



Career Development Based Transformational Leadership, Education & Training, and Motivation (Case Study at Dinas Lingkungan Hidup and Kebersihan Kota Kupang)

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ABSTRACT

Keywords:

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The purpose of the study was specifically to obtain the results of the analysis of the effect of transformational leadership, education & training and motivation partially or simultaneously. The research method uses descriptive and verification surveys, and field data collection uses questionnaires, interviews, and documentation techniques. This research is associative research, where in this study there are variables that are related and can influence other variables. The research population was 164 employees who were determined by saturated samples for the determination of respondents so that the entire population became the research sample. Processing data using SPSS 25 analysis tools. The results of this study indicate that the variables of commitment and compensation have a positive and significant effect on performance, while work ethic has no and no significant effect on performance. The results of this study indicate that transformational leadership and education & training have a positive and significant effect on career development, while motivation has a negative influence on career development. Simultaneously, the predictors of career development consist of transformational leadership, education & training, and motivation.

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1. Introduction

The role of leaders in an organization is very important to ensure and determine organizational performance by the achievement of the organization's mission, vision, and goals. Thus, the challenge of developing a comprehensive organizational strategy depends on the organization on the one hand and is determined by leadership on the other. Narawi (2007) op. cit. Astuty & Zuniasih (2018) stated that leader behavior has implications for employee attitudes, behavior, and performance, including the leader's attention in assessing the career development of his employees. The failure of the leader is because the leader is not able to move employee motivation, and satisfy employees in a certain job and environment.

In this process, the function of the leader has a very close role in determining the career development of employees in an organization. The function of the leader is not only to provide guidance and direction to employees, providing a clear vision and mission or direction where the organization will run so that the results obtained are by organizational goals, but the role of the leader is also important in paying attention to the career development of employees who are considered high performers in the organization.

The definition of leadership in organizations, namely the ability to influence a group towards achieving goals (Robbins, 2014). Every leader has different behavior in leading his followers, the behavior of these leaders is called a leadership style. Riwo Kore (2010) explains leadership style is a complex way and process in which a person influences others to achieve a mission, task, or goal and directs the organization more reasonably. Based on the aspect of career development, a leader is someone who has a program related to assessing the performance of his employees in carrying out tasks determined by the organization and meeting certain standards for developing employee careers. This can be a dynamic force that drives employee motivation to achieve the set organizational goals. One form of leadership style that has a strong attachment to one's career development is the transformational leadership style.

Riwukore et al. (2021) stated that the transformational leadership style focuses on changes in organizations, groups, and other elements involved in them. The leader not only motivates employees and directs them to good changes, but encourages the people they lead to do various things beyond the initial target so that the resulting achievement is also high, including paying attention to the career development of the employees. Transformational leaders are usually intelligent, energetic, and passionate. Meanwhile, Marnisah et al. (2021) explain that leadership style affects one's career development because effective (transformational) leadership will have a positive influence on employees to be competitive (competitive) and try to train themselves so that they meet certain scales or standards so that they are appropriate to meet the career advancement of an employee, including providing opportunities for employees to take part in education and training.

Amalia (2019) stated that in order to build a broader and more effective organizational performance, professional employees or employees are needed in carrying out missions according to the wishes of the organization. Therefore, organizations generally try to meet their needs through various means, including education and training. Education and training can provide benefits to the ability of employees to develop careers because careers are not entirely the same as work, work, employment, or occupation. Careers are jobs resulting from training and education that people want to do for a long time (Yikwa et al., 2017).

Education, in general, is a program in the form of providing advanced knowledge related to the job position to be occupied so that employees can do what is expected by the leadership. Generally, in most organizations, especially in the government, education is used as a condition for new employees and employees who occupy new job positions by adjusting their educational background, so that with the adjustment of educational background, employees will work effectively and efficiently. The education program is usually carried out at the basic level, including work as administration and staff to advanced levels such as managers, directors, to the main leadership/commissioner (Amalia, 2019).

Likewise, with the training aspect, employees are expected to have the opportunity to acquire new knowledge so that this knowledge can improve the quality and profession in carrying out the jobs assigned to them. The company or organization has provided training programs since the establishment of the human resources department so that the leadership can see how much achievement the employee has in doing his job. If there are employees who are not sufficient to master their field of work, the organization will immediately provide training programs to facilitate their work and expand knowledge in their field (Asnawi & Trilaksmi, 2017).

