

# The Role of Career Development in Improving Performance

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## Abstract

This study aims to analyze the influence of Competence and Job Analysis on Employee Performance with Career as a mediating variable at the Office of Education and Culture of Medan City. The research employed a quantitative approach with data collected through questionnaires distributed to employees as respondents. Data were analyzed using Partial Least Square (PLS) with SmartPLS 3.0 to test the validity, reliability, and relationships among variables in the research model. The results showed that Competence has a positive and significant effect on both Career and Employee Performance. Likewise, Job Analysis has a positive and significant effect on Career and Employee Performance. Moreover, Career also has a positive and significant effect on Employee Performance. However, the mediation test results revealed that Career does not significantly mediate the effect of Job Analysis on Employee Performance, while Career significantly mediates the effect of Competence on Employee Performance. Therefore, it can be concluded that improving employee competence and implementing an effective job analysis play an essential role in enhancing employee performance, with career development acting as a significant mediator in the relationship between competence and performance at the Office of Education and Culture of Medan City.

**Keywords:** Competence, Job Analysis, Career, Employee Performance

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## **Introduction**

Improving the quality of education, preserving culture, and accelerating digital transformation are strategic agendas that can only be realized through the support of employees with excellent competence, a deep understanding of tasks, and clear career development directions. Without proper human resource management, policies that have been designed will not be implemented optimally. The Office of Education and Culture of Medan City plays a crucial role in ensuring that education programs and cultural preservation run effectively. Medan City, as a center of economic and cultural growth in North Sumatra, demands public services that are fast, transparent, and responsive to changes in national policies. Competence is the primary foundation for every employee to perform tasks effectively. Competence not only concerns technical knowledge and skills but also includes attitudes, values, and professional behavior that align with organizational needs. Employees with high competence tend to be more adaptive to change, able to solve problems creatively, and contribute to achieving work targets. Job analysis is a systematic process to identify, describe, and define tasks, responsibilities, and qualifications required for a job. Good job analysis results provide role clarity, minimize work overlap, and form the basis for workforce planning. Without accurate job analysis, mismatches between workload and employee capabilities, inappropriate employee placement, and unclear performance standards often occur. These conditions will ultimately reduce productivity and lead to job dissatisfaction. Career development has a strategic role as a variable that can mediate the influence of competence and job analysis on performance. Well-managed careers provide certainty of career paths and fair promotion opportunities, motivate employees to improve their quality, and foster loyalty to the organization. Employees who see clear opportunities for career advancement tend to be enthusiastic at work, take the initiative to develop competence, and maintain optimal performance levels. Conversely, if career paths are not transparent and unplanned, employees will lose motivation and feel unappreciated. Although important, field realities often show that the implementation of job analysis is not yet fully optimal. Some employees are placed in positions that do not entirely match their educational background or expertise.

## **Problem Formulation**

1. Does competence have a positive and significant effect on employee performance at the Office of Education and Culture of Medan City?
2. Does job analysis have a positive and significant effect on employee performance at the Office of Education and Culture of Medan City?
3. Does competence have a positive and significant effect on employee career at the Office of Education and Culture of Medan City?
4. Does job analysis have a positive and significant effect on employee career at the Office of Education and Culture of Medan City?
5. Does career have a positive and significant effect on employee performance at the Office of Education and Culture of Medan City?
6. Does competence have a positive and significant effect on employee performance with career as an intervening variable at the Office of Education and Culture of Medan City?
7. Does job analysis have a positive and significant effect on employee performance with career as an intervening variable at the Office of Education and Culture of Medan City?

## **Research Objective**

1. To test and analyze the influence of competence on employee performance at the Office of Education and Culture of Medan City.
2. To test and analyze the influence of job analysis on employee performance at the Office of Education and Culture of Medan City.
3. To test and analyze the influence of competence on employee career development at the Office of Education and Culture of Medan City.

4. To test and analyze the influence of job analysis on employee career development at the Office of Education and Culture of Medan City.
5. To test and analyze the influence of career on employee performance at the Office of Education and Culture of Medan City.
6. To test and analyze the influence of competence on employee performance with career as an intervening variable at the Office of Education and Culture of Medan City.
7. To test and analyze the influence of job analysis on employee performance with career as an intervening variable at the Office of Education and Culture of Medan City.

