



## THE EFFECT OF JOB ASSESSMENT, WORK EXPERIENCE AND TRAINING ON EMPLOYEE MOTIVATION AT THE PUBLIC WORKS DEPARTMENT AND SPATIAL STRUCTURE OF KARIMUN REGENCY IN POST COVID-19 PANDEMIC WITH EMPLOYEE CAREER DEVELOPMENT AS INTERVARIABLE VARIABLES

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### Abstract

*This study aims to determine the effect of performance appraisal, work experience and job training on employee work motivation with career development as an intervening variable. The population of this study were employees of the Public Works and Spatial Planning Office of Karimun Regency with a total sample of 80 respondents. Statistical data analysis using Structural Equation Modeling (SEM) with Smart PLS software version 3.0. The research data were collected using a questionnaire/questionnaire instrument. The results in this study found that performance appraisal directly has a positive and significant effect on employee career development with a p-value of  $0.021 < 0.05$ , work experience directly has a positive and significant impact on employee career development with a p-value of  $0.029 < 0.05$ , career development mediates the effect of work experience on employee motivation with a p-value of  $0.040 < 0.05$ , and career development mediates the effect of job training on employee motivation with a p-value of  $0.038 < 0.05$ . This study also shows that 56.2% of employees' work motivation variables are influenced by variables of performance appraisal, work experience and job training, while another 43.8% is influenced by other variables.*

**Keywords: performance appraisal, work experience, job training, career development, work motivation**

### 1. INTRODUCTION

In general, everyone in doing work and completing their work wants to appear prime, with all optimal, precise results and can perform better than others. So with all his abilities, usually employees will bring up encouragement or stimulation to improve work performance optimally which is commonly called motivation. Work motivation is an important part in an organization that functions as a tool for achieving goals or objectives to be achieved. The mental attitude of employees/employees who are pro and positive towards work situations can strengthen their work motivation to achieve maximum performance (Mangkunegara, 2019:61). The indicators used according to Imam Ghozali (2017:130-137) are the salary received, working conditions and promotions obtained.

There are several things that can affect a person's work motivation. The implementation of this motivation depends on past experience, personality, work experience and type of organization.

Furtasan Ali and Budi Maliki (2021) state that performance appraisal is a process used by the leadership to determine whether an employee or employees performs their work with their duties and responsibilities. Besides that, it is also to determine the need for proper job training, assign appropriate responsibilities to employees or employees so that they can carry out their work better in the future and as a basis for determining policies in terms of promotions or determination of rewards. Based on the theory put forward by Istijanto (2008: 187) there are several indicators used,

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namely the quality of work, responsibility for work, cooperation with colleagues and initiatives. Another factor that also influences employee performance is work experience.

According to Sasongko (2018), work experience is a measure of the length of time or period of work that a person has taken in understanding the duties of a job and has carried it out well. Work experience is the process of forming skills about the method of a job because of employee involvement in carrying out work tasks (Manulang, 2011:15). The level of mastery of work is seen from the period of service and the level of knowledge and skills. Employees who have experience will be very easy to interact to develop their ideas and creativity. Work experience is one measure of the success of the organization to achieve its goals and objectives. According to Foster (2011) there are several indicators used, namely the length of time or tenure, level of knowledge and skills possessed,

Job training is all activities to provide, obtain, improve and develop work competencies, productivity, discipline, attitudes and work ethic at certain levels of skills and expertise in accordance with the level and qualifications of work and positions (Masram and Mu'ah, 2017: 31) . Training assists employees in understanding a practical knowledge and attitude to its application in order to improve the skills, skills and attitudes needed by the organization in an effort to achieve its goals. According to Mangkunegara (2012:116) the indicators used are the type, objectives, training materials and methods, qualifications of participants and trainers and training time.

Career development is an opportunity for employees or employees to occupy positions or positions at an organizational level. Rivai (2014: 290) argues that career development is a process of increasing individual work abilities that are achieved in order to achieve the desired career. new problems encountered. Career planning and development is the possibility of an employee or employee as an individual being able to move up a rank or position related to his abilities and requirements (Suprihanto, 2014: 251). The indicators used are work performance, education, opportunities for growth and work experience.

