

# The Influence of Motivation, Competence and Commitment to Career Development on Planners Staff in Bappeda Province of DKI Jakarta

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**Submission date:** 22-Jun-2019 01:19PM (UTC+0700)

**Submission ID:** 1146031159

**File name:** .\_Jurnal\_Inter\_ke\_9\_Article\_Charles\_Bohlen\_SJAHSS-72-78-90-c.pdf (435.67K)

**Word count:** 6872

**Character count:** 38618

## The Influence of Motivation, Competence and Commitment to Career Development on Planners Staff in Bappeda Province of DKI Jakarta

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Received: 01.02.2019 | Accepted: 10.02.2019 | Published: 28.02.2019

DOI: 0.21276/sjahss.2019.7.2.4

### Abstract

### Original Research Article

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This study aims to determine the effect of Motivation, Competence, and Commitment to Career Development both partially and simultaneously on employee of planners in the DKI Jakarta Bappeda. This study uses a quantitative analysis approach, with data collection methods through questionnaires given to 80 respondents from a total population of 83 employees. The method of data analysis in this study used multiple linear regression analysis. The results showed that motivation, competence, and commitment had a positive and significant impact on Career Development, both partially and simultaneously. The results also show that there is a strong correlation between the dimensions of individual potential development in the motivation variable and the dimensions of competence in the Career Development variable, then between the dimensions of intellectual competence in the competency variable with competency dimensions in competency variables also have strong correlations, there is also a strong correlation between normative commitment dimensions in commitment variables with competency dimensions in Career Development variables.

**Keywords:** Motivation, Competence, Commitment, Career Development.

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### INTRODUCTION

Career development of Civil Servants can be pursued through two positions, namely structural positions and functional positions. In Law No. 5 of 2014 concerning the State Civil Apparatus, Article 13 states that the position of the State Civil Apparatus consists of Administrative Position, Functional Position and High Leadership Position. In fact, career opportunities through structural pathways are getting smaller with the existence of a downsizing policy of the organizational structure of government institutions which impacts on the reduction of structural positions. However, the Government realizes that organizational downsizing must not hamper employee career development, so functional positions are the choice to develop and develop civil servant careers so that they become professionals in their fields.

But the number of functional planners since 2014 has not increased. Referring to the ideal number of planners' functional positions on a provincial scale, which is 109 people, the ratio of planners' functional positions in Bappeda is very small, namely only 7: 109 people or 6.42% of the ideal needs of the provincial scale. However, if the number is added to the position of analyst who continues to increase in number from 53

people in 2010, 68 people in 2011, 69 people in 2015 and 2016 and become 73 people in 2018, then the ratio increases to 73.39%. Therefore, it is important for Bappeda to encourage analyst officials to have a career in planner functional positions, so that the adequacy ratio of the number of competent certified planners increases.

### The purpose of this study is

- To analyze the influence of motivation on career development of planners staff in Bappeda Provinsi DKI Jakarta.
- To analyze the influence of competence on career development of planners staff in Bappeda Provinsi DKI Jakarta.
- To analyze the influence of commitment on career development of planners staff in Bappeda Provinsi DKI Jakarta, and
- To analyze the influence of motivation, competence, and commitment together (simultaneously) on career development of planners staff in Bappeda Provinsi DKI Jakarta.

## LITERATURE REVIEW

### Career development

Understanding career development according to Mondy [1], is a formal approach used by companies to ensure that people with the right qualifications and experience are available when needed. Furthermore, Andrew J. Fubrin in Mangkunegara [2], argues that career development is a staffing activity that helps employees plan their future careers in the company so that the company and employees concerned can develop themselves to the maximum.

According to the Ministry of State Apparatus Empowerment and Bureaucratic Reform (MENPAN-RB 2017)), Career Development of Civil Servants is career clarity and certainty for civil servants based on qualifications, competencies, performance appraisal, and government agency needs and is carried out through transfers and / or promotions.

Career development of Civil Servants is carried out by taking into account the principles of the Merit System, namely the State Civil Apparatus Management policy that is applied based on qualifications, competencies, and performance fairly, fairly, regardless of background: politically, race, color, religion, origin, gender, marital status, age, or disability condition.

### Career Development Dimensions

In Law No. 5 of 2014 concerning State Civil Apparatus (Article 89), namely that career development of Civil Servants is based on the dimensions of qualifications, dimensions of competence, dimensions of performance appraisal and dimensions of the needs of Government Agencies.

- **Qualification Dimension**

Qualification is a requirement that must be fulfilled related to the abilities needed to carry out a particular job or position.

- **Dimension of competence**

Competence is an ability to carry out or do a job or task based on skills and knowledge and supported by the work attitude demanded by the job.

- **Performance Assessment Dimensions**

Performance appraisal is a formal system for periodically checking / evaluating and evaluating employee performance. Performance assessment is the process by which an organization evaluates or evaluates employee performance. Employee performance assessment is an ongoing process in assessing the quality of employee work and efforts to improve employee performance [3].

- **Dimensions of Government Agency Needs**

The needs of Government Agencies, as a place for the apparatus HR management activities process take place, between each employee determine and

implement their career goals and the organization designs and implements qualified career development programs, competencies and performance assessments that can produce professional people to meet organizational needs in the present and in the future.