### **Definition of Competence**

According to Sedarmayanti (2019), Competence is the underlying characteristics of an individual in the form of knowledge, skills, and behavior that enable a person to produce superior performance in their work.

### **Indicators of Competence**

According to Sedarmayanti, indicators of competence are:

1. Knowledge: Employees' understanding of tasks, regulations, procedures, and information relevant to the job.
2. Skill: Technical and non-technical abilities to perform work effectively and efficiently.
3. Attitude/Behavior: Values, ethics, and ways of behaving that support job performance and interaction with colleagues and the public.
4. Motivation: Internal drive to achieve, meet targets, and deliver the best work results.
5. Personal Character: Integrity, responsibility, and positive personality that support the successful execution of duties.

### **Definition of Job Analysis**

According to Wibowo (2017), Job analysis is a procedure to obtain, assess, and organize job information so that it can be used as a basis for HR planning, placement, and employee performance evaluation.

### **Indicators of Job Analysis**

Indicators of Job Analysis according to (Wibowo, 2017) are as follows:

1. Job Description Detailed explanation of main tasks, responsibilities, and authority of each position.
2. Job Specification Requirements that must be met by the job holder, including education, experience, competence, and expertise.
3. Performance Standards Criteria or measures of job execution success to assess employee achievement levels.
4. Working Conditions Information about the work environment, including working hours, job risks, and work relationships.
5. Job Relationships Structure of relationships with superiors, subordinates, and other parties involved in job execution.

### **Definition of Career**

According to Sinambela (2016), Career is the series of positions or roles that a person holds throughout their working life, which shows progress and development in their field of work.

### **Indicators of Career**

Indicators of Career according to Sinambela (2016) are as follows:

1. Work achievement
2. Loyalty

3. Education and training
4. Work experience
5. Proficiency/Ability

### Definition of Performance

According to Rivai & Sagala (2017), Performance is the actual behavior displayed by each person as work achievement produced in accordance with their role in the organization.

### Indicators of Performance

Indicators of Performance according to (Rivai & Sagala, 2017) are as follows:

1. Quality of Work Level of accuracy, neatness, and conformity of work results with predetermined standards.
2. Quantity of Work
3. Timeliness
4. Initiative
5. Ability to Cooperate
6. Responsibility: Awareness and Willingness

### Conceptual Framework

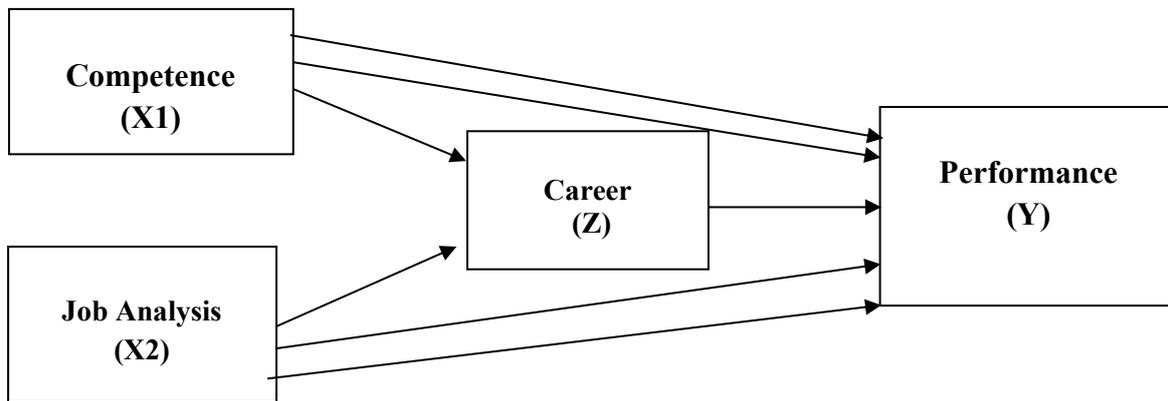


Figure 1. Research Conceptual Framework

### Research Hypotheses

1. Competence has a positive and significant effect on Career at the Office of Education and Culture of Medan City.
2. Job Analysis has a positive and significant effect on Career at the Office of Education and Culture of Medan City.
3. Competence has a positive and significant effect on Performance at the Office of Education and Culture of Medan City.
4. Job Analysis has a positive and significant effect on Performance at the Office of Education and Culture of Medan City.
5. Career has a positive and significant effect on Performance at the Office of Education and Culture of Medan City.
6. Competence has a positive and significant effect on Performance through Career at the Office of Education and Culture of Medan City.
7. Job Analysis has a positive and significant effect on Performance through Career at the Office of Education and Culture of Medan City.