## **2. IMPLEMENTATION METHOD**

### **2.1 Types of Research**

The type of research used in this research is associative research which has an influence or not. In this study, the associative method was used to determine the effect of performance appraisal, work experience and training on employee work motivation through career development of employees at the Department of Public Works and Spatial Planning, Karimun Regency.

### **2.2 Population and Sample**

The sample population is all Civil Servants (PNS) of the Public Works and Spatial Planning Office of Karimun Regency, namely 80 employees. The sample used is a saturated sample, namely the entire population. The method used is a survey method, namely data collection using a questionnaire/questionnaire.



### 3. RESULTS

#### 3.1 Respondent Description

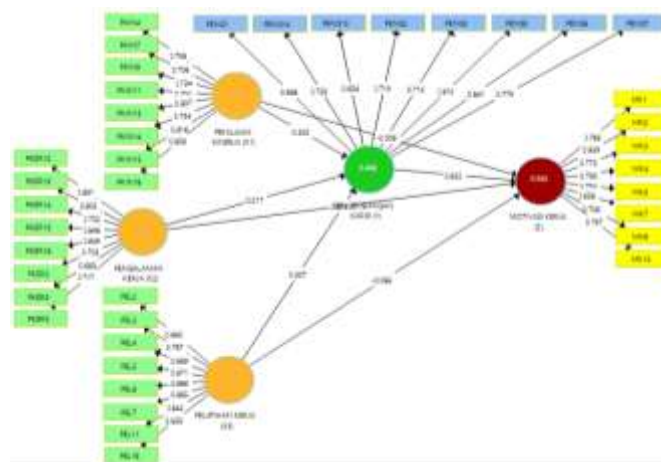
**Table 1** Characteristics of Respondents

Characteristics	Frequency	Percentage
Gender :		
Man	62	77.5
Woman	18	22.5
Age :		
< 30 Years	19	23.75
30 – 40 years	27	33.75
41 – 50 years	24	30.00
>50 years	10	12.50
Last education :		
high school	20	25.0
Diploma	12	15.0
Bachelor degree	44	55.0
Level 2	4	5.0
Years of service :		
< 5 years	31	38.75
5 – 15 years	33	41.25
>15 years	16	20.00

#### 3.2 Partial Least Square (PLS) Model Schematic

This research model will be analyzed using the Partial Least Square (PLS) method with SmartPLS 3.0 software. PLS is one of the alternative methods of Structural Equation Modeling (SEM) that can be done to overcome problems in the relationship between variables that are very complex but the data sample size is small (30-100 samples) and has non-parametric assumptions, meaning that the data does not refer to any one of the data. certain distributions (Yamin and Kurniawan, 2009).

#### 3.3 Evaluation of the Outer Model



**Image 1** Outer Model Results

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### 3.4 Convergen Validity

To test convergent validity, the outer loading or loading factor values are used. An indicator is declared to meet convergent validity in the good category if the outer loading value is  $> 0.7$ . The following is the value of the outer loading of each indicator on the research variable:

**Table 2** Outer Loading

Variable	Indicator	<i>Outer Loading</i>
Performance Assessment (X1)	PKIN11	<b>0.731</b>
	PKIN13	<b>0.807</b>
	PKIN14	<b>0.754</b>
	PKIN15	<b>0.816</b>
	PKIN16	<b>0.809</b>
	PKIN4	<b>0.758</b>
	PKIN7	<b>0.706</b>
	PKIN9	<b>0.734</b>
	PKIN11	<b>0.731</b>
Work Experience (X2)	PKER12	<b>0.891</b>
	PKER13	<b>0.803</b>
	PKER14	<b>0.753</b>
	PKER15	<b>0.848</b>
	PKER16	<b>0.839</b>
	PKER2	<b>0.703</b>
	PKER3	<b>0.683</b>
	PKER5	<b>0.717</b>
Job Training (X3)	PKER12	<b>0.891</b>
	PEL11	<b>0.842</b>
	PEL16	<b>0.659</b>
	PEL2	<b>0.660</b>
	PEL3	<b>0.787</b>
	PEL4	<b>0.869</b>
	PEL5	<b>0.671</b>
	PEL6	<b>0.886</b>
Career Development (Y)	PEL7	<b>0.885</b>
	PEL11	<b>0.842</b>
	PEM1	<b>0.668</b>
	PEM14	<b>0.755</b>
	PEN15	<b>0.654</b>
	Peng2	<b>0.710</b>
	PEM3	<b>0.713</b>
PEN5	<b>0.810</b>	
PENG6	<b>0.841</b>	



