

Factors Influencing Career Development in a Digitally Transforming Workplace

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Abstract

Digital transformation across various organizations has encouraged companies to understand the factors influencing employee career development in order to maintain competitiveness and improve the quality of human resources. This study aims to analyze the factors influencing career development in a digitally transforming workplace. The research employed a quantitative approach using the Partial Least Squares–Structural Equation Modeling (PLS-SEM) method. Empirical data were obtained from questionnaires completed by 50 permanent employees and selected using a purposive sampling technique. The findings indicate that educational attainment is the only variable that makes a significant contribution to employee career development (T-statistic = 4.317; p-value = 0.000). In contrast, work experience, Edupos, and Ihsanpos do not have a significant effect on career development because these variables are not yet fully aligned with digital competency requirements and the company's promotion policies. The R-Square value of 0.653 indicates that the model explains 65.3% of the variation in career development, while the Q-Square value of 0.594 demonstrates good predictive ability; factors outside the model influence the remaining 34.7%. These findings confirm that formal education remains an important factor in supporting career advancement in the era of digital transformation. Therefore, organizations should strengthen human resource development policies focused on improving employees' educational qualifications and continuously evaluate the effectiveness of training and performance appraisal systems to ensure better alignment with employee career development. This study is limited by its 50-employee sample, single regional setting, and 4 independent variables, which restrict generalizability and suggest that other factors may influence career development.

Keywords: Career Development, Digital Training, Level of Education, Performance Appraisal, Work Experience.

1. Introduction

The logistics and shipping services industry in Indonesia has been undergoing rapid change in recent years. The acceleration of digitalization, the growth of e-commerce, and increasingly fierce competition among logistics service providers are forcing companies to continuously adjust their strategies. The advancement of digitalization has transformed various aspects of individuals' lives, including how they acquire knowledge, perform daily activities, and determine their career directions and choices. PT Pos Indonesia, a state-owned enterprise operating in postal, logistics, and financial services, must continue to enhance its competitiveness through organizational transformation. This transformation focuses not only on technological innovation and business models but also encompasses human resource management. Human resource management has become a strategic factor in supporting the organization's sustainability (Sedarmayanti, 2017). Career development was selected as the focus of this study because digital transformation directly changes competency requirements, work patterns, and employee mobility opportunities. Consequently, its impact is reflected not



only in performance or work engagement but also in the sustainability of employees' career trajectories within the organization. Therefore, employee career development is a key concern because it is closely associated with work motivation, readiness to adapt to change, and the organization's long-term success.

One key area of focus is employee career development. Employee career development boosts work motivation, prepares employees to adapt to change, and contributes to the organization's long-term success. With this digital transformation, human resources must be able to adapt to more modern and digital ways of working. Therefore, PT Pos Indonesia has launched several internal programs: Edupos to hone employee competencies, and Ihsanpos to evaluate performance using clear indicators. Both systems demonstrate the company's commitment to managing human resources in a way that is more responsive, measurable, and aligned with organizational changes. However, digital systems do not necessarily provide equal career development opportunities for all employees. Work experience, educational level, training outcomes, and performance evaluations can influence career development opportunities differently.

Career development is crucial in human resource management (Dessler, 2019). Career development signifies the enhancement of professional capabilities and occurs through increased responsibilities, promotions, or skill enhancement. In modern organizations, career growth is not solely determined by loyalty or length of service. Career growth is also influenced by an individual's ability to adapt to increasingly complex work environments. Therefore, identifying the factors that influence career development is particularly important for companies undergoing digital transformation, such as PT Pos Indonesia.

One of the key factors in career development is work experience. Work experience reflects a combination of an employee's knowledge, technical skills, and understanding of the organization's work processes. At PT Pos Indonesia, work experience is a valuable asset. Employees who have worked for many years typically possess a broader understanding of the company's operational systems. However, rapid technological changes raise questions. To what extent is work experience still a primary factor in career development. Companies also require the ability to adapt to new skills.

Work experience is important, but education also influences career opportunities. Formal education typically serves as evidence of intelligence, analytical ability, and readiness to handle greater responsibilities. Educational credentials often play a key role in promotion decisions. However, as companies undergo digital transformation, they need to re-evaluate the value of formal education. Companies now prioritize practical skills, digital proficiency, and measurable work outcomes.

Training is a crucial aspect of career development. An ever-changing work environment requires training so that employees can enhance their competencies and adapt. PT Pos Indonesia uses Edupos as an internal platform to support continuous learning. However, there is still no strong evidence that digital training is effective in supporting the career development of PT Pos Indonesia employees. Research is needed to test this.

In addition to training, performance evaluation is also crucial for determining career progression. Performance evaluations measure the achievement of individual work targets against organizational standards. PT Pos Indonesia uses Ihsanpos as an employee performance evaluation system focused on performance indicators. The implementation of an objective performance appraisal system can help management make more accurate decisions, particularly in determining promotions and planning employees' career development. Nevertheless, the system's effectiveness also heavily depends on employees' perceptions of fairness, transparency, and consistency in its implementation.

Bugaj et al. (2022) investigated employee participation in career development. Lama et al. (2025) analyzed the relationship between human resource development, human resource planning, performance appraisal, and employee satisfaction. Litynska et al. (2025) reviewed employee evaluations in the context of career advancement. However, all these studies were conducted in different sectors, such as education, banking, and social institutions. Therefore, the results may not necessarily be directly applicable, particularly to PT Pos Indonesia, which is currently undergoing digital transformation.