### Research Method

#### Type and Research Approach

This research uses a quantitative approach. This approach was chosen because the research aims to explain the causal relationship between competence and job analysis on

employee performance with career as an intervening variable, thus requiring objective and statistically testable measurements.

### **Research Location and Time**

The research was conducted at the Office of Education and Culture of Medan City, located at Jl. Pelita IV no 77, Medan Perjuangan District. The research time was 3 months from September to November 2025.

### **Population and Sample**

The population in this study were all employees of the Office of Education and Culture of Medan City. The population used was 75 employees. A sample is a part of the population that has certain characteristics and is considered to represent the whole. According to Sugiyono (2018), a sample is a part of the number and characteristics possessed by the population. The sample used was 75 employees using a saturated sampling technique where the entire population becomes the sample.

### **Type and Source of Data**

According to Sugiyono (2018), primary data is data obtained directly from primary sources, such as individuals or groups, through interview methods, questionnaires, or observation. Primary data in this study was collected by distributing questionnaires to employees of the Office of Education and Culture of Medan City to obtain information regarding competence, job analysis, career, and performance.

In addition, the research also used secondary data. Sekaran and Bougie (2019) explain that secondary data is data that has been collected for other purposes and can be reused by researchers, such as official organizational documents, annual reports, or statistical archives.

### **Data Collection Techniques**

Data collection was carried out using two main techniques, namely **questionnaires** and **documentation studies**.

#### **1. Questionnaire**

According to Arikunto (2019), a questionnaire is a data collection technique carried out by providing a set of written questions or statements to respondents to answer.

#### **2. Documentation Study**

According to Sugiyono (2018), documentation is a data collection technique by studying records, archives, reports, or written documents relevant to the research object.

### **Data Analysis Technique with SmartPLS**

The collected data was analyzed using Structural Equation Modeling--Partial Least Squares (SEM-PLS) with the help of SmartPLS software. According to Hair et al. (2019), SEM-PLS is a multivariate analysis method that can be used to test complex causal relationships between latent variables, both reflective and formative, and is able to accommodate data with relatively small sample sizes and non-normal distributions.

The reasons for choosing SmartPLS in this study are:

1. Ability to Test the Measurement Model (Outer Model): This stage aims to assess construct validity and reliability. Tests conducted include:
  - a. Convergent validity
  - b. Discriminant validity
  - c. Reliability is measured through Composite Reliability (CR) and Cronbach's Alpha, with criteria  $\geq 0.7$ .
2. Testing the Structural Model (Inner Model): This stage tests the relationships between latent variables according to the hypotheses. Analysis is done by:

- a. Measuring the R-Square value to see the model's predictive ability.
  - b. Assessing the path coefficient and t-statistics through a bootstrapping procedure with 5,000 resamples. Relationships between variables are significant if the p-value < 0.05.
  - c. Calculating Effect Size ( $f^2$ ) to determine the magnitude of the influence of each construct.
3. Testing the Mediation Effect (Career as an Intervening Variable): SmartPLS allows testing of indirect effects using the bootstrapping method to assess the significance of mediation. According to Preacher and Hayes (2018), the mediation effect is significant if the indirect path has a p-value < 0.05.

