

EFFECT OF WORK CULTURE, COMPETENCE AND CAREER DEVELOPMENT ON PERFORMANCE OF ADMINISTRATIVE EMPLOYEES IN PALANGKA RAYA UNIVERSITY

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Abstract

This study examines the influence of work culture, competence, and career development on the performance of administrative staff at the University of Palangka Raya. This study uses a quantitative approach with survey methods and path analysis techniques. Results have shown that: 1) work culture has a direct effect on performance, 2) competency has a direct effect on performance, 3) career development has a direct effect on performance, 4) work culture has a direct effect on career development, and 5) competence directly affects development career. The implication of this study is that an increase in work culture, competence, and career development can improve performance. In addition, work culture and high competence can improve career development better.

Keywords: *Work Culture, Competence, Career Development, Administrative Staff*

One of the goals of both corporate and government organizations is to achieve optimal employee performance. Optimal employee performance is the result of work achieved in a specified time, both quantity and quality in accordance with the targeted / expected effectively and efficiently. In an effort to improve the performance of civil servants and excellent public services, the government has issued several regulations, such as:

1. Presidential Regulation of the Republic of Indonesia Number: 1 of 1995 concerning Improving the Quality of Services for the Community
2. State Minister for Administrative Reform Decree Number: 63 / KEP / 7 / M.PAN / 2003 concerning General Guidelines for the Implementation of Public Services
3. State Minister for Administrative Reform Decree Number: 25 / KEP / 7 / M.PAN / 2002 concerning Guidelines for Work Culture for State Apparatus
4. Law Number 25 of 2009 concerning Public Services
5. Decree of the Head of the State Personnel Agency Number: 43 / KEP / 2001 concerning the Standards of Civil Servant Structural Competency Standards
6. Government Regulation Number: 101 of 2000 concerning Education and Job Training
7. Government Regulation Number: 53 of 2010 concerning the Discipline of Civil Servants
8. Presidential Regulation of the Republic of Indonesia Number: 88 of 2013 concerning Employee Performance Allowances in the Ministry of Education and Culture

With this regulation it is expected that the performance of civil servants is optimal and can provide excellent service to the public.

Administrative staff performance at the University of Palangka Raya can be evaluated from the administrative services provided. From the observations of the researchers, the performance of administrative staff at the University of Palangka Raya is still not optimal. This can be seen from the frequent lack of accurate staffing data, lack of accuracy in student data, the process of disbursement and financial accountability is often late, the process of issuing student study cards is often wrong and late. For clear performance of employees in publishing Study Results Cards .

Based on data sources from the Bureau Of Academic And Student Affairs Administration University of Palangka Raya, it can be seen that the most number of late Card Of Study Results In

Faculty Of Educational Science, namely 3,787 card results study students (57%). While the number of card results study delays in PSDP is at least 30 card results study students (21%). Overall card results study delays at Palangka Raya University were 7,015 card results study students (50.8%). This indicates that the performance of administrative staff at the University of Palangka Raya is not optimal, resulting in low quality of service to students.

The not yet optimal performance of administrative staff at the University of Palangka Raya was allegedly caused by work culture, competence and career development. Work culture is something that is rooted in the values that are owned and behavior that becomes a habit in an organization. These values start from customs, religion, norms and rules that become beliefs and habits in work behavior in the organization. Building a work culture also means improving and maintaining positive aspects of these values into work habits and behavior so that it can affect employee performance.

Competence is the ability that comes from the skills and knowledge and character possessed by a person, especially those relating to the implementation of tasks (work) and responsibilities in the organization. If the competency possessed by an employee in accordance with his work will affect the performance improvement.