### Motivation

According to Herzberg in Robin [4], there are two kinds of factors that influence employee motivation, namely motivator (intrinsic) and hygiene (extrinsic) factors. What is meant by motivator factors are things that encourage achievement that are intrinsic in nature, which means to come from within a person, while what is meant by hygiene or maintenance factors are extrinsic factors which mean coming from someone outside who determines a person's behavior in someone's life.

### Motivation Dimensions

The dimensions and indicators of motivation according to Herzberg in Robin [4], include:

- **Achievement (Achievement)**

The success of an employee can be seen from the achievements he achieved; therefore leaders must provide opportunities for subordinates to try to achieve good results.

- **Recognition**

As a continuation of the success of the implementation, the leader must state the acknowledgment of the success of subordinates.

- **The work itself (Work It Self)**

Leaders make real and convincing efforts, so that subordinates understand the importance of the work they are doing and try to avoid boredom at work.

- **Responsibility**

In order for true responsibility to be a motivating factor for subordinates, the leader must avoid strict supervision, by allowing subordinates to work alone as long as the work allows and applies the principle of participation.

- **Progress (Advancement)**

Fleeting or development is one of the motivating factors for subordinates. One effort that can be done by leaders is to train their subordinates for more responsible work.

- **Development of Individual Potential (The possibility of growth)**

A good leader or manager is able to create a condition so that individuals or groups can work and achieve high work productivity. The problem of increasing work productivity is closely related to the problem of how to motivate employees, how supervision is carried out, and how to develop a work culture within an effective organization.



This motivation comes from within a person. This motivation sometimes appears without any influence from outside. Usually people who are intrinsically motivated are more easily encouraged to take action. In fact, they can motivate themselves without the need to be motivated by others.

### Competence

27 Spencer and Spencer in Sudarmanto [5] say, competence is a basic characteristic of individual behavior that is associated with effective reference criteria and / or superior 18 performance in work or situation. In other words, competence is the basic foundation of people's characteristics and identifies ways of behaving or thinking, equating situations, and supporting for a long period of time.

In order to realize a clean and authoritative system of government (good governance) and to realize good, efficient, effective and quality public services, of course, it needs to be supported by the presence of Human Resources (HR) personnel, especially Civil Servants (PNS) who are professional, responsible, fair, honest and competent in their fields. Based on

### Competency Dimensions

Spencer and Spencer classify the dimensions and components of individual competencies into three, namely: (1). Intellectual competence, (2). Emotional competence, (3). Social competence. The details of each competency are explained in detail as follows:

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- **Intellectual Competence**  
Intellectual competence is the character of attitudes and behaviors 4; willingness and intellectual abilities of individuals who are relatively stable when facing problems in the workplace, which are formed from the synergy between character, self-concept, internal motivation, and contextual knowledge capacity. Intellectual capacity is the ability needed to carry out mental activities.

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- **Emotional Competence**  
Emotional competence is the character of attitude and behavior or willingness and ability to master them and understand the environment objectively so that their emotional patterns are relatively stable when facing various problems at work.

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- **Social Competence**  
Social competence is a character of attitude and behavior or willingness to build nodes of cooperation with other people when facing problems at work.

### 15 Organizational commitment

Organizational commitment is the degree to which an employee identifies himself with a particular organization and its objectives and desires to maintain its membership in the organization [4].

According to Meyer and Allen in Luthan [6], organizational commitment identified three types of commitments namely affective commitment, ongoing commitment, and normative commitment as psychological conditions that characterize good employee relations with the organization or have implications for influencing whether employees will continue to work with organizations.

### 24 Dimensions of Commitment

- Affective commitment is the emotional attachment of employees, identification, and involvement in the organization. 10
- Continuing Commitments are commitments based on losses associated with the discharge of employees from the org: 10 ation. This might be due to losing seniority for promotion or benefit.
- Normative Commitment is a feeling of being obliged to remain in the organization because it must be so; this action is the right thing to do. 9

High commitment is characterized by 3 things, namely:

- Strong trust and acceptance of organizational goals and values.
- A strong willingness to work for the organization.
- A strong desire to remain a member of the organization.

### 24 Previous research

- Research by Yikwa *et al.* At PT Bank Papua 42 nch Manado North Sulawesi Province The results showed that Motivation had a positive and significant effect on Career Development.
- Ikhsan Prasetyo *et al.* [7]. The research aims to identify competencies, identify career development, and analyze the influence of competencies on the career development of emp 12 es of Dairy Factory Cooperatives in Bogor. The results of the study indicate that Competence has a positive and significant effect on the career development of Cooperative employees. Competence in this case is skills and knowledge. While personal character and self-concept do not have a significant effect on career d 7 evelopment.
- Nia Kusuma Wardhani *et al.* [8]. The purpose of this study was to examine the effect of Administrative Competence, Social Capital and Performance on Career of Mercu Buana University Employees, using path an 2 sis methods in a quantitative approach. The results of this study indicate that there is a direct 17 nfluence of competence on employee careers, there is 17 rect effect of performance on employee careers, there is a direct 17 uence of social capital on employee careers, there is a direct influence of competence on performance, there is a direct influence of social capital towards. Thus it can be explained that the most direct influence on Career and Employee Performance is Competence.