	Peng7	<b>0.779</b>
	MK1	<b>0.789</b>
	MK12	<b>0.797</b>
	MK2	<b>0.839</b>
Work Motivation (Z)	MK3	<b>0.773</b>
	MK4	<b>0.799</b>
	MK5	<b>0.750</b>
	MK7	<b>0.658</b>
	MK8	<b>0.708</b>

Source: Primary Analysis Data, 2022

Based on the data presented in table 2 above, it is known that each indicator of the research variable has a value of outer loading  $> 0.7$ . However, it appears that there are still some indicators that have an outer loading value of  $< 0.7$ . According to Hair et al. (1998) for an initial examination of the loading factor matrix, approximately 0.3 is considered to have met the minimum level, and for a loading factor of approximately 0.4 is considered better, and for a loading factor greater than 0.5 is generally considered significant. In this study the limit of loading factor used is 0.7. The data above shows that there is no indicator variable whose outer loading value is below 0.6, so all indicators are declared feasible or valid for research use and can be used for further analysis.

### 3.5 Discriminant Validity

In this section, the results of the discriminant validity test will be described. The discriminant validity test uses the cross loading value. An indicator is declared to meet discriminant validity if the value of the cross loading indicator on the variable is the largest compared to other variables. The following is the cross loading value of each indicator:

Table 3 Cross Loading

Indicator	Variable				
	PKIN	PKE R	LED	Peng	MK
PKIN11	0.731	0.383	0.402	0.310	0.276
PKIN13	0.807	0.193	0.245	0.423	0.465
PKIN14	0.754	0.321	0.548	0.533	0.254
PKIN15	0.816	0.217	0.366	0.499	0.417
PKIN16	0.809	0.225	0.233	0.389	0.222
PKIN4	0.758	0.379	0.273	0.226	0.164
PKIN7	0.70	0.29	0.42	0.43	0.22

**THE EFFECT OF JOB ASSESSMENT, WORK EXPERIENCE AND TRAINING ON EMPLOYEE MOTIVATION AT THE PUBLIC WORKS DEPARTMENT AND SPATIAL STRUCTURE OF KARIMUN REGENCY IN POST COVID-19 PANDEMIC WITH EMPLOYEE CAREER DEVELOPMENT AS INTERVABLE VARIABLES**

Andykhatria<sup>1</sup>, Fachrudin<sup>2</sup>, Bambang Satriawan<sup>3</sup>, Muammar Khaddafi<sup>4</sup>

	6	2	9	0	9
PKIN9	0.73 4	0.23 6	0.12 4	0.31 2	0.24 1
PKER1 2	0.31 8	0.89 1	0.47 4	0.46 9	0.50 3
PKER1 3	0.28 9	0.80 3	0.22 4	0.37 3	0.36 6
PKER1 4	0.11 3	0.75 3	0.20 1	0.41 7	0.49 9
PKER1 5	0.20 3	0.84 8	0.46 4	0.36 5	0.46 8
PKER1 6	0.27 6	0.83 9	0.46 6	0.42 4	0.47 5
PKER2	0.38 1	0.70 3	0.51 8	0.31 2	0.31 0
PKER3	0.46 9	0.68 3	0.34 1	0.23 2	0.24 4
PKER5	0.30 0	0.71 7	0.37 3	0.33 8	0.40 2
PEL11	0.46 7	0.45 9	0.84 2	0.46 3	0.27 7
PEL16	0.34 7	0.31 8	0.65 9	0.31 2	0.17 8
PEL2	0.36 0	0.54 2	0.66 0	0.32 2	0.30 5
PEL3	0.27 8	0.59 7	0.78 7	0.35 2	0.24 9
PEL4	0.30 3	0.35 2	0.86 9	0.41 8	0.27 7
PEL5	0.40 0	0.21 2	0.67 1	0.34 0	0.27 8
PEL6	0.38 0	0.33 5	0.88 6	0.63 3	0.47 7
PEL7	0.28 3	0.33 8	0.88 5	0.51 0	0.41 1
PEM1	0.47 8	0.21 5	0.19 0	0.66 8	0.56 9
PEM14	0.48 7	0.51 2	0.53 2	0.75 5	0.60 7
PEN15	0.37 6	0.35 8	0.37 2	0.65 4	0.32 8