Career development in organizations is one part of the process of developing human resources. Career development is designed so that the organization places the right people in the right place and the right time so that it affects the performance improvement. Therefore, through this study, researchers want to analyze the influence of work culture, competency and career development on the performance of administrative staff at University of Palangka raya. the problems raised in this study are as follows: (1) Does work culture have a direct effect on performance? (2) Does the competency directly affect performance? (3) Does career development directly affect performance? (4) Does work culture have a direct effect on career development? and (5) Does competency have a direct effect on career development?

Performance

According to Bernardin, et.al (1998), performance is "Performance is defined as the record for a specified period of time. Performance tends to be seen as a result of a work process whose measurements are carried out within a certain period of time. According to Ilgen and Schneider (in William, 2002), "Performance is what the person or system does". Likewise according to Mohrman, et.al. (in William, 2002), "A performance consists of performance performers in behavior in a situation to achieve results". Both of these opinions see that performance as a process of how something is done. The measurement is seen from the good or not of certain activities to get the desired results. While Brumbrach (in Armstrong, 1998) argues that: Performance means behaviors and results. Behavior emanate from the performer and transform performance from abstraction to action. Not just the instruments for results, behaviors are also in their own right - products of mental and physical effort - applied to tasks - and can be judged on apart from results.

Besides emphasizing results, it also adds behavior as part of work. Important behavior because it will affect the work of an employee. Mangkunegara (2006) stated that the term performance comes from the word job performance or actual performance (work performance or actual achievement achieved by someone). According to LAN, (in Sedarmayanti, 2009), states that performance is translated into performance, also means work performance, work performance, work achievement or work / performance / work performance. Furthermore, August W. Smith, (in Sedarmayanti, 2009), argues that performance is "... output drives from processes, human or otherwise", so it says that performance is the result or output of a process.

Many factors influence work performance or performance, each expressing it individually. According to Mathis, et.al (2006) performance is "what is done or not done by employees".

$$\text{Performance (Performance-P)} = \text{Ability (Ability-A)} \times \text{Effort (Effort-E)} \times \text{Support (Support-S)}$$

Furthermore, the performance according to Mathis, et.al (2006) is determined by ability, effort and support. Meanwhile, according to Mangkunegara, there are two factors that influence performance achievement, namely the ability factor (ability) and motivational factors (motivation). Meanwhile, according to Keith Davis, (in Mangkunegara, 2006), that performance can be formulated as follows:

- a. Human Performance = Ability + Motivation,
- b. Motivation = Attitude + Situation, and
- c. Ability = Knowledge + Skill.

Whereas McClelland, (in Mangkunegara, 2006), argues that "there is a positive relationship between the motives of achievement and performance achievement". Achievement motive is an encouragement in the employee to do an activity or task as well as possible in order to be able to achieve work performance (performance) with a commendable predicate.

Meanwhile, according to T.R. Mitchell, (in Sedarmayanti, 2009) that in order to measure performance, it was determined:

$$\text{Performance} = \text{Ability} \times \text{Motivation}$$

Performance is influenced by ability and motivation, meaning that people can have motivation but abilities do not exist. Or vice versa, have the ability but no motivation. According to Castetter, (in Sedarmayanti, 2009), that some organizations to determine the level of performance (personnel that are not effective) and the main source of ineffective performance is to pay attention to / assess several factors.

Meanwhile, those who are competent to conduct an assessment, according to Mathis et al. (2006), is anyone who knows well the performance of employees individually. The possibilities are as follows: a). Supervisors who value their employees; b). Employees who assess their superiors; c). Team members who assess each other; d). Employees assess themselves; e). Assessment and multiple sources (feedback 360o); and f). External (customer) assessor.

Based on the opinions of these experts can be synthesized that performance is the performance of an employee in an organization in accordance with the authority and responsibility in an effort to achieve organizational goals. Performance is measured by indicators: work results, work behavior, and work attitudes.

Work Culture

In simple terms, work culture can be seen as the implementation of cultural concepts in work or in a group. As stated by Edgar Schein (2004) below: "The culture of the group can now be defined as a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and therefore, to be thought to new members as the correct way to perceive, thing and feel in relation to those problems.