Despite many studies conducted on the variables that are associated with career advancement, little empirical data is available on how these variables collectively affect career advancement through work experience, education, Edupos training, and Ihsanpos performance appraisal. Most previous studies have examined these variables separately or have been conducted in different organizational contexts. To address the existing research gap, this study integrates conventional factors commonly associated with career development, namely work experience and educational attainment, with factors that have emerged alongside organizational digital transformation. These digital factors include Edupos as a digital training platform and Ihsanpos as a performance appraisal system that utilizes measurable indicators. By examining these four variables simultaneously within an integrated research framework, this study is expected to offer a more comprehensive understanding of the factors influencing employee career development.

This study contributes to the advancement of the human resource management literature, particularly in relation to employee career development within organizations undergoing digital transformation. Theoretically, the findings of this study are expected to enrich research in human resource management, particularly studies on career development in organizations undergoing digital transformation. Practically, the results are expected to serve as a consideration and evaluation material for PT Pos Indonesia in formulating career development policies that are more objective, effective, and competency-oriented. Based on these considerations, this study was conducted to examine the factors influencing career development in a digitally transforming workplace, particularly at PT Pos Indonesia (Persero) Regional 1 Sumatera.

2. Literature Review

2.1. Work Experience

Work experience refers to the act of gaining knowledge and skills through the methods of working by actively taking part in the performance of tasks within an organization. Work experience involves the knowledge and skills gained from performing tasks within a specified period of time (Trijoko, 1980, as cited in Syahputra et al., 2023).

Work experience is defined as the length of time that an individual spends working, through which he or she learns about the duties required of a particular job and gains the ability to carry out the assigned tasks efficiently (Foster., 2014, as cited in Halawati, 2022). Adequate work experience enables a person to work more effectively, supported by length of service, knowledge, skills, and mastery of tasks and work equipment (Sabirin & Ilham, 2020).

Based on these perspectives, work experience can be understood as the accumulation of knowledge, abilities, and skills acquired through an individual's involvement in various work activities over a specific period. Through experience, employees can deepen their understanding of the tasks and responsibilities they perform, enabling them to develop the competencies required in their respective fields. Work experience gained across different

positions, functions, or divisions also plays an important role in shaping expertise that supports effective job performance and contributes to employees' career development.

2.2. Level of Education

Educational level refers to the level of education attained by employees that enables them to achieve the job position they currently hold (Aldino & Susanti, 2022). Educational level is viewed as a form of human resource development investment that must be implemented continuously, as organizations need to consistently enhance employees' abilities, knowledge, and competencies in order to adapt to changing dynamics and meet the demands emerging from the organization's external environment (Ayuni et al., 2022).

Based on this definition, educational level can be understood as the stage of formal education that an employee has completed, and which serves as an important factor in supporting the position they occupy within an organization. In an organizational context, educational level reflects an individual's academic capacity, which may subsequently influence career development opportunities, competency enhancement, and the likelihood of attaining higher positions. Therefore, educational level plays a significant role in supporting employees' career advancement within an organization.

2.3. Edupos

Edupos is an online learning and training platform developed to support employee competency development at PT Pos Indonesia (Persero). Through this platform, employees can access a variety of learning materials, participate in training programs, and complete assessments such as quizzes and examinations online. Upon successfully completing the available programs, participants receive electronic certificates as recognition of the competencies acquired or training completed, which are issued by PT Pos Indonesia (Persero).

Training is a planned learning activity designed to improve and influence individual behavior, with the aim of acquiring the knowledge and skills required to perform work effectively and efficiently (Yimam, 2022). Training is defined as an effort aimed at narrowing or eliminating the gap between employees' existing competencies and the competencies expected by the organization (Sedarmayanti., 2009, as cited in Muardi et al., 2022). Through training, organizations seek to ensure that employees possess the knowledge, skills, and abilities required to meet job demands and achieve organizational objectives effectively.

Training helps employees enhance their knowledge, skills, and competencies, enabling them to work more effectively, adapt to technological developments, and improve their motivation, job satisfaction, and productivity (Fanni & Iskandar, 2024). Through structured learning activities, employees are expected to improve their competencies, enabling them to carry out their roles, functions, and responsibilities more effectively in accordance with the demands of their positions.

Based on these definition, Edupos can be viewed as a training medium designed by the company to facilitate the continuous development of human resources. The platform enables employees to enhance their knowledge, skills, and abilities in accordance with job requirements, thereby supporting more effective job performance and contributing to career development within the organization.

2.4. Ihsanpos

Ihsanpos is an application utilized by PT Pos Indonesia (Persero) to manage employee performance appraisal processes based on the Objective and Key Results (OKR) approach. Through this system, the company can monitor the achievement of work targets, evaluate the results attained, and measure employees' contributions to organizational objectives in a more

structured and measurable manner. Performance appraisal aims to improve employees' technical and personal qualities through periodic appraisal interviews, performance feedback, self-assessment, and continuous counseling conducted by supervisors (Aggabao et al., 2017; Pulakos., 2014, as cited in Jaffu (2023)). The reactions of employees towards performance appraisal will be influenced by how they feel about the fairness of the process, as well as their interaction with their superiors (Dusterhoff et al., 2013).

Based on this definition, performance appraisal can be understood as a systematic process used to assess, monitor, and develop employees' capabilities, both in technical and personal aspects. In the context of PT Pos Indonesia (Persero), Ihsanpos functions as a platform that supports the continuous implementation of performance appraisal through the measurement of target achievement, the provision of feedback, and periodic evaluations, which can serve as a basis for employee competency and career development.

