

# Effect of Competence on Career Development and Implication for Organizational Commitment

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## ABSTRACT

Every employee might have different competence. The incompatibility between this competence and the job responsibility could influence career development and loyalty. Any public institution must deal with this issue to improve human resource quality. The purpose of this study is to examine the effect of competence on organizational commitment and to find out the implication of this effect for organizational commitment of BLU Education Personnel of Non-Civil Servants at the Health Polytechnic of the Health Ministry in Malang. Population of this study includes 53 individuals. Probability sampling is used as sampling method with proportional simple random sampling as sampling technique. The size of sample is determined with Slovin Formula which produces 35 respondents. Data collection technique involves observation, interview, and questionnaire. Data analysis employs Smart Partial Least Square (PLS) software. Several results are obtained from this study. Competence has positive and significant effect on career development. Competence also has positive and significant effect on organizational commitment. Career development has positive and significant effect on organizational commitment. Competence has positive and significant effect on organizational commitment with the mediation of career development.

## 1. INTRODUCTION

The development of any institutions (including corporations) is influenced by 2 (two) factors, namely internal and external factors. Internal factor directly influences the institutions whereas external factor has indirect effect on the institutions. Among these two factors, the effect of internal factor is more dominant. One internal factor to be discussed in this article is Human Resource (HR). Employee as the human resource in certain institutions is required to be competent, precisely to have useful competence that would help the employee to accomplish the job, to get better career development, and to deliver higher performance. Competence is understood by (Palan, 2007) as a personal characteristic that underlies behavior that creates motivation, personality, self-concept, values, knowledge, or skills of an individual which would enable this individual to produce superior performance at the workplace. Training session is provided by

organization to sharpen the competence of employee because employee competence could influence their loyalty and commitment to organization. Wexley and Yulk in (Mangkunegara, 2006) explained that training and career development are terms that represent efforts intended to enable employee or organizational members to achieve the mastery of skills, knowledge and expected postures. Career development focuses more on improving the capability of making decision and enhancing human relationship between top management and lower management (implementer). Organizational commitment is viewed by (Mowday, Porter, & Steers, 1982) as “loyalty to organization” which is marked by a strong wish to stay with organization and to identify with organizational values and goals. Organizational commitment is a measure of how likely the individual is to work with organization in the future. Managers love highly committed employee because high organizational commitment leads to positive works.

In relation to the statements above, the Health Polytechnic of the Health Ministry in Malang is a public institution that focuses in education. Located in Malang City, this institution perceives career development as an important institutional element because career development could increase employee performance and institutional productivity. Employee performance represents an institutional effort to achieve goals. Giving performance in more efficient and effective ways and also in high quality would indicate that the job is completed well by the employee through their best effort for the institution. Employee with good skills is absolutely needed to ensure that the job is completed and such employee is more inclined to feel self-confident and happy at the workplace.

Personnel map at the Health Polytechnic of the Ministry of Health in Malang is outlined in the following table.

**Table 1.** Personnel at the Health Polytechnic of the Ministry of Health in Malang

No.	Level of Graduation	Title of Graduation	Position	Work Unit
1.	SMP (Junior High School)	-	General Administration Staff	Sub-Division of Academic Administration
2.	SMA (Senior High School)	-	General Administration Staff	Management of Product and Service
3.	Diploma III	A.Md	Library Staff	Study Program of Department
4.	Diploma III	SKM	Laboratory Staff	Study Program of Department
5.	Strata 1 (S1)	SS, S.Pd	Data Analyst	Personnel Group Substance

Source: Personnel Center at the Health Polytechnic of the Ministry of Health in Malang, 2023

The contents of the table above have intrigued the author to take article subject from BLU (Badan Layanan Umum – General Service Organization) Education Personnel of Non-Civil Servants. Different behavior is quite prominent between civil servants and BLU personnel. In the case of civil servants, their job and the rank are determined by central government. On the other hand, BLU personnel are usually selected to work in conformity

with the formation and needs of the institution. However, BLU personnel often find that their competence (background capacity) and their job responsibility are incompatible, which could undermine their career development and loyalty to the institution. Recalling the fact that organizational commitment develops organizational loyalty, then the Health Polytechnic of the Health Ministry in Malang finds necessary to require the Director (Manager) to do self-correction during the allocation of job responsibility to the employee. There is an expectation that the job responsibility allocated to the employee is compatible to the employee's education background because this compatibility would strengthen employee's performance quality. Regarding this matter, the Health Polytechnic already has presumption that employee performance is crucial to the institution because employee productivity has great effect on institutional success. So far, the Director of the Health Polytechnic has assigned Personnel Department to monitor the quality of employee performance.