Based on the above opinion, the culture that develops in a group or organization is a pattern of basic assumptions that are mutually agreed upon, it has been studied by group members to solve a problem related to external adaptation and internal integration. Culture develops because it has worked so well that it is considered valid and therefore culture can be taught to new members as the right way to realize, think and feel relationships in dealing with group problems.

Robbins (2006) says cultural change can be done by: (a). make management behavior a model; (b). create new history, symbols and habits and beliefs in accordance with the desired culture; (c). selecting, promoting and supporting employees; (d). redefine the socialization process for new values; (e). change the reward system with new values; (f). replace the unwritten norm with formal or written rules; (g). randomize sub-cultures through job rotation, and (h). increase group cooperation. According to Green (2005), work culture sets expectations as diverse as the style of interaction and limitation of conversation, mode of clothing or other appearance signals, and daily competence.

According to Nawawi (2003), work culture is a habit repeatedly by employees in an organization, violations of this habit have no strict sanctions, but morally agreed from the organizational actors that the habit is a habit that must be adhered to in order to carry out the work to achieve the goal. So work culture is an attitude and belief and trust from all members of the organization in action or work, because it contains values that form habits, and also a strong impetus.

Edward Bumett Tylor (in Ndraha, T, 1997), states "Culture or civilization, taken in its broad ethnographic sense, is a complex whole which includes knowledge, beliefs, art, morals, laws, habits and abilities and other habits obtained by men as members of the community ". It cannot be denied Edward's opinion. Because work culture always causes many things, knowledge, trust, art, morality, law, customs and capabilities and other habits. All of them have their respective roles as part of the community in the organization.

According to Ndraha, T (1997) work culture is a group of people that can be used to improve work and cooperation carried out by the community. According to Osborn, et.al (2002) work culture is a set of functions and enthusiasm that are deeply internalized and shared by members of the organization. Work related to work, and work time behavior. Besides that it is a habit, rules and values. Therefore, according to Luthans (2003), the steps to maintain or change culture through socialization: (a). complete a new employee; (b). Job placement; (c). Job mastery; (d). Measuring and giving money performance; (e). Obedience to important values; (f). Strengthening stories and history; and (g). Awards and promotions. Following Robbins (2006), work culture has several functions, namely: (a). Culture has performed a distinguishing role. That means that there is a difference between one organization and another; (b). work culture develops, has a variety of tastes for members of the organization; (c). work culture causes individual growth; (d). work culture that enhances the stability of the social system.

Furthermore, Ndraha (2001) explained that indicators can allow them to be categorized into three, namely: habits, rules and values. Therefore the experts can be synthesized that work culture is the values and norms that are truth that are used in daily implementation, with indicators: values, and norms.

Competence

Kessler (2011) uncovers simple competencies to make them successful. Taylor (2008) sees competence as the main part needed by someone to produce superior performance in their work. Then according to Sedarmayanti (2014) Competency (competency) is what really applies to, or can be examined very good performance.

According to Spencer and Spencer (in Moehariono, 2009) means "Competence is a characteristic that underlies an individual who causally relates to criteria that are defended effectively and superior performance in a job or situation". In other words, it is a characteristic that improves a person who uses causal or causal relationships with references that are effective, effective or excellent or superior at work or in certain parts.

Understanding competencies as skills or abilities is presented by Robert A. Roe (2001) as follows: Competence is defined as ability to adequately perform a task, duty or roll. Competence integrites knowledge, skills, personal values and attitudes, Competence builds on knowledge and

skills acquired through work experience and learning by doing. According to Sardiman (2003) that professional competence is the ability that is related to the adjustment of tasks, and directly related to performance, this is because it is based on the ability to master the material, active and productive also because on the basis of skill (knowledge), and character (character). So competence is the ability (both knowledge, attitude and skills) that must be possessed by someone to carry out their duties. Mathis (2012) competency is the basic characteristics that can be linked to increased performance of individuals or teams.

