

EMPLOYEE PERFORMANCE BASED ON COMPETENCY, CAREER DEVELOPMENT, AND ORGANIZATIONAL CULTURE

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Abstract: The research objective is to analyze and prove the influence of competence, career development, and organizational culture on employee performance. For 3 (three) months, the research was carried out, starting from January-March 2022, at the Regional Secretariat of the Kupang City Government. This research belongs to quantitative research. The population in this study was 1034 employees. The number of research samples was 288, determined by proportional stratified random sampling and the Slovin technique. The Likert scale is used to obtain data from questionnaires and use observation, interviews, and documentation techniques. Data analysis used multiple linear regression analysis techniques. The results showed a positive and significant influence between career development variables and organizational culture on employee performance. In contrast, the competence variable had a negative influence on employee performance at the Kupang City Government Regional Secretariat. Competence of employees who show a negative influence shows information that the competence of employees needs to be a concern of the organization to be improved so that employees can develop from the aspect of working ability in achieving organizational goals. This study also proves that competence, career development, and organizational culture can simultaneously be used as organizational strategies to improve employee performance.

Keywords: Competence, Career Development, Organizational Culture, Performance

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The performance of the State Civil Apparatus (in Indonesia: ASN) is still a public concern due to many phenomena that show the performance of the ASN is still low. This statement can be seen from the results of several surveys and studies, which report that the performance

of ASN in Indonesia is still relatively poor. Badan Kepegawaian Nasional Republik Indonesia (BKN RI) in Habaora et al. (2021) reported that the results of work achievement (performance) of ASN, which were categorized as satisfactory, only reached 20% of employees. This data is not much different from the release from Kementerian Pendayagunaan Aparatur Negara and Reformasi Birokrasi Republik Indonesia (KEMENPAN RB RI) in Riwakore et al. (2021) that until 2018, the perfor-

mance of ASN which was classified as poor still reached 30% of the total employees in Indonesia or as many as \pm 1.35 million employees. The data released by BKN RI and KEMENPAN RB RI confirms previous studies which reported that the performance of ASN in Indonesia is poor worldwide.

Komara (2019) and Riwukore et al. (2022) stated that the performance of the government bureaucracy in Indonesia was the worst in the world, with a score of 8.0 out of a total score of 10 on the worst scale according to a survey by the Political and Economic Risk Consultancy (PERC) in 1999. Furthermore, the Doing Business Report (IFC) reported that the performance of The Indonesian government bureaucracy was ranked 123rd in the world in the 2007 survey. Still, it got worse in 2013 because it was ranked 128th or last of the entire countries surveyed (Riwukore et al., 2021). Riwu Kore (2010) explained that the performance of ASN in Indonesia is still low in terms of work productivity based on a survey by the Institute for Management of Development in Switzerland in the World Competitiveness Book, which reported that the 2001 survey was ranked 46th out of 60 countries in the world, but was getting worst in the 2005 survey (ranks 59th out of a total of 60 countries). Furthermore, reported Riwukore et al. (2022) that the performance of the ASN and the bureaucracy in Indonesia is still the worst based on an economic survey from the aspect of economic performance (ranked 60 out of 60 countries), business efficiency (ranked 59 out of 60 countries), and government efficiency (ranked 55 out of 60 countries).

The existence of the global pandemic Coronaviruses Disease 2019 (Covid-19) requires ASN to work with the application of health protocols (prokes) through the application of new ways of working for ASN, namely the work from home policy and shift work (rules to enter the office alternately) further reducing ASN productivity and the performance of the government bureaucracy. Fikri (2020) in Anugrah and Priyambodo (2021) reported that the Covid-19 pandemic climate and changing employee work methods caused 75% of workers to find it difficult to divide their time due to the accumulation of work which simultaneously also pri-

oritized the duties of housewives and heads of families. In addition, there is an excessive worry, frustration, boredom, and negative stigma that arise. The existence of an impact like this, in the end, disrupts work productivity too is not optimal. The negative impact of implementing the new method on ASN performance during the Covid-19 pandemic was also reported by Kanisius (2020) in Nasir and Astuti (2021) that since the implementation of new work methods during the Covid-19 pandemic, there are more and more complaints about the decline in the quality of public services in government agencies, and according to the Kompas Research and Development Survey that there has been a 9.2% decline in ASN professionalism.

Based on the existing data related to the performance of ASN shows, the performance of ASN from time to time is decreasing. Several research results report that several things strongly influence the decline in ASN performance from time to time, including (1) low human resources to be competitive (Riwu Kore, 2010); (2) ASN work motivation and discipline are still low (Riwukore et al., 2021); (3) the competence of ASN is still low (Danila and Riwukore, 2019); (4) leadership style that contrasts with organizational climate and culture (Riwukore et al., 2021); (5) low attention from leaders and organizations on employee career development (Amalia, 2019; Habaora et al., 2021); (6) poor work ethic and low professionalism of ASN (Riwukore and Habaora, 2021b); (7) low organizational commitment among ASN (Riwukore et al., 2021); and (8) weak organizational culture among ASN (Komara, 2019).