Peng2	0.41 6	0.26 6	0.28 7	0.71 0	0.65 6
PEM3	0.30 7	0.28 0	0.34 2	0.71 3	0.45 2
PEN5	0.31 3	0.32 5	0.54 0	0.81 0	0.47 7
PENG6	0.38 5	0.43 6	0.58 1	0.84 1	0.52 7
Peng7	0.39 3	0.41 1	0.40 5	0.77 9	0.55 6
MK1	0.24 7	0.35 3	0.36 6	0.58 4	0.78 9
MK12	0.28 8	0.56 5	0.31 6	0.66 3	0.79 7
MK2	0.17 4	0.33 2	0.33 5	0.55 9	0.83 9
MK3	0.27 4	0.29 2	0.34 0	0.51 9	0.77 3
MK4	0.31 6	0.46 3	0.25 9	0.52 2	0.79 9
MK5	0.40 9	0.35 6	0.15 3	0.45 3	0.75 0
MK7	0.32 7	0.52 6	0.55 5	0.38 4	0.65 8
MK8	0.39 1	0.37 8	0.22 1	0.60 9	0.70 8

Source: Primary Analysis Data, 2022

From the results of the cross loading in Table 3 above, it shows that each indicator in the research variable has the largest cross loading value on the variables it forms compared to the cross loading value on other variables. Based on the results obtained, it can be stated that the indicators used in this study have good discriminant validity in compiling their respective variables. The next evaluation is by comparing the AVE root value with the correlation between variables. The AVE value for each indicator is required to be  $> 0.5$  for a good model.

**Table 4** Average Variance Extracted (AVE)

Variable	Average Variance Extracted (AVE)
Performance Assessment (X1)	<b>0.586</b>
Work Experience (X2)	<b>0.613</b>
Job Training (X3)	<b>0.621</b>

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Career Development (Y)	<b>0.553</b>
Work Motivation (Z)	<b>0.587</b>

*Source: Primary Analysis Data, 2022*

From table 4 above, it is known that the AVE value of the variables of performance appraisal, work experience, job training, career development and work motivation is  $> 0.5$ . Thus it can be stated that each variable has good discriminant validity.

### 3.6 Composite Reliability

In addition to measuring the outer model, it can also be measured by assessing convergent validity and discriminant validity, which can also be done by looking at the reliability of the variable or latent variables as measured by the composite reliability value. A variable can be declared to meet composite reliability if it has a composite reliability value  $> 0.7$ . The following is the composite reliability value of each variable used in this study:

**Table 5 Composite Reliability**

Variable	Composite Reliability
Performance Assessment (X1)	<b>0.919</b>
Work Experience (X2)	<b>0.926</b>
Job Training (X3)	<b>0.928</b>
Career Development (Y)	<b>0.908</b>
Work Motivation (Z)	<b>0.919</b>

*Source: Primary Analysis Data, 2022*

From table 5 above, it can be seen that the composite reliability value of all research variables is  $> 0.7$ . These results indicate that each variable has met composite reliability so that it can be concluded that all variables have a high level of reliability.

### 3.7 Cronbach Alpha

The reliability test with the composite reliability above can be strengthened by using the Cronbach alpha value. A variable can be declared reliable or fulfills cronbach alpha if it has a cronbach alpha value  $> 0.7$ . The following is the cronbach alpha value of each variable:

**Table 6 Cronbach Alpha**

Variable	Cronbach Alpha
Performance	<b>0.900</b>





Assessment (X1)	
Work Experience (X2)	<b>0.909</b>
Job Training (X3)	<b>0.911</b>
Career Development (Y)	<b>0.883</b>
Work Motivation (Z)	<b>0.899</b>

Source: Primary Analysis Data, 2022

Based on the data presented above in table 6, it can be seen that the Cronbach alpha value of each research variable is  $> 0.7$ . Thus these results can indicate that each research variable has met the requirements of the Cronbach alpha value, so it can be concluded that all variables have a high level of reliability.

