

Career Development Process for Competency-Based Performance

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Abstract. This study aims to analyze the influence of Professional Competence on Human Resource (HR) Performance, both directly and through Career Development. The research type used is explanatory research with a quantitative approach. The population in this study includes all HR employees at the Customs and Excise Supervision and Service Office Type Madya Pabean A Semarang, consisting of 203 personnel, both civil servants and non-civil servants. Based on Slovin's formula, a total of 135 respondents were selected as samples. The sampling technique used is non-probability sampling with the convenience sampling method. The data were analyzed using Structural Equation Modeling (SEM) with the Partial Least Square (PLS) approach. The results show that Professional Competence has a positive and significant effect on HR Performance, meaning that the higher an individual's professional competence, the better their performance outcomes. In addition, Professional Competence has a positive and significant effect on Career Development, indicating that enhanced competence contributes to better career progress. Furthermore, Career Development also has a positive and significant effect on HR Performance, implying that well-managed career development leads to improved employee performance. Therefore, strengthening professional competence and career development plays an essential role in enhancing the overall performance of human resources within government organizations.

Keywords: Competence; Development; Professional; Resources.

1. Introduction

Organizations cannot develop optimally without the support of competent, committed, and loyal human resources (HR). HR should be treated as strategic capital for organizational development.(Mangundjaya, 2024). Talent identification helps in planning employee development.(Mangundjaya, 2024).

Previous research is crucial as a foundation for this research. Its purpose is to understand the results of previous researchers and to provide comparisons and insights that can support future research activities.Subari & Rайди (2015)concluded that competence has a

direct influence on performance. On the other hand, according to Rahardjo (2014), competence has no influence on performance. Hussain et al., (2022) also stated that competency does not show any significance to performance.

To answer the differences in research results on the influence of professional competence on performance, the career development variable is proposed as a mediator. Career development is a challenge for senior managers who interact directly with employees to create a reliable workforce, so that public trust and satisfaction can be achieved. (Shirmohammadi et al., 2021).

Development must be based on an objective and comprehensive assessment of individual competencies. (Iskamto, 2022) Competence plays a crucial role in the workplace and in organizations. As a foundation for employees to effectively carry out their duties and responsibilities, competence encompasses the knowledge, skills, and attitudes needed to achieve optimal results in their work. (Mulang, 2021) Without adequate competencies, individuals will struggle to meet job demands, which in turn can impact personal performance and the overall success of the organization.

Career development is an important aspect of human resource management (HRD) which focuses on increasing individual potential to achieve long-term goals in the organization. (Retno et al., 2024) An effective career development process not only provides opportunities for employees to grow and develop, but is also a significant factor in improving the overall performance of the organization. (Rajab, 2021).

Talent is a key factor that differentiates organizational performance because of its great potential as future leaders. (Kwon & Jang, 2022) Organizations compete to attract the best talent, resulting from values and competencies that align with organizational needs. To achieve agility, organizations must continuously innovate. A strategic recruitment process is crucial for acquiring proactive talent that can help organizations create various innovations. (Kwon & Jang, 2022).

One approach increasingly being applied to career development is competency-based development, which focuses on enhancing abilities and skills that align with job and organizational needs. Competencies encompass the knowledge, skills, and attitudes necessary to perform the tasks and roles within a job. In other words, competency-based career development aims to ensure that every individual within an organization possesses the appropriate qualities to meet job demands and contribute maximally to achieving organizational goals.

Therefore, competency-based career development can act as a catalyst for improving individual performance, which in turn will impact the overall performance of the organization. (De Vos & Soens, 2008) However, although career development and competency enhancement processes have become important agendas in many organizations, not all organizations can utilize this potential to its full potential. (Retno et al.,

2024) Many factors can influence the success of competency-based career development, including the lack of structured training programs, a mismatch between competency development needs and individual career goals, and a lack of support from leaders and colleagues in the development process.(De Vos & Soens, 2008).