The Regional Secretariat of the Kupang City Government is one of the organizations within the Kupang City Government whose task is to oversee and assist the work of Regional Leaders (Mayors, Deputy Mayors, and Kupang City Regional Secretaries) in functions and services related to secretarial, public relations and protocol, organization, cooperation affairs, economic and development affairs, household and general affairs, electronic data affairs, legal affairs, and financial affairs. The functions and roles of the Kupang City Government Secretariat are implemented by ASN (PNS and Government Employees with Work Agreements).

To assess and evaluate the performance of ASN in the Regional Secretariat of the Kupang City Government, the authors conducted a study on the Kupang City Government LAKIP document, which showed that almost all SKPD/Body/Sections had not shown ideal work results (100%) but between 73.2-92.0% of the budget absorption aspect. In addition, the authors conducted an initial survey of the Regional Secretariat of the Kupang City Government with the results: (1) some employees were seen to be late coming to the office and not leaving the office at the appointed time; (2) some employees do not carry out work or sit and talk during office hours; (3) some employees use office facilities such as computers to play games; (4) some employees have not been able to use office computers proficiently at work; (5) office space that is cramped and not air-conditioned makes employees uncomfortable working; (6) the existence of several people who visited the Kupang City Government Regional Secretariat office had to wait a long time because the officers were not yet present at the office; (7) task arrangements during the Covid-19 pandemic that have not paid attention to the role of the organization cause services to be disrupted.

In addition to document review and observations, the authors conducted interviews with several employees with the results: (1) the leadership's lack of assertiveness towards employees lowers morale and affects organizational culture; (2) lack of organizational attention to employee career development reduces employee morale which affects organizational culture; (3) the lack of education and training (training) for employees causes the competence of employees to have not developed; (4) low employee motivation causes employees not to be creative in doing their jobs; (5) the competencies possessed by employees have not become the attention of leaders and organizations to be given work responsibilities; (6) a weak organizational culture causes low cooperation among employees; and (7) inadequate office facilities hinder the improvement of organizational culture.

Based on the description related to the empirical findings of ASN performance which is still low, the results of the LAKIP document review state

that the performance of employees at the Kupang City Government Regional Secretariat is not yet ideal, and the various factors that affect employee performance from aspects of competence, career development, and organizational culture, the researchers conducted a further study to determine how much influence between competence, career development, and organizational culture on employee performance. Thus, this research aims to analyze and prove the influence of competence, career development, and organizational culture on employee performance at the Regional Secretariat of the Kupang City Government. The expected benefits of the research are a comprehensive reference in human resource management and policy recommendations to the Kupang City Government. In addition, the results of this study can be helpful for the development of further research in the academic world and as a reference for recommendations for organizations in developing strategies for improving employee performance based on aspects of competence, career development, and organizational culture. This research helps prove the influence of competence, career development, and organizational culture either partially or simultaneously on employee performance. Research framework can be made on the influence of competence, career development, and organizational culture on employee performance at the Kupang City Government Regional Secretariat, either partially or simultaneously.

HYPOTHESIS DEVELOPMENT

The Effect of Competence on Performance

Competence is a combination of skills, personal attributes, and knowledge reflected through performance behaviors that can be observed, measured, and evaluated (Komara, 2019). Riwu Kore (2020) explains that employee performance is often highlighted and criticized for not having competence, resulting in less productive performance, only spending the state budget, low discipline, and low work ethic. Fathurrochman (2017) in Susanto et al. (2021) explained that the development of ASN competence aims to ensure and maintain the ability of employees so that they meet the required qualifications and make an optimal contribution to the organization.

Susanto et al. (2021) reported a positive and significant effect between competence and performance. The study's results confirm by Danila and Riwukore (2019) that the performance of employees at the PU Bina Marga Office of South Sumatra is directly influenced by employee competence. Riwukore and Habaora (2021^a) reported a direct influence of competence on performance. That is, the competence possessed by a person can be more effective in completing tasks with full responsibility so that the work produced is good (direction). This statement is supported by research results from Susanto et al. (2021) that performance is strongly influenced by employees' competence at the Lubuklinggau Central Statistics Agency, South Sumatra. Triastuti et al. (2019) report that competence is vital in improving performance.

Agustian et al. (2018) explain that competence positively and significantly influences employee performance. Ingsih et al. (2021) explained that competence has a significant positive relationship with employee performance. Likewise, it was reported by Mulyani and Saputri (2019) that competence has a partial effect on performance with a t-count value greater than the t-table value, which means that competence has a positive and significant impact on performance. Rahayu (2016) and Permana et al. (2021) reported that employee performance could be influenced by employee competence because the competence possessed by employees in daily activities can improve employee performance in the company. Sujiati et al. (2017) reported that competence has a positive and significant influence both directly and indirectly on employee performance.

However, other studies report that competence has a negative and insignificant effect on employee performance. Rosmaini and Tanjung (2019) report that competence has no significant impact on the performance of the Public Works and Public Housing Service of Aceh Tamiang Regency because it has a significant value of $0.064 > 0.05$. This study's results support Lestari's research report that competence harms employee performance because of multiple linear regression analysis through the t-test, which is negative with the t-count value of -0.155 with sig. 0.878. The magnitude of the influence of

competence (X2) on employee performance (Y) is -0014 units. Wibowo et al. (2021) reported that competence had an insignificant effect on the performance of ASN in the Equipment Finance Agency of the Ministry of Agriculture.