By taking consideration of these explanations, the author writes an article with a title of "Effect of Competence on Career Development and Implication for Organizational Commitment (Study on BLU Education Personnel of Non-Civil Servants at the Health Polytechnic of the Health Ministry in Malang)".

## **2. LITERATURE REVIEW**

### **Competence**

For Indonesian people, terms of "competencies", "competence" and "competent" are referring to condition or quality of capability and compatibility. English dictionary describes "competence" as the condition of compatibility, conformity and sufficiency. At the workplace, competence is usually related with how compatible someone is with the job. Surprisingly, in the job context, competence may have different meanings depending on organizational framework. According to (Palan, 2007), competence is a personal characteristic that underlies behavior that shapes motivation, personality, self-concept, values, knowledge, or skills brought by an individual with superior performance into the workplace.

### **Career Development**

Career was defined by (Flippo, 1984) as a set of separated but interrelated work activities that produce sustainability, comfort and meaning to someone life. Career is indeed individually achieved but socially delimited. Individuals not only develop their career through their specific experiences but their career opportunities are also given by society which could influence and shape their life perspective. Referring to (Musselman, 1984), career is not merely a job but a sequence of working experiences. Every job, either paid or not, could shape a career. A job that is done in a lifetime would also create a career. Therefore, career is not necessarily a profession or a job that must be paid. Even, career could be a voluntary job.

### **Organizational Commitment**

As an organizational concept, organizational commitment emphasizes on the word "commitment", which concerns with attitude and loyalty (Mowday, Porter, & Steers, 1982). Also said by (Mowday, Porter, & Steers, 1982), attitude and loyalty are

preceded by psychological bonding and affective commitment from an employee with organization. These phenomenal iconic scholars in the study on commitment, precisely (Mowday, Porter, & Steers, 1982), regarded organizational commitment as “loyalty to organization” which is denoted by a strong desire to stay with organization and to identify with organizational values and goals. Also, the no less important point is the willingness of the individual to spend extra effort for the favor of organization. Such individual always attempts to make their values and goals in line with those of organization. Therefore, organizational commitment always involves a good relationship between employee and organization.

### **3. RESEARCH METHODS**

The type of this study is quantitative with explanatory approach. This approach requires the author to get explanations about causality relationship across variables, which is usually done through hypothesis test. In this study, the observed variables are competence, career development and organizational commitment.

Survey is used as the method of study because the study takes sample from a population. The population of the study is BLU Education Personnel of Non-Civil Servants at the Health Polytechnic of the Health Ministry in Malang, which is as much as 53 employees. Slovin Formula is used to determine the minimum size of sample, which then produces 35 respondents. Sampling method uses probability sampling whereas sampling technique employs proportional simple random sampling. The data of the study are acquired through observation, interview, and questionnaire.

Data analysis is initiated by inventorying primary data, or precisely respondent answers, from the questionnaire. The data are then followed up with a procedure suggested by (Sugiyono, 2003) which comprises: 1. Editing; 2. Coding; 3. Tabulating; and 4. Scoring. Later, the scores are processed with two computer programs, respectively: a) SPSS for Windows to obtain quantitative data, namely: 1) respondent characteristic and 2) descriptive statistics which involve frequency distribution to know the average of respondent answers on each variable and indicator; and b) SmartPLS to analyze inferential statistics data acquired from: a) Evaluation of Measurement Model, b) Evaluation of Structural Model, and c) Hypothesis Test.

### **4. RESULTS AND DISCUSSION**

#### **Description of Respondent Characteristic**

##### **1. Respondent Characteristic by Age**

The contents of Table 2 show that the sample is 35 respondents who work as BLU Education Personnel of Non-Civil Servants at the Health Polytechnic of the Health Ministry in Malang. From these respondents, 42.9% are < 30 years old, 51.4% are between 30 and 40 years old, and 5.7% are >40 years old.