2. Research Methods

In conducting this research study, the type of research used is explanatory research. According to Widodo (2010), explanatory research is research that is explanatory in nature, meaning this research emphasizes the relationship between variables by testing hypotheses. The description contains descriptions but the focus lies on the relationship between variables, namely human resource performance, professional competence, and career development. The researcher chose this method so that the results of this study can be directly applied to the organization where the researcher works.

3. Results and Discussion

3.1. Respondent Description

Respondent descriptions can provide an initial overview of the profile of research respondents, so that accurate information can be obtained regarding the parties providing answers or research data. This study used 135 respondents at the Semarang Type A Customs and Excise Supervision and Service Office. The research was conducted by distributing a research questionnaire from April 15 to 20, 2025. This description contains relevant information about how respondents' characteristics are viewed in terms of gender, age, education, and length of service. The results of the questionnaire data processing related to respondent descriptions are presented in Table 1.

1) Gender

The characteristics of respondents used in this study can be classified based on gender as follows:

Respondent Description Table by Gender

Gender	Frequency	Percentage
Man	89	65.9
Woman	46	34.1
Total	135	100.0

Source: Data processing results, 2025.

The table above shows that 89 respondents (65.9%) were male and 46 respondents (34.1%) were female. This data indicates that there are more men than women. This significantly supports the work process at the Semarang Type A Customs and Excise Supervision and Service Office. Male employees tend to be more resistant to work pressure, more daring in taking risks, and have an advantage in activities that require physical strength.

2) Age

The characteristics of the respondents used in this study can be classified based on age level as follows:

Respondent Description Table by Age

Age	Frequency	Percentage
20 - 30 years	48	35.6
31 - 40 years old	57	42.2
41 - 50 years old	21	15.6
> 50 years	9	6.7
Total	135	100.0

Source: Data processing results, 2025.

The data presentation in the table shows that the number of respondents aged 20-30 years was 48 respondents (35.6%), aged 31-40 years was 57 respondents (42.2%), aged 41-50 years was 21 respondents (15.6%), and there were 9 respondents (6.7%) aged over 50 years. From the data above, it can be seen that the largest number of respondents are in the age range of 31-40 years. This means that in the agency there are more young employees, where they still have a high enthusiasm for seeking experience in work, so they have great enthusiasm in working.

3) Last education

The characteristics of respondents used in this study can be classified based on their last education as follows:

Respondent Description Table According to Last Education

Education	Frequency	Percentage
S1	128	94.8
S2	7	5.2
Total	135	100.0

Source: Data processing results, 2025.

Based on the table above, it can be seen that the majority of respondents had a bachelor's degree, namely 128 respondents (94.8%), while the remaining 7 respondents (5.2%) had a master's degree. The number of employees with higher education is expected to meet the competencies required by the organization, thereby improving its performance.

4) Length of work

The characteristics of the respondents used in this study can be classified based on the length of time they have worked as follows:

Respondent Description Table According to Length of Service

Years of service	Frequency	Percentage
5 - 10 years	66	48.9
11 - 20 years	48	35.6

21 - 30 years old	15	11.1
> 30 years	6	4.4
Total	135	100.0

Source: Primary Data Processing Results, 2025.

The table shows that most respondents (66 respondents) have worked between 5-10 years. There are 48 respondents (35.6%) with 11-20 years of work, 15 respondents (11.1%) with 21-30 years of work, and 6 respondents (4.4%) with more than 30 years of work. The findings of this study indicate that the majority of respondents have limited work experience. Therefore, employees need more experience and a deeper understanding of the processes and dynamics related to their work.

Descriptive analysis aims to obtain an overview of respondents' assessments of the variables studied. Through descriptive analysis, information will be obtained regarding respondents' tendencies in responding to the indicator items used to measure the research variables.