H1: Competence Influences Employee Performance.

Effect of Career Development on Performance

Marnisah et al. (2021) describe career development as a series of staffing activities that help the company's employees plan their future careers so that the company and the employees concerned can develop themselves to the maximum to achieve the desired career. Career development is a management effort to increase the productivity of its employees so that organizational goals can be achieved optimally, employee and organizational job satisfaction is high, and employees receive promotion awards or positions in work (Manggis et al., 2018). Career development can be defined as all employee activities that allow employees to work perfectly, which helps plan future careers for maximum self-development (Mulyati and Utami, 2019). Erođluer et al. (2020) stated that career development is a series of jobs that a person undergoes during his life (objective career) and changes in values, attitudes, and motivations that occur with age (subjective career). Career development can be defined as all the work done or owned by a person during his lifetime (Fasbender et al., 2019). Meanwhile, Balbed and Sintaasih (2019), career development is an activity that helps employees plan their future careers in the organization so that employees and organizations can develop themselves to the maximum. Ali et al. (2019) reported that career development had the most dominant influence on performance than other variables and partially had a positive and significant effect on performance. In the same study, Bolung et al. (2021) reported that career development variables positively and significantly influence performance. Garyadi and Winarno (2021) reported that career development variables strongly influenced 48% of performance. The results of this study support Sijabat et al. (2020) that career development strongly affects employee

performance, where career development can encourage employees to develop themselves realistically and lead to increased performance, stronger retention, and better retention utilization of talented personnel. Mulyani and Saputri (2019) reported that the career development regression coefficient was 0.308, meaning that if the career development variable increased by one unit weight, the employee's performance would increase by 0.308 units. While Sunarsi et al. (2020) reported that career development has a significant effect on employee performance with a correlation of 0.671 or has a strong relationship with an influential contribution of 45.1% and hypothesis testing is obtained by $t\text{-count} > t\text{-table}$ or $6,408 > 2.009$. Likewise, it is reported by Syahputra and Tanjung (2020) that career development has a significant influence on performance based on the results of testing the $t\text{-count}$ value of $5.219 > t\text{-table}$ 1.671 with a significance value of $0.000 < 0.05$. However, other studies report that career development has a non-positive and insignificant effect on employee performance. Marsuq (2017) reports that career development does not affect performance with the $t\text{-count}$ value of $0.858 < \text{from the } t\text{-table value of } 2.021$. While Prianggara (2020) reports that career development has no positive and significant effect on performance as measured using four indicators, namely education, transfer, promotion, and work experience, where each employee career development variable cannot affect employee performance improvement at PT. Matahari Department Store Bencoolen Mall. Felisa and Hendratmoko (2020) reported that career development has no positive and insignificant effect on employee performance.

H2: Career Development Influences Employee Performance.

Effect of Organizational Culture on Performance

Organizational culture exhibits a unique configuration of norms, values, beliefs, and ways of behaving that characterize how groups and individuals work together to accomplish tasks (Eldridge and Crombie, 2020). Organizational culture is a shared perception held by members or a shared meaning

system that the organization values (Robbins and Coulter, 2020). Therefore, employees in the organization are surrounded, and the organizational culture controls their daily life. Thus, organizational culture becomes influential in everyday life and affects performance both as an organization and as an individual. Irsyad et al. (2022) showed that in their research, the value of $\text{sig. } 0.049 < 0.05$. It can be concluded that organizational culture influences performance. These results can be concluded that the better the organizational culture, the better the employee performance. Besides that, Agustin et al. (2022) show that in their research, the $t\text{-test}$ of the organizational culture variable on performance is 6.835 with a $t\text{-table}$ of 2.026 because $t\text{-count} > t\text{-table}$ and the significant level is 0.000 less than 0.05. It can be concluded that organizational culture positively and significantly influences employee performance. Sunarno and Liana (2015) stated that organizational culture has a positive and significant effect on performance. Lovina et al. (2017) showed a significant value that is smaller than 0.05, which means that an increase in employee performance can be done through an increase in organizational culture. It also showed that organizational culture has a positive influence on performance. Fatonah and Helmy (2021) also showed that in their research, the $t\text{-count}$ value is $3.930 > t\text{-table}$ is 2.039 with a significance value of 0.000 less than 0.05. It shows that organizational culture positively and significantly affects employee performance. Ariawaty (2020) stated that organizational culture directly or indirectly influences performance. Mardiani and Sepdiana (2021) also showed that in their research, the value of the positive direction is 0.454. It can be concluded that organizational culture affects employee performance. Susiani and Suyuthie (2019) also stated that organizational culture improves employee performance. It can be seen from the regression coefficient value of organizational culture on performance of 0.188 with a significance of $0.026 < 0.05$, which means an increase in 1 unit of organizational culture increases employee performance by 0.188.