In addition to aspects of transformational leadership style, education, and training that have an influence on the career development of an employee, motivational factors are also a determinant of employee career development indicators. Riwo Kore & Habaora (2021) stated that motivation has an influence on increasing employee work, which is indirectly closely related to career advancement. Motivation can be thought of as a collection of energetic forces that coordinate inside and outside a worker, which drives work effort in determining the direction of behavior, level of effort, intensity, and persistence. Employees who want to develop their careers will be motivated to improve their performance to be considered in work performance so that it has implications for the attention of organizations and leaders in career development.

The existence of a leadership style, as well as education and training, can be potential opportunities for self-development. Every employee needs to consider when choosing and

determining a career direction. Work that is routine and does not provide opportunities for self-development, will someday be left behind and may not be able to keep up with changes. If this happens, employees will experience stagnation in their careers, so efforts are needed to develop themselves (Mulyati & Utami, 2019).

Career development is a set of personal goals and strategic moves that lead to high achievement and personal advancement along a career path. The goal of career development, in general, is to help employees focus on the future in the organization or company and to help employees follow a career path that involves a continuous learning process. This means that employees get greater responsibility, authority, and types of tasks (Distyawaty, 2017). Career development is defined as an activity that is carried out continuously, an effort organized by an organization that has a focus on developing and enriching human resources within the organization in explaining the needs of employees and the organization (Paseki, 2013).

The increasing public demand for the quality of bureaucratic services requires ASN to build a work culture based on certain skills obtained from training and a strong desire (motivation) from employees to improve service quality. It is proper for employees to be required to have competencies from the training and education that is followed and high motivation to work so that they are able to do work effectively and efficiently supported by a transformational leadership style, which in turn can develop careers optimally.

The Dinas Lingkungan Hidup and Kebersihan Kota Kupang is a Regional Apparatus Organization that carries out management obligations in the field of environmental protection and protection. The implementation of this task is to answer the challenges of protecting the environment and its sustainability in Kupang City. Based on the results of a study conducted on the Government Agency Performance Accountability Report, the Dinas Lingkungan Hidup and Kebersihan Kota Kupang have never achieved the realization of the ideal performance target (100%) but the realization achieved between 84%-90% is measured. Implementation of programs and activities with the absorption of available funds. In addition, based on observations made at the Office of Dinas Lingkungan Hidup and Kebersihan Kota Kupang, there are still some employees with a bachelor's degree or equivalent who prefer to become street sweepers rather than taking care of managerial matters. It was also found that there are employees who have been certified and have attended education and training related to certain skills such as workshops, finance, and HR management, but prefer to be regular staff. There is an ASN who has been inaugurated to occupy an echelon position, alone and does not want to occupy the position.

In addition to observations, researchers also conducted interviews with leaders and employees which showed: (1) employee motivation is still low, (2) education and training are not in accordance with the field of work, (3) organizational leadership support and attention is not optimal for employees, (4) organizational attention to career development of employees has not been oriented to education and training, (5) low willingness to be a pioneer in certain activities, (6) lack of cooperation in doing work, (7) often arrives late, leaves early, and is absent for no reason, and (8) employees are less enthusiastic at work.

In addition to the phenomena above, many studies using transformational leadership style, education and training, and motivation variables to their effect on career development have been carried out. However, in these studies, there is a gap between the results of previous studies where there are studies that support the theory and there are other studies whose results contradict the theory or with other research. This has prompted researchers to conduct research on the influence of transformational leadership styles, education and training, and motivation on the career development of employees at the Dinas Lingkungan Hidup and Kebersihan Kota Kupang

2. Methods

This research was conducted for ± 5 months (February-June 2022) at the Dinas Lingkungan Hidup and Kebersihan Kota Kupang. This research is a quantitative research in the discipline of human resource management. The design of this study consists of a framework of thinking and the hypothesis

that the effect of transformational leadership, education & training, and motivation to employee performance. The research population was 164 people, and respondents were determined by a saturated sample so that the respondents used in this study were 164 employees. The types of data used are primary and secondary. Data collection techniques are questionnaires (closed interviews with a Likert scale), observation, and documentation studies. To find out whether the questionnaire used can truly describe the research objectives (valid) and is consistent (reliable), it is necessary to test the reliability and validation of the measurement instruments that have been prepared. Then the classical assumption test was carried out consisting of normality test, autocorrelation test, multicollinearity test, and heteroscedasticity test. Furthermore, the regression analysis test was carried out both partially (t test) and simultaneous test (F test) while looking for the coefficient of determination of the research variables. The analytical tool used is SPSS version 25.