**Table 2. Respondent Characteristic By Age**

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<30 years old	15	42.9	42.9	42.9
	30-40 years old	18	51.4	51.4	94.3
	>40 years old	2	5.7	5.7	100.0
	Total	35	100.0	100.0	

Source: Primary data processed, 2023

## 2. Respondent Characteristic by Gender

Correspond to the contents of Table 3, of 35 respondents, 45.7% respondents are male and 54.3% respondents are female.

**Table 3. Respondent Characteristic By Gender**

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	16	45.7	45.7	45.7
	Female	19	54.3	54.3	100.0
	Total	35	100.0	100.0	

Source: Primary data processed, 2023

## 3. Respondent Characteristic by Last Education

Based on the contents of Table 4, from 35 respondents, 2.9% respondents are graduated from junior and senior high schools (SMP and SMA). Respondents with graduation from Diploma III (D3) and Diploma IV (D4) are 28.6% and 31.4%. The graduation from Strata 1 (S1) is represented by 34.3% respondents.

**Table 4. Respondent Characteristic By Last Education**

		Last Education			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SMP	1	2.9	2.9	2.9
	SMA	1	2.9	2.9	5.7
	D3	10	28.6	28.6	34.3
	D4	11	31.4	31.4	65.7
	S1	12	34.3	34.3	100.0
	Total	35	100.0	100.0	

Source: Primary data processed, 2023

## Evaluation of Measurement Model

Measurement model should be evaluated to get a description concerning the relationship between indicator and variable. The indicators need to be tested for reliability and validity. Reliability testing involves indicator reliability test and internal consistency reliability test. Meanwhile, validity test uses convergent validity test and discriminant validity test.

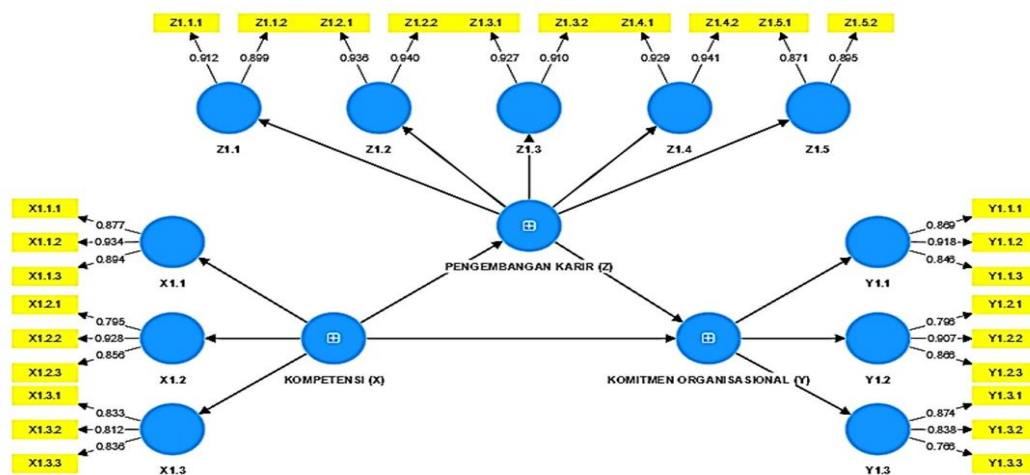


Figure 1. Outer Model

### Internal Consistency Reliability

Internal Consistency Reliability is tested to measure the capability of indicator in measuring latent construct. Two measurers are used in this test, respectively Cronbach's Alpha and Composite Reliability.

**Table 5.** Cronbach's Alpha and Composite Reliability

Variable	Cronbach's Alpha	Composite Reliability ( $\rho_a$ )
Competence (X)	0.939	0.939
Career Development (Z)	0.931	0.934
Organizational Commitment (Y)	0.911	0.912

Source: Primary data processed, 2023

Pursuant to the contents of Table 5, the values of *Cronbach's Alpha* for Competence, Career Development, and Organizational Commitment are respectively 0.939, 0.931, and 0.911, which all are higher than 0.70. The values of *Composite Reliability* for Competence, Career Development, and Organizational Commitment are respectively 0.939, 0.934, and 0.912, which all are higher than 0.60. Based on these results, all indicators are considered capable to measure the latent construct.