However, the data obtained from research results report that organizational culture has a negative and insignificant effect on performance. Efrina

(2019) stated that organizational culture has a significant negative impact on employee performance because it has a t-test value (-2.577) smaller than the t-table (2.040). Isni et al. (2020) that organizational culture has a negative and insignificant effect on employee performance. Both studies are similar to those reported by Girsang (2019) stated that the organizational culture variable partially does not affect employee performance at Putri Hijau Hospital because it has a t-count value of the organizational culture variable of $-2.096 < t\text{-table value of } 1.65543$. H3: Organizational Culture Influences Employee Performance.

Effect of Competence, Career Development, and Organizational Culture on Performance

Competence, career development, and organizational culture are predicted to have a simultaneous (simultaneous) influence on employee performance. That is to the instructions of several researchers who reported that competence jointly affects employee performance (Mulyati and Utami, 2019; Susanto et al., 2021); career development jointly affects employee performance (Sijabat et al., 2020; Bolung et al., 2021); and organizational culture together affects employee performance (Garyadi and Winarno, 2021; Permana et al., 2021).

H4: Competence, Career Development, and Organizational Culture Simultaneously Affect Employee Performance.

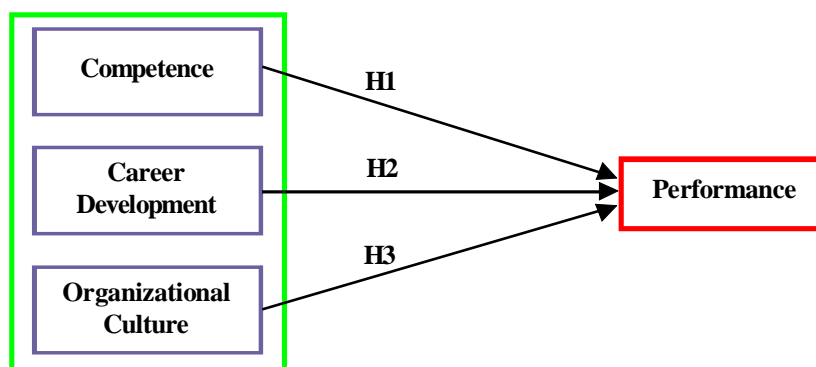


Figure 1. Framework for Research Concepts

METHOD

This research was carried out at the Regional Secretariat of the Kupang City Government for 3 (three) months, starting from January to March 2022. This research is classified as quantitative research using a verification confirmative survey method. The research population is all employees who work at the Regional Secretariat of the Kupang City Government, as many as 1034 people. The research population determined respondents as research samples by proportional stratified random sampling based on the rank/class of employees using the Slovin formula. Based on the respondent determination technique, the sample in this study was

288 respondents consisting of (1) employees with the group I (26 respondents), group II (85 respondents), group III (124 respondents), and Group IV (53 respondents). This type of research is quantitative using a Likert scale. Data sources consist of primary data and secondary data. Techniques for obtaining data were carried out through the distribution of questionnaires, observation, and documentation studies. In addition, interviews were conducted to explore the available data information. Data analysis was performed using multiple linear regression analysis, which consisted of a validity test, reliability test, classical assumption test (multicollinearity test, heteroscedasticity test, normality test, linearity

test), t-test, F test, and coefficient of determination. Competence (X1), career development (X2), and organizational culture (X3) as independent variables, and performance (Y) as dependent variables. The formula in multiple linear regression analysis of these variables is: $Y = \beta + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$, where

Y (employee performance), β (constant), β_1 (competency regression coefficient), β_2 (career development regression coefficient), β_3 (organizational culture regression coefficient), X_1 (competency variable), X_2 (career development variable), X_3 (organizational culture variable), and e (error).

Table 1. Dimensions and Indicators of Competence

Variable	Dimensions	Indicators
Competence (X1)	Achievement ability	Work according to the standard operating procedures that have been set Gather information related to the task being done
	Ability to serve	Fixing community service problems quickly Listen and observe what the community needs
	Leadership ability	Able to convince co-workers and leaders Able to build and maintain partnership relationships with other parties
	Ability to manage	Able to provide intensive direction Able to empower co-workers
	Thinking ability	Be able to describe complex tasks in systematically organized sections Always attend training or equip yourself with new lessons
	Ability to be mature	Learn from mistakes, analyze self-performance and improve performance Demonstrate a proactive adjustment effort

Table 2. Dimensions and Indicators of Career Development

Variable	Dimensions	Indicators
Career Development (X2)	Justice	Promotion criteria based on objective and rational considerations Promotion standards are widely known to all employees
	Leader's concern	Bosses help in employee promotion efforts Superiors provide feedback to employees about tasks so that employees know the potential that needs to be addressed
	Access information	Employees have access to information about various opportunities for promotion The principles of fairness and opportunity to be considered in the promotion are applied by the organization
	Interest	Feel proactive in working for promotion Feel worthy of being promoted
	Satisfaction level	Satisfied with the promotion mechanism in the organization The position currently held is in accordance with the competence

Table 3. Dimensions and Indicators of Organizational Culture

Variable	Dimensions	Indicators
Organizational Culture (X3)	Result orientation	I always work fast to get the best results Organizations look at work results more than work processes I pay attention to every detail of the work
	Teamwork orientation	I always cooperate with colleagues in completing work Organizations pay attention to and encourage teamwork
	Aggressiveness	I'm always passionate about getting work done Organizations always encourage employees to have a better mindset
	Stability	When there is a change in the organization, everything is planned The granting of rights is timely after the implementation of obligations

Table 4. Dimensions and Indicators of Performance

Variable	Dimensions	Indicators
Performance (Y)	Effectiveness	Organizational goals achieved Work efficiently
	Responsibility	Work according to organizational guidelines and assigned tasks Responsible for completing tasks according to standards
	Discipline	Always obey the organization's rules and code of ethics Work consciously and obey orders from superiors
	Initiative	Organizations and superiors provide space for innovation and creativity to achieve organizational goals Working with visionaries.

