

## The Effects of Competency, Work Placement, and Career Development on Job Performance: Lessons from Public Sector in An Emerging Country

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### ARTICLE INFO

DOI: 10.32832/jm-uika.v12i2.4123

*Article history:*

Received:

26-January-2021

Accepted:

01-February-2021

Available online:

01-June-2021

*Keywords:*

*Competency, Work*

*Placement, Career*

*Development, Employee*

*Performance, Yapen Islands*

*Regency*

### ABSTRACT

*This research aimed to figure out the effects of competency, work placement, and career development on government officers' performance. This research used a descriptive-quantitative research design with a questionnaire as an instrument. The purposive sampling technique was used to extract a sample, which consisted of 250 respondents who were government officers from 26 local government agencies in the Yapen Islands Regency. This research employed a multiple regression analysis as the data analysis technique with SPSS version 25. The research results show that the variables competency and career development had significant positive effects on employee performance. In contrast, the variable work placement did not have any effect on employee performance. It implies that the local government could enhance employee performance through training and education and a transparent merit system to ensure fairness in career development. At the same time, it also develops a systematic work placement to augment the local government's human resource governance.*

## 1. INTRODUCTION

State civil officers in their daily lives work to perform government tasks and state development efficiently and effectively, as is mentioned in Law No. 43 of 1999 Article 12 Paragraph 1. As government human resources, state civil officers are required to be able to exhibit professional, responsible, honest, and just attitudes (Viorescu & Nemtoi, 2015).

State Civil Administration Servant (ASN) is the key to or the most important driving force for the "wheel" of a government organization (Rante & Warokka, 2016; Amin *et al.*, 2018). An organization or institution will run well if the human resources have a good performance, and it will run poorly if the performance of human resources is bad (Green *et al.*, 2006; Ramly, 2016). This fact is a problem any local government agencies (OPD) in Indonesia, including the local apparatus organizations in the Yapen Islands Regency, may encounter.

The performance of state civil officers in this research can be seen in the achievement level of the government institution performance accountability report or LAKIP preparation. The Yapen Islands Regency Government's 2019 LAKIP preparation belonged to the score range >30–50. It was assigned to category C, thereby interpreted as low and needing improvements and fundamental revisions. Such an assessment result persisted for three years in a row from 2017 through 2019.

Other than the score for the LAKIP preparation performance, the attendance rate of the employees of local apparatus organizations in the environment of the Yapen Islands Regency Government was also low, and this low result lasted for two years in 2018 and 2019. In 2018 the rate of absence with no acceptable explanations was higher than the attendance rate. This fact was exacerbated by the number of days of absence with acceptable explanations that equaled half of the number of days attended. Meanwhile, the following year, the employees' attendance rate increased. However, compared with the total absence rate with acceptable explanations and absence without acceptable explanations, it was nearly directly proportional. These facts show that the performance of state civil officers in the environment of the Yapen Islands Regency Government was still low.

This low performance of state civil officers in the environment of the Yapen Islands Regency Government might stem from various aspects, including competency, career development, work placement, work environment, motivation, facility and infrastructure, leadership style, organizational commitment, and organizational culture (Timmer, 2005). In Timmer's study, one of the unfavorable impacts of power decentralization is the low quality of local human resources, leading to the low local public officers' performance. Based on the results of the preliminary questionnaire review conducted in seven local government organizations in the Yapen Islands Regency, three factors were found as dominant in influencing employee performance, namely competency, career development, and work placement.

A policy issued by the Minister of State Apparatus Empowerment and Bureaucratic Reform states that competency is an essential requirement and consideration in civil servant (PNS) governance. Concerning competency, the state civil officers in the environment of the Yapen Islands Regency Government either did not make any innovations in their work performance or perceived themselves as already making innovations. This condition led to an absence of efforts to enhance and/or prepare one's self with self-development in particular talents that were to be practiced/applied in the working process. Besides, the non-synchrony between work placement and educational background in the employees, particularly the work placement of state civil officers in positions related to LAKIP preparation, also caused underperformance. However, this was not of concern to all local apparatus organization employees as they believed that those mentioned above did not have any influence on the running of the local government wheel. This fact shows the disregard for "work appropriateness analysis" and the "the right man on the right place" principle.

The next cause of the low state civil officer performance is the minimum education and training implementation to career development by the Yapen Islands Regency Government. Also, there was a lack of awareness in the individual state civil officers, or a lack of motivation, to improve their performance capability. They had no interest in leaving their works for a while to improve their self-quality.