According to Covey, et. Al (in Mangkunegara, 2006), the concept of competence includes: (a). technical competence, knowledge and expertise to achieve agreed outcomes, the ability to think about problems and seek new alternatives; (b). conceptual competence, the ability to see large images, to test as presuppositions and changing perspectives; (c). competency for life, in the ability to intervene effectively with others, including the ability to hear, communicate, get a third alternative, create a win-win agreement, and try to achieve a third alternative solution, the ability to see and operate effectively in an organization or system intact. Based on the opinions of these experts, it can be synthesized that competence is the ability of an employee in the form of knowledge, skills and behavioral attitudes in carrying out his work. Competence is measured by indicators: management knowledge, governance knowledge, and communication knowledge.

Career Development

Mathis, et.al, (2006) career (career) is a series of positions related to work occupied by a person throughout his life. People pursue careers to meet individual needs in depth. Dessler (2009), revealed that 3 things related to career, namely: (a). career management, the process of getting employees to understand and develop better their career skills and interests, and to utilize these skills and interests in the most effective way; (b). career development, which is a series of activities throughout life (such as workshops) that contribute to the exploration, stabilization, success, and achievement of one's career; (c). career planning, which is a considerate process when a person has an understanding of skills, knowledge, motivation, and other personal characteristics; and establish action plans to achieve specific goals.

According to Handoko (1997), career planning needs to be handled because human resource plans show various organizational staffing needs in the future. Various benefits obtained in career planning are: (a). career planning helps to develop internal employee supplies; (b). reduce employee turnover. Attention to individual careers will increase organizational loyalty; (c). career planning encourages employees to better explore potential abilities; (d). various career plans and goals motivate employees to grow and develop; (e). without career planning, managers will easily "hoard" key subordinates with high skills and high performance; (f). opportunities for growth for employees, individual rewards needs, such as awards and achievements will be more satisfied; (g). career planning can help group members to be ready for more important positions. Based on the opinions of experts can be synthesized that career development is a process of developing human resources, including career planning and career development designed by the organization to get the right employees, placed in the right position so that employee performance is optimal. Career development measurement can be done with indicators: career planning programs, and career development programs. the purpose of this research is to study, analyze and express:

1. Direct influence of work culture on employee performance.
2. Direct influence of competence on employee performance
3. Direct influence of career development on the performance of employees.
4. Direct influence of work culture on career development.
5. Direct influence of competence on career development.

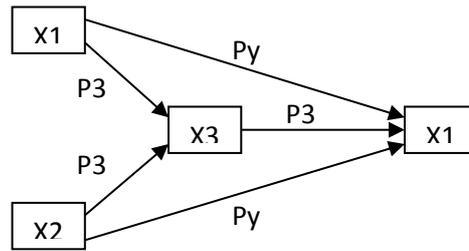


Figure 1. Model Path Diagram

Information:

X1 = Work Culture,

X2 = Competency

X3 = Career Development

Y = Performance

Research Hypothesis

Based on the theoretical framework that has been proposed, the research hypothesis is formulated as follows:

1. Work culture has a direct positive effect on performance.
2. Competency has a direct positive effect on performance.
3. Career development has a direct positive effect on performance.
4. Work culture has a direct positive effect on career development.
5. Competency has a direct positive effect on career development.

Methodology

The place where this research was conducted was at the University of Palangka Raya . This study uses a quantitative approach with survey methods and path analysis techniques. This study took 46 members of the existing population, namely the Head of Sub-Section at University of Palangka Raya. Technical data collection used in this study include questionnaires, with attitude measurements on the basis of scale, and the scale used is a Likert scale with an ordinal approach of 5 (five) points, namely: 5, 4, 3, 2, 1.