- QingxiongWeng *et al.* Organizational commitment can grow because individuals have an emotional bond to the organization which includes moral support and accepting the value and determination of the individual to do something to support the success of the organization. This will directly lead to motivation of employees to work as well as possible to achieve organizational goals. This study examines the relationship between employee career growth and organizational commitment. Career growth is conceptualized by four factors: advancement of career goals, development of professional abilities, speed of promotion and growth of remuneration, while organizational commitment is conceptualized using the three component models of Meyer and Allen. The survey data, collected from 961 employees in 10 cities in

the People's Republic of China, shows that the four dimensions of career growth are positively related to affective commitment, and that three aspects are positively related to continuation and normative commitment. Only three out of eighteen two-way interactions among career growth factors that influence organizational commitment show that career growth factors influence commitment in an additive rather than multiply.

#### Framework

Based on theoretical studies and previous research on the influence of motivation, competence and commitment to the career development of planning staff, the researchers developed the framework as follows:

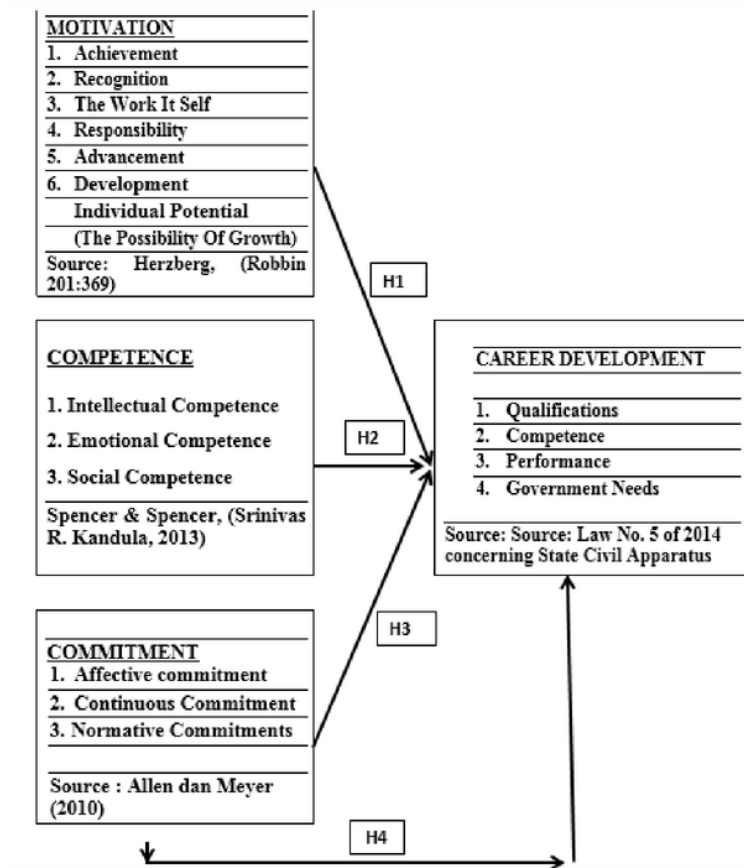


Fig-1: Conceptual Framework

#### Hypothesis

Based on the problems, study theories and frameworks that have been the show, the authors formulate the following hypothesis:

- H1 : There is motivation affects on career development of planners staff in Bappeda Province of DKI Jakarta.
- H2 : There is competence affects on career development of planners staff in Bappeda Province of DKI Jakarta.

- H3 : There is commitment affects on career development of planners staff in Bappeda Province of DKI Jakarta.
- H4 : Motivation, competence and commitment together have an effect on on career development of planner staff in Bappeda Province of DKI Jakarta.

## RESEARCH METHODS

### Type of Research Design

This research was conducted using a survey method, which is a systematic investigation in gathering information related to an object of research using a questionnaire or a list of structured questions (Yusuf, 2015: 48). In this study the independent variables are: Motivation (X1), Competence (X2), and Commitment (X3) and the dependent variable is Career Development (Y). Processing and analyzing data with statistical methods using SPSS Version 25 software...

### Definition of Operational Variables

The operational definition is the determination of the construct so that it can be a variable that can be measured [9]. Constructs are abstractions of observed real-life phenomena [9]. The operational definition is to explain certain methods used by researchers in operationalizing the construct so that other researchers can replicate measurements in the same way or develop better methods of measuring constructs. This is useful for:

- Identify observable criteria.
- Indicates that a concept (object) may have more than one operational definition.
- Know that operational definitions are unique in situations where they must be used.
- As a guide for readers to have the same understanding as what is intended by researchers on a concept.

### Motivation (Variable X1)

Frederick Herzberg in Robbin and Judge [4] suggests that there are two factors that influence motivation, namely maintenance factors and motivation factors. Maintenance factors are low-level needs, which if fulfilled the value becomes zero. Maintenance factors (hygiene factors) will provide satisfaction (satisfier), if fulfilled. Conversely, if it is not fulfilled it will cause dissatisfaction (dissatisfier) that will lead to demands of employees. Maintenance factors (salaries, wages, benefits, and other welfare) are not motivational tools but are only maintenance tools that must be met by the company so that employees actively work. This research only focuses on motivation factors which are tools of motivation contained in work, namely challenges and opportunities to be able to prove the abilities and skills of employees.