The employee ability to prepare LAKIP was assumed to be insufficient because the technical education and training related to LAKIP presentation had yet to be conducted intensively, and this was, in fact, the best yearly evaluation result of the performance of state civil officers on behalf of their respective local apparatus organizations achieved. This report preparation, other than to inform on the process and achievement of goals and targets, was also intended to explain the level of performance success or failure of the local apparatus organizations concerned, later expected to serve a consideration for the improvement of the performance management system and implementation.

The assumption that low employee performance is caused by the three factors above became weak with the varied findings between one researcher and another. Such a case is referred to as a "gap." It is the phenomenon that motivated the researchers to conduct a further research study. Distyawaty (2019) found that competency and career development had significant effects on employee performance, whereas Tsani, in a research study (2013), found that competency did not have any influence on performance.

The research by Mulyani and Saputri (2019) showed that work placement had a significant effect on employee performance. The research by Rifa'i (2014) found that work placement had no significant effect on employee performance. Lastly, Ramli and Yudhistira (2018) discovered career development as significantly influential to employee performance, while Marsuq (2017) did career development as not significantly influential to employee performance.

The Yapen Islands Regency's LAKIP preparation evaluation results that placed the Yapen Islands Regency in category "C" for three consecutive years, the existing gap in previous research works, and the high percentages of the three factors of competency, work placement, and career development in the preliminary survey made it an interest to the researchers to conduct a study on the effects of competency, work placement, and career development on the performance of government officers of the Yapen Islands Regency. This research aimed to figure out and analyze the effects of the three factors on the performance of state civil officers in the environment of the Yapen Islands Regency Government.

## **2. LITERATURE REVIEW**

### **2.1 Employee Performance**

Performance is the quality and quantity generated by an individual or group in a given activity out of his/her natural abilities or those acquired from a learning process and his/her intention to do something (Singh *et al.*, 2016). According to Hasibuan (2012), performance is derived from the phrase work performance or the actual performance achieved by an individual in his/her field of occupation.

Employee performance is defined as the extent to which an employee completes his/her work as reflected in how individual requirements of his/her job are fulfilled (Sparrowe *et al.*, 2001). Mangkunegara (2017) defines employee performance as an employee's qualitative and quantitative work outcomes based on the work standards determined in general or the work standards determined by the relevant institution.

From some opinions above, it can be concluded that employee performance is a work achievement or the achievement made by an individual in his/her field of work qualitatively and quantitatively. Employee performance is the manifestation of ability in the form of concrete work.

### **2.2 Employee Competency**

Skorková (2016) states that competency is one's ability to conduct quality, the skill and ability to conduct something competently. Competency is one's fundamental characteristic that reflects how he/she behaves or thinks, which applies in various situations and spans for an extended period (Kurniawan *et al.*, 2020).

As defined by Boyatzis (2008), competency is a capability or ability which is a set of interrelated but distinctive behaviors that are set around a basic structure that is called "intention." Meanwhile, in Indiatsy *et al.*'s definition (2019), employee competency refers to a picture of an employee's ability to play a role in an organizational setting.

Meswantri and Awaludin (2018) state that with a high degree of competency, an employee is expected to work with a focus, be cooperative, be able to solve problems, work with a high level of motivation, and have a spirit of leadership to improve the work completion targeted by his/her company. Aima *et al.* (2017), in their research work, state that competency in every

individual employee is highly impactful on his/her performance improvement, which eventually will improve the organization's performance. It was also reported in previous works by Alsabbah *et al.* (2017), Heriyanto *et al.* (2018), and Adam *et al.* (2020) that competency had a positive effect on employee performance. Therefore, referring to previous empirical findings, the first hypothesis to be proposed is as follows:

**H1:** Competency has a positive effect on the performance of state civil officers in the environment of the Yapen Islands Regency Government.

### **2.3 Work Placement**

Work placement is placing an individual in an appropriate work position; the appropriateness of the individual's work position will influence his/her performance quantity and quality (Mathis & Jackson, 2011). Meswantri and Awaludin (2018) define placement as a corporate process to determine the position and office of an employee in a given profession.

As stated by Siagian (2015), placement is performed not only for recruiting new employees but also for senior employees who switch tasks and undergo mutations. If one's placement corresponds to his/her talents, interests, and potentials, he/she will better understand his/her job, take pleasure in it, and have a high degree of passion about doing it, allowing completion of his/her job as needed. It also means that the organization's goals or targets could be achieved as planned before, or in other words, the employees' performance has increased since the placement was done (Meswantri & Ilyas, 2018).

Agustina *et al.* (2019) posit that, other than work capital, creativity, and initiative, appropriate employee placement also serves as a key to every employee's optimal performance achievement. Appropriate placement, according to his/her abilities and expertise, will enhance an employee's performance (Sudiarditha *et al.*, 2019). Previous research by Muslimat (2020), Teriyan *et al.* (2020), and Aprianto and Rabeta (2020) reported that work placement had a significant positive effect on employee performance. Therefore, referring to previous empirical findings, the second hypothesis to be proposed is as follows:

**H2:** Work placement has a positive effect on the performance of state civil officers in the environment of the Yapen Islands Regency Government.