Competence is a skill owned formally to support one's work activities in carrying out tasks and work in the form of knowledge and expertise. Measurement of competency variables using dimensions and indicators that refer to Spencer's (1993) instructions in Riwu Kore (2020), namely achievement ability, ability to serve, leadership ability, ability to manage, thinking ability, and ability to be mature. Career development can be defined as all the work done or owned by a person during his lifetime (Fasbender et al., 2019). In this study, the measurement of career development variables uses dimensions and indicators according to the instructions from Marnisah et al. (2021), consisting of justice, leader's concern, access information, interest, and satisfaction level.

Jacques in Ardana et al. (2012) stated that organizational culture is a traditional way of thinking

that all members of the organization share, and new members must learn or at least partially accept it so that they are accepted as part of the organization. Robbins and Coultler (2020) instructed that the measurement of organizational culture variables uses dimensions and indicators, namely result in orientation, teamwork orientation, aggressiveness, and stability.

Riwukore and Habaora (2021) stated that performance is the ratio between the results of one's work to the standard or task load that is the responsibility to be completed effectively and efficiently. Riwukore et al. (2021b) explained that performance could be measured by several dimensions and indicators, including (1) effectiveness, (2) responsibility, (3) discipline, and (4) initiative.

RESULTS

Profile of Research Respondent

This sub-chapter will describe the profile of respondents from the Kupang City Government Regional Secretariat, consisting of gender, age, education, years of service, and class. Based on respondents' responses, it is known that 184 male employees (64%) and 104 female employees (36%). Furthermore, based on age, employees aged < 34 years were 93 people (32.17%), aged 35-46 years were 147 people (51.21%), and aged 47-58 years were 48 people (16.62%). Employees with SMA/SMK/equivalent education are 76 people (26.54%), employees with Diploma/equivalent education are 6 people (2.21%), 193 people are educated S1/ equivalent (67.02%), and have a master's degree education as many as 12 people (4.22%). Based on the years of service, there were 167 employees (57.91%) between 12-23 years old, as many as 83 people (28.95%), and between 24-36 years, as many as 38 people (13, 14%). Five employees in Group I

(1.61%), Group II (II-A to IID) as many as 66 people (22.79%), Group III (IIIA to IIID) as many as 147 people (50, 94%), Group IV as many as 19 people (6.43%) and stylists IIIC-IIID and IVA coaches as many as 53 people (18.23%).

Validity Test

The validity test is measured using the Pearson Product Moment correlation formula in the SPSS application. Hadi (1991) in Riwu Kore (2010) explains that the rule of decision-making for the validity test is if the coefficient value between the questions or statements is equal to or greater than 0.30 ($r > 0.30$), then the instrument used in the research questionnaire can be said to be valid. The validity test data in Table 5 shows that all statement items for the variables have a correlation coefficient value of 0.30, so they are declared valid. Thus, the statements contained in the research questionnaire can be used to measure the research variables.

Table 5. Validity Test Results

No. Item	Correlation Coefficient of Each Variable			Organizational Culture	Info
	Performance	Competence	Career Development		
1	0.736	0.318	0.494	0.403	Valid
2	0.817	0.357	0.386	0.319	Valid
3	0.545	0.605	0.815	0.417	Valid
4	0.556	0.577	0.415	0.806	Valid
5	0.787	0.378	0.807	0.808	Valid
6	0.805	0.582	0.750	0.819	Valid
7	0.468	0.381	0.749	0.476	Valid
8	0.527	0.395	0.653	0.832	Valid
9		0.601	0.820		Valid
10		0.637	0.509		Valid
11		0.610			Valid
12		0.662			Valid

Source: Primary data analysis results, 2022

Reliability Test

Reliability testing aims to determine the consistency of the data obtained, measured using the Spearman-Brown formula through the SPSS application. The rule of decision-making in the reliability test is if Cronbach's alpha value is greater than or equal to 0.60, then the research instrument used is

reliable (Sekaran, 2000 in Riwu Kore, 2010:139). The results of the reliability test analysis show that all statement items have a Cronbach's Alpha coefficient value greater than 0.6, as required, so that all statement items are declared reliable and can be used to measure research variables.