RESULTS

1. Employee Performance

Collecting research data The performance of the Head of Sub-Section at Palangka Raya University used 26 valid instruments with a theoretical score range between 26 and 130. The lowest data collection was 52 and the highest data was 107, so the score range was 55. From the calculation obtained an average value of 75.39 median 77.00 mode 52.00 and standard deviation 17.27. Whereas to find the number of interval classes and the length of the interval, the strurgess rule ($k = 1 + 3.3 \log n$) is used. Based on the calculation results obtained the number of interval classes 6.49 rounded to 7, and the length of the interval 7.86 rounded to 8. The results showed that the highest score of employee performance scores were in interval 1 class with a score range of 52 - 59.99 as many as 11 respondents or by 24%, and in the second interval class with a class range of 60 - 67.99 as many as 9 respondents or by 20%. Whereas for the lowest score is in the 7th interval class with a score range of 106 - 114 as many as 1 respondent or as much as 2.17%.

2. Work Culture

The instrument of work culture variables used in this study were 26 valid items with a theoretical score range between 26 and 130. From the results of the research data in Annex 4.2 the

lowest score data was 52 and the highest score data was 106, then the score range 54. From the calculation in appendix 5.2, the average value is 75.76, median 76.50, mode 52.00 and standard deviation 16.40. Next to find out the number of interval classes and the length of the interval, the sturges rule ($k = 1 + 3.3 \log n$) is used. From the calculation results obtained the number of interval classes 6.49 rounded to 7, and the interval length 7.714 rounded to 8. The results showed that the scores of the most work culture variables were in the 5th interval class with a score range of 84 - 91.99 as many as 12 respondents or by 26%, and the lowest score was in the 6th interval class with a score range of 92 - 99.99 as many as 2 respondents or by 0.04%.

3. Competence

The instrument of competency variables used in this study were 11 valid items with theoretical score ranges between 11 to 55. From the results of the research data in Annex 5.3, the lowest score data 22 and the highest score data 45 can be found, then the score range 23. From the calculation results Attachment 5.3 obtained an average value of 31, median 33, mode 22, and standard deviation of 8.52. While to know the number of interval classes and the length of the interval, the sturges rule ($k = 1 + 3.3 \log n$) is used. From the calculation results obtained the number of interval classes 6.49 rounded to 7, and the interval length of 3.143 rounded to 3. The results showed that the value of the most competency variable scores were in the interval class 1 with a score range of 22-24.99 as many as 18 respondents or as big as 39%, and the lowest score is in the 4th interval class with a score range of 37 - 39.99 as many as 1 respondent or 2%.

4. Career Development

The instruments of career development variables used in this study were 15 valid items with theoretical score ranges between 15 and 75. From the results of the research data in Appendix 4.4, the lowest score data of 30 and the highest score data of 60 were obtained, so the score range was 30. From the calculation in appendix 5.4, the average value is 42.65, median 45, mode 30, and standard deviation 10.91. While to know the number of interval classes and the length of the interval, the sturges rule ($k = 1 + 3.3 \log n$) is used. From the calculation results obtained the number of interval classes 6.49 rounded to 7, and the interval length of 4.29 rounded to 4. The results showed that the scores of career development variable scores were mostly in the interval class 1 with a score range of 30 - 34 as many as 16 respondents or 34.78%, and the lowest score is in the 3rd interval class with a score range of 40-44 as many as 2 respondents or 4.35%

Data Analysis Requirements Testing

1. Normality Test

The normality test of the research data was carried out using the estimation error normality test ($Y_i - X_i$) by the Liliefors method. The hypothesis proposed in this normality test is as follows:

H_0 = Data comes from a population with normal distribution

H_1 = Data does not come from a population that is normally distributed.

Decision: H_0 is accepted if $L_0 < L\text{-table}$ ($\alpha = 0.05$), otherwise H_0 is rejected or H_1 is accepted if $L_0 > L\text{-table}$ ($\alpha = 0.05$).