The data is explained by assigning a weighted assessment to each statement in the questionnaire. The respondent response criteria follow the following assessment scale: Strongly Agree (SS) score 5, Agree (S) score 4, Quite Agree (CS) score 3, Disagree (TS) score 2, Strongly Disagree (STS) score 1. Next, from this scale, the data will be categorized into 3 groups. To determine the score criteria for each group, the calculation can be done as follows:(Sugiyono, 2017):

Highest score = 5

Lowest score = 1

Range = Highest score – lowest score = 5 - 1 = 4

Class interval = Range / number of categories = 4/3 = 1.33

Based on the size of the class interval, the criteria for the three categories are: low category, score = 1.00 – 2.33, medium category, score = 2.34 – 3.66 and high/good category, with a score of 3.67 – 5.00. A complete description of each variable is presented below:

TaResearch Variable Description bell

No	Variables and indicators	Mean	Standard Deviation
1	Professional Competence	3.96	
	a. Knowledge Knowledge	3.97	0.66
	b. Skills	3.96	0.71
	c. Attitude	3.97	0.73
	d. Personal values	3.92	0.61
2	Career Development	3.91	
	a. Exploration	3.96	0.78
	b. Consolidation	3.90	0.78
	c. Maintenance	3.95	0.74

	d. Possible setback	3.86	0.79
3	HR Performance	3.96	
	a. Quality	3.94	0.68
	b. Quantity	3.88	0.64
	c. Punctuality	4.08	0.62
	d. Cost effectiveness	3.93	0.67
	e. Level	4.00	0.62
	f. Supervision required	3.96	0.63

The table shows that the overall mean value of the Professional Competence variable data is 3.96, which is in the high/good category (3.67 – 5.00). This means that employees demonstrate good Professional Competence. The results of the data description on the Professional Competence variable obtained two indicators with the same highest mean value (3.97), namely the Knowledge indicator and the Attitude indicator. Meanwhile, the indicator with the lowest mean value was found in the Personal Values indicator (3.92).

The overall Career Development variable obtained a mean value of 3.91, which is in the high/good category (3.67 – 5.00). This means that respondents have a relatively good Career Development. The results of the data description on the Career Development variable obtained the highest mean value for the Exploration indicator (3.96) and the lowest for the Possibility of Regression indicator (3.86).

The overall HR performance variable obtained a mean value of 3.96, which is in the good category (3.66 – 5.00). This means that respondents have good performance. The results of the data description on the HR performance variable obtained the highest mean value for the Punctuality indicator (4.08) and the lowest for the Quantity indicator (3.88).

Reliability tests are conducted to prove accuracy, consistency and precision. instruments in measuring constructs. Reliability indicates that the research indicators used are in accordance with the actual conditions of the research object. Measuring the reliability test of a construct with reflective indicators can be done using three methods, namely:

- Composite Reliability.* Indicators of a construct give good results, namely if they are able to provide a composite reliability value of more than 0.70.
- Average Variance Extracted(AVE).* An AVE criterion above 0.5 indicates that the indicators that form the research variables are said to be reliable, so they can be used in further analysis in the research.
- Cronbach alpha.* The Cronbach alpha score criteria of more than 0.70 means that the reliability of the construct being studied is classified as good.(Ghozali, 2014).

The composite reliability, Cronbach's alpha, and AVE values for each construct of this study are presented in full in the table below:

Reliability Test Results Table

	<i>Cronbach's alpha</i>	<i>Composite reliability (rho_c)</i>	<i>Average variance extracted (AVE)</i>
HR Performance	0.910	0.930	0.689
Professional competence	0.820	0.881	0.649
Career development	0.852	0.901	0.696

Source: Smart PLS 4.1.0 data processing (2025)