### 3.8 Evaluation of the Inner Model

After testing the outer model that has met, the next step is testing the inner model (structural model). The inner model can be evaluated by looking at the r-square (reliability indicator) for the dependent variable and the t-statistical value of the path coefficient test. The higher the r-square value, the better the prediction model of the proposed research model. The value of path coefficients indicates the level of significance in hypothesis testing. In this study, the results of the path coefficient test, goodness of fit test and hypothesis testing will be explained.

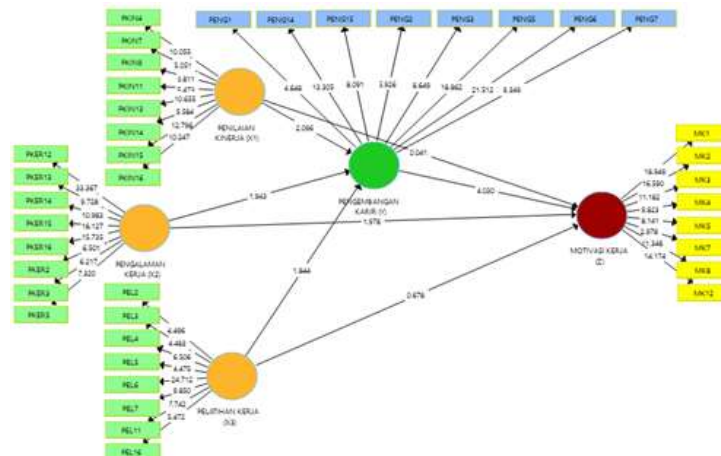


Figure 2 Inner Model Results (Bootstrapping)

### 3.9 Model Goodness Test (Goodness of Fit)

Analysis of Variant (R<sup>2</sup>) or Determination Test, which is to determine the influence of the independent variable on the dependent variable. Based on the data processing that has been done using the smartPLS 3.0 program, the R-Square values are obtained as follows:

Table 7 R-Square Nilai Value

Variable	R-Square Nilai Value
Career Development	0.448

**THE EFFECT OF JOB ASSESSMENT, WORK EXPERIENCE AND TRAINING ON EMPLOYEE MOTIVATION AT THE PUBLIC WORKS DEPARTMENT AND SPATIAL STRUCTURE OF KARIMUN REGENCY IN POST COVID-19 PANDEMIC WITH EMPLOYEE CAREER DEVELOPMENT AS INTERVABLE VARIABLES**

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(Y)	
Work Motivation (Z)	0.562

Source: Primary Analysis Data, 2022

Based on the data presented in table 7 above, it can be seen that R-Square value for career development variable is 0.448 and for work motivation variable is 0.562. The score shows that the percentage of career development can be explained by performance appraisal, work experience and job training of 44.8% while the percentage of work motivation can be explained by performance appraisal, work experience and job training of 56.2%.

The goodness of fit assessment is known from the Q-Square value. The Q-Square value has the same meaning as the coefficient determination (R-Square) in regression analysis, where the higher the Q-Square, the model can be said to be better or more fit with the data. The results of the calculation of the Q-Square value are as follows:

$$\begin{aligned}
 \text{Q-Square} &= 1 - [(1 - R_{12}) \times (1 - R_{22})] \\
 &= 1 - [(1 - 0.562) \times (1 - 0.448)] \\
 &= 1 - (0.438 \times 0.552) \\
 &= 1 - 0.242 \\
 &= 0.758
 \end{aligned}$$

Based on the results of the calculations above, the Q-Square value is 0.758. This shows the magnitude of the diversity of research data that can be explained by the research model is 75.8%. While the remaining 24.2% is explained by other factors outside the research model. According to Ghazali (2014), the Q-Square value can be used to measure how well the observed values are generated by the model and also the estimated parameters. A Q-Square value greater than 0 (zero) indicates that the model is said to be good enough, while a Q-Square value less than 0 (zero) indicates that the model lacks predictive relevance. In this research model, the endogenous latent variable has a Q-Square value greater than 0 (zero) so that the predictions made by the model are considered relevant.