### Convergent Validity

Convergent validity is determined through a principle that the measurers of a construct must have high correlation value and should be evaluated with *Average Variance Extracted (AVE)*.

**Table 6.** Average Variance Extracted (AVE)

Variable	Average Variance Extracted (AVE)
Competence (X)	0.676
Career Development (Z)	0.618
Organizational Commitment (Y)	0.585

Source: Primary data processed, 2023

As exhibited by the contents of the table above, the values of *Average Variance Extracted (AVE)* for Competence, Career Development and Organizational Commitment are respectively 0.676, 0.618, and 0.585, which all are higher than 0.50. These results declare that the constructs are capable to explain 50% or more variances of the indicators.

### Variance Inflation Factor (VIF)

Variance Inflation Factor is used to evaluate collinearity. Multicollinearity is a problem in statistics. Specifically, multicollinearity is a phenomenon when two or more independent variables or exogenous constructs have high correlation which then impairs the predictive capacity of the model.

**Table 7.** Collinearity Statistics (VIF) of Inner Model

	ORGANIZATIONAL COMMITMENT (Y)	COMPETENCE (X)	CAREER DEVELOPMENT (Z)
ORGANIZATIONAL COMMITMENT (Y)			
COMPETENCE (X)	1.572		1.000
CAREER DEVELOPMENT (Z)	1.572		

Source: Primary data processed, 2023

As displayed by the contents of the table above, VIF value from the correlation across exogenous constructs (Competence, Organizational Commitment, and Career Development) is less than 10 (according to (Ghozali, 2014), if  $VIF < 10$ , then there is no multicollinearity). The VIF values for the correlations of Competence with Organizational Commitment and also with Career Development are respectively 1.572 and 1.000. Meanwhile, the VIF value for the correlation between Career Development and Organizational Commitment is 1.572. Correspond to these results, the correlation across exogenous constructs is low because the value is less than 10, which represents that the model does not have multicollinearity problem.

### Coefficient of Determination (R<sup>2</sup>)

Coefficient of determination is a measurer to assess the capability of exogenous construct to explain endogenous construct.

**Table 8.** Coefficient of Determination (R<sup>2</sup>)

Variable	R-square	R-square adjusted
Career Development (Z)	0.364	0.345
Organizational Commitment (Y)	0.626	0.603

Source: Primary data processed, 2023

In relation to the contents of the table above, the *R-Square* value for endogenous construct of Career Development is 0.364 or 36.4%. This result indicates that the effect of Competence on Career Development is 36.4%. Following the arrangement of (Sarstedt *et al.* 2017), the value of determination coefficient (R<sup>2</sup>) is higher than 0.25 and thus the model is regarded as weak.

The *R-Square* value for endogenous construct of Organizational Commitment is 0.626 or 62.6%. This result declares that Competence and Career Development influence Organizational Commitment by 62.6%. Referring to (Sarstedt *et al.* 2017), the model is regarded as moderate because the value of determination coefficient ( $R^2$ ) is higher than 0.50.

### Cross Validated Redudancy ( $Q^2$ )

Cross-validated redundancy ( $Q^2$ ) or Q-square test is implemented to determine predictive relevancy value. In regression analysis, Q-Square has the same meaning as coefficient determination (R-Square) pada analisis regresi. If Q-Square value is high, then the model is good or fit with the data. The calculation of Q-Square value is written as follows:

$$\begin{aligned} Q\text{-Square} &= 1 - [(1 - R^2_1) \times (1 - R^2_2)] \\ &= 1 - [(1 - 0.364) \times (1 - 0.626)] \\ &= 1 - (0.636 \times 0.374) \\ &= 1 - 0.238 \\ &= 0.762 \end{aligned}$$

After operating the calculation, *Q-Square* value is found to be 0.762. This result denotes that the data variation that could be explained by the model is 76.2% while the remaining 23.8% are explained by other factor beyond the model. By this statement, the *goodness of fit* of the model in the study is good.

### Effect Size ( $f^2$ )

Whether the variables have significant relationship or not is determined by using Effect Size or f-square.