### **2.4 Career Development**

Career development refers to achieving employee and organization-specific goals. This process involves providing career information for the employees, identifying opportunities for advancements, and enhancing work satisfaction (Kirk *et al.*, 2000). Yuniarsih and Suwatno (2016) opine that career development is a formal approach that an organization uses to ensure that qualified and experienced employees are available when needed.

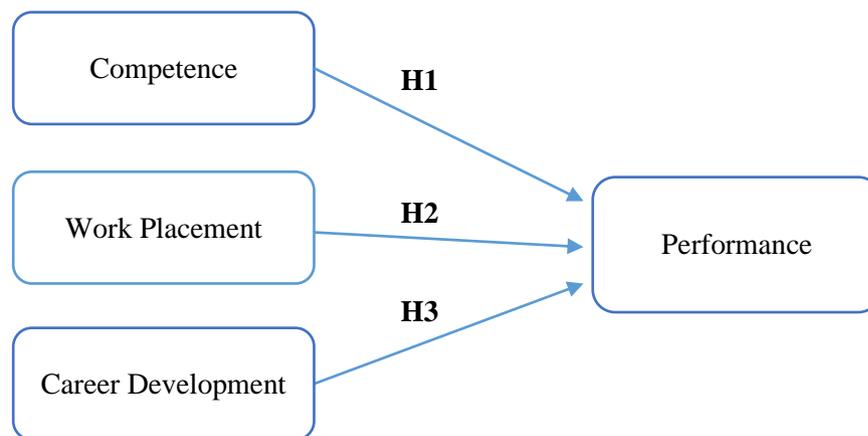
The concept of career development is generally defined as a series of work experiences oriented

toward individual and organizational purposes under the control of one's own or others (Orpen, 1994). Meanwhile, individual career development, as defined by Rozalena and Dewi (2016), refers to a collection of efforts one makes to execute his/her career plan through training and the work experiences he/she has gained.

Skill development of state officers is essential to continuously improve and adjust workforce competencies and build human resources (OECD, 2015). According to Sudiarditha *et al.* (2019), good career development will influence an employee's performance in completing his/her tasks and responsibilities. Besides, previous works by Adam *et al.* (2020), Muslimat (2020), Teriyan *et al.* (2020), and Winda *et al.* (2017) showed that career development had a significant positive effect on employee performance. Therefore, referring to previous empirical findings, the third hypothesis to be proposed is as follows:

**H3:** Career development has a positive effect on the performance of state civil officers in the environment of the Yapen Islands Regency Government.

The three hypotheses proposed are then summarized in the following research model (**Figure 1**).



**Figure 1.** Research Model

Source: Primary Data Processed (2020)

### 3. RESEARCH METHODS

This research used a descriptive-quantitative design to determine whether the independent variables competency, work placement, and career development were related to the dependent variable employee performance. The data used in this research were primary and secondary. The research instrument used was a questionnaire with a 5-point Likert scale. The population in this research was 601 government officers from 26 local government agencies (OPD) in the Yapen Islands Regency. The purposive sampling technique was used to extract the sample, which consisted of 250 respondents. The data analysis techniques employed in this research included descriptive analysis, validity and reliability tests, classical assumption test, and multiple regression analysis, and SPSS version 25 was used to aid the data analysis.

#### 4. RESULTS

The respondents' characteristics were the descriptively explained identities of the respondents who were part of the sample. The respondent characteristics description aims to provide a picture of the research sample. In this research, the characteristics were grouped based on gender, age, education, number of years worked, and position/class. The description is provided below.

**Table 1.** Respondent Characteristics Description

| Categories             | Answer Alternatives | Number of Respondents | Percentages (%) |
|------------------------|---------------------|-----------------------|-----------------|
| Gender                 | Male                | 103                   | 68.67 %         |
|                        | Female              | 47                    | 31.33 %         |
| Age                    | 30–40 years old     | 38                    | 25.33 %         |
|                        | 41–50 years old     | 57                    | 38.00%          |
|                        | > 50 years old      | 55                    | 36.67 %         |
| Education              | Senior high school  | 12                    | 8.00 %          |
|                        | D3                  | 7                     | 4.67%           |
|                        | S1                  | 113                   | 75.33%          |
|                        | S2                  | 18                    | 12.00%          |
| Number of years worked | < 10 years          | 11                    | 7.33 %          |
|                        | 10–15 years         | 48                    | 32.00 %         |
|                        | > 15 years          | 91                    | 60.67 %         |
| Position/Class         | Echelon III a/b     | 72                    | 48.00 %         |
|                        | Echelon IV          | 52                    | 34.67 %         |
|                        | Functional staff    | 26                    | 17.33 %         |

Source: Primary Data Processed (2020)

As revealed by the data of the respondents' characteristics, the majority of the respondents were male (68.67%), in the age range of 41–50 years old (38%), in possession of a Bachelor's degree (75.33%), in office for more than 15 years (60.67%), and in the position/class of Echelon III a/b (48%).

