that job satisfaction mediates the relationship between training, professional development, and employee performance. The training and development programs attended by Musi Banyuasin Regency Inspectorate staff directly and indirectly improve performance.

INTRODUCTION

Government efficiency and public service quality are largely measured by the achievements of the Civil Service (ASN). In public sector entities, individual employee performance is key to achieving strategic objectives, reflecting their ability to complete tasks optimally. Robbins and Judge (2022) emphasize that performance is related to work outcomes measured based on the effectiveness and efficiency of task implementation in accordance with organizational standards. The Regional Inspectorate

of Musi Banyuasin Regency plays a strategic role as the internal supervisory apparatus of the local government in ensuring accountability and compliance with laws and regulations. However, the achievement of Key Performance Indicators (KPIs) shows that there are still performance targets that have not been optimally achieved. This condition indicates the need for efforts to improve employee performance through more effective and focused human resource management.

Employees through more effective and targeted human resource management. Training is a major factor in increasing work productivity. According to Hasibuan (2021), the purpose of training is to improve employee competence in their work by strengthening their knowledge, skills, and abilities. This view is in line with the perspective that Sedarmayanti (2020) interprets training as a form of non-formal learning that focuses on providing practical skills that can be directly applied in the workplace. Proper and well-planned training is expected to strengthen employee competencies, thereby encouraging optimal performance. In addition to training, employee development also plays a strategic role in improving performance. Dessler (2019) explains that employee development is a long-term process that aims to improve the capacity and professionalism of employees to respond to increasingly complex job demands. Armstrong and Taylor (2020) emphasize that employee development is a form of strategic investment by organizations in building competent human resources that are adaptive to the dynamics of change.

Job satisfaction and other psychological criteria are just as important as technical aspects in determining employee performance improvement. Employees who are satisfied with their jobs are more dedicated to their tasks, thereby increasing their motivation and productivity (Robbins and Judge, 2022). Employees who are happy in their jobs tend to give their best effort to their tasks. The direct and indirect effects of training and development on performance, with job satisfaction as a moderating variable, have yielded contradictory findings in previous research. This inconsistency indicates a gap in research, especially in public sector entities with specific supervisory roles. To fill this gap, this study positions job satisfaction as an intervening variable to explore the effect of training and development on the performance of employees of the Regional Inspectorate of Musi Banyuasin Regency.

LITERATURE REVIEW

The Effect of Training on Employee Job Satisfaction

Training is an organizational tool used to improve personnel skills and task execution efficiency. Employee participation in training programs that are directly relevant to their work enables them to gain knowledge, confidence, and vocational comfort. Training that is aligned with work needs has the power to influence employees' attitudes toward their work and their level of job satisfaction (Mangkunegara, 2017). Hasibuan (2021) echoes this view by stating that companies can increase employee satisfaction through professional development investments via structured training programs. Empirical research by Larasati (2021) concludes that training increases employee job satisfaction. Putri, Kusuma, and Anggraini (2025) reinforce a similar conclusion, stating that high-quality training results in increased employee job

satisfaction, which supports these findings. The following research hypothesis was developed from these empirical findings:

H1: Training contributes positively and significantly to employee job satisfaction.

The Effect of Employee Development on Employee Job Satisfaction

Staff development is a continuous effort to improve the quality, readiness, and potential of human resources. Access to coaching, career advancement opportunities, and competency improvement makes employees feel more valued and opens up prospects for professional and personal development. According to Hasibuan (2021), the level of provision of professional development opportunities relevant to the job by the organization is a major factor in employee job satisfaction. The positive correlation between employee development and job satisfaction has been confirmed by previous research. Tanjung and Siagian (2022) highlighted the significant impact of career advancement on employee job satisfaction. The findings of Hulu, Zega, Waruwu, Oktapiani, and Aziza (2024), which state that staff development programs tailored to work needs can increase job satisfaction, reinforce these results. This empirical evidence supports the following hypothesis:

H2: Employee development contributes positively and significantly to employee job satisfaction.