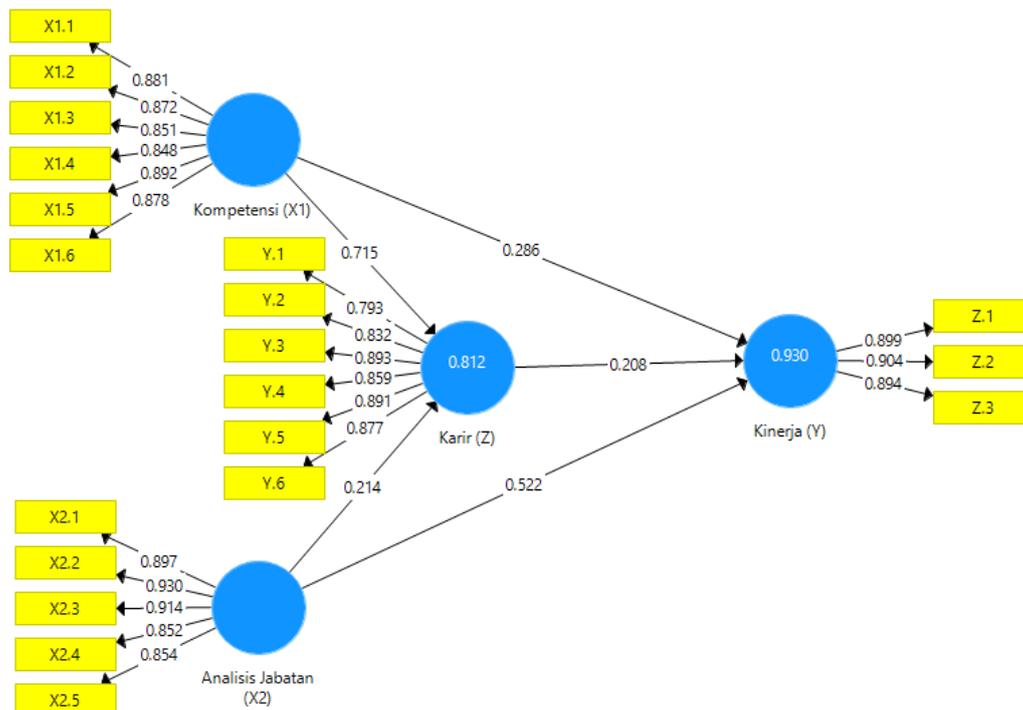
## Results

### Outer Model Analysis

The outer model, also called the measurement model, is part of the Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis that functions to describe the relationship between latent variables (constructs) and indicators or manifest variables. This model explains how each construct is measured through its indicators.

### Convergent Validity

Convergent validity is one of the tests in the outer model that aims to determine the extent to which the indicators of a construct have a level of similarity in measuring the same concept. In other words, convergent validity tests whether each indicator truly represents the measured latent variable. Validity results can be seen in the outer loading table in the SmartPLS software. The external loading table contains numbers or values indicating the similarity between the indicator and the construct variable. An indicator is said to be reliable if it has a value greater than 0.7 in explaining the construct variable. An illustration of the structural model is depicted in the upcoming figure for this research.



**Figure 2.** Outer Model

Source: Smart PLS 3.3.3

The Smart PLS output for loading factor provides the following results: Outer Loadings

In this research, there is an equation consisting of two substructures. For substructure 1:

$$Z = b_1X_1 + b_2X_2 + e_1$$

$$Z = 0,715 + 0,214 + e_1$$

For substructure 2

$$Y = b_3X_1 + b_4X_2 + b_5Z + e_2$$

$$Y = 0,286 + 0,522 + 0,208 + e_2$$

**Table 1.** Outer Loadings

	Job Analysis (X2)	Career (Z)	Performance (Y)	Competence (X1)
X1.1				0,881
X1.2				0,872
X1.3				0,851
X1.4				0,848
X1.5				0,892
X1.6				0,878
X2.1	0,897			
X2.2	0,930			
X2.3	0,914			
X2.4	0,852			
X2.5	0,854			
Y.1		0,793		
Y.2		0,832		
Y.3		0,893		
Y.4		0,859		
Y.5		0,891		
Y.6		0,877		
Z.1			0,899	
Z.2			0,904	
Z.3			0,894	

Source: Smart PLS 3.3.3

Furthermore, the overall high loading factor values indicate that each indicator is able to explain its construct well and consistently. This signifies that the variables of Competence, Job Analysis, Performance, and Career have been accurately measured by the indicators used in the research. Thus, it can be concluded that all constructs in this research meet the Convergent Validity criteria, because each indicator has a strong correlation with its respective construct, and all loading factor values  $> 0.70$ . This means the measurement model (outer model) has convergent validity and can proceed to the stage of testing Discriminant Validity and Construct Reliability.