**Table 9.** Effect Size ( $f^2$ )

	ORGANIZATIONAL COMMITMENT (Y)	COMPETENCE (X)	CAREER DEVELOPMENT (Z)
ORGANIZATIONAL COMMITMENT (Y)			
COMPETENCE (X)	0.424		0.572
CAREER DEVELOPMENT (Z)	0.249		

Source: Primary data processed, 2023

In conformity with the contents of the table above, the effect size of the relationship between Competence and Organizational Commitment is 0.424, which is above 0.35 and thus regarded as strong. The relationship between Competence and Career Development has effect size of 0.572, which is also above 0.35 and thus considered as strong. In the case of the relationship between Career Development and Organizational Commitment, the effect size is 0.249, which is above 0.15, and therefore, the effect is moderate.

### Path Coefficients

The measurement of path coefficients is done in order to understand the strength of inter-construct relationship.

**Table 10.** Path Coefficients

Path	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)
Competence (X) $\geq$ Career Development (Z)	0.603	0.602	0.106
Competence (X) $\geq$ Organizational Commitment (Y)	0.499	0.499	0.111
Career Development (Z) $\geq$ Organizational Commitment (Y)	0.382	0.381	0.112
Competence (X) $\geq$ Career Development (Z) $\geq$ Organizational Commitment (Y)	0.231	0.226	0.072

Source: Primary data processed, 2023

Concerning with *original sample*, the relationship across variables is elaborated as follows:

- 1) Path from Competence to Career Development has original sample value of 0.603, which ensures that if Competence increases by one percent, then Career Development would decrease by 0.603 percent.
- 2) Path from Competence to Organizational Commitment has original sample value of 0.499, which confirms that the increase of Competence by one percent would be followed by the decrease by 0.499 percent in Organizational Commitment.
- 3) Path from Career Development to Organizational Commitment has original sample value of 0.382, which ascertains that if Career Development increases by one percent, then Organizational Commitment would decrease by 0.382 percent.
- 4) Mediation path involving Career Development in the effect of Competence on Organizational Commitment has original sample value of 0.231, which notifies that Career Development has indeed a role to mediate the effect of Competence on Organizational Commitment.

### Hypothesis Test

Hypothesis test in the study utilizes *bootstrapping* procedure in SmartPLS to determine t-statistics value for each relationship path. The t-statistics value would later be compared with the t-table value. The procedure uses trust level of 95% which therefore the precision level or inaccuracy limit ( $\alpha$ ) is 5% or 0.05. Meanwhile, the t-table value is 1.96.

**Table 11.** Results of Hypothesis Test

Hypothesis	Path	T-Statistics	P-Values	Description
H1	Competence (X) $\geq$ Career Development (Z)	5.667	0.000	Accepted
H2	Competence (X) $\geq$ Organizational Commitment (Y)	4.507	0.000	Accepted
H3	Career Development (Z) $\geq$ Organizational Commitment (Y)	3.401	0.001	Accepted
H4	Competence (X) $\geq$ Career Development (Z) $\geq$ Organizational Commitment (Y)	3.212	0.001	Accepted

Source: Primary data processed, 2023

The contents of the table above disclose that all hypotheses proposed in the study are accepted because each relationship path has T-Statistics  $> 1.96$  and nilai P-Values  $< 0.05$ .

### **Mediation Classification Analysis**

Final analytic procedure is through mediation classification. The analysis of mediation classification has given several results. Competence is found to be capable to improve Organizational Commitment with the mediation of Career Development. On the other hands, as shown by the contents of Table 18, Competence has direct effect on Career Development, Career Development has direct effect on Organizational Commitment, and Competence has also direct effect on Organizational Commitment. Taking reference from Baron and Kenny (1986), the mediation relationship in this study is classified as partial mediation because the mediator variable (Career Development) is involved in both direct and indirect effects of independent variable (Competence) on dependent variable (Organizational Commitment).

### **Effect of Competence on Career Development**

Based on the results of descriptive analysis, overall average value for Competence is 3.66, which signifies that this variable is in high category. This value also confirms that a personal characteristic that underlies behavior that shapes motivation, personality, self-concept, values, knowledge, or skills brought by an individual with superior performance into the workplace (in this case, is the Health Polytechnic of the Health Ministry in Malang), is in high category. In addition, overall average value for Career Development kerja is 4.06, which denotes that this variable is in good category. This result indicates that the efforts intended to enable employee or organizational members to achieve the mastery of skills, knowledge and expected postures are in good category. Later, the result of hypothesis test on this relationship displays that Competence has positive and significant effect on Career Development of BLU Education Personnel of Non-Civil Servants at the Health Polytechnic of the Health Ministry in Malang. This position is in line with the findings of (Yuliawati, 2020) and (Syihabuddin, 2015), which generally said that work competence has positive and significant effect on employee career development.