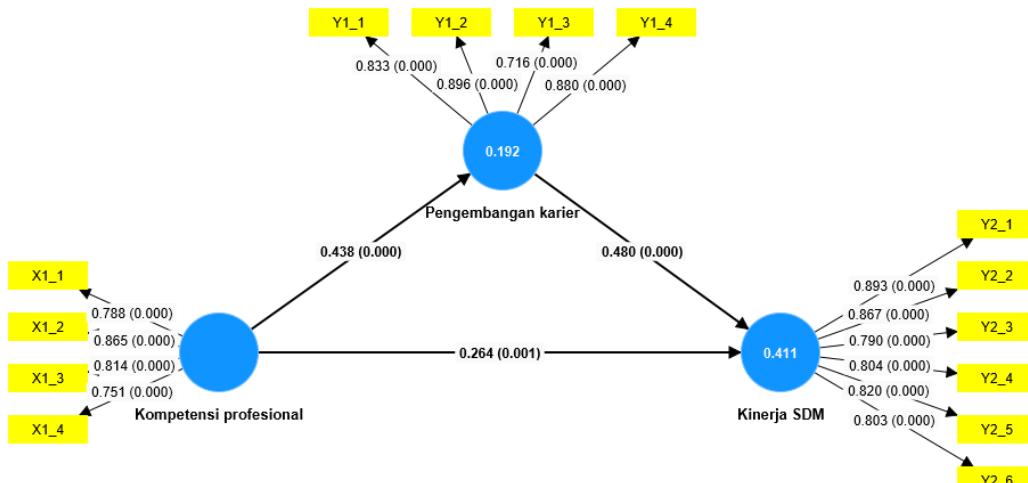
The results of the reliability test for each structure are shown in the table above. The findings indicate that the Cronbach's alpha value for each construct is more than 0.7, the composite reliability value for each construct is more than 0.7, and the AVE value for each construct is more than 0.5. Based on the results of the reliability test, it can be concluded that the research instrument has high reliability.

Based on the results of the convergent validity, discriminant validity, and reliability tests of the research variables, the conclusion that can be drawn is that the indicators used in measuring the latent variables can all be stated as valid and reliable measurement indicators.

3.2. Structural Model Evaluation (Inner Model)

The final analysis in PLS is the structural model analysis, or inner model. In structural model analysis, hypotheses can be tested using t-statistics. The test results can be seen in the structural model output, which examines the significance of the loading factors, which explain the influence of the Professional Competence construct on HR Performance through the mediation of Career Development as an intervening variable.

In this case, data processing was performed using SmartPLS v4.1.0 software. The results of this data processing are shown in the following image:

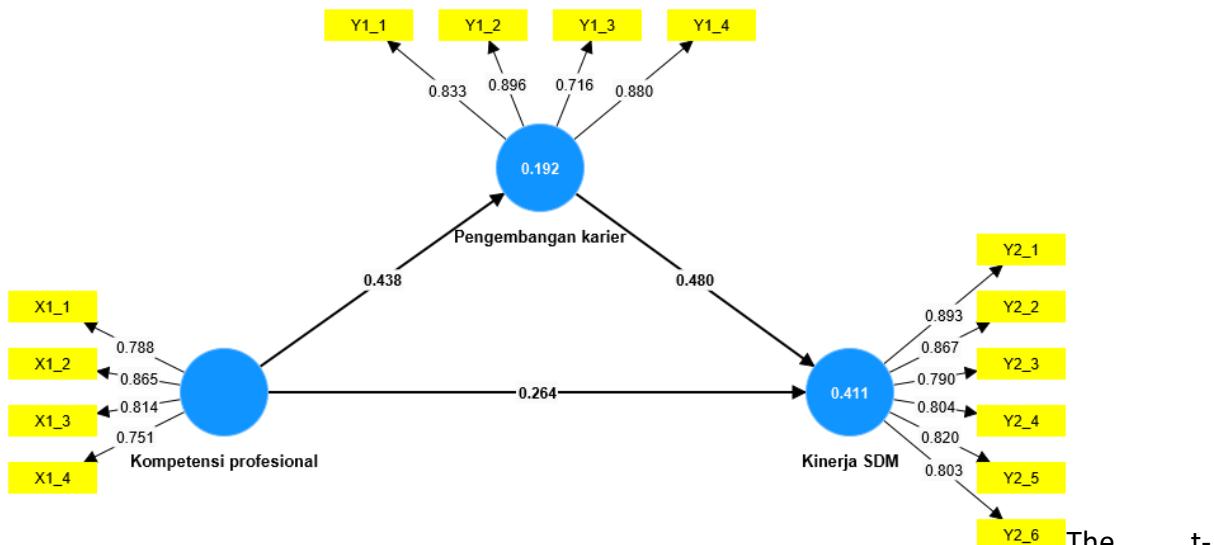


SEM-PLS Inner Model Image

Source: Results of data processing with Smart PLS 4.0 (2025)

1) Direct Influence Analysis

Research hypothesis testing is carried out to see whether the hypothesis is accepted or not.