To illustrate the conditions and characteristics of the respondents' answers for every construct or variable investigated, a descriptive analysis was then conducted. The results of the analysis were to be used to identify the trend of the respondents' answers for each variable investigated. The variable competency consisted of ten indicators, work placement seven indicators, career development nine indicators, and employee performance 12 indicators.

The respondents' answers were categorized in an interval of 0.80, which was calculated by dividing by five the deduction of the minimum score from the maximum score. With an interval of 0.80, the categorization system was as follows: 1.00–1.80 (very low); 1.81–2.60 (low); 2.61–3.40 (fair); 3.41–4.20 (high); and 4.21–5.00 (very high) (Sugiyono, 2013).

**Table 2.** Respondents' Opinions Distribution

|       | Items  | Opinion Alternatives |   |    |     |    | Total | Means       | Categories       |
|-------|--|----------------------|---|----|-----|----|-------|-------------|------------------|
|       |  | SD                   | D | N  | A   | SA |       |             |                  |
|       |  | 1                    | 2 | 3  | 4   | 5  |       |             |                  |
| X1.1  | The talents and interests in me must be explored better to reflect my character as a hard-worker in completing a task at work.                                       | 0                    | 0 | 7  | 99  | 44 | 150   | 4.25        | Very High        |
| X1.2  | The discipline and laboriousness in me are among the characters that can influence my performance, and these characters in task completion vary between individuals. | 0                    | 0 | 10 | 103 | 37 | 150   | 4.18        | High             |
| X1.3  | I work eagerly with no regard for compliments from others to generate good performance.  | 0                    | 0 | 7  | 86  | 57 | 150   | 4.33        | Very High        |
| X1.4  | To avoid sanctions is the reason behind my eagerness to complete my work.  | 0                    | 1 | 10 | 109 | 30 | 150   | 4.12        | High             |
| X1.5  | I should enhance my talents to complete my work.   | 0                    | 0 | 4  | 100 | 46 | 150   | 4.28        | Very High        |
| X1.6  | My quick-wittedness in taking the proper steps is the principal capital as a self-concept in my work.  | 0                    | 0 | 9  | 97  | 44 | 150   | 4.23        | High             |
| X1.7  | Every employee must know how to prepare programs and activity plans according to his/her field of tasks.   | 0                    | 0 | 3  | 84  | 63 | 150   | 4.40        | Very High        |
| X1.8  | Every employee must be aware of the steps in LAKIP preparation in every local apparatus organization.  | 0                    | 0 | 10 | 93  | 47 | 150   | 4.25        | Very High        |
| X1.9  | My skills and meticulousness at work are proof of how skilled I am in completing my work.  | 0                    | 0 | 10 | 99  | 41 | 150   | 4.36        | Very High        |
| X1.10 | Creativity and innovation are two things every employee must have to be professional in his/her field.   | 0                    | 1 | 5  | 83  | 61 | 150   | 4.36        | Very High        |
|       |  | <b>Mean</b>          |   |    |     |    |       | <b>4.27</b> | <b>Very High</b> |
| .1    | My position at the office has been appropriate for my educational background.  | 0                    | 1 | 34 | 77  | 38 | 150   | 4.01        | High             |
| X2.2  | The educational background of  | 1                    | 1 | 7  | 97  | 44 | 150   | 4.21        | Very High        |