### Competency (Variable X2)

Competence is the character of attitude and behavior, or the willingness and ability of individuals

who are relatively stable when facing situations and workplaces that are formed from the synergy between character, self-concept, internal motivation and conceptual knowledge capacity. Spencer and Spencer [10] classifying dimensions and components of individual competencies into three, namely: (1). Intellectual competence (2). Emotional competence, (3). Social competence.

### Commitment (Variable, X3)

According to Meyer and Allen [11], organizational commitment is emotional attachment, identification and involvement of individuals with organizations and the desire to remain a member of the organization. Organizational commitment is identified in three types of commitments, namely: affective commitment, ongoing commitment, and normative commitment as psychological conditions that characterize good employee relations with the organization or have implications for influencing whether employees will continue to work with the organization or not.

### Career Development (Variable Y)

Law No. 15 of 2014 concerning the State Civil Apparatus (ASN Act) states that to realize the administration of government and collateral duties, civil servants (PNS) are needed who are professional, responsible, honest and fair through guidance carried out based on the system of work performance and system career that is focused on the work performance item. ASN Law (Article 89), namely that career development of Civil Servants (PNS) is carried out based on the dimensions of qualifications, competency dimensions, performance appraisal dimensions and dimensions of Government Agency requirements, as the table below.

### Research Population

The population of this study is the Analyst and Functional Planning Staff at the DKI Jakarta Provincial Planning Agency. This study uses judgment sampling, which is a sampling technique based on the assessment of researchers that the respondents are the best parties to be used as research samples.

### Research Samples

The sampling technique used in this study is a probability technique, with nine saturated sampling techniques. Respondents in this study were all planning staff consisting of 76 Analyst Officials and 7 Planner Functional Officers.

### Method of collecting data

In this study data was obtained by distributing questionnaires directly to respondents to the Planner Analysts (Planners) and Functional Officers at the Regional Development Planning Board of the Jakarta Capital Region as many as 83 people. The technique of distributing questionnaires conducted was personally



administered questionnaires. Respondents were given time to read and fill in the questionnaire. The reason the researchers used the technique personally administered questionnaires was because the research area was limited to the office environment. In addition, the researchers also conducted interviews with officials and parties related to employee career development in the Regional Development Planning Board of the Special Capital Region of Jakarta.

Documentation study conducted by collecting and analyzing theories, journals, and documents from the company. Instrument<sup>21</sup> this study using Likert Scale measurement scale. Likert scale is the scale used to measure attitudes, opinions, and perceptions of a person about social phenomena [12].

The measurement scale for each<sup>31</sup> able uses 5 alternative answer options that are, 1) Strongly Disagree (SDS), 2) Disagree (TS), 3) Doubt (R), 4) Agree (S), and 5) Strongly Agree (ST).

#### Data analysis method

Data obtained from the questionnaire were analyzed using SPSS 25 prog<sup>12</sup>. There are several stages of data analysis, namely instrument test, classical assumption test, hypothesis test, and correlation test between dimensions.

- Test of the research instrument. Instruments in the study must be valid and reliable so as to produce research that is true or in accordance<sup>30</sup>h reality and constant. There are two ways to test the research instrument that is with the validity test and reliability test.
- The classical assumption test. The classical assumption test aims to ensure there are no symptoms of classical assumption deviations such as multicollinearity, autocorrelation, heteroscedasticity, and normally distributed data. There are<sup>41</sup> three classical assumption test that is used is normality test, multicollinearity test, and heteroscedasticity test.<sup>26</sup>
- Hypothesis test. The hypothesis test is used to find out the relationship between dependent variable

and independent variable, and test the truth of hypothesis that<sup>29</sup> been proposed. The hypothesis test consists of multiple linear regression analysis, analysis of coefficient of determination, t-test, and F test.

- Correlation analysis between dimensions. Dimension correlation analysis is used to test the correlation of the most powerful and influential on the dimensions of research variables, namely in this study are the dimensions of work motivation variables, organizational culture variables, and career development variables on employee performance variables.

## RESULTS AND DISCUSSION

From Table 1. We can see the characteristics of respondents who are planners in the Regional Development Planning Agency of DKI Jakarta Province, as follows. Characteristics of respondents by sex, the composition is more male, that is 35 people (50.72%) compared to women, 34 people (49.28%). Only one digit difference. This shows that in Bappeda there is gender equality. Men and women can work together in advancing the organization even in the last two periods of the Regional Development Planning Board of DKI Jakarta Province led by two women. Characteristics of respondents based on education, most have Bachelor degree, 53 people (76.81%). Based on rank and class of space, respondents were dominated by Rank / Classroom Arrangement (III/c), 26 people (37.68%). In terms of position, the most respondents had Analysts as many as 62 people (89.85%), Functional Planners as many as 7 people (10.14%). Based on age, the majority of respondents ag<sup>40</sup> between 31-40 years as many as 30 people (43.48%). In terms of marital status, the majority of respondents were married, as many as 65 people (94.20%), compared to those who were single, as many as 4 people (5.80%). This comparison shows that most employees are emotionally well-established and stable. Married employees are usually more responsible and accustomed to having strong commitments.