This error normality test is performed on the variable Y over X_1 , Y over X_2 , Y over X_3 , X_3 over X_1 , and X_3 over X_2 . The results of the estimated normality error test can be summarized in the following table:

Table 4.5: Results of Normality Tests for Estimated Errors With Liliefors Against Research Variables

No	Estimated Error	N	L_0	L_{table}	Conclusion	Information
1	Y over X_1	4	0,11	0,13	H_0 be accepted	Normal
		6	0	1		

2	Y over X ₂	4 6	0,07 0	0,13 1	H ₀ be accepted	Normal
3	Y over X ₃	4 6	0.09 0	0.13 1	H ₀ be accepted	Normal
4	X ₃ over X ₁	4 6	0,13 0	0.13 1	H ₀ be accepted	Normal
5	X ₃ over X ₂	4 6	0,10 0	0,13 1	H ₀ be accepted	Normal

From the table above it can be seen that L0 for all estimated errors is smaller than the L-table value. Thus H0 is accepted, meaning that the data distribution of the variables of this study comes from the population with normal distribution.

2. Linearity Test

Linearity test is done to determine the relationship between independent variables with the dependent variable whether it is a linear function. For testing linearity, R-Square > 0 is used, meaning that the form of the relationship between the dependent variable and the linear free variable, and sig < 0.05 means that the form of the relationship between the dependent variable and the linear free variable is significant.

• Linearity Test Y over X1

ANOVA Table Summary

	F	Sig.
Linearity	86,047	,000
Deviation from Linearity	,852	,647

From the Anova table, it can be seen that the regression model calculation is 4.402 greater than F-table at the significance level $\alpha 0.05 = 2.83$, thus the estimation model is very significant. Furthermore the value of Suitable Tuna Calculate is 0.852 smaller than F-table at the significance level $\alpha 0.05 = 2.83$, this shows that the relationship between Y and X1 is linear.

• Linearity Test Y over X2

ANOVA Table Summary

	F	Sig.
Linearity	73,834	,000
Deviation from Linearity	,923	,460

From the Anova table, it can be seen that the regression model count of 15.505 is greater than F-table at the significance level $\alpha 0.05 = 2.83$, thus the estimation model of the regression is very significant. Furthermore the value of Suitable Tuna Calculate is 0.923 smaller than F-table at the significance level $\alpha 0.05 = 2.83$, this shows that the relationship between Y and X2 is linear.

• Linearity Test Y over X3

ANOVA Table Summary

	F	Sig.
Linearity	102,486	,000
Deviation from Linearity	,953	,519

From the Anova table, it can be seen that the regression model count of 7.722 is greater than F-table at a significance level of $\alpha 0.05 = 2.83$, thus the alleged regression model is very significant. Furthermore the value of Suitable Tuna Calculate is 0.953 smaller than F-table at the significance level $\alpha 0.05 = 2.83$, this shows that the relationship between Y and X3 is linear.

• **X3 linearity test for X1**

ANOVA Table Summary

	F	Sig.
Linearity	141,105	,000
Deviation from Linearity	1,221	,324

From the Anova table, it can be seen that the regression model count of 7.050 is greater than F-table at the significance level $\alpha 0.05 = 2.83$, thus the estimation model is very significant. Furthermore, the Suitable Tuna Calculate value is 1,221 smaller than F-table at the significance level $\alpha 0,05 = 2,83$, this shows that the relationship between X3 and X1 is linear.

• **X3 linearity test for X2**

ANOVA Table Summary

	F	Sig.
Linearity	69,275	,000
Deviation from Linearity	1,331	,275

From the Anova table, it can be seen that the regression model is 14.920 greater than F-table at the significance level $\alpha 0.05 = 2.83$, thus the estimation model is very significant. Furthermore, the Suitable Tuna Calculate value is 1.331 smaller than F-table at the significance level $\alpha 0.05 = 2.83$, this shows that the relationship between X3 and X2 is linear.