|      |   |             |   |    |     |    |     |             |                  |
|------|---|-------------|---|----|-----|----|-----|-------------|------------------|
|      | every employee should be considered to achieve work satisfaction during work completion.  |             |   |    |     |    |     |             |                  |
| X2.3 | The alignment between educational background and work placement in every employee can create a comfortable work atmosphere and generate good performance.                                     | 0           | 0 | 2  | 92  | 56 | 150 | 4.36        | Very High        |
| X2.4 | A deeper knowledge of work, of which I understand, can open up an opportunity and build trust to complete the work that the leader assigns.   | 0           | 0 | 2  | 100 | 48 | 150 | 4.36        | Very High        |
| X2.5 | My work knowledge can serve as a reference for measuring my work achievements.  | 0           | 0 | 9  | 104 | 37 | 150 | 4.36        | Very High        |
| X2.6 | The skills that every employee has at work can be used to consider in his/her work placement.   | 0           | 3 | 8  | 103 | 36 | 150 | 4.36        | Very High        |
| X2.7 | Every employee who has work experiences that are in line with his/her work area can directly exhibit his/her work quality.  | 0           | 2 | 9  | 85  | 54 | 150 | 4.27        | Very High        |
|      |   | <b>Mean</b> |   |    |     |    |     | <b>4.27</b> | <b>Very High</b> |
| X3.1 | Every employee should receive education as it is a form of self-development for better performance.   | 0           | 0 | 5  | 65  | 80 | 150 | 4.50        | Very High        |
| X3.2 | I often reject the opportunities to continue my education as I fear they will cause me to abandon my work.  | 1           | 7 | 35 | 72  | 35 | 150 | 3.89        | High             |
| X3.3 | Every employee must be involved in every training to allow the available human resources to keep up with advancements in science and technology.  | 0           | 0 | 6  | 74  | 70 | 150 | 4.43        | Very High        |
| X3.4 | Every local apparatus organization should conduct internal education and training in LAKIP preparation to contribute information and innovations to the reports the employees are to prepare. | 1           | 0 | 5  | 72  | 72 | 150 | 4.43        | Very High        |

|             |  |   |   |    |     |    |     |             |             |
|-------------|--|---|---|----|-----|----|-----|-------------|-------------|
| X3.5        | If there is an opportunity for me to participate in education and training, I will not take it not to give any difference in my performance.           | 1 | 3 | 9  | 87  | 50 | 150 | 4.21        | Very High   |
| X3.6        | Employee mutation to a new position is a challenge and, at the same time, an opportunity for the mutated employee concerned to gain a better position. | 0 | 3 | 40 | 81  | 26 | 150 | 3.87        | High        |
| X3.7        | If there is a mutation in a local apparatus organization, I will favor it as it provides a path to career development.                                 | 0 | 0 | 28 | 86  | 36 | 150 | 4.05        | High        |
| X3.8        | I always display a friendly and polite attitude to provide services for employees who need information related to my work.                             | 0 | 1 | 8  | 90  | 51 | 150 | 4.27        | Very High   |
| X3.9        | I have provided services according to the procedure, and it proves a maximal performance.  | 0 | 0 | 18 | 94  | 38 | 150 | 4.13        | High        |
| <b>Mean</b> |  |   |   |    |     |    |     | <b>4.19</b> | <b>High</b> |
| Y.1         | My work outcomes have been significantly improving in quality over time, which ensures my performance.   | 0 | 5 | 14 | 96  | 35 | 150 | 4.07        | High        |
| Y.2         | If I acquire new information, I will immediately apply it to my work to generate quality output.   | 2 | 6 | 8  | 88  | 46 | 150 | 4.13        | High        |
| Y.3         | Completing extra tasks in high quantity does not hinder me from generating excellent work outcomes.  | 0 | 3 | 10 | 103 | 34 | 150 | 4.12        | High        |
| Y.4         | A higher quantity of work does not hinder generating excellent performance but strengthens my work relationship with subordinates.                     | 0 | 0 | 12 | 87  | 51 | 150 | 4.26        | Very High   |
| Y.5         | Since time consideration constitutes one of the aspects of good performance, I always apply work discipline to my subordinates.                        | 0 | 0 | 9  | 92  | 49 | 150 | 4.27        | Very High   |
| Y.6         | For excellent work outcomes, I work with caution and with no hurry and still achieve my goals on time.   | 0 | 0 | 3  | 87  | 60 | 150 | 4.38        | Very High   |
| Y.7         | My workability to choose a method and to determine among   | 0 | 0 | 11 | 102 | 37 | 150 | 4.17        | High        |

|             |   |   |    |    |     |    |     |             |             |
|-------------|---|---|----|----|-----|----|-----|-------------|-------------|
|             | a variety of options makes up my effective technique to generate maximum performance.   |   |    |    |     |    |     |             |             |
| Y.8         | I consistently demonstrate self-sufficiency whenever I perform my work without involving anyone else to generate work outcomes of quality.  | 1 | 8  | 28 | 82  | 31 | 150 | 3.89        | High        |
| Y.9         | My work is directly related to LAKIP preparation, and, for this reason, the work system that I apply must exhibit self-sufficiency at work. | 0 | 4  | 15 | 100 | 31 | 150 | 4.05        | High        |
| Y.10        | Integrity is a manifestation of my work commitment, especially when it comes to financial affairs related to LAKIP preparation.             | 0 | 0  | 5  | 77  | 68 | 150 | 4.42        | Very High   |
| Y.11        | In matters of work, I always invite the staff to discuss task completion for refined work outcomes.   | 0 | 0  | 3  | 79  | 68 | 150 | 4.43        | Very High   |
| Y.12        | I will in no way be held responsible if the LAKIP resulted falls short of expectation.  | 4 | 21 | 23 | 55  | 47 | 150 | 3.80        | High        |
| <b>Mean</b> |   |   |    |    |     |    |     | <b>4.16</b> | <b>High</b> |

Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree, X1 = Competency; X2 = Work Placement; X3 = Career Development; Y = Employee Performance.