The t -value for a 5% significance level is 1.96. The following table shows the results of the test of the influence between variables using Partial Least Square analysis.

Table of Path Coefficients of Direct Influence

			Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ($ O/STDEV $)	P values
Professional competence	->	HR	0.264	0.267	0.081	3,263	0.001
Professional competence	->	Career	0.438	0.444	0.069	6,371	0.000
Career development	->	HR	0.480	0.481	0.082	5,831	0.000

Source: Results of data processing with Smart PLS 4.1.0 (2025)

Based on the results of the data processing presented above, the testing for each research hypothesis can be explained further, namely:

a. Hypothesis Testing 1:

H1: Professional Competence has a positive influence on HR performance.

The first hypothesis test was conducted by looking at the estimated coefficient value (original sample) of the influence of Professional Competence on HR Performance, which was 0.264. This result provides evidence that Professional Competence has a positive influence on HR Performance. The results of the t -test confirmed these findings, where it was known that the magnitude of the calculated t (3.263) was greater than the t -table (1.96) with p (0.001) less than 0.05. The conclusion of the test was that Professional Competence

positively and significantly influenced HR Performance. This result means that the better the Professional Competence, the HR Performance will tend to increase. On this basis, the first hypothesis proposed in this study, namely "Professional Competence has a positive influence on HR performance" can be accepted.

b. Hypothesis Testing 2:

H2: Professional Competence has a positive influence on Career Development

The second hypothesis test was conducted by looking at the estimated coefficient value (original sample estimate) of the influence of Professional Competence on Career Development, which was 0.438. This result provides evidence that Professional Competence has a positive influence on Career Development. The results of the t-test confirmed this finding, where it was known that the calculated t-value (6.371) was greater than the t-table (1.96) with p (0.000) less than 0.05. The conclusion of this test is that professional competence positively and significantly influences career development. This result means that the better the professional competence, the higher the career development will tend to be. Based on this, the second hypothesis proposed in this study, namely "Professional Competence has a positive influence on Career Development" can be accepted.

c. Hypothesis Testing 3:

H3: Career development has a positive influence on HR performance.

The third hypothesis test was conducted by looking at the estimated coefficient value (original sample estimate) of the influence of Career Development on HR Performance, which was 0.480. This result provides evidence that Career Development has a positive influence on HR Performance. The results of the t-test confirmed this finding, where it was known that the magnitude of the calculated t (5.831) was greater than the t-table (1.96) with p (0.001) less than 0.05. The conclusion of this test is that Career Development positively and significantly influences HR performance. This result means that if career development is better, HR performance will tend to increase. Based on this, the third hypothesis proposed in this study, namely 'Career development has a positive influence on HR performance.' can be accepted.

A summary of the results of the hypothesis testing in this study is presented in full in the table.

Summary Table of Hypothesis Test Results

	Hypothesis	t value	p-value	Conclusion
H1	Professional Competence has a positive influence on HR performance	3,263	0.001	Accepted
H2	Professional Competence has a positive influence on Career Development	6,371	0.000	Accepted
H3	Career development has a positive influence on HR performance	5,831	0.000	Accepted

Description: The hypothesis is accepted if $t>1.96$ and p value <0.05

Source: Results of data processing with Smart PLS 4.1.0 (2025)

2) Analysis of the Indirect Effect of Professional Competence on HR Performance through Career Development Mediation