**Table 8** Normal Fit Index (NFI) Analysis Results

	<i>Saturated Model</i>	<i>Estimated Model</i>
SRMR	0.120	0.120
d_ULS	11,853	11,853
d_G	14.614	14.614
Chi-Square	1926,274	1926,274
NFI	0.356	0.356

Source: Primary Analysis Data, 2022

Based on the results of the analysis above, the fit model indicator shows the NFI value > 0.1, which is 0.356, so the model can be said to be good or acceptable.



## 1. Hypothesis Testing Analysis

Hypothesis testing is carried out based on the results of the Inner Model (structural model) test which includes R-square output, parameter coefficients and t-statistics. To see whether a hypothesis can be accepted or rejected, among others, by paying attention to the significance value between constructs, t-statistics, and p-values. These values can be seen from the bootstrapping results. The rules of thumb used in this study are t-statistics  $> 1.67$  with a significance level of p-value 0.05 (5%) and a positive beta coefficient. So that the criteria for acceptance/rejection of the hypothesis are that H1 is accepted and H0 is rejected, type t-statistics  $> 1.67$ . To reject/accept the hypothesis using probability then H1 is accepted if the p-value  $< 0.05$ .

### a. Live Effect Test

The following is the value of the direct influence test results obtained in this study:

**Table 9** Direct Effect Test Results

Hypothesis	Influence	T-Statistics	P-Values	Results
H1	Performance Appraisal -> Career Development	2.096	<b>0.021</b>	<b>Received</b>
H2	Work Experience -> Career Development	1,943	<b>0.029</b>	<b>Received</b>
H3	Training -> Career Development	1,844	<b>0.036</b>	<b>Received</b>
H4	Career Development -> Work Motivation	4,030	<b>0.000</b>	<b>Received</b>
H5	Performance Appraisal -> Work Motivation	0.041	<b>0.484</b>	<b>Rejected</b>
H6	Work Experience -> Work Motivation	1,978	<b>0.027</b>	<b>Received</b>
H7	Training -> Work Motivation	0.678	<b>0.250</b>	<b>Rejected</b>

Source: Primary Analysis Data, 2022

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Based on the data presented in table 9 above, it can be seen that of the 7 direct influence hypotheses proposed in this study, the first, second, third, fourth and sixth hypotheses were accepted because each of the effects shown had a P-Values <0.05 so that it can be stated that the independent variable to the dependent has a significant effect, while the fifth and seventh hypotheses are rejected because the effect shown has a P-Values value > 0.05. so that it can be stated that the independent variable to the dependent has an insignificant effect.

**b. Indirect Influence**

The following is the value of the indirect effect test results obtained in this study:

**Table 10** Indirect Effect Test Results

Hypothesis	Influence	T-Statistics	P-Values	Results
H8	Performance Appraisal -> Career Development -> Work Motivation	1,814	<b>0.038</b>	<b>Received</b>
H9	Work Experience -> Career Development-> Work Motivation	1,782	<b>0.040</b>	<b>Received</b>
H10	Training -> Career Development-> Work Motivation	1,811	<b>0.038</b>	<b>Received</b>

Source: Primary Analysis Data, 2022

Based on the data presented in table 10 above, it can be seen that of the 3 indirect influence hypotheses proposed in this study, all of them are accepted because each of the effects shown has a P-Values <0.05 so that it can be stated the intervening variable, namely career development, mediates positively and significantly between performance appraisal, work experience and training on the work motivation of employees of the Public Works and Public Housing Agency Kab. Karimun.

**4. DISCUSSION**

Based on the overall calculation results, objective information can be obtained as follows:



#### **4.1 Effect of Performance Assessment (X1) on Career Development (Y)**

The results that can be expressed in this study are performance appraisals (X1) have a positive and significant effect on employee career development (Y). This statement can be proven by the t-statistic value of 2.096 or  $> 1.67$  and the p-value of 0.021  $< 0.05$  and the high and low career development opportunities can be explained by the performance appraisal of 10.43% ( $0.3232 \times 100\%$ ). , while the remaining 89.57% is influenced by other factors. This illustrates that the better the performance appraisal given, the higher the opportunity to get the opportunity to develop a career. In line with the theory explained by Kuswadi (2004:33) that employees will produce good performance if they have high personal motivation, each motive is characterized by a strong desire to achieve certain types of targets, For example, career development. The results of this study are in line with research conducted by Suadnyana & Supartha (2017) which states that performance appraisal has a positive and significant influence on career development at Bali Masari Villas and SPA. This is also reinforced by several research results that have been conducted previously by Dewi & Riana (2015), Rawashdeh (2013), Jayanti (2013) and Sharma et al. (2012). Jayanti (2013) and Sharma et al. (2012). Jayanti (2013) and Sharma et al. (2012).