Source: Primary Data Processed (2020)

Based on the respondents' opinions distribution in **Table 2**, the respondents generally judged that competency, work placement, and career development significantly affected employee performance and were relatively in agreement with all the statements. This finding can be seen in the mean scores generated, which belonged to the high and very high categories.

**Table 3.** Results of Validity and Reliability Tests

| Item  | R Hitung | Cronbach's Alpha |
|-------|----------|------------------|
| X1.1  | 0.622    | 0.804            |
| X1.2  | 0.496    |                  |
| X1.3  | 0.675    |                  |
| X1.4  | 0.470    |                  |
| X1.5  | 0.559    |                  |
| X1.6  | 0.562    |                  |
| X1.7  | 0.623    |                  |
| X1.8  | 0.574    |                  |
| X1.9  | 0.709    |                  |
| X1.10 | 0.709    |                  |
| X2.1  | 0.461    | 0.766            |
| X2.2  | 0.439    |                  |
| X2.3  | 0.551    |                  |
| X2.4  | 0.818    |                  |
| X2.5  | 0.818    |                  |
| X2.6  | 0.818    |                  |
| X2.7  | 0.668    |                  |
| X3.1  | 0.503    | 0.718            |
| X3.2  | 0.607    |                  |
| X3.3  | 0.571    |                  |
| X3.4  | 0.422    |                  |
| X3.5  | 0.489    |                  |
| X3.6  | 0.648    |                  |
| X3.7  | 0.590    |                  |
| X3.8  | 0.567    |                  |
| X3.9  | 0.605    |                  |
| Y.1   | 0.529    | 0.619            |
| Y.2   | 0.445    |                  |
| Y.3   | 0.496    |                  |
| Y.4   | 0.488    |                  |
| Y.5   | 0.420    |                  |
| Y.6   | 0.459    |                  |
| Y.7   | 0.500    |                  |
| Y.8   | 0.391    |                  |
| Y.9   | 0.371    |                  |
| Y.10  | 0.476    |                  |
| Y.11  | 0.573    |                  |
| Y.12  | 0.377    |                  |

Source: Primary Data Processed (2020)

Validity testing was employed to figure out and examine how valid the questionnaire was. Table 3 shows that all the variables were declared valid due to greater r count values than the r table

(0.160). Also, the reliability test was also conducted to measure whether the questionnaire consistent or stable upon two or more repetitions from time to time. The results show that all the variables in this research had coefficients of correlation (Cronbach's Alpha) above 0.60. Hence, all the data in this research could be declared reliable, meaning that it could be used for further data processing.

**Table 4.** Classical Assumption Test Results

| Normality Test            |            | Multicollinearity Test |           |       | Heteroscedasticity Test |           |
|---------------------------|------------|------------------------|-----------|-------|-------------------------|-----------|
| <i>Kolmogorov Smirnov</i> | Asymp. Sig | Variable               | Tolerance | VIF   | Sig                     | Sig Limit |
| 0.05                      | 0.200      | X1                     | 0.432     | 2.317 | 0.864                   | 0.05      |
|                           |            | X2                     | 0.421     | 2.376 | 0.326                   | 0.05      |
|                           |            | X3                     | 0.696     | 1.437 | 0.131                   | 0.05      |

Source: Primary Data Processed (2020)

The classical assumption test was used to figure out whether there were residual normality, multicollinearity, and heteroscedasticity or not. A normality test was conducted to examine whether in the regression model, the independent variables, the dependent variables, or both had normal data distribution or not. To examine the data distribution normality, the One-Sample Kolmogorov-Smirnov test was used. The test result shows that the data in this research were normally distributed because of the Asymp. Sig  $0.200 > 0.05$ .

The multicollinearity test was intended to examine whether there was a linear correlation between independent variables or not. Based on Table 4, the multicollinearity test results show that the tolerance value approached 1, and the VIF did not exceed 10, meaning that no multicollinearity was present between the independent variables in this research. A heteroscedasticity test was conducted to determine whether there was a variable variance of residuals from one observation to another. A qualified regression model is one that has a constant variance from one observation to another. The heteroscedasticity testing in this research was conducted with the Glejser method, and the results show that the variables competency, work placement, and career development had significance values greater than 0.05. Therefore, it can be concluded that no heteroscedasticity was found in this research model.

