

## **The Analysis Of Competence And Career Development Impact On Work Motivation And Its Implication Toward Employee's Performance**

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### **ABSTRACT**

This study aimed to analyze and prove the influence of competence and career development on work motivation and its implication toward employee's performance of education and culture affairs offices at Banten province, both partially and simultaneously. The method used in this research were descriptive, survey and explanatory method with population size of 1.406 and sample size of 210 respondents. The method used to analysis data was SEM (Structural Equation Modeling). The research result, obtained the findings as follows: 1). Competence had significant effect on work motivation, 2). Career development had significant effect on work motivation, 3). Competence and career development are jointly significant effect against the work motivation. Partially competence dominantly significant effect on work motivation. 4). Competence had significant effect toward performance, 5). Career development had significant effect toward performance, 6). Work motivation had significant effect toward performance, 7). Competence, motivation and career development simultaneously had significant effect toward performance. Viewed as partial, Competence had dominantly toward employee's performance. Concerning on direct and indirect effect that work motivation was being partial mediating. The study recommends that in order to improve employee's performance which reflected by the dimension aspects of the quantity increased work motivation which reflected by the dimension needs to be affiliated and supported by increased competence reflected by the dimension of the ability and do repairs on a career development system reflected the dimension of chance of education and Training.

**Keywords :** Competence, Career development, Work Motivation, Employee's Performance

### **INTRODUCTION**

The era of globalization brings a lot of changes and progress, this feels real in different sectors of life (economic, social, business, politics, law and education). Progress of the century not only significantly visible in the industrial sector, but it is also clearly visible in the education sector. Therefore, in order to face the challenges of globalization, there needs to be development efforts human resource (HR) HR quality, ready to compete with global competencies, proven scientific basis, mature in skills and education through charity.

The University as one of the organizers is the highest level of education and, of course, have a daunting task to conduct a nation defenseless youth competitive superior, cultured and character. Therefore, colleges should consider the aspect of quality-oriented education in the formation of character, scholarship and expertise matured. One of the efforts made by the College is by implementing the Tri Darma College (education, research and community services) and as well as possible.

Based on the above data, a lecturer with the level of Education Diploma III as much as 86 (2%), (S1) as much as 1.307 (26%), Strata 2 (S2) amounted to 3.186 (64%) and teachers with educational level strata 3 (S3) as much as 405 (8%). This condition is very poor, in this century there are still teachers in college under the standard, it is no wonder if the quality of education as one that describes an area quality of life in this Province of Banten is very behind from another province.

Based on the real conditions of the above, it is no wonder the level of human development of Banten Province entered at slower growing category. Banten Province ranks 17 away from Riau Province and Kalimantan, North Sulawesi, but if looking at the geographical region of Banten is very strategic. Its existence is near the capital city of Indonesia (Jakarta), meaning a variety of ease of access can be gained easily compared to other provinces, but in fact quite the Banten residing in metropolitan areas experiencing a slow growth.

See the above problem, cannot be considered one eye, there needs to be real action from various parties, in particular higher education institution in that it is a private University located in the region of Kopertis IV of Banten Province. It is indeed undeniable one allegedly powerful birth of these problems caused, because the low commitment of teachers (lecturers). If an education is describing the progress of a nation, then the second person after the Government in charge of quality and quality of human resources is a lecturer.

Therefore, lecturers should be aware of its role and its function as agents of change i.e. maximum through education, implementation of research in an effort to solve the problems of public and community services in the framework of the intellectual life of the nation.

Many factors that effect on work motivation and lecture's commitment, among them compensation, work discipline and work environment as well as other factors

outside of this research, such as facilities and infrastructure, performance, reward, competence, turn over and the gratification.

## **THEORETHIC**

### **Organizational Commitment**

Valentin, Jackson, and Mathis (2014:156) explain that commitment is “The degree to which employees believe in and accept organizational goals and desire to remain with the organization”. Mowday, Porter, and Steers (2013:19) explain that commitment is “People are thought to be more likely to remain with the organization and to work toward organization goal attainment”. Armstrong (2006:273) explain that commitment is “the strength of the individual’s identification with, and involvement in a particular organization”.

### **Work Motivation**

McShane and Van Glinow, (2010:54) “motivation represents the forces within a person that affect his or her direction, intensity, and persistence of voluntary behavior”. Robbins and Coulter (2012:458) “motivation refers to the process by which a person’s efforts are energized, directed, and sustained toward attaining a goal”. Robbins (2008:145) “Motivation is the willingness to do something, conditioned by this action’s ability to satisfy some need”.

### **Compensation**

Cascio (2013:422) explain that compensation is “More specifically, such Compensation includes both financial and nonfinancial rewards. Financial reward includes direct payments plus indirect payments in the form of employee benefit. Nonfinancial reward includes everything in a work Environment that enhances a worker’s sense of self-respect and esteem by others. Mathis and Jackson (2010:160) explain that compensation is “Total rewards are the Monetary and nonmonetary rewards provided to employees in order to attract, motivate and retain them. Critical to an effective total rewards approach is the need to balance the interests and costs of the employers with the needs and expectations of employees”

### **Work Discipline**

Hasibuan (2010:193) explain that discipline is the awareness and willingness of someone adhering to all company regulations and social norms that apply.

## Work Environment

Nitisemito (2009:183) explain that work environment is everything that all around a worker can affect him in the exercise of the task.