1. Direct Influence of Work Culture (X1) on Performance (Y)

In the sub-structural model-1 which is a causal relationship between work culture variables (X1) and performance (Y), and formulated in the form of hypotheses:

Ho: $\beta_{yx1} \leq 0$

Ha: $\beta_{yx1} > 0$

Path coefficient shows that the direct influence of work culture (X1) on performance (Y) is 0.319 with t-count = 2.181 > t-table = 1.645 or sig = 0.035 < $\alpha = 0.05$. This situation shows that Ho is rejected and Ha is accepted, namely work culture (X1) has a direct positive effect on performance (Y).

2. Direct Influence of Competence (X2) on Performance (Y)

In the sub-structural model-1 which is a causal relationship including among others competency variables (X2) with performance (Y), and formulated in the form of hypotheses:

Ho: $\beta_{yx2} \leq 0$

Ha: $\beta_{yx2} > 0$

Path coefficient shows that the direct influence of competence (X2) on performance (Y) is 0.303 with t-count = 2.567 > t-table = 1.645 or sig = 0.014 < $\alpha = 0.05$. This situation shows that Ho is rejected and Ha is accepted, namely competence (X2) has a direct positive effect on performance (Y).

3. Direct Influence of Career Development (X3) on Performance (Y)

In the sub-structural model-1 which is a causal relationship, among others, the variable career development (X3) with performance (Y), and formulated in the form of hypotheses:

Ho: $\beta_{yx3} \leq 0$

Ha: $\beta_{yx3} > 0$

The path coefficient shows that the direct effect of career development (X3) on performance (Y) is 0.328 with a value of t = 2.081 > t table = 1.645 or sig = 0.044 < $\alpha = 0.05$. This situation shows

that H_0 is rejected and H_a is accepted, namely career development (X3) has a direct positive effect on performance (Y).

4. Direct Influence of Work Culture (X1) on Career Development (X3)

In the sub-structural model-2, which is a causal relationship, among others, the variable work culture (X1) with career development (X3), and formulated in the form of hypotheses:

$$H_0: \beta_{x3x1} \leq 0$$

$$H_a: \beta_{x3x1} > 0$$

The path coefficient shows that the direct influence of work culture (X1) on career development (X3) is 0.631 with a value of $t \text{ count} = 6.075 > t \text{ table} = 1.645$ or $\text{sig} = 0.000 < \alpha = 0.05$. This situation shows that H_0 is rejected and H_a is accepted, ie work culture (X1) has a positive direct effect on career development (X3).

5. Direct Influence of Competence (X2) Against Career Development (X3)

In the sub-structural model-2 which is a causal relationship including among others competency variables (X2) with career development (X3), and formulated in the form of hypotheses:

$$H_0: \beta_{x3x2} \leq 0$$

$$H_a: \beta_{x3x2} > 0$$

The path coefficient shows that the direct influence of competence (X2) on career development (X3) is 0.314 with a $t\text{-count} = 3.023 > t\text{-table} = 1.645$ or $\text{sig} = 0.004 < \alpha = 0.05$. This situation shows that H_0 is rejected and H_a is accepted, namely competence (X2) has a direct positive effect on career development (X3).

DISCUSSION

1. Direct Influence of Work Culture on Performance

From the results of research that work culture has a direct effect on performance, this is shown from the results of path coefficient analysis that the direct effect of work culture (X1) on performance (Y) is 0.319 with $t\text{-count} = 2.181 > t\text{-table} = 1.645$ or $\text{sig} = 0.035 < \alpha = 0.05$. This situation shows that H_0 is rejected and H_a is accepted, namely there is a positive direct influence on work culture (X1) on performance (Y).

The results of this study are in line with the theory proposed by Robbins (2006), that a culture that grows into a strong can drive the organization towards better development. This means that any improvement in culture towards a more conducive will make a meaningful contribution to improving employee performance. Likewise with the theory put forward by Kotter (1992), culture has full power, influences individuals and their performance even towards the work environment.