2.5. Career

Career development encourages employees to improve their performance, build self-confidence, and demonstrate their readiness to assume greater responsibilities (Suroso et al., 2024). Career development is defined as a series of structured processes and activities aimed at preparing workers for future jobs in an organization or firm (Bahri & Nisa, 2017). Career growth opportunities offered by the company can influence employees' job satisfaction and motivation, as they can see opportunities for professional development and success within the organization (Dunan & Angeline, 2024). An effectively implemented career development program can enhance employees' motivation to achieve higher performance, develop their competencies, and make optimal contributions to the organization, thereby increasing job satisfaction (Saputra et al., 2025). Career development is an ongoing activity that people engage in with the aim of realizing their career goals and objectives while at the same time adjusting to organizational changes (Busro, 2018, as cited in Ansari and Darmilisani (2025)).

Based on these definitions, a career can be understood as an individual's continuous professional journey, consisting of various interconnected positions, responsibilities, and work experiences. In an organizational context, career development refers to planned efforts aimed at enhancing employees' abilities, competencies, and readiness to undertake greater responsibilities at higher organizational levels. Therefore, career development is not solely focused on job promotion or advancement but also encompasses the continuous development of individual potential to enable employees to contribute optimally to the achievement of organizational goals.

2.6. Human Capital Theory

Human Capital Theory focuses on the significance of investments in the sphere of education, health and training that can help to increase productivity and wellbeing (Gary Becker, 1964, as cited in Cardona-Arenas and Giraldo Durán (2025)). Through such investments, individuals can acquire greater knowledge, skills, and competencies, enabling them to enhance their productivity at work and make more significant contributions to organizations.

In the context of career development, improvements in human capital quality are a key factor in creating opportunities for promotion, increased responsibilities, and career advancement. Higher levels of education and adequate competencies increase an individual's ability to cope with diverse job requirements amid the ever-changing workplace environment. According to the concept of Human Capital Theory, education and training are considered investments in people that yield long-term advantages. These investments help individuals

perform better in their jobs and also help in developing a sustainable career through enhancing the necessary competencies.

2.7. Hypothesis

On the basis of the conceptual framework and theoretical foundations elaborated in the preceding sections, this study proposes a set of hypotheses to be verified empirically. The hypotheses are formulated as follows:

H1: Work experience is expected to positively affect the career development.

H2: Level of Education is expected to positively affect the career development.

H3: Edupos is expected to positively affect the career development.

H4: Ihsanpos is expected to positively affect the career development.

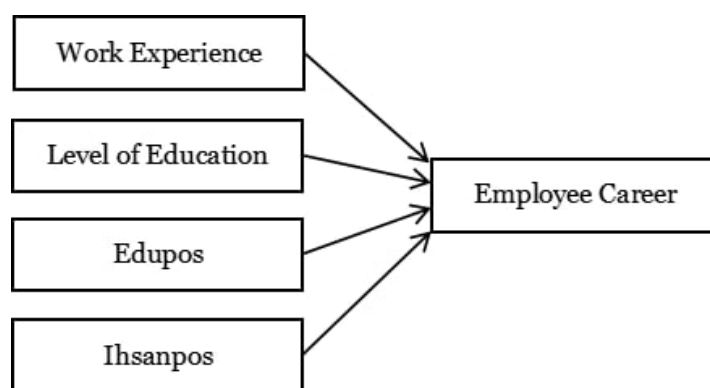


Figure 1. Research Framework

Based on the figure 1 above, the research model comprises four independent variables directly related to employee career development, without a mediating variable.

3. Methods

3.1. Research Type

This study employs a quantitative approach, which involves examining a population or sample by analyzing numerical data to test predefined hypotheses. The researcher chose the quantitative approach to test the influence of variables in an objective, structured, and measurable manner. A questionnaire was used as the data collection tool. The researcher tested the influence of variables using the PLS-SEM method. SmartPLS 4 is software designed to perform Structural Equation Modeling (SEM) analysis using the Partial Least Squares (PLS) approach. This application facilitates researchers in developing structural models and testing research hypotheses in a more effective and systematic manner (Setiabudhi et al., 2025).

3.2. Research Location and Timeframe

This study was conducted at PT Pos Indonesia (Persero) Regional 1 Sumatera. The location was chosen because it aligns with the study's subject and the variables under investigation, and because it facilitates the collection of the required data. The study is scheduled to run from March 2026 to June 2026. It encompasses all phases: planning, data collection, data processing and analysis, and the preparation of the final research report.

3.3. Research Population and Sample

The population of this study consists of all employees of PT Pos Indonesia Regional 1 Sumatera. The study selected 50 respondents using purposive sampling. Purposive sampling selects a sample based on characteristics required by the research. Purposive sampling is a technique for deliberately selecting participants based on specific characteristics or qualities possessed by prospective participants (Etikan et al., 2016). The criteria for study respondents include: permanent employees of PT Pos Indonesia Regional 1 Sumatera, holding job levels ranging from 6.1 to 3.1

3.4. Data Collection Methods

The data was gathered through questionnaires handed out to the respondents who met the set sampling criteria. The study used a five-point Likert scale as a measurement tool, with the following rating categories:

Table 1. Likert Scale

Score	Description
1	Strong Disagree
2	Disagree
3	Neutral
4	Agree
5	Strong Agree

The Likert scale as in table 1 was used to make it easier for respondents to answer each statement and to convert the data into numerical values. With numerical data, statistical analysis becomes easier. The Likert-type scale is a psychometric instrument that is widely employed in research to assess respondents' attitudes, opinions, and perceptions (Koo & Yang, 2025). This scale enables researchers to systematically capture the degree of agreement or evaluation expressed by individuals toward a particular statement, thereby providing measurable and objective data for understanding the phenomenon under investigation.