The Effect of Training on Employee Performance

Employee performance can be improved through training because it provides the knowledge and skills needed to perform tasks effectively. According to Mangkunegara (2017), relevant training that focuses on specific job functions can improve employees' technical and professional competencies, thereby improving the quality and quantity of output. Training that is relevant to the job allows employees to concentrate better and comply with organizational standards. Empirical data from Zahri (2020) proves that training improves employee performance. The quality of training contributes greatly to improving employee performance, as stated by Sari, Madjir, and Andriyani (2025), who reinforce these findings. Therefore, the research hypothesis is formulated as follows:

H3: Training contributes positively and significantly to employee performance.

The Effect of Employee Development on Employee Performance

Organizations implement staff development as a strategy to ensure that employees are prepared to face increasingly complex work tasks. Employee performance and adaptability to change are improved through career management, coaching, and competency development programs. Providing development opportunities that are aligned with work needs encourages employee performance, as stated by Hasibuan (2021). The significant effect of career development on employee performance is proven by empirical research by Hartini and Dirwan (2023). These findings reinforce the conclusions of Komara and Rhamadhania (2023), who state that investment in staff development results in a tangible increase in productivity. Thus, the following hypothesis is formulated:

H4: Employee development has a positive and significant effect on employee

performance.

The Effect of Job Satisfaction on Employee Performance

Employee job satisfaction is reflected in their attitudes and behavior. Employees who enjoy their work tend to be fully dedicated and take responsibility independently. According to Robbins and Judge (2022), a satisfied workforce is more productive because its members routinely give their best effort. Research by Utami, Mikial, and Veybitha (2023) concluded that staff members who report higher levels of job satisfaction tend to be more productive and maintain superior work quality standards. This conclusion is reinforced and validated by the findings of Zahro and Abidiyah (2024). Therefore, the following hypothesis is formulated:

H5: Job satisfaction contributes positively and significantly to employee performance.

The Effect of Training on Employee Performance through Job Satisfaction

Employee job satisfaction increases after participating in training because their ability to complete tasks improves and their confidence grows. According to Robbins and Judge (2022), well-conducted training creates a sense of appreciation, which results in higher job satisfaction and superior performance. Sari's research (2021) reveals a correlation between training and employee performance, with job satisfaction as a mediator. This conclusion is supported by the findings of Fadyanti, Fauzi, and Sudiantini (2025), who state that training affects performance directly through job satisfaction and indirectly through other mechanisms. Thus, the following hypothesis is formulated:

H6: Training contributes positively and significantly to employee performance through job satisfaction as an intervening variable.

The Effect of Employee Development on Employee Performance through Job Satisfaction

Job satisfaction is influenced by the psychological impact of employee development, which manifests as a sense of value and perceptions of professional advancement prospects. This sense of achievement strengthens employees' motivation and commitment to their work. According to Mangkunegara (2017), optimal performance is achieved when development is aligned with work needs because it creates conducive psychological conditions. The relationship between employee development and performance is mediated by job satisfaction, as evidenced by Ambarsari, Rustandi, and Suadma (2024). Additional evidence is provided by Pebrianto (2025), who concludes that employee development affects performance indirectly through job satisfaction and directly. These field findings underlie the following research hypothesis:

H7: Employee development contributes positively and significantly to employee performance through job satisfaction as an intervening variable.

RESEARCH METHOD

Research Type and Approach

The purpose of this quantitative research is to explore the relationship between

training and development as independent variables and employee performance as a dependent variable, mediated by job satisfaction. The research design is causal associative. A quantitative approach is applied to understand the direct and indirect effects between the research variables. This method allows for objective and systematic hypothesis testing through statistical analysis. An associative causal design is used to reveal the influence of training and development on performance, both directly and indirectly through job satisfaction. Through this design, data is collected to illustrate the interdependence of fundamental factors in the public sector organization.