### Composite reliability

Reliability and convergent validity tests were conducted to ensure that each construct in the model has good internal consistency and is able to explain its indicators accurately. Evaluation was done through the values of Cronbach's Alpha, Composite Reliability (CR), and Average Variance Extracted (AVE). Based on the results of data processing with SmartPLS, the following results were obtained:

**Table 2.** Construct Reliability and Validity

	Cronbach's Alpha	Composite Reliability	Average Variance
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			Extracted (AVE)
Job Analysis (X2)	0,934	0,950	0,792
Career (Z)	0,928	0,944	0,736
Performance (Y)	0,881	0,926	0,808
Competence (X1)	0,936	0,949	0,758

Source: Smart PLS 3.3.3

Based on Table 2, it can be seen that all Cronbach's Alpha and Composite Reliability values exceed 0.70, so it can be concluded that all constructs have very good internal consistency. This is in accordance with the opinion of Hair et al. (2019) who state that Cronbach's Alpha and CR values  $\geq 0.70$  indicate adequate construct reliability. Meanwhile, the Average Variance Extracted (AVE) values for the four constructs also show results greater than 0.50, ranging from 0.736 to 0.808. This indicates that each construct is able to explain more than 50% of the variance. Thus, it can be concluded that all research variables, namely Competence (X1), Job Analysis (X2), Performance (Y), and Career (Z), have met good reliability and convergent validity criteria. This means that all indicators used in this research are consistent and able to accurately represent the latent constructs.

### Inner Model Analysis

Inner Model or Structural Model analysis is used to determine the relationships among latent variables in the research, namely the causal relationships between independent, intervening, and dependent constructs. The inner model test aims to see the magnitude of influence among variables proposed in the hypotheses, as well as to evaluate the R-Square ( $R^2$ ) value, path coefficients, and significance tests (t-statistic and p-value).

### Coefficient of Determination ( $R^2$ )

In this study, the endogenous variables tested include Career (Z) and Performance (Y). The  $R^2$  values obtained from the data processing results using SmartPLS 3 are as follows:

**Table 3.** R Square Results

	R Square	Adjusted R Square
Career (Z)	0,812	0,807
Performance (Y)	0,930	0,927

Source: Smart PLS 3.3.3

The  $R^2$  value for Career of 0.812 indicates that 81.2% of the variation in the Career variable (Z) can be explained by the variables of Competence (X1) and Job Analysis (X2). The remaining 18.8% is explained by other factors outside this research model. The Adjusted  $R^2$  value of 0.807 strengthens that this result is stable and reliable after being adjusted for the number of predictor variables. The  $R^2$  value for Performance of 0.930 indicates that 93.0% of the variation in the Employee Performance variable (Y) can be explained by Competence (X1), Job Analysis (X2), and Career (Z) as mediating variables. The Adjusted  $R^2$  value of 0.927 indicates the model has a very high level of reliability and is able to explain almost all variations in the performance variable. Thus, it can be concluded that the structural model used has very strong explanatory power, which means the inter-variable relationships in this research are theoretically and empirically appropriate.

### Hypothesis Testing

Hypothesis testing was conducted to determine the influence among variables in the previously formulated structural model. This testing is done by looking at the path coefficient value, t-statistic value, and p-value (significance) in the SmartPLS 3 output. A hypothesis is considered accepted if the T-Statistics value is  $> 1.96$  and P-Values is  $< 0.05$ . This is the Path Coefficients output for direct influence:

**Table 4.** Path Coefficients (Direct Effects)

	Original Sample (O)	T Statistics ( O/STDEV )	P Values	Results
Job Analysis (X2) -> Career (Z)	0,214	1,926	<b>0,027</b>	<b>Accepted</b>
Job Analysis (X2) -> Performance (Y)	0,522	8,241	<b>0,000</b>	<b>Accepted</b>
Career (Z) -> Performance (Y)	0,208	2,776	<b>0,003</b>	<b>Accepted</b>
Competence (X1) -> Career (Z)	0,715	6,862	<b>0,000</b>	<b>Accepted</b>
Competence (X1) -> Performance (Y)	0,286	3,350	<b>0,000</b>	<b>Accepted</b>

Source: Smart PLS 3.3.3

The results from Table 4 contain the hypothesis results, and the explanation is as follows:

1. Job Analysis (X2) → Career (Z)

A path coefficient value of 0.214, t-statistic 1.926, and p-value 0.027 ( $< 0.05$ ) indicate that Job Analysis has a positive and significant effect on Career. This means, the better the implementation of job analysis in the organization, the greater the opportunities for employees to develop their careers.