## METHOD

In general the population in this research totaled 1573 lecturer, but the population that will be made the subject of research is the lecturer remained ranking Expert Assistant (AA) i.e. amounted to 1339. As for the basic lecturer rank determinations, that Assistant expert (AA) has the most number of large compared to the other i.e., the rank of Lecturer of 85%. This is quite reasonable if made into a sample, given the great numbers can represent the whole population. The sampling techniques used in this research is proportionate random sampling. Guidelines for determining the number of samples in this study refers to the sample table Isaac and Michael in Sugiyono (2012:126), with a significant level of 10%, the 90% confidence level and the number of population (N) 1339 then obtained the number of samples as much as 224 respondents.

Methods of analysis used is the Structural Equation Modeling (SEM) with stages include CFA test, regression test (loading factor standardize), t Test, F Test and a test of the determination coefficient with equation as follows:

### Equation Structure 1

$$\text{Work Motivation} = \gamma_1 \text{ compensation} + \gamma_2 \text{ work discipline} + \gamma_3 \text{ work environment} + e_1$$

### Equation Structure 2

$$\text{Lecturer's Commitment} = \gamma_5 \text{ compensation} + \gamma_6 \text{ work discipline} + \gamma_7 \text{ work environment} + \eta_1 \text{ work motivation} + e_2$$

## RESULT

Based on the CFA analysis, note all indicators can measure all dimensions (compensation, work Discipline, and work environment), as all indicators have the standard loading factor  $> 0.3$  or have a value of t table larger than 1.96 (Figure 5.2), so that it can continue on subsequent analysis. As for the compliance test measurement model X-Models (compensation, work Discipline, and work environment) can be seen in the table below.

Based on the CFA analysis, note all indicators can measure all dimensions (work motivation and lecturer's commitment), as all indicators have the standard loading factor  $> 0.3$  (Figure 5.3) or have a value of  $t$  table larger than 1.96 (Figure 5.4), so that it can continue on subsequent analysis. As for the compliance test measurement model Y-Models (work motivation and lecturer's commitment) can be seen in the table below.

Based on the analysis of goodness of fit, looks that to test the suitability of the measurement model Y-Models (work motivation and lecturer's commitment) has a marginally fit the criteria, namely AGFI. But according to Hair and Andersen, (2010:623) can still be followed for subsequent analysis.

The table above, it is seen that all the manifest has a Component Loading Factor (SLF)  $\geq 0.30$  and value of local  $t$  value  $| t_{\text{value}} | 1.96 \geq \text{or} \geq 2$  ( $\alpha = 0.05$ ), then all the manifest latent variables-forming (endogenous and exogenous) is significant, in other words we can say that the manifest manifest-meaningful and significant in reflecting on the latent variable. Before data analysis using SEM, then first seen test result matches the model using LISREL 8.80 as follows.

In this study there are 9 (nine) hypotheses tested the hypothesis of 9, based on the test results table above, then the conclusion that there is one hypothesis was rejected the second Hypothesis, namely (H2). More results from testing each hypothesis can be seen in the below.

**Table 1. Hypothesis Testing**

Hypothesis	Descripts	Conclusions
H1	Compensation had significant effect on motivation	Accepted
H2	Discipline hadn't significant effect on motivation	Ignore
H3	Work environment had significant effect on motivation	Accepted
H4	Compensation, work discipline and work environment simultaneously had significant effect on motivation	Accepted
H5	Compensation had significant effect on lecturer's commitment	Accepted
H6	Discipline had significant effect on lecturer's commitment	Accepted
H7	Work environment had significant effect on lecturer's commitment	Accepted
H8	Work motivation had significant effect on lecturer's commitment	Accepted
H9	Compensation, work discipline work environment and motivation simultaneously had significant effect on lecturer's commitment	Accepted

Source : Research data, 2020

**Table 2. Direct and Indirect Effect**

No	Influence $X_1, X_2$ and $X_3$ toward Y		Direct	Indirect (mediated)	Conclusions
1	Compensation Commitment	–	$0.33^2$ (0,1089)	$0,83 \times 0,26 =$ 0,2158	$L < TL$ (mediated by motivation)
2	Work Discipline Commitment	–	$0,26^2 =$ 0,0676	$0,13 \times 0,26 =$ 0,0338	$L > TL$
3	Work Environment Commitment	-	$0.15^2$ (0,0225)	$0,30 \times 0,26 =$ 0,078	$L < TL$ (mediated by motivation)

Source : Research data, 2020

Based on the above analysis, the third can be said that the motivation of work serves as a partial mediating, where the increasing lecturer's commitment influenced by the compensation and working environment in the mediation by the motivation of working. While the discipline of work can take effect directly against the lecturer's commitment though not motivated.

## CONCLUSION

Compensation was reflected by non-financial dimensions ( $X_3$ ), work discipline reflected by the preventive dimension ( $X_6$ ) and work environment reflected by the friendship relation ( $X_9$ ) could increase the work motivation was reflected by the dimension needs to be affiliated ( $Y_2$ ). The dominant variable influencing motivation was compensation.

Compensation was reflected by non-financial dimensions ( $X_3$ ), work discipline reflected by the preventive dimension ( $X_6$ ) and work environment reflected by the friendship relation ( $X_9$ ) and work motivation was reflected by the dimension needs to be affiliated could increase lecturer's commitment which reflected by affective dimension. The dominant variable influencing lecturer's commitment was compensation. The motivation of work serves as a partial mediating, where the increasing lecturer's commitment influenced by the compensation and working environment in the mediation by the motivation of working. While the discipline of work can take effect directly against the lecturer's commitment though not motivated.

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