The Regional Inspectorate of Musi Banyuasin Regency, South Sumatra Province, was chosen as the research location. The Regional Inspectorate was selected as the research site due to its strategic position as an internal government supervisory agency that demands optimal employee performance. The research population consisted of 208 people working at the Regional Inspectorate of Musi Banyuasin Regency. However, the research subjects were limited to civil servants. Thus, 138 civil servants who met the predetermined research criteria were selected using purposive sampling. The data applied in the research were: direct data collection from respondents who were personnel of the Musi Banyuasin Regency Inspectorate via a questionnaire instrument. Secondary information was extracted from institutional archives, including attendance logs, performance appraisals, SOPs, and other relevant supporting documents. A structured questionnaire was formulated based on research variable indicators for the acquisition of primary data. Factor measurement implemented a five-point Likert scale (1-5: strongly disagree–strongly agree), facilitating numerical data amenable to statistical scrutiny.

Operational Definitions and Variable Indicators

This study uses four main variables, namely: Training (X_1): Training is a systematic procedure that aims to improve employees' understanding of the organization and its standards as well as their ability to successfully carry out their job responsibilities (Hasibuan, 2021). Training indicators include training objectives, training materials, training methods, participant qualifications, and educator credentials (Hasibuan, 2021). Employee Development (X_2): the process of improving employees' abilities, skills, and knowledge through various coaching and continuous learning activities to prepare them to face evolving job demands (Robbins & Judge, 2022). Indicators include technical training, soft skills development, career development, professional competency improvement, and continuous learning (Armstrong & Taylor, 2020).

Job Satisfaction (Z): employees' positive feelings towards their work that arise when their needs, expectations, and comfort at work are met (Robbins & Judge, 2022). With indicators: compensation, the job itself, relationships with coworkers, supervision and oversight, and opportunities for growth (Hasibuan, 2021). Employee Performance (Y): The level of employee task achievement in line with expectations, objectives, and institutional norms (Robbins & Judge, 2022). Performance is evaluated based on vocational discipline, temporal precision, proactivity, and output quality (Robbins & Judge, 2022).

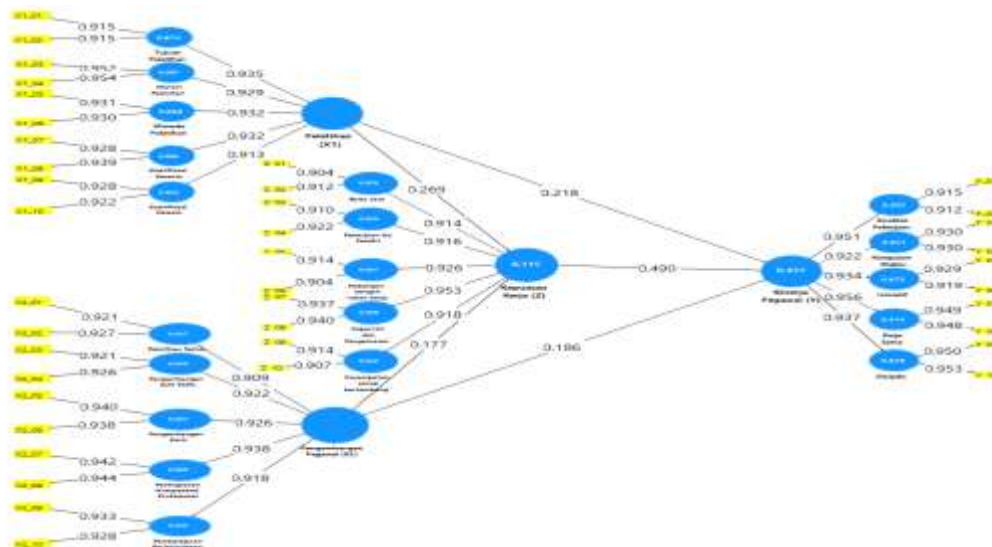
Data Analysis Techniques

The Structural Equation Modeling-Partial Least Squares (SEM-PLS) method using SmartPLS software was applied in this study to analyze the data. SEM-PLS was chosen because it excels in studies with intervening variables and is capable of analyzing complex structural relationships, including direct and indirect effects between latent variables. The stages of data analysis included: Measurement Model Testing (Outer Model). This stage includes evaluating the convergent and discriminant validity of the model, then the construct reliability through Cronbach's Alpha and factor loading values. Structural Model Testing (Inner Model), aimed at analyzing the relationship between variables by applying path coefficient values, t-statistics (> 1.96), and p-values (< 0.05). Determination Coefficient Testing (R^2), which measures the proportion of variation in the dependent variable explained by the independent factors. Indirect Effect Testing, to assess the role of job satisfaction as a mediating variable in the correlation between staff development and training and development with performance.