#### **4.2 The Effect of Performance Appraisal (X1) on Work Motivation (Z)**

The results that can be expressed in this study are performance appraisals (X1) and have a positive and insignificant effect on work motivation (Z). This statement can be proven by a t-statistic value of 0.041 or  $< 1.67$  and a p-value of  $0.484 > 0.05$  and the level of employee motivation can be explained by a performance appraisal of 0.004% ( $0.0062 \times 100\%$ ), while the remaining 99.996% is influenced by other factors. This proves that the performance appraisal given can affect work motivation but not significantly. However, the results of this study are certainly different from previous studies.

#### **4.3 Effect of Work Experience (X2) on Career Development (Y)**

From this study the results obtained are work experience (X2) has a positive and significant effect on career development (Y). This statement can be proven by the t-statistic value of 1.943 or  $> 1.67$  and the p-value of 0.029  $< 0.05$  and the high and low career development opportunities can be explained by work experience of 4.71% ( $0.2172 \times 100\%$ ). , while the remaining 95.29% is influenced by other factors. This proves that work experience is directly proportional to career development. It can be stated that the more work experience of employees at the Department of Public Works and Spatial Planning in Karimun Regency, the opportunities for career development will increase. The results of this study are also in accordance with the basic theory of Super which states that with adequate work experience, then employees will more easily develop their careers in a company. The results of this study are consistent with the research conducted by Muamarizal et al. (2015) which states that work experience has a positive and significant effect on career development. This is also reinforced by several research results that have been conducted previously by Sumadewi & Suwandana (2017), Andriyani & Utama (2017), McIlveen (2012), and Sekiguchi (2012).

#### **4.4 Effect of Work Experience (X2) on Work Motivation (Z)**

From this study the results obtained are work experience (X2) has a positive and significant effect on work motivation (Z). This statement can be proven by the t-statistic value of 1.978 or  $>$



**THE EFFECT OF JOB ASSESSMENT, WORK EXPERIENCE AND TRAINING ON EMPLOYEE MOTIVATION AT THE PUBLIC WORKS DEPARTMENT AND SPATIAL STRUCTURE OF KARIMUN REGENCY IN POST COVID-19 PANDEMIC WITH EMPLOYEE CAREER DEVELOPMENT AS INTERVARIABLE VARIABLES**

Andykhatria<sup>1</sup>, Fachrudin<sup>2</sup>, Bambang Satriawan<sup>3</sup>, Muammar Khaddafi<sup>4</sup>

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1.67 and the p-value of  $0.027 < 0.05$  and the level of work motivation can be explained by work experience of 7.51% ( $0.2742 \times 100\%$ ), while the remaining 92.49% is influenced by other factors. This proves that work experience can significantly affect work motivation. The more work experience you have, the more motivation to work in the work environment. The longer an employee works, the more he understands his work and becomes more skilled which will get better work results.

#### **4.5 Effect of Training (X3) on Career Development (Y)**

From this study the results obtained are job training (X3) has a positive and significant effect on career development (Y). This statement can be proven by the t-statistic value of 1.844 or  $> 1.67$  and the p-value of  $0.036 < 0.05$  and the high and low career development opportunities can be explained by job training of 9.43% ( $0.3072 \times 100\%$ ). , while the remaining 90.57% is influenced by other factors. This proves that the more often employees are given training, the greater the opportunity for employees to develop their careers. Vice versa, the less often employees are given training, the less opportunities for employees to develop their careers, because training and career development are variables that are directly proportional. The results of this study are in accordance with the basic theory of Super which states that with regular training, the skills and skills of employees will increase so that employees are able to develop their careers in a company. This result is supported by the findings of Candra & Ardana (2016) which states that training has a positive and significant influence on career development. This is also reinforced by several research results that have been carried out previously by Pradnyawati & Komalasari (2017) and Gunawan (2018). Ardana (2016) which states that training has a positive and significant influence on career development. This is also reinforced by several research results that have been carried out previously by Pradnyawati & Komalasari (2017) and Gunawan (2018). Ardana (2016) which states that training has a positive and significant influence on career development. This is also reinforced by several research results that have been carried out previously by Pradnyawati & Komalasari (2017) and Gunawan (2018).