3. Results And Discussion

3.1 Validity Test

The r-table value of this study is 0.1538 based on a sample of 164 respondents at $df = 162$. The decision-making of the valid research instrument is $r\text{-count} > r\text{-table}$. The results of the research validity test are presented in Table 1. Based on Table 1, all statement items in the research instrument show the value of $r\text{-count} > r\text{-table}$ (0.1729), which means that all items are valid.

Table 1.

Result of validity test

Index r_{table}	Transformational Leadership		Education & Training		Motivation		Career Development		Results
	Item	r_{count}	Item	r_{count}	Item	r_{count}	Item	r_{count}	
0.1538	X1.1	0.310**	X2.1	0.650**	X3.1	0.608**	Y1	0.438**	Valid
0.1538	X1.2	0.380**	X2.2	0.631**	X3.2	0.527**	Y2	0.470**	Valid
0.1538	X1.3	0.612**	X2.3	0.623**	X3.3	0.382**	Y3	0.691**	Valid
0.1538	X1.4	0.400**	X2.4	0.594**	X3.4	0.658**	Y4	0.549**	Valid
0.1538	X1.5	0.395**	X2.5	0.626**	X3.5	0.624**	Y5	0.456**	Valid
0.1538	X1.6	0.413**	X2.6	0.676**	X3.6	0.310**	Y6	0.665**	Valid
0.1538	X1.7	0.391**	X2.7	0.315**	X3.7	0.242**	Y7	0.536**	Valid
0.1538	X1.8	0.711**	X2.8	0.362**	X3.8	0.212**	Y8	0.591**	Valid
0.1538	X1.9	0.436**	X2.9	0.568**	X3.9	0.581**	Y9	0.383**	Valid
0.1538	X1.10	0.657**	X2.10	0.426**	X3.10	0.573**	Y10	0.492**	Valid

Source: SPSS output processed by researchers, 2022

3.2 Reliability Test

According to Bahri & Zamzam (2015), certain limits can also be used as a reference to determine the level of reliability, namely: not strong reliability (<0.50), less strong reliability (0.50-0.59), moderate reliability (0.60-0.69), strong reliability (0.70-0.79), very strong reliability (0.80-0.89), and perfect reliability (0.90-0.10). The results of the questionnaire reliability test of the variables are presented in Table 2.

Table 2.

Result of reliability test

Variables	Cronbach's Alpha	Criteria	Results
Transformational Leadership	0.611	≥ 0.60	Moderate Reliability
Education & Training	0.730	≥ 0.60	Strong Reliability
Motivation	0.708	≥ 0.60	Strong Reliability
Career Development	0.714	≥ 0.60	Strong Reliability

Source: SPSS output processed by researchers, 2022

Based on Table 2, the reliability test results show the Cronbach's Alpha value of each research instrument item > 0.60 , which means that all items are reliable.

3.3 Normality Test

The normality test uses the Kolmogorov-Smirnov (liliefors) test where the decision is that a data is normally distributed if it has a significance value (2-tailed) of > 0.05 . The results of the normality test from this study are presented in Table 3. As a result, all variables have a significance value > 0.05 , which means that the research data is normally distributed.

Table 3.
Kolmogorov-Smirnov normality test

Variables	Asymp.Sig (2-tailed)	Criteria	Results
Transformational Leadership	0.183	> 0.05	Data is normal
Education & Training	0.165	> 0.05	Data is normal
Motivation	0.136	> 0.05	Data is normal
Career Development	0.455	> 0.05	Data is normal

Source: SPSS output processed by researchers, 2022

3.4 Autocorrelation Test

The autocorrelation test in this study used the DW test (Durbin-Watson), with the decision criteria (1) there was autocorrelation (< 1.10); (2) without conclusion ($1.10-1.54$); (3) no autocorrelation ($1.55-2.46$); (4) without conclusion ($2.47-2.90$); and (5) there is autocorrelation (> 2.90). The results of the autocorrelation test are presented in Table 4. Based on the results of the autocorrelation test, the DW value is 1.819 or is between $1.55-2.46$ which indicates that the research data has no symptoms of autocorrelation.