**Table-1: Characteristics of Respondents**

| No. | Description                                 | Frequency | Percentage (%) |
|-----|---|-----------|----------------|
| 1.  | Gender                                      |           |                |
|     | - Male                                      | 35        | 50,72          |
|     | - Female                                    | 34        | 49,28          |
|     | Amount                                      | 69        | 100%           |
| No. | Description                                 | Frequency | Percentage (%) |
| 2.  | Education                                   |           |                |
|     | - Diploma (D3)                              | 0         | 0              |
|     | - Bachelor (S1/D4)                          | 53        | 76,81          |
|     | - Master (S2/S3)                            | 16        | 23,18          |
|     | Amount                                      | 69        | 100%           |
| No. | Description                                 | Frequency | Percentage (%) |
| 3.  | Rank  |           |                |
|     | - Junior Superintendent (III/a)             | 5         | 7,24           |
|     | - First Class Junior Superintendent (III/b) | 17        | 24,63          |
|     | - Superintendent (III/c)                    | 26        | 37,68          |
|     | - First Class Superintendent (III/d)        | 13        | 18,84          |
|     | - Administrator (IV/a)                      | 7         | 10,14          |
|     | - First Class Administrator (IV/b)          | 5         | 7,24           |
|     | Amount                                      | 69        | 100%           |

**Table-2: Continued Table 1: Characteristics of Respondents**

| Sl No. | Description          | Frequency (Man)  | Percentage (%) |
|--------|----------------------|------------------|----------------|
| 4      | Job                  |                  |                |
|        | - Analyst            | 62               | 89,85          |
|        | - Planner Functional | 7                | 10,14          |
|        | Amount               | 69               | 100%           |
| No.    | Description          | Frequency (Year) | Percentage (%) |
| 5      | Duration of work     |                  |                |
|        | - 1 – 3              | 1                | 1,45           |
|        | - 3 – 5              | 11               | 15,94          |
|        | - 5 – 10             | 24               | 34,78          |
|        | - > 10 Year          | 33               | 47,83          |
|        | Amount               | 69               | 100%           |
| No.    | Description          | Frequency (Year) | Percentage (%) |
| 6      | Age                  |                  |                |
|        | - 20 - 30            | 7                | 10,14          |
|        | - 31 - 40            | 30               | 43,48          |
|        | - 41 - 50            | 15               | 21,74          |
|        | - > 50 Year          | 17               | 24,64          |
|        | Amount               | 69               | 100%           |
| No.    | Description          | Frequency (Man)  | Percentage (%) |
| 7      | Marital Status       |                  |                |
|        | - Single             | 4                | 5,80           |
|        | - Marriage           | 65               | 94,20          |
|        | Amount               | 69               | 100%           |

**Instrument Research Test**

There are two ways to test the research instrument that is with the validity test and reliability test. A valid instrument means that the measuring instrument used is valid so it can be used to measure what should be measured. The instrument is said to be

valid if based on the validity test yields rcount greater than  $r$  table. While reliable is an instrument that when used several times to measure the same object, will produce the same data. The instrument is said to be reliable if it produces Cronbach Alpha greater than 0.60.



Table-2 shows that all statistical instruments of each variable are valid and reliable for use as a research questionnaire. Since the validity test results show that

all instruments have rcount greater than r table, also have Cronbach Alpha value greater than 0.60.

**Table-2: Result of Reliability Test**

| Variable           | Alpha Cronbach's Value | Terms | Information |
|--------------------|------------------------|-------|-------------|
| Motivation         | 0.766                  | > 0.6 | Reliable    |
| Competence         | 0.763                  | > 0.6 | Reliable    |
| Commitment         | 0.757                  | > 0.6 | Reliable    |
| Career Development | 0.749                  | > 0.6 | Reliable    |

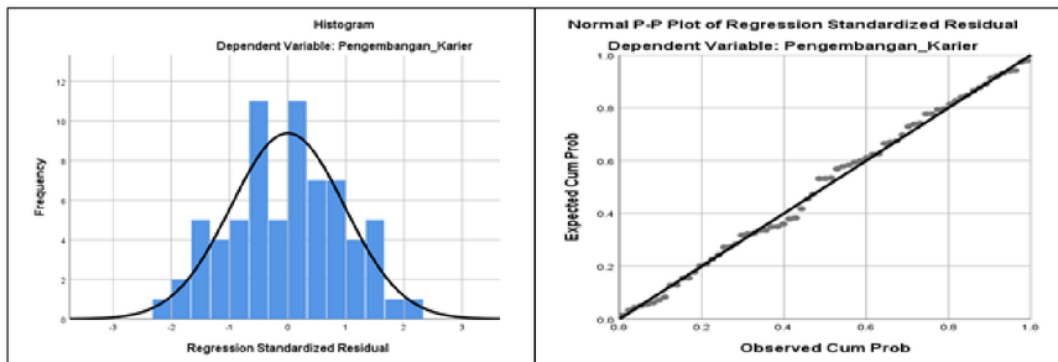
Source: Results of Data Processing with SPSS 25.0

### Classic assumption test

#### Normality test

One method of looking at normality is with the normal probability plot analysis (normal P-P). Figure 2 below is the result of the probability plot normality test

which shows that the data points follow and spread around the diagonal line, it can be concluded that the regression equation model meets the normality or normal distribution assumption.