**Table 5.** Results of Multiple Regression Analysis and Hypotheses Testing

| Model                    | Unstandardized Coefficients |            | Standardized Coefficients |       |       |
|--------------------------|-----------------------------|------------|---------------------------|-------|-------|
|                          | B                           | Std. Error | Beta                      | t     | Sig.  |
| 1 (Constant)             | 23.413                      | 3.622      |                           | 6.464 | 0.000 |
| JX1                      | 0.356                       | 0.117      | 0.327                     | 3.036 | 0.003 |
| JX2                      | 0.063                       | 0.143      | 0.048                     | 0.443 | 0.658 |
| JX3                      | 0.250                       | 0.093      | 0.228                     | 2.688 | 0.008 |
| <i>Adjusted R Square</i> | 0.256                       |            |                           |       |       |

a. Dependent Variable: JY

Source: Primary Data Processed (2020)

Multiple regression test was used to see the effects of the independent variables on the dependent variables. From the regression test results in Table 5, the following regression equation was obtained:

$$Y = 23.413 + 0.356X_1 + 0.063X_2 - 0.250X_3 + e \dots\dots\dots 1$$

The effects of the variables competency ( $X_1$ ), work placement ( $X_2$ ), and career development ( $X_3$ ) on employee performance ( $Y$ ) can be explained as follows.

1. The constant of 23.413 shows that when the variables competency ( $X_1$ ), work placement ( $X_2$ ), and career development ( $X_3$ ) were held constant, employee performance ( $Y$ ) would remain at 23.413.
2. The value for  $b_1$  was 0.356, and the regression coefficient mark was positive. This finding means that the variable competency ( $X_1$ ) had a linear effect on the variable employee performance ( $Y$ ). In other words, an increase of one unit in the variable competency ( $X_1$ ) would increase the variable employee performance ( $Y$ ) by 0.356, with the assumption that the variables of work placement ( $X_2$ ) and career development ( $X_3$ ) were constant.
3. For  $b_2$  the value was 0.063, and the regression coefficient mark was positive. This result means that the variable work placement ( $X_2$ ) had a linear effect on the variable employee performance ( $Y$ ). In other words, an increase of one unit in the variable work placement ( $X_2$ ) would increase the variable employee performance ( $Y$ ) by 0.063, with the assumption that the variables competency ( $X_1$ ) and career development ( $X_3$ ) were constant.
4. For  $b_3$  the value was 0.250, and the regression coefficient mark was positive. This finding means that the variable career development ( $X_3$ ) had a linear effect on employee performance ( $Y$ ). In other words, an increase of one unit in the variable career development ( $X_3$ ) would increase the variable employee performance ( $Y$ ) by 0.063, with the assumption that the variables competency ( $X_1$ ) and work placement ( $X_2$ ) were constant.

To examine whether the independent variables had partial or individual effects on the dependent

variable, a t-test was conducted. Table 5 shows that the t count for the variable competency ( $X_1$ ) was 3.036, which was greater than the t table of 1.976, and the sig. value was  $0.003 < 0.05$ . This finding means that competency ( $X_1$ ) had a significant positive effect partially on government officers' performance in the Yapen Islands Regency. Therefore, the first hypothesis stating that competency has a positive effect on the performance of state civil officers in the environment of the Yapen Islands Regency was accepted. This finding is in line with the findings of previous works by Adam *et al.* (2020), Heriyanto *et al.* (2018), Meswantri and Awaludin (2018), Alsabbah *et al.* (2017), and Aima *et al.* (2017). Competent employees (those who had knowledge, skills, attitudes, and behaviors meeting the work requirements) were described as state civil officers who could actively and maximally participate in the workplace as evidenced by their ability to prepare LAKIP. The higher the competency of a state civil officer is, the better the LAKIP of the Yapen Islands Regency resulted since efficiency and effectiveness remained in the capacity map of a state civil officer upon the attributes he/she bore, namely a collection of abilities, skills, experiences, and successes in bearing work responsibilities.

The t-statistic for the variable work placement ( $X_2$ ) was 0.443, which was bigger than t table 1.976, and the sig. value was  $0.658 > 0.05$ . This means that work placement ( $X_2$ ) had partially no significant effect on employee performance. Therefore, the second hypothesis stating that work placement had a positive effect on the performance of state civil officers in the environment of the Yapen Islands Regency was rejected.