### **Effect of Competence on Organizational Commitment**

In accordance with the results of descriptive analysis, overall average value for Competence is 3.66, which assures that this variable is in high category. This value has also a meaning that a personal characteristic that underlies behavior that shapes motivation, personality, self-concept, values, knowledge, or skills brought by an individual with superior performance into the workplace, which is, the Health Polytechnic of the Health Ministry in Malang, is in high category. Moreover, overall average value for Organizational Commitment is 3.73, which shows that the conviction and strong support on organizational values and goals are in high category. The result of hypothesis test on this relationship reveals that competence has positive and significant effect on organizational commitment of BLU Education Personnel of Non-Civil Servants at the Health Polytechnic of the Health Ministry in Malang. This position is in agreement

with the findings of (Lubis, 2020) and (Bagyo, 2021), which generally stated that high employee competence leads to high employee commitment.

### **Effect of Career Development on Organizational Commitment**

Correspond to the results of descriptive analysis, overall average value of Career Development is 4.06, which defines that this variable is in good category. This value also gives a reflection that the efforts intended to enable employee or organizational members to achieve the mastery of skills, knowledge and expected postures are in good category. Overall average value of Organizational Commitment is 3.73, which insists that the conviction and strong support on organizational values and goals are in high category. The result of hypothesis test on this relationship discloses that career development has positive and significant effect on organizational commitment of BLU Education Personnel of Non-Civil Servants at the Health Polytechnic of the Health Ministry in Malang. This position is in conformity with the findings of (Safitri, 2022) and (Putri, 2022), which generally clarified that career development has positive and significant effect on organizational commitment.

### **Effect of Competence on Organizational Commitment with Mediation of Career Development**

As previously pointed out by the results of descriptive analysis, overall average value for Competence is 3.66, which makes certain that this variable is in high category. This value represents that a personal characteristic that underlies behavior that shapes motivation, personality, self-concept, values, knowledge, or skills brought by an individual with superior performance into the workplace is in high category. Besides this, overall average value for Career Development is 4.06, which is convincing that this variable is in good category. This value implies that the efforts intended to enable employee or organizational members to achieve the mastery of skills, knowledge and expected postures are in good category. Furthermore, overall average value of Organizational Commitment is 3.73, which ensures that this variable is in high category. This value also justifies the finding that the conviction and strong support on organizational values and goals are in high category. The result of hypothesis test on this mediation relationship shows that competence has positive and significant on organizational commitment with the mediation of career development. This position is supportive to the findings of (Pricilla, 2020) and (Djohan, 2023), which generally stipulated that competence has positive and significant effect on organizational commitment with the mediation of career development.

## **5. CONCLUSION**

### **Conclusion**

1. Competence has positive and significant effect on career development of BLU Education Personnel of Non-Civil Servants at the Health Polytechnic of the Health Ministry in Malang.

2. Competence has positive and significant effect on organizational commitment of BLU Education Personnel of Non-Civil Servants at the Health Polytechnic of the Health Ministry in Malang.
3. Career development has positive and significant effect on organizational commitment of BLU Education Personnel of Non-Civil Servants at the Health Polytechnic of the Health Ministry in Malang.
4. Competence has positive and significant effect on organizational commitment with the mediation of career development of BLU Education Personnel of Non-Civil Servants at the Health Polytechnic of the Health Ministry in Malang.

### **Suggestion**

1. The observed organizational commitment is the organizational commitment of BLU Education Personnel of Non-Civil Servants at the Health Polytechnic of the Health Ministry in Malang. Further study should enhance the scope by examining other education workers besides BLU Education Personnel of Non-Civil Servants at the Health Polytechnic of the Health Ministry in Malang.
2. The next study needs to include another independent variables that this study does not touch, such as motivation, work load, organizational support, leadership and others.

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