Table 4.
Autocorrelation Test

Model Summary ^b						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	
1	.314 ^a	.099	.082	5.188	1.819	

a. Predictors: (Constant), Motivation, Education & Training, Transformation Leadership

b. Dependent Variable: Career Development

Source: SPSS output processed by researchers, 2022

3.5 Multicollinearity test

Multicollinearity test uses tolerance value and variance inflation factor (VIF). The data of this study are free of multicollinearity symptoms if the tolerance value > 0.10 and $VIF < 10$. The results of the multicollinearity test in this study are presented in Table 5. As a result, all independent variables have a tolerance value > 0.10 and a VIF value < 10 which indicates that the data It is symptom free of multicollinearity.

Table 5.
Multicollinearity test

Variabel	Tolerance	VIF	Keterangan
Transformational Leadership	0.989	1.011	No multicollinearity
Education & Training	0.990	1.011	No multicollinearity
Motivation	0.993	1.007	No multicollinearity

Source: SPSS output processed by researchers, 2022

3.6 Heteroscedasticity Test

Ghozali (2018) states that the prerequisite that must be met in the regression model is the absence of heteroscedasticity problems. The decision to test heteroscedasticity through a scatter plot is that if the points spread above and below the number 0 on the Y axis, then there is no heteroscedasticity.

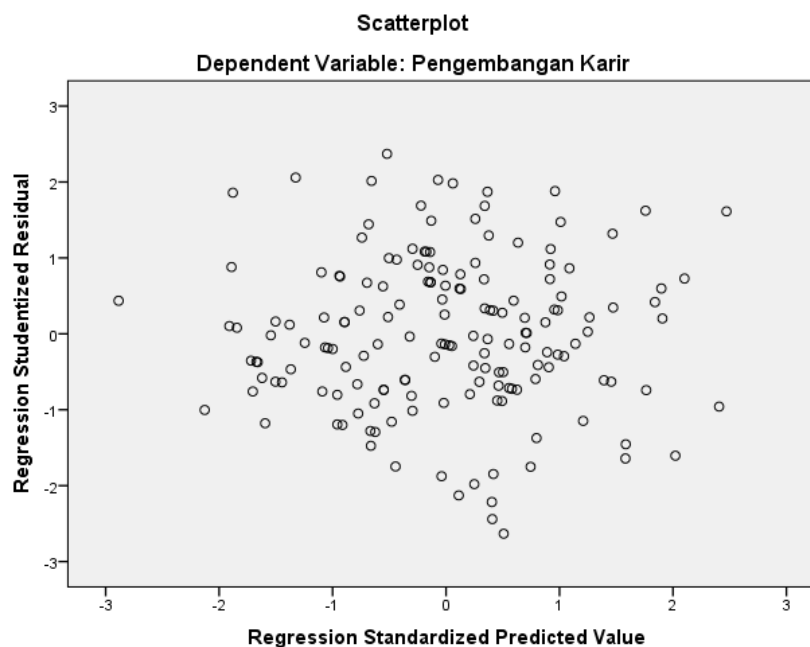


Figure 1. Heteroscedasticity test

3.7 Hypothesis Test: Multiple Regression Analysis

The results of multiple linear regression analysis are presented in Table 6. The result, the regression equation in this study is $Y = 26.956 + 0.233X_1 + 0.225X_2 - 0.200X_3$. Based on the results of testing the effect of transformational leadership to career development, it is known that the t-count value is 2.354 and the t-table value with $N = 164$ ($df = N-2$) is 1.97472. Thus the value of t-count > t-table or $2.354 > 1.97472$. Meanwhile, the significance level is smaller than the set significance level, which is $0.020 < 0.05$.

Table 6.
Regression analysis

		Unstandardized		Standardized		t	Sig.
		Coefficients		Coefficients			
Model		B	Std. Error	Beta			
1	(Constant)	26.956	6.057			4.451	.000
	Transformational Leadership	.233	.099	.178		2.354	.020
	Education & Training	.225	.084	.203		2.686	.008
	Motivation	-.200	.083	-.181		-2.407	.017

a. Dependent Variable: Career Development (Y)

Source: SPSS output processed by researchers, 2022

Based on the results of testing the effect of education & training to career development, it is known that the education & training variable has a t-count value of 2.354 and a t-table value with $N = 164$ ($df = N-2$) is 1.97472. Thus the value of t-count > t-table or $2.354 > 1.97472$. Meanwhile, the significance level is smaller than the set significance level, which is $0.008 < 0.05$. Based on the results of testing the effect of motivation to career development, it is known that the career development variable has a t-count value of 0.-2.047 and a t-table value with $N = 164$ ($df = N-2$) is 1.97472. Thus the value of t-count < t-table or $-2.047 < 1.97472$. Meanwhile, the significance level is bigger than the set significance level, which is $0.017 < 0.05$.