RESEARCH RESULTS AND DISCUSSION

Outer Model Analysis Results

The initial stage of Structural Equation Modeling (SEM-PLS) analysis is testing the measurement model or outer model. The purpose of this stage is to assess the accuracy and reliability of each latent construct indicator. Data processing findings using SmartPLS version 3.2.9 show that all indicators of competence, motivation, work discipline, and employee performance variables meet the convergent validity requirements because the factor loading values exceed 0.70. Furthermore, according to Ghozali (2021), strong internal consistency and reliability for the advanced analysis stage are demonstrated by all research variables, given that the composite reliability value of each construct is above the minimum threshold of 0.70.



Outer Loading

Source: SEM-PLS 3.2.9 Data Processing Results (2026)

Tabel 1. Outer Loading

NO	Pelatihan (X1)	Pengembangan Pegawai (X2)	Kepuasan Kerja (Z)	Kinerja Pegawai (Y)	Keterangan
1	0.915	0.921	0.904	0.915	Valid
2	0.915	0.927	0.912	0.912	Valid
3	0.952	0.921	0.910	0.930	Valid
4	0.954	0.926	0.922	0.930	Valid
5	0.931	0.940	0.914	0.929	Valid
6	0.930	0.938	0.904	0.919	Valid
7	0.928	0.942	0.937	0.949	Valid
8	0.939	0.944	0.940	0.948	Valid
9	0.928	0.933	0.914	0.950	Valid
10	0.922	0.928	0.907	0.953	Valid

Source: Processed primary data (2026)

The outer loading test for the constructs of training (X1), employee development (X2), job satisfaction (Z), and employee performance (Y) produced loading factor values > 0.70 , as shown in Table 1. This proves that all indicators effectively measure the target constructs. Indicators with a loading factor of 0.70 or higher are considered valid based on Ghozali's (2021) convergent validity criteria. Since all research constructs have met the validity requirements, the analysis of the relationship between research variables can be continued.

Tabel 2. Construct Reliability dan Validity

No	Variabel	Cronbach's Alpha	rho A	Composite Reliability	Average Variance Extracted (AVE)
1	Pelatihan (X1)	0.962	0.963	0.967	0.747
2	Pengembangan Pegawai (X2)	0.961	0.961	0.966	0.739
3	Kepuasan Kerja (Z)	0.956	0.957	0.962	0.720
4	Kinerja Pegawai (Y)	0.967	0.967	0.971	0.770

Source: SmartPLS Data Processing Results (2026)

Table 2 shows that all research constructs have reliability and validity assessments with Cronbach's Alpha values >0.70 , Average Variance Extracted (AVE) >0.50 , and Composite Reliability >0.70 . These findings confirm adequate internal consistency in each construct and the ability to adequately explain indicator variation. Since the requirements for convergent validity and reliability are met, this research measurement instrument is of sufficient quality for further analysis. Ghozali (2021) states that indicators effectively represent constructs when they meet the criteria for reliability and validity, which supports this conclusion.

Inner Model Analysis Results

Interactions between structural model paths were evaluated to assess the significance of the independent variables' influence on the mediating variables and their impact on

employee performance. The significance of the relationships between variables was verified using the SmartPLS bootstrapping procedure. The significance level of each path was determined based on the t-statistic value and then the p-value for each causal relationship in the research model, as reported in the bootstrapping output. At a significance level of 5% ($\alpha = 0.05$), the critical t-value of 1.96 was used as a benchmark for comparison with the t-statistic obtained to determine the significance of the effect between variables. A t-statistic value >1.96 indicates a statistically significant path association, while <1.96 indicates an insignificant relationship. The figure below illustrates the results of the structural model bootstrapping analysis, which visualizes the relationships between the research variables.