2. Job Analysis (X2) → Performance (Y)

A coefficient value of 0.522 with t-statistic 8.241  $> 1.96$  and p-value 0.000  $< 0.05$  indicates that Job Analysis has a positive and significant effect on Employee Performance. This shows that clarity of roles, responsibilities, and job descriptions can increase the effectiveness and work results of employees.

3. Career (Z) → Performance (Y)

A coefficient value of 0.208, t-statistic 2.776  $> 1.96$ , and p-value 0.003  $< 0.05$  indicate that Career has a positive and significant effect on Employee Performance. This means that the higher a person's career development, the better their performance in carrying out organizational tasks and responsibilities.

4. Competence (X1) → Career (Z)

A coefficient value of 0.715, t-statistic 6.862  $> 1.96$ , and p-value 0.000  $< 0.05$  indicate that Competence has a positive and significant effect on Career. In other words, the higher the employee's competence in terms of skills, knowledge, and professional attitude, the greater their opportunities for career development.

5. Competence (X1) → Performance (Y)

A coefficient value of 0.286, t-statistic 3.350  $> 1.96$ , and p-value 0.000  $< 0.05$  indicate that Competence has a positive and significant effect on Employee Performance. This means that employees with high competence tend to have better abilities in achieving targets and optimal work results.

**Table 5.** Path Coefficients (Indirect Effects)

	Original Sample (O)	T Statistics ( O/STDEV )	P Values	Results
Job Analysis (X2) -> Career (Z) -> Performance (Y)	0,045	1,440	<b>0,075</b>	<b>Rejected</b>

Competence (X1) -> Career (Z) -> Performance (Y)	0,149	2,614	0,005	Accepted
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Source: Smart PLS 3.3.3

6. Job Analysis (X2) → Career (Z) → Performance (Y)

A path coefficient value of 0.045, t-statistic  $1.440 < 1.96$ , and p-value  $0.075 > 0.05$  indicate that Career (Z) does not significantly mediate the effect of Job Analysis on Employee Performance. This means that the influence of Job Analysis on Performance is stronger directly than through Career. In other words, clarity of tasks and job responsibilities is sufficient to improve performance without needing to go through career advancement first.

7. Competence (X1) → Career (Z) → Performance (Y)

A path coefficient value of 0.149, t-statistic  $2.614 > 1.96$ , and p-value  $0.005 < 0.05$  indicate that Career (Z) significantly mediates the relationship between Competence and Employee Performance. This means that high employee competence can encourage career advancement, and ultimately have a positive impact on performance. Thus, Career acts as a partial mediating variable between Competence and Performance.

### Conclusion

1. Job Analysis (X2) has a positive and significant effect on Career (Z) at the Office of Education and Culture of Medan City.
2. Job Analysis (X2) has a positive and significant effect on Performance (Y) at the Office of Education and Culture of Medan City.
3. Career (Z) has a positive and significant effect on Performance (Y) at the Office of Education and Culture of Medan City.
4. Competence (X1) has a positive and significant effect on Career (Z) at the Office of Education and Culture of Medan City.
5. Competence (X1) has a positive and significant effect on Performance (Y) at the Office of Education and Culture of Medan City.
6. Career (Z) does not significantly mediate the effect of Job Analysis (X2) on Performance (Y) at the Office of Education and Culture of Medan City.
7. Career (Z) significantly mediates the effect of Competence (X1) on Performance (Y) at the Office of Education and Culture of Medan City.

### Suggestions

1. For the Office of Education and Culture of Medan City, it is recommended to continue improving employee competence through training, workshops, and ongoing education, as the research results show that competence has a significant influence on employee career and performance.
2. The implementation of job analysis should be carried out periodically and more deeply so that employee placement matches their abilities and responsibilities. Thus, performance improvement can be achieved optimally.
3. Career development should be a serious concern for leadership by providing promotion opportunities and rewards based on employee performance and competence, as career has been proven to mediate the relationship between competence and performance.
4. For future researchers, it is recommended to add other variables such as work motivation, job satisfaction, or organizational culture in order to provide a more comprehensive picture of the factors that influence employee performance in government agency environments.

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