Table 7.
Simultaneous test

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	472.548	3	157.516	5.853	.001 ^b
	Residual	4305.647	160	26.910		
	Total	4778.195	163			

a. Dependent Variable: Career Development

b. Predictors: (Constant), Motivation, Education & Training, Transformation Leadership

Source: SPSS output processed by researchers, 2022

Based on the results of testing the effect of transformational leadership, education & training, and motivation to career development, the F-count value is 5.853 and the F-table value with N = 164 is 3.50. Thus the value of F-count > F-table or 5.853 > 3.50. Meanwhile, the significance level is smaller than the set significance level, which is 0.001 < 0.05.

Table 8.
Coefficient of determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.314 ^a	.099	.082	5.188

a. Predictors: (Constant), Motivation, Education & Training, Transformation Leadership

b. Dependent Variable: Career Development

Source: SPSS output processed by researchers, 2022

The correlation value is 0.314 which can be explained that the relationship between the independent variable and the dependent is in the moderate category. The R Square value obtained is 0.099 which can be interpreted that the independent variable X has a contribution effect of 9.1% on the Y variable and the other 90.9% is influenced by other factors outside the X variable.

3.8 Discussion

a. Effect of Transformational Leadership to Career Development

Based on the results of testing the influence of transformational leadership style on career development, it is known that the variable of transformational leadership style has a regression coefficient value of 0.172, a t-count value of 2.222, and a t-table value with N = 164 (df = N-2) is 1.97472. Thus the value of t-count > t-table or 2.222 > 1.97472. Meanwhile, the significance level is smaller than the set significance level, which is 0.028 < 0.05. This shows that the transformational leadership style partially and significantly affects career development. This means that hypothesis 1 is accepted that there is a significant influence between the transformational leadership style partially on the career development of employees at the Dinas Lingkungan Hidup and Kebersihan Kota Kupang.

There are not many similar studies that explain the relationship between transformational leadership style on employee career development, but research from Bass (1985) explains that the process of transformation of subordinates can be achieved through attention to the ability of subordinates to increase their interest and raise or increase the needs of their subordinates. Furthermore, Rafferty & Griffin (2004) explained that the needs of employees (career development) are related to the type of transformational leadership style because the leader will stimulate subordinates intellectually and pay attention to the differences that exist between subordinates. This is in line with what was conveyed by J. R. Riwookore et al. (2021) that transformational leaders can increase the price and dignity of a subordinate who has a better performance value than others. The thoughts of these experts explain that leadership style has an influence on the career development of its employees.

The main responsibility of an organizational leader is to direct his subordinates towards achieving organizational goals by articulating the mission, vision, strategy, and goals (Riwu Kore, 2010:22). Transformational leadership experts (Burns, 1978; Bass, 1985; Bass & Avolio, 1994) argue that transformational leadership is more proactive and more effective than other types of leadership in

motivating subordinates to achieve better performance. Transformational leaders are more capable and more sensitive to their environment, and henceforth form and disseminate strategic goals that can capture the attention and interest of their subordinates (Berson & Avolio, 2004). Based on this description, it can be concluded that the transformational leadership style has a positive and significant influence on employee career development.

b. Effect of Education & Training to Career Development

Based on the results of testing the effect of education & training on career development, it is known that the education & training variable has a regression coefficient value of 0.176, a t-count value of 2.280, and a t-table value with $N = 164$ ($df = N-2$) is 1.97472. Thus the value of t-count $>$ t-table or $2.280 > 1.97472$. Meanwhile, the significance level is smaller than the set significance level, which is $0.024 < 0.05$. This shows that education & training (training) has a partial and significant effect on career development. This means that hypothesis 2 is accepted that there is a significant influence between education & partially on employee performance at the Dinas Lingkungan Hidup and Kebersihan Kota Kupang.