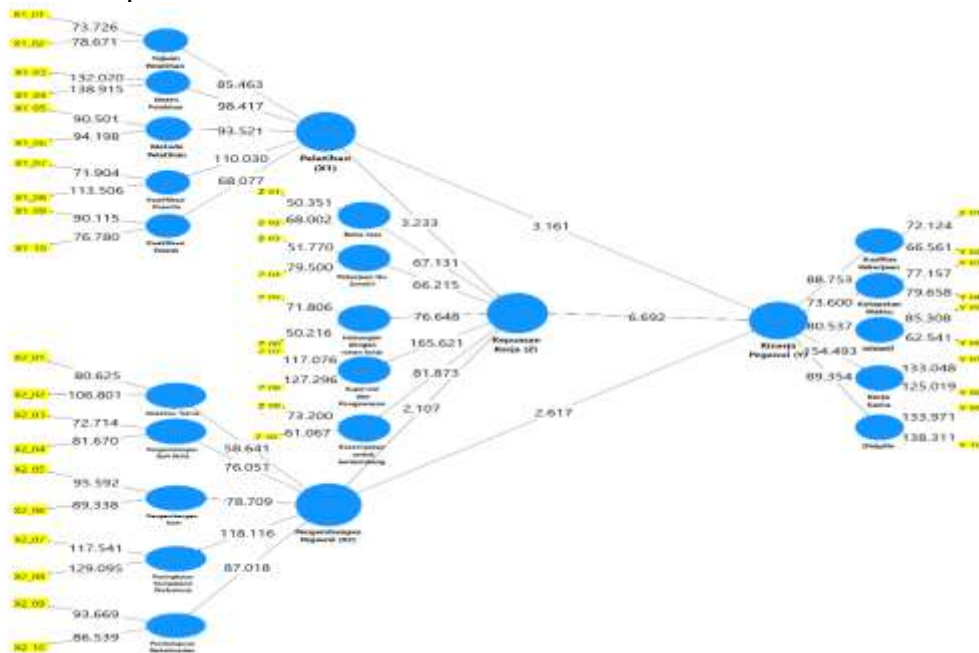


Figure 3
 Bootstrapping Evaluation Results
 Source: SmartPLS Data Processing Results (2026)

Path Coefficients

Path coefficient analysis is used to explore the nature and strength of correlations between variables in a research model, such as the effect of employee training and development on job satisfaction and the effect of job satisfaction on employee performance. Based on the conceptual framework of the research, this analysis aims to determine the proportion of employee performance variation explained by each variable. Path coefficient analysis allows the identification of factors with the greatest impact on worker productivity through a summary of the strength of all correlations between variables. This is shown in the following table:

Tabel 3. Path Coefficients

No	Jalur	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
1	Pelatihan (X1) -> Kepuasan Kerja (Z)	0.269	0.266	0.083	3.233	0.001
2	Pengembangan Pegawai (X2) -> Kepuasan Kerja (Z)	0.177	0.179	0.084	2.107	0.035
3	Pelatihan (X1) -> Kinerja Pegawai (Y)	0.218	0.218	0.069	3.161	0.002
4	Pengembangan Pegawai (X2) -> Kinerja Pegawai (Y)	0.186	0.188	0.071	2.617	0.009
5	Kepuasan Kerja (Z) -> Kinerja Pegawai (Y)	0.490	0.488	0.073	6.692	0.000

Source: SmartPLS Data Processing Results (2026)

Path coefficient analysis reveals statistically significant relationships between structural model variables, with a critical t-value of 1.96 at a significance threshold of 5% ($\alpha = 0.05$). This study aims to elaborate on the strength of the correlation between four variables—performance, job satisfaction, training, and employee development. The findings show a positive and significant relationship between training (X1) and job satisfaction (Z) (t-statistic 3.233, p-value 0.001). These results support the first hypothesis, which states that a good training program increases employee job satisfaction. In addition, the positive and significant effect of staff development (X2) on job satisfaction (Z) is evidenced by a t-statistic of 2.107 and a p-value of 0.035. This data validates the second hypothesis, which indicates that continuous efforts to develop employees result in higher job satisfaction.