3.5. Measurement of Variables

The indicators used in the development of the questionnaire instrument are shown in table 2 as follows:

Table 2. Operational Indicators of Key Variables

Variable	Indicator
Work Experience (X1)	A. Skill improvement
	B. Self-confidence at work
	C. Problem-solving ability
	D. Communication skills
	E. Leadership skills
	F. Career development motivation / future orientation
	G. Work efficiency / work productivity
	H. Understanding of work procedures / job proficiency
Level of Education (X2)	A. Understanding of the job
	B. Critical thinking skills
	C. Employment opportunities / job competitiveness
	D. Communication and collaboration skills
	E. Motivation for self-development / continuous learning
	F. Confidence in decision-making
	G. Work productivity
	H. Work quality

Variable	Indicator
Edupos (X3)	A. Alignment of training materials with job requirements B. Enhancement of job-related knowledge C. Ease of use of evaluation features D. Improvement in work skills E. Clarity of training information F. Satisfaction with training quality G. Benefits of training for career development H. Support for self-directed learning
Performance Appraisals at Ihsanpos (X4)	A. Understanding of OKR-based work targets B. Alignment of system features with user needs C. Objectivity of the performance evaluation system D. Clarity of performance evaluation information E. Ease of performance evaluation F. Effectiveness of the OKR system in achieving work objectives G. Transparency of performance evaluation H. User satisfaction with the system Employee Career at PT Pos Indonesia
Employee Career at PT Pos Indonesia (Y)	A. Clarity of career development opportunities B. Organizational support for career development C. Fairness of the career development system D. Equality of career development opportunities E. Satisfaction with career development opportunities F. Optimism regarding the achievement of career goals G. Clarity of career path information H. Alignment of career development with employee expectations

3.6. Data Analysis Techniques

The data analysis for this study employed the PLS-SEM method, with data processed using SmartPLS software. The PLS-SEM method was chosen because it allows for the simultaneous analysis of variable effects within a single research model. The evaluation of the measurement model (outer model) was used to ensure the validity and reliability of the variables used in the study. Convergent validity was tested by examining the outer loading values of each indicator, where an indicator is considered valid if its outer loading value is greater than 0.70. The Average Variance Extracted (AVE) value was used to assess the convergent validity of variables, with a variable considered valid if its AVE value is greater than 0.50. Discriminant validity testing ensures that each variable is clearly distinct from the others, using either the Fornell-Larcker criterion or cross-loading as measurement methods. The reliability test assesses how consistent the indicators are within a single variable, measured using Cronbach's Alpha or Composite Reliability, where a value greater than 0.70 indicates good reliability.

The structural model (inner model) was evaluated to assess the strength of the relationship between variables in the research model. R-squared (R^2) measures how strongly the independent variables influence the dependent variable, with general interpretation as follows: 0.67 indicates high, 0.33 indicates moderate, and 0.19 indicates low. The Q-Square (Q^2) value is used to assess how well the observations fit the model; if the Q^2 value is greater than zero, the model remains relevant for prediction, whereas if the Q^2 value is less than zero, the model shows low predictive relevance. The Variance Inflation Factor (VIF) test was conducted to identify collinearity within the research model, where a VIF value of ≥ 5 indicates a serious collinearity problem that may have reached a critical level (Hair et al., 2019).

Hypothesis testing in this study used the bootstrapping method via SmartPLS software. The decision to accept or reject a hypothesis followed the following criteria: a T-statistic greater than 1.96, a P-value less than 0.05, and a 5% significance level.

4. Results and Discussion

4.1. Research Results

This study examines the influence of Work Experience (X1), Level of Education (X2), Edupos (X3), and Performance Appraisals at Ihsanpos (X4) on the careers of employees at PT Pos Indonesia (Persero) Regional 1 Sumatera (Y). The study employs a Partial Least Squares–Structural Equation Modeling (PLS-SEM) approach using the SmartPLS software. The analysis is conducted in three stages: first, evaluating the measurement model (outer model); second, evaluating the structural model (inner model); and third, testing the hypotheses. Figure 2 presents the latent model of this study, illustrating the structural relationships between Work Experience (X1), Level of Education (X2), Edupos (X3), and Performance Appraisals at Ihsanpos (X4) as exogenous constructs toward Employee Career (Y) as the endogenous construct, along with their respective indicators.

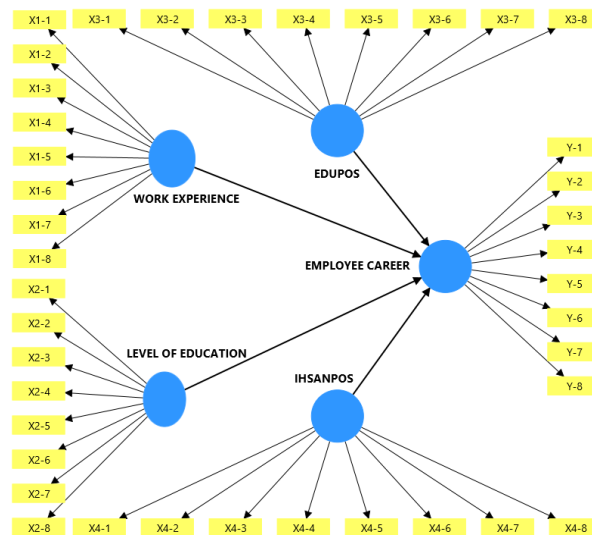


Figure 2. Latent Model

4.1.1. Convergent Validity

The convergent validity test was conducted by examining the outer loading values of each indicator. The criterion was that the outer loading value must be greater than 0.70. The test which depicted in figure 3 showed that all indicators for the variables Work Experience, Educational Level, Edupos, Evaluation on Ihsanpos, and Employee Career had outer loadings greater than 0.70 (Valid).