**Fig-1: Normality Test Result with P-P Plot Method**

Source: Results of Data Processing with SPSS 25 (2018)

In addition to the P-P plot method, the normality test can also be performed by Kolmogorov Smirnov test. Normality test by Kolmogorov Smirnov method yields significance value or Asymp. Sig of

0.200. This value is greater than 0.05, so it can be concluded that the residual is normally distributed.

#### Multicollinearity test

A good regression model should not be correlated between independent variables.

**Table-3: Multicollinearity Test Results**

| Coefficients <sup>a</sup> |                         |       |
|---------------------------|-------------------------|-------|
| Model                     | Collinearity Statistics |       |
|                           | Tolerance               | VIF   |
| (Constant)                |                         |       |
| Motivation                | 0.381                   | 2.627 |
| Competence                | 0.339                   | 2.946 |
| Commitment                | 0.322                   | 3.109 |

a. Dependent Variable: Career Development

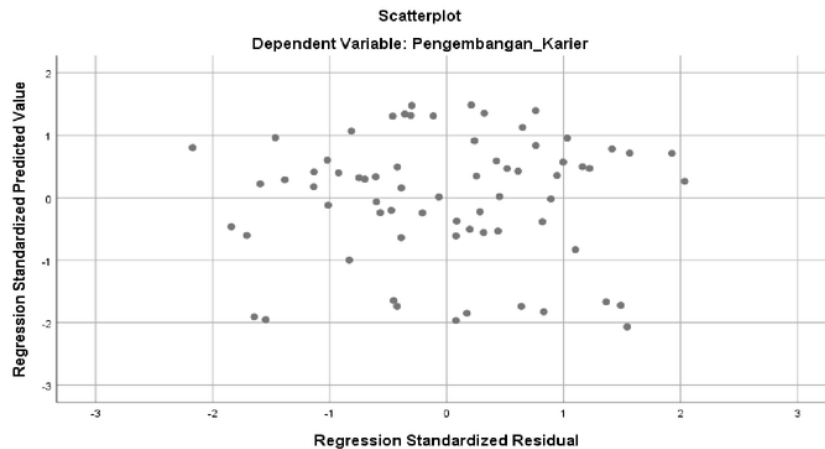
Source: Results of Data Processing with SPSS 25 (2018)

In table-3 above shows that all tolerance values of X1, X2, and X3 are greater than 0.10 and all VIF values less than 10.0. So it can be concluded that there is no multicollinearity in the regression equation.

#### Heteroscedasticity test

A good regression model is homoscedasticity or does not occur heteroscedasticity. One of the test methods of heteroskedasticity is to look at scatterplot chart patterns. Figure 2 below shows the data does not form a particular pattern, and the data points spread above and below the vertical axis Y number, so it can

be concluded that there is no heteroscedasticity in this regression model.



**Fig-2: Results of Heteroscedasticity Test with Scatterplot**  
Source: Results of Data Processing with SPSS 25(2018)

## Multiple linear regression analysis

Multiple linear regression analysis aims to determine the effect of motivation (X1), competence

(X2), and commitment (X3) on career development (Y). Test results with SPSS can be seen in table 4 below:

**Table-4: Results of Multiple Linear Regression Test**

| Coefficients <sup>a</sup> |            |                             |            |                           |       |
|---------------------------|------------|-----------------------------|------------|---------------------------|-------|
| Model                     |            | Unstandardized Coefficients |            | Standardized Coefficients | Sig.  |
|                           |            | B                           | Std. Error | Beta                      |       |
| 1                         | (Constant) | 1.318                       | 0.134      |                           | 9.815 |
|                           | Motivation | 0.136                       | 0.061      | 0.179                     | 0.031 |
|                           | Competence | 0.342                       | 0.062      | 0.473                     | 0.000 |
|                           | Commitment | 0.272                       | 0.071      | 0.339                     | 0.000 |

a. Dependent Variable: Career Development

Source: Results of Data Processing with SPSS 25 (2018)

From the regression equation above, it can be seen that:

- The constant (a) is 1.318 and positive means that if the motivation (X1), organizational culture (X2), and career development (X3) are considered to be absent or equal to 0, the employee performance value (Y) is 1.318.
- The value of regression coefficient of motivation variable (X1) is 0.136, meaning that for every increase of work motivation value of one unit will cause the increase of employee performance value equal to 0,136.
- The value of regression coefficient of competence (X2) is 0.342, meaning that for every increase of organizational culture value of one unit will cause the increase of employee performance value equal to 0,342.

- The value of regression coefficient of commitment variables (X3) is 0.272, meaning that for every career development value increase of one unit will cause the increase of employee performance value equal to 0,272.

## Coefficient of Determination (R Square)

The coefficient of determination (R<sup>2</sup> or R Square) is used to measure how much the model capability in explaining the variation of the dependent variable. Based on table 5 above, the value of R square generated in this study is 0.830, meaning that the influence of independent variables consisting of motivation, competence, and commitment affect career development of 83%, while the remaining or 17% is influenced by other factors outside of this research model.