Table 6. Reliability Test Results

Variable	Cronbach's Alpha Based on Standardized Items	Total Item	Info
Performance	0.812	8	Reliable
Competence	0.737	12	Reliable
Career Development	0.836	10	Reliable
Organizational Culture	0.756	8	Reliable

Source: Primary data analysis results, 2022

Multicollinearity Test

Sugiyono (2017) in Riwukore et al. (2021) explained that a good regression model should not correlate with the independent variables. Symptoms of multicollinearity occur when the VIF value is > 10 , and the tolerance value is < 0.10 .

Table 7 shows that none of the independent variables has a tolerance value < 0.10 and a VIF value > 10 which means no multicollinearity problem.

Table 7. Multicollinearity Test Results

Variable	Tolerance	VIF	Info
Competence	0.331	3.023	There is no multicollinearity
Career Development	0.591	1.692	There is no multicollinearity
Organizational Culture	0.466	2.146	There is no multicollinearity

Source: Primary data analysis results, 2022

Heteroscedasticity Test

Heteroscedasticity can be known through the Glesjer test, where if the significance probability of each independent variable is > 0.05 , it can be concluded that there is no heteroscedasticity in the regression model (Riduwan and Akdon, 2008 in Riwukore et al., 2021).

Table 8 and Figure 2 show the significant value of each variable is greater than 0.05, and the points are spread evenly. The data from the study do not occur heteroscedasticity. That is, the distribution of data is the same or homoscedasticity.

Table 8. Heteroscedasticity Test

Variable	Significance of Glesjer Test	Info
Competence	0.576	There is no heteroscedasticity
Career Development	0.220	There is no heteroscedasticity
Organizational Culture	0.274	There is no heteroscedasticity

Source: Primary data analysis results, 2022

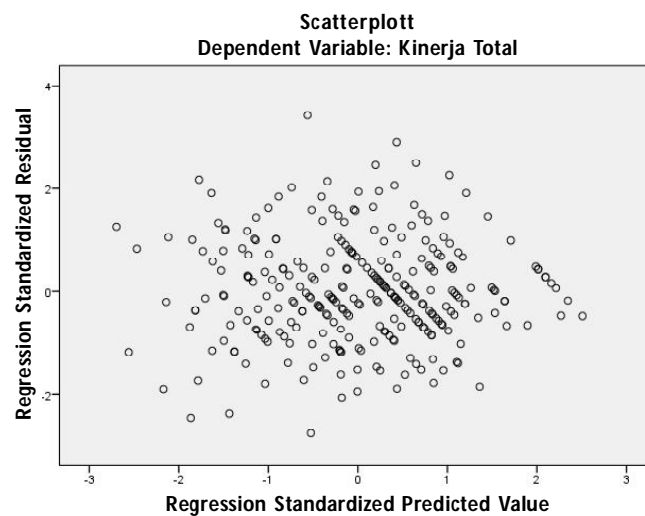


Figure 2. Scatter plots

Normality Test

Sugianto (2012) in Riwukore et al. (2021) stated that a good regression model has a data distribution that is normal or close to normal. Decision-making in the normality test uses the Kolmogorov-Smirnov test.

The normality test results show that the significance value for all variables is greater than 0.05, indicating that the tested data is normally distributed. Meanwhile, it is also explained in Figure 3, which shows the points spread along the diagonal axis.

Table 9. Normality Test Results

Variable	Asymp.Sig. (2-tailed)	Info
Performance	0.266	Data is normally distributed
Competence	0.200	Data is normally distributed
Career Development	0.200	Data is normally distributed
Organizational Culture	0.77	Data is normally distributed

Source: Primary data analysis results, 2022

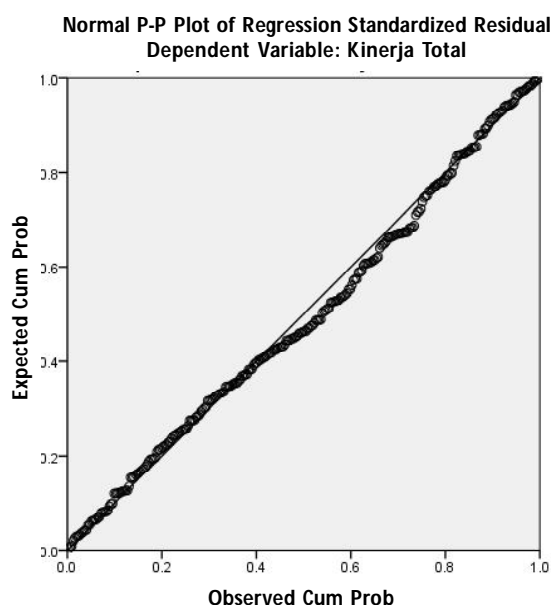


Figure 3. Normal P-Plot Normality Test Plot

Linearity Test

Table 10 explains that linear regression is quite good because of the value of sig. The linearity of

the data is less than 0.05. Thus, the data on competence, career development, and organizational culture variables have met the linearity requirements.

Table 10. Linearity Test Results

Variable	Sig.Linearity	Sig. Deviation from Linearity	Info
Competence	0.000	0.771	Linearity
Career Development	0.000	0.112	Linearity
Organizational Culture	0.000	0.035	Linearity

Source: Primary data analysis results, 2022

Multiple Linear Regression Analysis

The multiple linear regression analysis results were carried out on the variables of discipline, motivation, and organizational commitment, as shown in Table 11.