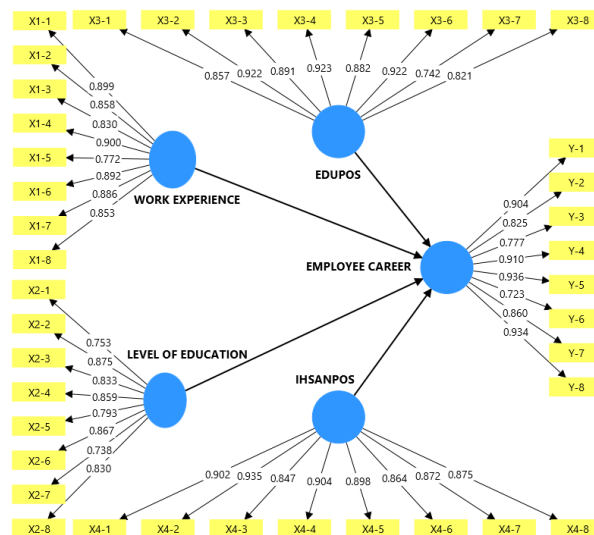


Figure 3. Path Diagram of Latent Variables and Indicators Demonstrating Convergent Validity

4.1.2. Average Variance Extracted (AVE)

All variables have an AVE value above 0.50. This means that all variables meet the criteria for convergent validity. The AVE test results are summarized in table 3 below.

Table 3. AVE Results

Variables	Average Variance Extracted (Ave)	Criteria
Work Experience	0.743	> 0.5
Level Of Education	0.672	
Edupos	0.760	
Ihsanpos	0.787	
Employee Career	0.742	

4.1.3. Discriminant Validity

The Fornell-Larcker criteria which shown in table 4 indicate values of 0.872 for Edupos, 0.862 for Employee Career, 0.887 for Ihsanpos, 0.820 for Educational Level, and 0.862 for Work Experience. These values indicate that all variables meet the criteria for discriminant validity.

Table 4. Fornell-Larcker Criterion Results

Variables	Edupos	Employee Career	Ihsanpos	Level of Education	Work Experience
Edupos	0.872				
Employee Career	0.645	0.862			
Ihsanpos	0.854	0.702	0.887		
Level of Education	0.731	0.794	0.776	0.820	
Work Experience	0.713	0.609	0.678	0.664	0.862

In addition, table 5 presents the results of the cross-loading test, which indicate that each indicator has the highest loading on its measured variable compared with the other variables. Thus, discriminant validity is met.

Table 5. Cross-loading Test Results

Indicator	Work Experience	Level of Education	Edupos	Ihsanpos	Employee Career
X1-1	0.899	0.591	0.58	0.629	0.552
X1-2	0.858	0.494	0.528	0.455	0.512
X1-3	0.83	0.524	0.648	0.612	0.523
X1-4	0.9	0.673	0.655	0.619	0.573
X1-5	0.772	0.552	0.602	0.524	0.524
X1-6	0.892	0.563	0.571	0.559	0.536
X1-7	0.886	0.569	0.61	0.603	0.493
X1-8	0.853	0.607	0.732	0.68	0.471
X2-1	0.495	0.753	0.509	0.592	0.577
X2-2	0.57	0.875	0.68	0.744	0.714
X2-3	0.456	0.833	0.566	0.564	0.642
X2-4	0.557	0.859	0.601	0.604	0.672
X2-5	0.683	0.793	0.611	0.587	0.677
X2-6	0.588	0.867	0.694	0.759	0.677
X2-7	0.432	0.738	0.573	0.646	0.51
X2-8	0.55	0.83	0.551	0.598	0.701
X3-1	0.627	0.626	0.857	0.745	0.584
X3-2	0.69	0.717	0.922	0.791	0.697
X3-3	0.61	0.718	0.891	0.814	0.609
X3-4	0.597	0.58	0.923	0.739	0.492
X3-5	0.647	0.622	0.882	0.715	0.569
X3-6	0.644	0.689	0.922	0.789	0.575
X3-7	0.492	0.583	0.742	0.662	0.446
X3-8	0.648	0.517	0.821	0.679	0.459
X4-1	0.625	0.696	0.765	0.902	0.593
X4-2	0.638	0.779	0.843	0.935	0.684
X4-3	0.577	0.698	0.755	0.847	0.67
X4-4	0.637	0.688	0.85	0.904	0.654
X4-5	0.669	0.721	0.757	0.898	0.679
X4-6	0.553	0.655	0.708	0.864	0.549
X4-7	0.588	0.615	0.67	0.872	0.58
X4-8	0.502	0.63	0.683	0.875	0.538
Y-1	0.661	0.774	0.629	0.721	0.904
Y-2	0.478	0.654	0.548	0.476	0.825
Y-3	0.399	0.57	0.566	0.604	0.777
Y-4	0.571	0.624	0.596	0.603	0.91
Y-5	0.571	0.682	0.539	0.627	0.936
Y-6	0.517	0.706	0.494	0.579	0.723
Y-7	0.441	0.721	0.502	0.593	0.86
Y-8	0.514	0.697	0.566	0.602	0.934

4.1.4. Reliability Test

The results outlined in table 6 demonstrate that each variable has a Cronbach's Alpha and Composite Reliability value above 0.70, indicating that the reliability standards are met.