2. Direct Influence of Competence on Performance

From the results of the study that competency has a direct effect on performance, this is shown from the path coefficient analysis (beta) of 0.303 and $t\text{-count} = 2.567 > \text{table} = 1.645$ or $\text{sig} = 0.014 < \alpha = 0.05$. This situation shows that H_0 is rejected, and H_a is accepted. This means that competence has a direct positive effect on performance.

The results of this study are in line with the opinion of Sedarmayanti (2014), competency is a key determinant for someone in producing excellent performance. In more detail, Spencer and Spencer (in Palan, 2007) that competence shows the characteristics that underlie behavior that describes motives, personal characteristics (characteristics), self-concept, values, knowledge or expertise brought by someone who is superior (superior performer) at workplace. There are 5 (five) characteristics that make up competence, namely: 1). Knowledge factors include technical, administrative, humanitarian processes and systems; 2). Skills, referring to a person's ability to carry

out activities; 3). Self-concept and values refer to one's attitudes, values and self-image, such as one's belief that he can succeed in a situation; 4). Personal characteristics, referring to physical characteristics and consistency of situation responses or information, such as self-control and the ability to remain calm under pressure; 5). Motives, are emotions, desires, psychological needs or other impulses that trigger action.

3. Direct Influence of Career Development on Performance

From the results of research and analysis that career development has a direct effect on performance. The results of the path coefficient analysis (Beta) = 0.328 and t-count = 2.081 > t table = 1.645 or sig = 0.044 < α = 0.05. that means H₀ is rejected, and H_a is accepted, namely career development (X₃) has a direct positive effect on performance (Y).

The results of this study are in line with the opinions raised by Fubrin, (in Mangkunegara, 2006), 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 maximally.

4. Direct Influence of Work Culture on Career Development

From the results of research that work culture has a direct positive effect on career development, this is shown from the results of the path coefficient analysis of 0.631 and t-count = 6.075 > t table = 1.645 or sig = 0.000 < α = 0.05. This situation shows that H₀ is rejected and H_a is accepted, namely there is a positive direct influence on work culture on career development.

The results of this study are in line with the theory put forward by Robinns (2006) that cultural change can be done by: a). Making management behavior a model; b). Creating new history, symbols and habits and beliefs in accordance with the desired culture; c). Select, promote and support employees; d). Re-determine the socialization process for new values; e). Change the reward system with new values; f). Replace an unwritten norm with formal or written rules; g). Randomizing sub-cultures through job rotation; h). Improve group collaboration.

5. Direct Influence of Competence on Career Development

From the results of research and analysis that the competence of the Head of Sub Division has a direct positive effect on career development. This is indicated by the path coefficient of 0.314 and t-count = 3.023 > t table = 1.645 or sig = 0.004 < α = 0.05. This means that H₀ is rejected, and H_a is accepted, namely the competency has a direct positive effect on career development.

Kessler (2011) simply introduces competency is the characteristic of the best employees to help them succeed. Taylor (2008) sees competence as the main characteristic needed by a person to produce superior performance in his work. Then according to Sedarmayanti (2014) Competency (competence) is a fundamental characteristic possessed by someone who has a direct influence on, or can predict a very good performance.

CONCLUSIONS

Based on the results of the analysis carried out, it can be concluded as follows: Work culture has a direct positive effect on employee performance. Means that if the work culture is getting better, then employee performance will increase.

Competence has a direct positive effect on employee performance. Means that if the competency gets better, the employee's performance will increase. Career development has a direct positive effect on employee performance. Means that if career development is getting better, then employee performance will increase. Work culture has a direct positive effect on career development. Means that if the work culture gets better, then career development will increase. Competence has a

direct positive effect on career development. Means that if employee competency increases, then career development will increase.

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