The indirect effect test was conducted to determine the influence of an exogenous variable (Professional Competence) on an endogenous variable (Human Resource Performance) through an intervening variable, namely Career Development. The indirect effect of Professional Competence on Human Resource Performance through Career Development mediation is depicted in the following path diagram:

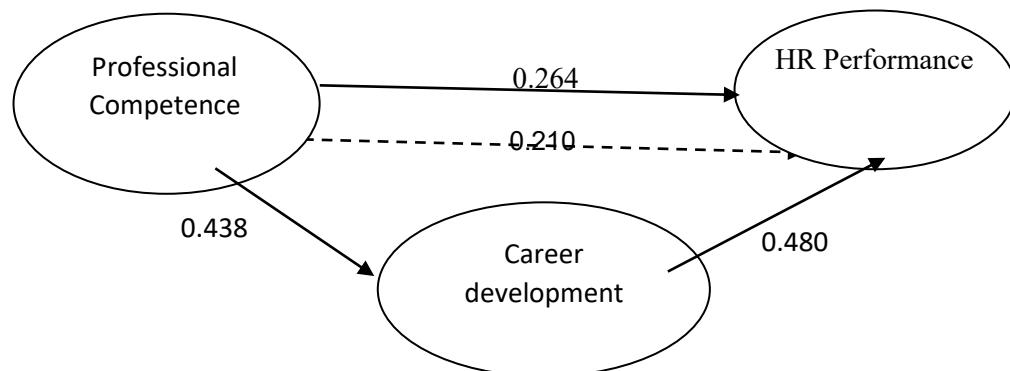


Figure of the Path Coefficient of the Influence of Professional Competence on HR Performance through Career Development

Information:

→ : Direct influence

- - - - - : Indirect influence

The results of the indirect influence test from the calculation results with smartPLS can be presented in the following table.

Indirect Effect Test Results Table

		Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Professional competence	-> Career development	0.210	0.215	0.057	3,671	0.000

Source: Results of data processing with Smart PLS 4.1.0 (2025)

The mediating effect of Career Development in relation to the variable of Professional Competence on HR Performance is known to be 0.210. The results of the indirect effect test produced a t-test of 3.671 ($t>1.96$) with $p = 0.000 <0.05$. The conclusion of the test is that

career development mediates the influence of professional competence on HR performance. This means that the professional competence possessed by employees will support employee career development in the customs sector. Employees who are competent in their fields will find it easier to carry out their duties, so that work becomes more effective and efficient. This is expected to contribute significantly to HR performance.

3.3. Discussion

1) The Influence of Professional Competence on HR Performance

Professional Competence has a positive and significant impact on HR Performance. This result indicates that the better Professional Competence, the more HR Performance tends to improve. Similar findings were also expressed by (Mulang, 2021), who confirmed that competence positively and significantly influences performance.

Professional Competence in this study it is reflected through four indicators, namely the indicator Knowledge, Skills, Attitude, and Personal Values. These four aspects have been proven to improve HR performance. Which in this study it was measured from the reflection of six indicators namely indicators Quality, Quantity, Timeliness, Cost-effectiveness, Level of supervision required, and Interpersonal relationships.

The Professional Competence variable has the indicator with the highest outer loading value, namely Skills. Meanwhile, in the Human Resources (HR) Performance variable, the indicator with the highest outer loading value is Quality. These results indicate that the higher a person's skill level, the better the quality of their performance. This means that skills are a significant factor in influencing the quality of HR work results. The more skilled a person is in carrying out their duties and responsibilities, the higher the quality, accuracy, and efficiency of their work results. Thus, improving skills will directly contribute to improving overall HR performance. This emphasizes that professional competence plays a crucial role in creating high-performing and high-quality HR.

The Professional Competence variable has the lowest outer loading value, namely Personal Values, while in the HR Performance variable, the indicator with the lowest outer loading value is Punctuality. These results indicate a positive relationship between the two indicators. In other words, the better an employee's personal values, the higher their level of punctuality in completing their tasks or obligations. This means that strong personal values play a crucial role in shaping disciplined and consistent work behavior regarding time, which ultimately has a positive impact on improving individual and organizational performance as a whole.