Table 6. Reliability Test Using Cronbach's Alpha and Composite Reliability

Variables	Cronbach's Alpha	Composite Reliability
Edupos	0.954	0.962
Employee Career	0.949	0.958
Ihsanpos	0.961	0.967
Level Of Education	0.930	0.942
Work Experience	0.950	0.959

4.1.5. R- Square (R^2)

As shown in table 7, the value of R^2 is 0.653. This value indicates that the variables Work Experience, Educational Level, Edupos, and Ihsanpos together account for 65.3% of the variation in Employee Career. The remaining 34.7% is influenced by other factors outside the research model.

Table 7. R-Square Test Results

	R-Square	Information
Employee Career	0.653	Moderate

4.1.6. Q- Square (Q^2)

It can be observed from Table 8 that the Q^2 value reached 0.594. The Q^2 value indicates that this model has good predictive relevance.

Table 8. Q-Square Test Results

	Q^2 Predict	Information
Employee Career	0.594	Predictive Relevance

4.1.7. VIF

Based on the results of the Variance Inflation Factor (VIF) test in table 9, all independent variables associated with Employee Career showed VIF values of ≤ 5 . The Edupos variable had a VIF of 4.265, while Ihsanpos had a VIF of 4.544. Meanwhile, Level of Education and Work Experience had VIF values of 2.795 and 2.247, respectively. These results indicate that there are no serious collinearity issues. Therefore, all variables have met the criteria for inclusion in the subsequent stage of model testing.

Table 9. Inner Model VIF Test Results

	VIF
Edupos → Employee Career	4.265
Ihsanpos → Employee Career	4.544
Level of Education → Employee Career	2.795
Work Experience → Employee Career	2.247

4.1.8. Hypothesis Testing

Based on the bootstrapping results in table 10, hypothesis H1 yielded a T-statistic of 0.820 and a P-value of 0.412. These values did not pass the test, so H1 was rejected. Hypothesis H2 yielded a T-statistic of 4.317 and a P-value of 0.000. These values passed the test, so H2 was accepted. Hypothesis H3 yielded a T-statistic of 0.198 and a P-value of 0.843. These values did not pass the test, so H3 is rejected. Hypothesis H4 yielded a T-statistic of 1.389 and a P-value of 0.165. These values were insufficient to pass the test, so Hypothesis H4 is rejected. Overall, of the four hypotheses tested, only one was statistically significant: the relationship between Education Level and Employee Career. The other three hypotheses were not significant based on the T-statistic and P-value.

Table 10. Path Coefficients Using the Bootstrapping Method Results

Hypothesis	Original sample (O)	T statistics (O/STDEV)	P values	Decision
H1	0.100	0.820	0.412	Rejected
H2	0.595	4.317	0.000	Accepted
H3	-0.029	0.198	0.843	Rejected
H4	0.197	1.389	0.165	Rejected

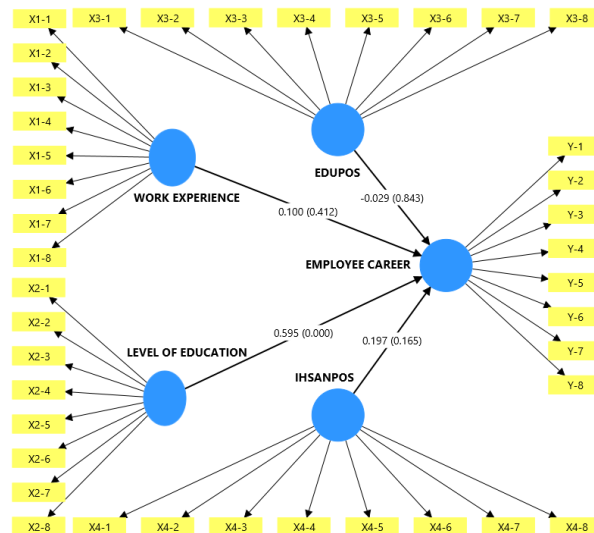


Figure 4. Graphical Output of Hypothesis Testing

The figure 4 shows that Level of Education is the only variable that has a positive and significant effect on Employee Career. In contrast, Work Experience, Edupos, and Ihsanpos do not have a significant effect on Employee Career.

4.2. Discussion

4.2.1. The Influence of Work Experience on Employee Careers

Hypothesis testing indicates that the work experience variable has a path coefficient of 0.100, a t-value of 0.820, and a p-value of 0.412. Since the t-statistic is less than 1.96 and the p-value is greater than 0.05, work experience does not have a significant effect on the careers of employees at PT Pos Indonesia (Persero) Regional 1 Sumatera. The first hypothesis (H1) is rejected.

This suggests that the length of service and experience are not currently the main factors determining career progression. During the digital transformation of PT Pos Indonesia, the firm gives more weight to adaptation skills, technological skills, competency levels, and the contributions of the employees. Hence, experience in itself does not improve career chances if it is not backed by appropriate knowledge and skills.

In terms of theory, the findings from this study seem to fall short of the supposition of the assumption that experience is the major type of capital in career advancement. In the case of Human Capital Theory, experience refers to the knowledge and skills gained through mastering jobs and solving problems, which make one more productive and more valuable for the organization. However, in the current scenario, it seems that the advantages of experience are determined not just through the time spent at work, but also by the applicability and currentness of the same to the demands of the job. Experience gained through old methods can become less influential in career development unless it becomes digital experience.