The constant value is -2,944, which explains that if the competence, career development, and organizational culture variables have a value equal to zero, the employee performance variable is -2,944. The regression coefficient value for the competency variable is -0.206. It is negative, which means that if the competency variable increases by one unit,

the employee performance variable will decrease or decrease by 0.206 units and back. The regression coefficient value of the career development variable is 0.504. It is positive, which means that if the career development variable increases by one unit, the employee performance variable will also increase by 0.504 units and back. The regression coefficient value of the organizational culture variable is 0.847. It is positive, which means that if the organizational culture variable increases by one unit, the employee performance variable will also increase by 0.847 units and back.

Table 11. Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.944	1.164		-2.529	0.012
	Competence	-0.172	0.041	-0.206	-4.176	0.000
	Career Development	0.396	0.029	0.504	13.635	0.000
	Organizational Culture	0.906	0.045	0.847	20.337	0.000

Source: Primary data analysis results, 2022

Partial Hypothesis Test (t-test)

The results of the partial hypothesis test (t-test) can be seen in Table 11, which shows the results of the partial hypothesis. The competency variable (X1) shows the results of statistical tests with the t-count value of $-4.176 < t\text{-table } 1.97190$ ($\beta=0.05$; $df=288-4=284$) with a significance value of $0.000 < 0.05$, the competency variable has a negative and significant influence on employee performance. The career development variable (X2) shows the results of statistical tests with the t-count value of $13.635 >$

$t\text{-table } 1.97190$ ($\beta 0.05$; $df=288-4=284$) with a significance value of $0.000 < 0.05$, then the career development variable has a positive and significant influence on employee performance. Organizational culture variable (X3) shows the results of statistical tests with a t-count value of $20.337 > t\text{-table } 1.97190$ ($\beta=0.05$; $df=288-4=284$) with a significance value of $0.000 < 0.05$, then the variable organizational culture has a positive and significant influence on employee performance.

Table 12. Simultaneous Test Results (F-Test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5111.071	3	1703.690	318.153	0.000 ^b
	Residual	1520.804	284	5.355		
	Total	6631.875	287			

a. Dependent Variable: Performance

b. Predictors: (Constant), Organizational Culture, Career Development, Competence

Source: Primary data analysis results, 2022

Table 13. Coefficient of Determination (R^2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.878 ^a	.771	.768	2.314

a. Predictors: (Constant), Organizational Culture, Career Development, Competence

Source: Primary data analysis results, 2022

Simultaneous Hypothesis Testing (F-Test)

The results of the simultaneous hypothesis analysis (F-test) can be seen in Table 12. The significance value of 0.000 is smaller than the alpha level used, which is 5% or 0.05. Based on this simultaneous test, it shows that the variables of competence, career development, and organizational culture simultaneously have a positive and significant influence on employee performance, meaning that the rise and fall of employee performance values are determined by the ups and downs of the 3 independent variables in this study. Thus, the third hypothesis (H3) proposes that competence, career development, and organizational culture simultaneously have a positive and significant effect on employee performance, is accepted and rejects the null hypothesis (H0).

Coefficient of Determination (R^2)

Table 13 show that the value of the coefficient of determination (R^2) is 0.771, which means the contribution of competence, career development, and organizational culture to variations in the ups and downs of employee performance is 77.1%. The remaining 22.9% is explained by other variables not included in this research model. The coefficient of determination of the influence of competence, career development, and organizational culture is 77.1%, meaning that the three variables greatly influence performance. It is as explained by Chin (1998). The R-Square value is categorized as strong if it is more than 0.67; moderate if more than 0.33 but lower than 0.67; and weak if it is more than 0.19 but lower than 0.33.

DISCUSSION

Effect of Competence on Performance

Competence possessed by a person affects employee performance because competence is closely related to skills, personal attributes, and knowledge. These competencies can be measured from the behavior of the employee's performance. The statistical test results of the competence variable in this study showed a negative and significant direction, which means that the competence vari-

able had a negative and significant effect on performance. Thus, the more competent a person is, the lower the employee's performance. In addition, competence has a significant influence on employee performance. That is, employees who have a very significant competence affect employee performance.

The results of this study differ from those reported by Danila and Riukore (2019), Susanto et al. (2021), Riukore and Habaora (2021^a), and Y Susanto et al. (2021). They reported that competence has a positive and significant influence on employee performance. Other studies that prove that competence is an important element in improving employee performance in this study are not proven (Rahayu, 2016; Sujiati et al., 2017; Agustian et al., 2018; Mulyani and Saputri, 2019; Triastuti et al., 2019; Ingsih et al. 2021; Permana et al. 2021). Meanwhile, this study is by that reported by Rosmaini and Tanjung (2019), Lestari (2021), and Wibowo et al. (2021) that competence hurts employee performance. The difference in research is likely to be strongly influenced by one of the indicators of competence which has a low value. This is closely related to the ability of employees to become adults, where if this indicator becomes low, the higher the competence possessed, it will show calculating behavior towards the organization because they consider themselves superior. This shows that competence has a negative influence on the performance of the employee concerned. This statement is by what was stated by Riukore and Habaora (2021^a) that employees with high competence are different from employees with low competence.