A positive and significant association between training (X1) and employee performance (Y) is evident from the t-statistic of 3.161 and p-value of 0.002. The third hypothesis is accepted because these findings confirm the important role of training in improving employee performance. Additionally, the significant impact of employee development (X2) on performance (Y) is demonstrated by a t-statistic of 2.617 and a p-value of 0.009. These results reinforce the fourth hypothesis, which states that investment in staff development substantially improves performance. Furthermore, the significant effect of job satisfaction (Z) on employee performance (Y) is evidenced by a t-statistic of 6.692 and a p-value of 0.000. This finding supports the fifth hypothesis that satisfied employees are more productive. Overall, all direct paths in the structural model are statistically significant. These results confirm that the training and development program at the Musi Banyuasin District Inspectorate has a direct impact on employee productivity, while also contributing significantly to job satisfaction, which in turn increases productivity.

Specific Indirect Effects

The analysis of specific indirect effects aims to explore the indirect influence of

training and development on performance through the mediation of job satisfaction. This research seeks to determine the role of job satisfaction as a mediator between exogenous and endogenous variables in the research model. The table below presents the findings of the indirect effect analysis obtained through the bootstrapping technique in SmartPLS software.

Tabel 4. Specific Indirect Coefficients

No	Jalur	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
1	Pelatihan (X1) -> Kepuasan Kerja (Z) -> Kinerja Pegawai (Y)	0.132	0.130	0.044	2.981	0.003
2	Pengembangan Pegawai (X2) -> Kepuasan Kerja (Z) -> Kinerja Pegawai (Y)	0.087	0.086	0.041	2.090	0.037

The explanation of indirect effects between variables in the research model is based on the findings of the Specific Indirect Effects analysis as shown in Table 4. A significance level of 5% ($\alpha = 0.05$) with a critical t-value of 1.96 was applied. This research was conducted to examine the effect of the intervening variable of job satisfaction on the relationship between exogenous factors and employee performance. The findings indicate that the indirect effect of training (X1) on employee performance (Y) through job satisfaction (Z) is significant (t-statistic 2.981, p-value 0.003). These values are statistically significant, implying that job satisfaction mediates the relationship between training and productivity. In addition, the statistically significant indirect effect of employee development on employee performance is seen through job satisfaction (Z) (t-statistic = 2.090, p-value = 0.037). According to this study, investment in staff development can increase job satisfaction, which in turn drives performance. The mediating role of job satisfaction between training, employee development, and performance in the Regional Inspectorate of Musi Banyuasin Regency is confirmed by these findings.

DISCUSSION

The Effect of Training on Job Satisfaction

The research concludes that training improves employee job satisfaction. Training programs tailored to specific job requirements give employees confidence and competence in carrying out their responsibilities. Promoting an optimistic view of the work environment directly results in increased vocational satisfaction. This finding is in line with Hasibuan (2021), who states that training increases job satisfaction by strengthening employees' abilities and attitudes towards their work. This idea is supported by Sedarmayanti (2020), who argues that training increases job satisfaction by providing skills that facilitate task completion. The significant contribution of training to employee job satisfaction is also confirmed by previous research by Larasati (2021) and Putri, Kusuma, and Anggraini (2025).

The Effect of Employee Development on Job Satisfaction

Employee development increases job satisfaction, according to research findings. Employees feel more fulfilled in their work life when their career path is clearer and they feel valued by their employer, thanks to development programs that include coaching, mentoring, and capacity building. These findings are consistent with the views of Robbins and Judge (2022) and Dessler (2019), who emphasize that employee development programs can improve morale and job satisfaction through opportunities for learning and growth. The correlation between employee development and job satisfaction is proven by Hulu, Zega, Waruwu, Oktapiani, and Aziza (2024) as well as Tanjung and Siagian (2022); this research reinforces the findings.