Work experience contributes to career advancement when it remains aligned with organizational needs and is reflected in measurable performance outcomes. Therefore, length of service should not be used as an automatic basis for promotion, but should be assessed alongside evidence of competence, a proven record of problem-solving, success in leading work activities, proficiency in digital systems, and contributions to process improvement. However, given that this study involved only 50 respondents from a single regional area, such a policy should be implemented gradually through competency assessments.

4.2.2. The Influence of Educational Level on Employee Careers

The results of the hypothesis test show that educational level has a path coefficient of 0.595, a t-statistic of 4.317, and a p-value of 0.000. These values meet the significance standard because the t-statistic is greater than 1.96 and the p-value is less than 0.05. Therefore, the second hypothesis (H2) is accepted. This means that education has a positive and significant influence on the careers of employees at PT Pos Indonesia (Persero) Regional 1 Sumatera. Through education, employees learn how to think critically, how to analyze and how to do difficult work. All these abilities bring a lot of value for companies in evaluating their employees.

The results of this research align with the ideas behind the Human Capital Theory, where education is seen as an important means of making investments into acquiring knowledge, analytical skills, abilities, and the skills of adapting to changes. In the face of the growing digitalization of the workplace, education provides workers with the ability to comprehend more complicated things, learn new systems at work, make informed decisions, and take up wider responsibilities. All these abilities can contribute to the increased productivity of employees and their contributions to the organization.

Within PT Pos Indonesia, educational attainment may serve as one of the considerations in assessing employees' readiness to assume broader responsibilities and meet the qualifications required for particular positions. Employees whose educational backgrounds are relevant to their roles are generally better equipped to adapt to organizational changes, updates in work systems, and technological developments. Nevertheless, promotion decisions should not be based solely on academic credentials. The relevance of the field of study, demonstrated competencies, work experience, performance achievements, and the ability to apply knowledge in the workplace should also be evaluated in a balanced manner.

Based on the empirical evidence obtained, improving employees' educational qualifications should be regarded as one of the key priorities in career development policies. Corporate support may be provided through scholarships, tuition assistance, partnerships with higher education institutions, and recognition of prior learning programs. Therefore, education plays an important role in improving the quality of human resources while strengthening employees' readiness for career advancement. The findings indicate that educational attainment remains a relevant consideration in promotion and career development at PT Pos Indonesia, provided that its application is fair, objective, and supported by clear measures of competence and performance.

4.2.3. The Influence of Edupos on Employee Careers

Based on the analysis results, the Edupos variable has a path coefficient of -0.029, a t-statistic of 0.198, and a p-value of 0.843. These figures indicate that Edupos does not make a significant contribution to the career development of employees at PT Pos Indonesia (Persero) Regional 1 Sumatera. Therefore, the third hypothesis (H3) is rejected.

While Edupos is developed to enhance employees' skills and knowledge, it has not been proven that engagement in learning processes using this tool contributes directly to career development prospects. This statement does not mean that online training is not effective at all. Instead, it suggests that the advantages of learning using Edupos have not been successfully leveraged to promote employees' career development according to the examined model and sample. This situation can be explained by such aspects as inefficient use of the tool, training programs that do not completely meet the needs of jobs, non-conformity between completed modules and actual competency achievement, and certificates that are not fully integrated into the company's competency model and promotion policy. The

implementation of learning results can be hindered due to the absence of managerial support, practical opportunities, and formal recognition of the acquired competencies.

Theoretically, Human Capital Theory views training as an investment aimed at reducing the gap between employees' actual competencies and organizational requirements. In line with this perspective, Yimam (2022) states that training serves as a means of improving job-related knowledge and skills. Based on this framework, Edupos should be able to strengthen human capital, which in turn supports career development. However, the discrepancy between theoretical predictions and empirical findings indicates a possible breakdown in the conversion process of training investment, particularly when learning activities have not yet resulted in competency transfer, performance improvement, or formal recognition in career-related decisions.

Training may essentially improve employees' knowledge and job-related capabilities without automatically leading to promotion or job mobility. Transforming learning outcomes into career advancement requires supporting mechanisms, such as competency assessment, integration with talent management systems, the availability of suitable positions, and transparent promotion criteria. Since this study only examined the direct relationships among the variables, the principal factors underlying the insignificant effect of Edupos cannot yet be determined with certainty.

Given the very limited empirical evidence, participation in Edupos programs and the certificates obtained from them do not yet provide a sufficient basis for use as direct determinants in promotion decisions. Therefore, the company needs to evaluate the alignment of training materials with job requirements, changes in employee competencies before and after training, the application of learning outcomes in the workplace, and their impact on employee performance. Once its effectiveness has been empirically established, Edupos may be more strongly integrated into the company's career development system and promotion policies.

4.2.4. Influence of Ihsanpos on Employee Careers

From the hypothesis testing result, the performance appraisal through Ihsanpos has a path coefficient of 0.197, a t-statistic value of 1.389, and a p-value of 0.165. The path coefficient is positive, showing that an increase in the quality of the performance appraisal process through Ihsanpos will bring about more chances for the development of the employee's career. Nevertheless, the relationship between performance appraisal through Ihsanpos and employee career development is not significant because of the fact that the t-statistic value is less than 1.96, while the p-value is above 0.05. Consequently, the fourth hypothesis (H4) is rejected. It means that performance appraisal through Ihsanpos cannot be said to significantly affect the careers of employees at PT Pos Indonesia (Persero), Regional 1 Sumatera.