**Table-5: Results of the R-Square Determination Coefficient**

| Model   | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|-------------------|----------|-------------------|----------------------------|
| 1   | .915 <sup>a</sup> | 0.837    | 0.830             | 0.282                      |
| a. Predictors: (Constant), Commitment, Motivation, Competence |                   |          |                   |                            |
| b. Dependent Variable: Career Development                     |                   |          |                   |                            |

Source: Results of Data Processing with SPSS 25 (2018)

### T-Test

The *t* test is carried out as a hypothesis testing to determine the effect of each independent variable individually on the dependent variable. According to Priyatno (2008: 83), to calculate *t*-table used the provisions  $df = n - k - 1 = 1.99$  at the level of significant ( $\alpha$ ) of 5% (error rate of 5% or 0.05) or 95% confidence level or 0.95, so if the error rate is a variable more than

5% means that the variable is not significant. The way of decision making is:

- If the probability / significant  $> 0.05$  or  $t$  count  $< t$  table,  $H_0$  is accepted.
- If the probability / significant is  $< 0.05$  or  $t$  count  $> t$  table,  $H_0$  is rejected.

The test is carried out based on the results of the Multiple Linear Regression test, as follows:

**Table-6: T Test Result**

| Variable   | <i>t</i> Count | <i>t</i> Table | Coefficients | Information | Sig. Count | Sig. Table | Information |
|------------|----------------|----------------|--------------|-------------|------------|------------|-------------|
| Motivation | 2.209          | 1.99           | 0.136        | Take Effect | 0.031      | $< 0.05$   | Significant |
| Competence | 5.501          | 1.99           | 0.342        | Take Effect | 0.000      | $< 0.05$   | Significant |
| Commitment | 3.845          | 1.99           | 0.272        | Take Effect | 0.000      | $< 0.05$   | Significant |

- The relationship between all variables (X) with variables (Y) is "Significant"
- The coefficient value is "positive"
- *T*-count  $> t$ -table states "influential"

The results of the *t* test show that all Variables X have a positive and significant effect on Variable Y

### Testing the hypothesis (H) in this study is as follows

1. There is an influence from Motivation (X1) on Career Development (Y).

Table 6 above shows that the relationship between Motivation (X1) and Career Development (Y) is significant with *t*-count of 2.209 ( $t$ -count  $> t$  table ( $df = 66$ ) = 1.99) and Sig. = 0.031. The coefficient value is positive which is equal to 0.136 which indicates that the direction of the relationship between Motivation (X1) and Career Development is positive. Thus the H1 hypothesis in this study which states that "There is an influence of Motivation (X1) government employees on Career Development (Y) is accepted.

2. There is influence from Competence (X2) on Career Development (Y).

Table 6 above shows that the relationship between Competence (X2) and Career Development (Y) is significant with *t*-count of 5.501 ( $t$ -count ( $df = 66$ )  $> 1.99$ ) and Sig. = 0.000. The coefficient value is positive that is equal to 0.342 which indicates that the direction of the relationship between Competence (X2) and Career Development is

positive. Thus the H2 hypothesis in this study which states that "There is an influence of Competence (X2) Civil Servants on Career Development (Y) employees and functional officials planners at Regional Development Planning Board of the Special Capital Region of Jakarta " accepted.

3. There is an influence of Commitment (X3) on Career Development (Y).

Table 6 above shows that the relationship between Commitment (X3) to Career Development (Y) is significant with *t*-count of 3.845 ( $t$ -count  $> t$ -table ( $df = 66$ ) = 1.99) and Sig. = 0.000. The coefficient value is positive which is equal to 0.272 which indicates that the direction of the relationship between Commitment (X3) and Career Development is positive. Thus the H3 hypothesis in this study states that "There is an influence of Organizational Commitment (X3) on Career Development (Y) +

### *f*-Test

According to Priyanto [12] Test *f* or regression coefficient test together is used to determine whether the independent variables together have a significant effect on the dependent variable. Testing uses a significance level of 0.05. Simultaneous regression test (Test *f*) can be formulated as follows:

- (1) If Sig.  $< 0.05$  Then  $H_0$  is rejected, and  $H_a$  is accepted (significant)
- (2) If Sig.  $> 0.05$  Then  $H_0$  is accepted, and  $H_a$  is rejected (not significant)



**Table-7: f-Test Result Analysis**

| ANOVA <sup>a</sup>  |            |                |    |             |         |                   |
|---|------------|----------------|----|-------------|---------|-------------------|
|   | Model      | Sum of Squares | df | Mean Square | F       | Sig.              |
| 1   | Regression | 26.621         | 3  | 8.874       | 111.349 | .000 <sup>b</sup> |
|   | Residual   | 5.180          | 65 | 0.080       |         |                   |
|   | Total      | 31.801         | 68 |             |         |                   |
| a. Dependent Variable: Career development                     |            |                |    |             |         |                   |
| b. Predictors: (Constant), Commitment, Motivation, Competence |            |                |    |             |         |                   |
| Source: Results of Data Processing with SPSS 25 (2018)        |            |                |    |             |         |                   |

Based on the results of the simultaneous significance test (f test) in table 4.15 above shows the value of F-count of 111,349 (F-count > F-table (n = 65, and k = 4) = 2.75) and the value of Sig. = 0.000, which indicates that the Motivation variable (X1), Competency variable (X2), and Commitment variable (X3) together have a significant effect on Career Development variables (Y). Thus the H4 hypothesis in this study states that "There is an effect of Motivation (X1), Competence (X2), and Organizational Commitment (X3) simultaneously together on Career

Development (Y) of planners and functional officials at the DKI Jakarta Provincial Planning Agency" be accepted.