The Effect of Training on Employee Performance

Research findings confirm that training improves employee productivity. Employees gain a better understanding of work standards, operational processes, and task implementation strategies through training, thereby improving their performance. This confirms Mangkunegara's (2017) findings that training directly affects performance outcomes by improving employees' work skills. Additional support comes from Armstrong and Taylor (2020), who view training as an organizational investment in human resources to increase competence and productivity. Furthermore, these findings align with research demonstrating the substantial impact of training on worker productivity (Zahri, 2020; Giovanni and Ali, 2024; Sari, Madjir, and Andriyani, 2025).

The Effect of Employee Development on Employee Performance

Employee development contributes positively to performance, according to research findings. Employees gain professional competence, adaptability, and a better understanding of their job responsibilities through development programs, thereby improving their performance. This conclusion supports Dessler's (2019) statement that the goal of employee development is to make workers better able to handle more complex tasks in the workplace. Employee development is a key element in improving work efficiency and productivity, as highlighted by Rivai and Sagala (2021). These findings reinforce the results of previous research by Liputra (2021), Hartini and Dirwan (2023), and Komara and Rhamadhania (2023), all of which prove the substantial impact of staff development on performance.

The Effect of Job Satisfaction on Employee Performance

Research findings confirm that employee job satisfaction results in superior performance. Employees who are satisfied with their work tend to be more disciplined, responsible, and consistent, resulting in better output. These results are in line with Hasibuan's (2021) statement that job satisfaction reflects employees' interest in their profession and motivates them to give their best effort. The importance of job satisfaction in shaping productive behavior in the workplace is described by Robbins and Judge (2022). In addition, these findings are congruent with research that proves the substantial contribution of job satisfaction to employee performance (2024; Saputra and Marlius, 2024; Zahro and Abadiyah, 2024).

The Role of Job Satisfaction in Mediating the Effect of Training on Employee Performance

The research concludes that job satisfaction mediates the correlation between training and work performance. Employees' self-confidence and vocational competence increase through training, which also enriches their technical skills and professional knowledge. These factors make employees more dedicated and produce superior performance. These findings are in line with Sedarmayanti (2020), who states that training shapes a positive attitude towards work, thereby increasing job satisfaction and ultimately employee performance. This view is supported by Hasibuan (2021), who notes that trained employees report higher job satisfaction and readiness, enabling optimal utilization of training benefits in performing their duties. The effect of training on employee performance is influenced by job satisfaction, as evidenced by research by Sari (2021) and Fadyanti, Fauzi, and Sudiantini (2025).

The Role of Job Satisfaction in Mediating the Influence of Employee Development on Employee Performance

Research findings indicate that job satisfaction mediates the correlation between employee development and performance. Development activities such as coaching, capacity building, and opportunities for self-development provide career clarity and job security for employees. Employees who are satisfied with their jobs tend to perform well and take responsibility for their tasks.

Hasibuan (2021) argues that employee development increases job satisfaction, which in turn improves performance through competency strengthening and role refinement. These research findings are consistent with his claim. Additional evidence is provided by Robbins and Judge (2022), who state that professional development opportunities positively influence work attitudes, resulting in better performance. The results also reinforce the conclusions of Pebrianto (2025) and Ambarsari, Rustandi, and Suadma (2024), who state that job satisfaction contributes as a mediator between employee development and performance.

CONCLUSION

The research findings indicate that training can increase employee job satisfaction. Training programs tailored to individual needs have the potential to create a sense of fulfillment in the workplace. Investment in staff development has been shown to contribute positively and significantly to job satisfaction, possibly because employees feel valued when given the opportunity to improve their skills and advance their careers. Training contributes positively and significantly to employee performance, as the knowledge and skills gained from training result in more efficient work completion. Staff development also contributes positively and substantially to performance, proving that improving employee capabilities directly contributes to better performance. The data confirms a positive and significant correlation between job satisfaction and employee performance, implying that satisfied employees tend to exert maximum effort. Training affects employee performance directly and indirectly through increased job satisfaction as an intervening variable. Employee development has a stronger impact on performance when accompanied by increased job satisfaction

among employees of the Musi Banyuasin Regency Inspectorate. Job satisfaction acts as a mediating variable in the research correlation.

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