This suggests that Ihsanpos still cannot be considered an important factor that has a direct and consistent impact on the career development of employees. In spite of the fact that the system is using the OKR approach in order to set objectives and measure their performance, the results of their evaluation have not been effectively used in the process of making decisions related to the careers of employees. This is evidenced by the low level of use of the Ihsanpos evaluation results when considering the issues of promotion, job rotation, mapping of talents, and competency development.

On the whole, it can be stated that a performance appraisal is not only a technical procedure but also a larger social and organizational process, which is driven by the goals and motives of people who make the evaluation, the interests of people who are going to apply its results, the type of relations between bosses and subordinates, and organizational policies. In this context, it should be noted that it corresponds to the ideas developed by Dusterhoff et al.

(2013), when they say that reactions of workers to a performance appraisal process are largely determined by their attitude towards the process and their relations with bosses. Thus, the employment of objective measures is not enough, and some additional actions must be taken.

In the case of PT Pos Indonesia (Persero) Regional 1 Sumatera, the lack of significance of the impact of Ihsanpos could imply that the employees have not perceived any relationship between the performance achievements registered in the system and their career development possibilities. Even though the employees might have been given knowledge about the outcomes of their evaluations, they might not be sufficiently informed about how these evaluations are considered the basis for their promotions, career development, talent mapping, and even placement into better jobs. Besides, in cases where the basis for promotion is more concerned with the requirements of the organization and certain qualifications needed for the job, then Ihsanpos will definitely play no role at all in the career development of the employees.

In other words, there is a need for the firm to have a strong relationship between the performance appraisal outcomes produced through the use of the Ihsanpos system and the firm's career management process. This may be accomplished by making it clear the weight that will be given to appraisal results during promotions, the competencies that should be possessed by an employee at various levels, and giving feedback with employee development in mind. Furthermore, it is essential for the employees to be allowed to go through their assessment results with their respective supervisors and develop personal development plans according to their competency requirements.

5. Conclusion

From the research results, it can be concluded that the career development of employees in a changing digital working environment does not always depend on the length of their employment. Out of four variables tested in the research, only educational level proved to positively and significantly impact career development, also showing the highest path coefficient among the studied variables. This result supports the importance of formal education for developing human capital because it makes individuals more adaptable, enables them to make better decisions, and prepares them to take greater responsibility. At the same time, the lack of significance of work experience, Edupos, and Ihsanpos shows that having much experience or using digital tools cannot ensure the career development of employees automatically. In this case, the impact of all three variables depends on their constant renewal and to what degree the results of training programs and performance appraisals are correlated with talent mapping, promotions, job movement, and career development of employees. Thus, the digital transformation of human resource management should be carried out through an integrated process rather than just through the application of technological solutions.

The value of R^2 of 0.653 means that the four variables incorporated into the model account for 65.3% of career development, whereas the rest of 34.7% of variability depends on other factors that are not involved in the research model. In addition, the Q^2 value of 0.594 shows that the model has a good predictive relevance. Despite the fact that the strength of connections between the variables is different, it should be noted that the level of education can be called the primary foundation for career development policies, since only this variable has a significant impact.

Some of the limitations of this research are that there is a relatively small number of 50 employees who were studied; this research covered just one regional unit of PT Pos Indonesia; and finally, there were just four independent variables considered. This means that

generalizing these results is not recommended because there is a need for future research in this field. The following research will include a larger number of employees, different geographic areas, and other variables like digital competencies, organizational support, career adaptability, employee engagement, talent management, organizational justice, and promotion transparency. Moreover, there will be research conducted considering mediating or moderating variables.

Based on the empirical findings, PT Pos Indonesia (Persero) Regional 1 Sumatra should prioritize policies aimed at improving employees' educational qualifications, as educational level was the only variable found to exert the strongest and statistically significant influence on career development. This priority may be implemented through scholarships, financial assistance for education, study leave arrangements, partnerships with higher education institutions, recognition of prior learning programs, and opportunities for employees to pursue further education relevant to their current or targeted positions. Nevertheless, educational qualifications should not serve as the sole basis for promotion decisions. Such assessments should also consider the relevance of the field of study, demonstrated competencies, performance achievements, work experience, and employees' ability to apply their knowledge in the workplace.

The company also needs to strengthen the integration of Edupos and Ihsanpos into a broader career management system. Edupos training materials should be aligned with job competency standards and organizational needs, while training outcomes should be evaluated through measurable changes in employees' knowledge, skills, work behavior, and performance. Certificates obtained through Edupos should only be considered in promotion or career development decisions when they genuinely reflect verified competency achievements. Similarly, Ihsanpos should be strengthened by improving its transparency, consistency, and accountability. Employees should receive clear information regarding the weighting and use of performance appraisal results in decisions related to promotion, job rotation, talent mapping, competency development, and job placement. Performance appraisal results should also be discussed through structured feedback sessions between employees and their supervisors to formulate individual development plans.

Employees are advised to prioritize formal education and competency development that are relevant to organizational and technological changes. They should also participate actively in Edupos training, apply the acquired knowledge in their work, document measurable performance improvements, and use feedback from Ihsanpos assessments to identify competency gaps and formulate career development plans. These efforts can ensure that educational level, training participation, and performance appraisal are not merely regarded as administrative requirements, but rather as mutually reinforcing components in achieving sustainable career development.

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