Effect of Career Development on Performance

Career development is a management effort to increase employee productivity so that organizational goals can be achieved optimally, employee job satisfaction and organization are high, and employees receive promotions or positions at work. The results of this study indicate that career development has a positive and significant effect on performance, which shows that if the career development variable increases, it affects increasing employee performance. In addition, there is a positive and signifi-

cant relationship between career development variables and performance, indicating that the higher one's career development, the better the employee's performance.

There is a positive and significant influence of career development variables on employee performance, as reported by Ali et al. (2019), Mulyani and Saputri (2019), Sijabat et al. (2020), Sunarsi et al. (2020), Syahputra and Tanjung (2020), Bolung et al. (2021), and Garyadi and Winarno (2021) that the better employee career development will improve employee performance. However, other studies report that career development does not affect employee performance (Marsuq, 2017; Prianggara, 2020; Felisa and Hendratmoko, 2020). The results of this study may be influenced by other factors such as emotional, political, social relationships, and others. A strong emotional connection from the influence of the relationship between one person and another, sometimes ignoring aspects of one's competence for career development and back.

Effect of Organizational Culture on Performance

Organizational culture becomes influential in everyday life and influences performance both individually and as an organization later. The regression coefficient test from this study shows a positive value, which means that if the organizational culture increases, it will improve employee performance. The statistical test results mean that the organizational culture variable has a positive and significant influence on employee performance.

There is a positive and significant influence of organizational culture variables on employee performance from this study, as reported by Sunarno and Liana (2015), Lovina et al. (2017), Susiani and Suyuthie (2019), Ariawaty (2020), Fatonah and Helmy (2021), Mardiani and Sepdiana (2021), Agustin et al. (2022), and Irsyad et al. (2022) that organizational culture has a positive and significant relationship to improving employee performance. However, other studies do not match the results of this study, as reported by Girsang (2019), Efrina (2019), and Isni et al. (2020), that organizational

culture has a negative and insignificant effect on employee performance. One of the factors that may influence the differences in research results is working partnerships. If the working partnership is low, it causes the organizational culture to become weak, which will reduce employee performance.

Effect of Competence, Career Development, and Organizational Culture on Performance

The results of statistical tests in this study indicate that the variables of competence, career development, and organizational culture simultaneously or together significantly influence employee performance. The results of this study are from other studies, namely: (1) competence together with other variables affects performance (Mulyati and Utami, 2019; Susanto et al., 2021); (2) career development simultaneously affects employee performance (Sijabat et al., 2020; Bolung et al., 2021); and (3) organizational culture together with other variables affect employee performance (Garyadi and Winarno, 2021; Permana et al., 2021).

Variable competence, career development and organizational culture can be a strategy for improving employee performance because these three variables have a strong attachment based on the coefficient of determination in this research. The value of the coefficient of determination from this study also shows that the three independent variables, competence, career development, and organizational culture, have been able to explain all the information to predict performance variables. Ghozali (2018) stated that the coefficient of determination test (R^2) was conducted to determine and predict how big or important the contribution of the influence given by the independent variables to the dependent variable was. The value of the coefficient of determination is between 0 and 1. If the value is close to 1, the independent variable provides almost all the information needed to predict the dependent variable. However, if the value of R^2 is getting smaller, it means that the ability of the independent variable to explain the dependent variable is quite limited.

CONCLUSIONS

The results of this study indicate that the variables of competence, career development, and organizational culture both partially and simultaneously have a positive and significant influence on employee performance at the Regional Secretariat of the Kupang City Government. Improving employee performance requires great attention to competence, career development, and organizational culture. The higher the competence, career development, and organizational culture, the employee's performance will increase, and the organization will more easily achieve its goals. In addition, the three variables can explain all the information needed to improve performance because the coefficient of determination of the three variables is in the strong category or 0.771.

IMPLICATIONS

The results of this study indicate that competence has a negative and significant influence on employee performance. This negative influence is likely to be strongly influenced by the effect of the age of the employees who carry out the work, many of whom are still young or under 34 years old, with the highest length of work between 1-11 years at 57.91% which shows that employees are still very minimal in experience, education, and training. Therefore, the organization's attention to improving employee competence through education and training can help employees who are still young and have a new tenure. In addition, only 4.22% of employees have a master's degree education, which significantly affects employee competence. The organization's attention to increasing employee education to improve employee competence is essential. The organization can increase employees' education level by providing scholarships, study assignments, or study permits to improve their education.

LIMITATIONS

This study uses the variables of competence, career development, and organizational culture as predictors of performance. It is necessary to develop research using other variables as predictors

of performance, including motivation, discipline, compensation, and others. Although the research has a strong coefficient of determination, it is very important to continue research related to the influence of indirect variables (mediation/intervening) or research related to perceptions between existing conditions and expectations (importance-performance analysis).

RECOMMENDATIONS

The existence of organizational attention to improving employee performance from the aspect of competence needs to be done because the organization tends to have not considered competence. The organization must carry out employee career development that pays more attention to competency aspects. Organizational culture needs to be improved to improve employee performance.

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