This finding is not in line with the findings of previous works by Agustina *et al.* (2019), Aprianto and Rabeta (2020), Muslimat (2020), Sudiarditha (2020), and Teriyan *et al.* (2020), which stated that work placement had a significant positive effect on employee performance. However, it is in line with the finding by Taroreh (2016), which his study showed that the work placement, whether it is related to the employees' educational backgrounds or not, influenced the employee performance in completing their tasks. The result of the descriptive analysis on the fourth indicator of work placement indicates that, according to the respondents, their work placements had been appropriate for their educational backgrounds and positions/classes, creating a comfortable work atmosphere and allowing for the generation of excellent performance. The factor that rendered work placement non-influential to employee performance was work experience in relation to the types, complexity levels, and lengths of time of the state civil officers' work. Those mentioned above, did not guarantee the performance of state civil officers in the environment of the Yapen Islands Regency Government.

Lastly, the t-statistics for career development ( $X_3$ ) was 2.688, which was greater than the t table 1.976, and the sig. value was  $0.008 < 0.05$ . This result means that career development ( $X_3$ ) partially had a significant positive effect on employee performance in the Yapen Islands Regency Government. Therefore, the third hypothesis saying that career development positively affects government officers in the Yapen Islands Regency, was accepted.

This finding is in line with the findings of previous works by Winda *et al.* (2017), Sudiarditha *et al.* (2019), Adam *et al.* (2020), Muslimat (2020), and Teriyan *et al.* (2020), which stated that career development had a significant positive effect on employee performance. Good career development would influence an employee's performance in conducting his/her tasks and responsibilities. The respondents' distribution data supported this finding. The career development variable gained a mean value of 4.20, showing that the respondents were relatively in agreement with all the statements regarding the variable of career development.

However, the field's facts show that no intensive efforts have been made to achieve the goals of education and training specified in the Government Regulation No. 101 of 2000 on Education and Trainings for Civil Servants by the Yapen Islands Regency. It leads to underdeveloped knowledge and skills of state civil officers. Besides, low evaluation results for how the work was done, interpersonal relationships, cooperation, and friendliness in services provision in the overall employee services program led the state civil officers to execute the services program only to meet the procedure.

Finally, the coefficient of determination ( $R^2$ ) test was used to determine the extent to which the independent variables could simultaneously explain the variance in the dependent variables. Table 5 shows an adjusted R-squared value of 0.256. This result means that 25.6% of the variance in employee performance could be explained by the independent variables competency ( $X_1$ ), work placement ( $X_2$ ), and career development ( $X_3$ ). The remaining 74.4% could be explained by other variables unexplored in this research.

## 5. CONCLUSION AND SUGGESTION

This research examined the effects of competency, work placement, and career development on the performance of state civil officers in the environment of the Yapen Islands Regency Government. Based on the results of the tests conducted, the following conclusions were drawn. (1) Competency had a significant positive effect on the performance of state civil officers in the environment of the Yapen Islands Regency Government. The higher the competency of a state civil officer, the better the Yapen Islands Regency LAKIP generated. (2) Work placement did not affect the performance of government officers in the Yapen Islands Regency. It showed whether work placements were conducted in correspondence with the educational backgrounds of the employees adequately or not; it did not have any effect on their performance in completing their tasks at all. For example, many public officers are holding specific jobs and positions that are not matched with their educational backgrounds. This mismatch could lead to under-performance due to the essential requirement to do the job. (3) Career development had a significant positive effect on the performance of state civil officers in the environment of the Yapen Islands Regency Government. Good career development would influence the performance of state civil officers in preparing the Yapen Islands Regency's LAKIP. A transparent merit system could ensure fair and non-discrimination career development among non-Papuans and local indigenous public officers. The current system is relatively favorable for the local ones. The proposed transparent career development platform could also motivate the local public officers to perform optimally because all people now have the same opportunities to achieve their top careers.

The research results have several critical implications. First, the Yapen Islands Regency Government is expected to conduct performance evaluations of position-related competency, especially in the aspects of the sense of responsibility and ethics toward the LAKIP resulted, which were assessed as low. Government officers in the Yapen Islands Regency should make innovations in the work completed as an effort to improve and prepare one's self about the development of global insights as self-reflection against the demonstration of particular talents which are practiced or applied in the working process.

Furthermore, government officers in the Yapen Islands Regency should coordinate between positioned or classed officers and other staff members, hence no more overlooked "work appropriateness analysis." It is also intended to prevent employee placement in an inappropriate position, allowing for the work performance of high quality as proof of compliance with Government Regulation No. 100 of 2000.

The Head of the Yapen Islands Regency should also pay attention to and provide an opportunity for every employee to pursue a higher education level to support his/her career. Training should also be provided, the lessons learned from which can be applied to support the employees' work to improve their performance.

For state civil officers, especially those in the Yapen Islands Regency, it is expected that they make some efforts to execute their career plans. To do so, they may either take some education and training programs to allow for the development of their competencies or continue their studies at the Master's level at an Open University (*Universitas Terbuka*) so they can attend their classes without having to abandon their daily tasks/responsibilities at the office.

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