2) The Influence of Professional Competence on Career Development

Professional Competence has a positive and significant impact on Career Development. This result indicates that better Professional Competence leads to greater Career Development.

Research (Borman, 2022) also concluded that professional competence significantly influences the career development of ASN.

Professional Competence in this study it is reflected through four indicators, namely the indicator Knowledge, Skills, Attitude, and Personal Values. These four aspects have been proven to enhance Career Development, which in this study was measured using three indicators. namely indicators Exploration, Stabilization, Maintenance, and Possible Setbacks.

The professional competency variable with the highest outer loading value is the skill indicator, while in the career development variable, the indicator with the highest outer loading value is consolidation. This indicates that the higher a person's skill level, the stronger the consolidation process in their career development. In other words, improved skills not only reflect better technical or professional abilities but also contribute directly to an individual's readiness to face career challenges, clarify the direction of self-development, and strengthen career stability in the future. Good skills are an important foundation for building self-confidence, expanding opportunities, and strengthening commitment to the profession, so that the career consolidation process can be more effective and sustainable.

The Professional Competence variable has the lowest outer loading value, namely Personal Values, while the Career Development variable has the lowest outer loading value, namely Maintenance. This finding indicates a positive relationship between the two variables. The better the application and appreciation of personal values one has, the better the individual's ability to maintain their career. In other words, when someone has strong personal values they will be better able to maintain the stability, sustainability, and development of their career consistently. Good personal values serve as a moral foundation and motivation in maintaining performance and commitment to one's profession. This shows that aspects of professional personality not only influence short-term performance but also play a vital role in building long-term career sustainability.

3) The Influence of Development on HR Performance.

Career development has a positive and significant impact on HR performance. This result indicates that better career development tends to improve HR performance. Previous research confirms that career development has a positive impact on employee performance (Widisono et al., 2021).

Career Development in this study is measured by three indicators namely indicators Exploration, Consolidation, Maintenance, and Potential Setbacks. These three aspects have been proven to improve HR performance. Which in this study it was measured from the reflection of six indicators namely indicators Quality, Quantity, Timeliness, Cost-effectiveness, Level of supervision required, and Interpersonal relationships.

The Career Development variable with the highest outer loading value is the Stabilization indicator, while the Human Resource Performance variable has the highest outer loading

value is Quality. These results indicate that improvements in career stabilization are directly related to improvements in the quality of human resource performance. In other words, the clearer the direction and stability of an individual's career development, the higher the quality of the work produced. This suggests that company efforts to help employees solidify their career paths can have a positive impact on improving the quality and productivity of human resources.

The Career Development variable with the lowest outer loading value is the maintenance indicator, while the HR Performance variable has the lowest outer loading value is punctuality. This finding indicates that improvements in the maintenance aspect will have a positive impact on employee punctuality. In other words, the better an organization is at maintaining and paying attention to the needs, welfare, and development of its employees, the higher the employee's ability to complete tasks according to the established schedule. This emphasizes the importance of maintenance as a key supporting factor in improving the discipline and efficiency of human resource performance.

4. Conclusion

This study aims to empirically analyze and describe the relationship between professional competence and career development in improving human resource performance. The researcher chose this method so that the results of this study can be directly applied to the Semarang Type A Customs and Excise Supervision and Service Office. The results show that: Professional Competence has a positive and significant effect on Human Resource Performance. This result means that the better knowledge, skills, attitudes, and personal values then HR performance will tend to improve. Professional competence has been shown to have a positive and significant influence on career development. This means that the higher a person's level of professional competence, the more optimal and positive the process of career exploration, strengthening, maintaining, and alerting to potential career setbacks will be. Career development has a positive and significant influence on HR performance. This result means that the better career development, the more equality, quantity, timeliness, cost-effectiveness, level of supervision required, and interpersonal relationships will tend to increase further.

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