Andriyani & Utama (2017) reported that education and training had a positive effect on career development with a sig. t 0.001 with a beta coefficient of 0.258 with a sig. t value of 0.001 $<$ 0.05. This research shows that the more often employees are allowed to take part in education and training, the career development of employees will be better. On the other hand, if employees are not given the opportunity or rarely have the opportunity to participate in education and training, the career development opportunities for employees are getting worse.

Asnawi & Trilaksmi (2017) reported the results of statistical tests related to the effect of education and training on career development which showed that there was a positive and significant relationship between education and training on employee career development at SDN N 148, Limun District, Sarolangun Regency as evidenced by the F-count $5.698 >$ F -Table 2,243. The results of this study are in accordance with those reported by Mailina et al. (2020) that education and training variables have a significant effect on career development variables for Civil Servants (PNS) at the Loa Janan Ilir District Office.

Education and training are one of the efforts to develop human resources, especially to develop an intellectual and human personality. According to Umar (2005) *op. cit.* Andriyani & Utama (2017), a program that aims to improve skills and techniques for implementing employee work for current needs, increasing knowledge, skills, attitudes, and personality to prepare employees to take on tasks in the future. Education and training are needed specifically for employees in order to be able to provide job satisfaction for each employee which will affect his career. Based on the description and results of existing research, it can be concluded that education and training have an influence on employee career development.

c. Effect of Motivation to Career Development

Based on the results of testing the influence of motivation on career development, it is known that the motivation variable has a regression coefficient value of 0.180, a t-count value of -2,328, and a t-table value with $N = 164$ ($df = N-2$) is 1,97472. Thus the value of t-count $<$ t-table or $-2.328 < 1.97472$. Meanwhile, the significance level is smaller than the set significance level, which is $0.021 <$ 0.05. This shows that motivation partially has no effect and is significant on career development. This means that hypothesis 3 is rejected that there is no positive influence between motivation partially on the career development of employees at the Dinas Lingkungan Hidup and Kebersihan Kota Kupang.

The results of this study are not by the results of several researchers who reported that there was a positive and significant influence on employee motivation on career development. Yikwa et al. (2017) reported the results of the study that the regression coefficient value of the motivational variable on career development was categorized as strong and quite high, which means the coefficient value is positive so that it indicates a close relationship between motivation and career development at PT. Bank Papua Manado. In other words, hypothesis testing shows that the statistical test results get a t-count value = 4.833 if $\alpha = 0.01$ then with $DK = 30-2 = 28$ from the distribution list, $t_{0.99}(43) = 2.467$ which means the value of t analysis count = 4.833 is greater than the value of t at a significant level = 2.467.

Ahyauddin (2014) reported that there was a positive and significant effect of work motivation on the career development of the employees of the Public Works Department of Pengairan, South Sumatra Province because the CR value was $2.898 > 1.96$ or $p = 0.004$. The results of this study are in accordance with those reported by Sari et al. (2020) that there is a positive and significant influence between motivation on employee career development which shows if there is an increase in employee motivation it will affect employee career development at the Ministry of Agriculture of the Republic of Indonesia.

d. Effect of Transformational Leadership, Education & Training, and Motivation to Career Development

Based on the results of testing the effect of transformational leadership style, education & training (Training), and motivation on career development, the regression coefficient value is 0.314 and the F-count value is 5.853 and the F-table value with $N=164$ is 3.50. Thus the value of F-count $>$ Ftable or $5.853 > 3.50$. Meanwhile, the significance level is smaller than the set significance level, which is $0.001 < 0.05$. This shows that the variables of transformational leadership style, education & training, and motivation have a joint and significant effect on career development.

Mondy et al. (2002) stated that career development is a formal approach used by organizations to ensure that people with the right qualifications and experience are available when needed. This career development is a series of work activities that are separate but still constitute or have a complementary, sustainable relationship and give meaning to one's life. Several researchers report that there is a positive and significant relationship between transformational leadership style simultaneously on career development (Riwukore et al., 2021), and education and training simultaneously on career development (Andriyani & Utama, 2017; Asnawi & Trilaksmi, 2017; Mailina et al., 2020). Meanwhile, several research results report the simultaneous influence of motivational variables on employee career development (Ahyauddin, 2014; Sari et al., 2020).

4. Conclusion

The results of this study indicate that transformational leadership and education & training have a positive and significant effect on career development, while motivation has a negative influence on career development. Simultaneously, the predictors of career development consist of transformational leadership, education & training, and motivation.

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