#### Interdimensional Correlation

Correlation test between dimensions is done by using the Pearson Correlation method, as shown in table 8 below. The results of the correlation analysis made in Table 8 are as follows

**Table-8: Interdimensional Correlation**

| Correlations   |                                      |                     |                   |                |                 |                      |
|--|--------------------------------------|---------------------|-------------------|----------------|-----------------|----------------------|
| Variable   | Dimension                            |                     | 4.1 Qualification | 4.2 Competence | 4.3 Performance | 4.4 Government Needs |
| Motivation   | 1.1 Achievement                      | Pearson Correlation | .498**            | .657**         | .510**          | .656**               |
|  | 1.2 Recognition                      | Pearson Correlation | .495**            | .632**         | .579**          | .607**               |
|  | 1.3 Job itself                       | Pearson Correlation | .540**            | .675**         | .545**          | .671**               |
|  | 1.4 Responsible                      | Pearson Correlation | .526**            | .666**         | .530**          | .690**               |
|  | 1.5 Progress                         | Pearson Correlation | .459**            | .518**         | .396**          | .542**               |
|  | 1.6 Individual Potential Development | Pearson Correlation | .544**            | .717**         | .509**          | .660**               |
| Competence   | 2.1 Intellectual Competence          | Pearson Correlation | .559**            | .741**         | .669**          | .737**               |
|  | 2.2 Emotional Competence             | Pearson Correlation | .673**            | .762**         | .706**          | .714**               |
|  | 2.3 Social Competence                | Pearson Correlation | .582**            | .711**         | .658**          | .715**               |
| Commitment   | 3.1 Affective Commitment             | Pearson Correlation | .549**            | .746**         | .586**          | .724**               |
|  | 3.2 Normative Commitment             | Pearson Correlation | .530**            | .767**         | .626**          | .724**               |
|  | 3.3 Continuance Commitment           | Pearson Correlation | .465**            | .722**         | .561**          | .688**               |
|  |                                      | N                   | 69                | 69             | 69              | 69                   |
| **. Correlation is significant at the 0.01 level (2-tailed). |                                      |                     |                   |                |                 |                      |

Source: Analysis results using SPSS 25.0

### Correlation of Motivation towards Career Development

Correlation of the strongest dimension with the level of strong relationship is shown by the dimensions of the development of potential individuals with competency dimensions of 0.717. While the low level of relationship is shown by the dimensions of progress with performance dimensions of 0.390.

### Correlation of Competence to Career Development

Correlation of the strongest dimension with a strong level of relationship is shown by the dimensions of intellectual competence with competence of 0.741. And the lowest with moderate level of relationship is intellectual competence with a qualification of 0.559

### Correlation of Commitments to Career Development

Correlation of the strongest dimension with the level of strong relationships is shown by the dimensions of normative commitment with competencies of 0.767. And the lowest with a very low level of relationship is continuous commitment or ongoing commitment with a qualification of 0.456.

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## CONCLUSION

Based on the results of this study, data analysis, and discussion of the influence of motivation, competence, and commitment to career development in the Jakarta Provincial Bappeda, the following conclusions can be drawn:

- Partial motivation has a positive and significant impact on career development. Development of Individual Potential as part of the motivational dimension of motivation increases the potential for motivational indicators
- The higher the motivation possessed by employees, the career development will also increase.
- Competence partially has a positive and significant effect on career development. The higher the level of employee competency, the career development can run better.
- Partial commitment has a positive and significant impact on career development. The high commitment of employees and organizations will have a positive impact on the career development of planning staff in the Bappeda DKI Jakarta Province.
- Motivation, competence, and mutual commitment (simultaneous) have a significant influence on career development. So that by increasing motivation, increasing employee competency and and increasing employee commitment, it will cause career development of planning staff to run well.

## Recommendations

- Based on the results of the research and conclusions above, the authors provide several recommendations in the context of career planning staff planning in the DKI Jakarta Provincial Planning Agency, as well as recommendations for further research:
- Work motivation has the biggest and most significant influence on career development, so it is important for the leadership of the DKI Jakarta Bappeda to increase employee motivation. Increasing employee motivation can be achieved by maintaining the development of individual potential and improving employee progress and performance so that employee enthusiasm increases.
- Competence is closely related to employee career development; therefore Bappeda should pay attention to improving the competence of its employees primarily in improving employee intellectuality. Increased intellectual quality is closely related to improving employee competency and at the same time will improve employee qualifications so that in turn employees can meet job qualification requirements if there is a promotion program.
- To support the career development of planning staff in Bappeda, Bappeda should maintain a normative commitment as indicated by high employee loyalty to the organization and give attention to efforts to increase continuous commitment by convincing employees that organizations pay attention and need their contribution in achieving organizational goals.
- This study only uses variables of motivation, competence, and commitment which are considered to have a high influence on career development. But there are many other variables that can affect career development. Therefore, further research can use other independent variables to produce new conclusions related to career development. In addition to variables, the use of other data analysis methods such as SEM also needs to be done, as well as the use of a larger population can also be done to determine the effect on larger scale organizations.

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