#### **4.6 Effect of Training (X3) on Work Motivation (Z)**

The results that can be expressed in this study are job training (X3) and have a positive and insignificant effect on work motivation (Z). This statement can be proven by a t-statistic value of 0.678 or  $< 1.67$  and a p-value of  $0.250 > 0.05$  and the level of employee motivation can be explained by job training of 0.44% ( $0.0662 \times 100\%$ ). , while the remaining 99.56% is influenced by other factors. The results of this study indicate that the more frequent training is given to employees can increase employee work motivation but not significantly or the results of the training have not been able to provide significant changes to employee work motivation. The effect of job training is not significant on employee work motivation because employees at the Department of Public Works and Spatial Planning in Karimun Regency already have good work motivation so there is no need to be given further job training to maintain employee work motivation. The results of this study are in line with the research of Chandra & Syadiansyah (2021) which states that training has a negative and insignificant effect on employee work motivation.





#### **4.7 The Effect of Career Development (Y) on Work Motivation (Z)**

From this study the results obtained are career development (Y) has a positive and significant effect on work motivation (Z). This statement can be proven by a t-statistic value of 4.030 or  $> 1.67$  and a p-value of  $0.000 < 0.05$  and the level of work motivation can be explained by career development of 38.69% ( $0.6222 \times 100\%$ ), while the remaining 61.31% is influenced by other factors. This shows that the existence of career development will clearly motivate employees at the Department of Public Works and Spatial Planning in Karimun Regency to work. In connection with the opinion of Appelbaum and Santiago (2003), where the results of their research reveal that there is a relationship between career development and motivation. With a clear career development, employees will be motivated to work in achieving a higher level of work.

#### **4.8 The Effect of Performance Assessment (X1) on Work Motivation (Z) through Career Development (Y)**

The results obtained from this study are career development (Y) mediates positively and significantly between performance appraisal (X1) and work motivation (Z). This statement can be proven by the t-statistic value of 1.814 or  $> 1.67$  and the p-value of  $0.038 < 0.05$  and the level of work motivation can be explained by performance appraisal through career development of 4.04% ( $0.2012 \times 100\%$ ), while the remaining 95.96% is influenced by other factors. This illustrates that the better the performance appraisal given to employees at the Department of Public Works and Spatial Planning in Karimun Regency, the more opportunities for career development of these employees will increase so that it will encourage increased work motivation. The results of this study are in line with the findings by Ola & Klaus (2012) which states that employees' perceptions of performance appraisals are able to motivate their performance in addition to salary as well as career opportunities and work environment.

#### **4.9 The Effect of Work Experience (X2) on Work Motivation (Z) through Career Development (Y)**

The results obtained from this study are career development (Y) mediates positively and significantly between work experience (X2) and work motivation (Z). This statement can be proven by the t-statistic value of 1.782 or  $> 1.67$  and the p-value of  $0.040 < 0.05$  and the level of work motivation can be explained by work experience through career development of 1.82% ( $0.1352 \times 100\%$ ), while the remaining 98.18% is influenced by other factors. This illustrates that the more work experience employees have at the Department of Public Works and Spatial Planning in Karimun Regency, the more opportunities for career development for these employees will increase so that it will encourage an increase in employee work motivation.

#### **4.10 The Effect of Training (X3) on Work Motivation (Z) through Career Development (Y)**

The results obtained from this study are career development (Y) mediates positively and significantly between job training (X3) on work motivation (Z). This statement can be proven by the t-statistic value of 1.811 or  $> 1.67$  and the p-value of  $0.038 < 0.05$  and the level of work motivation can be explained by work experience through career development of 3.65% ( $0.1912 \times 100\%$ ), while the remaining 96.35% is influenced by other factors. This illustrates that the more job training that is attended by employees at the Department of Public Works and Spatial Planning

**THE EFFECT OF JOB ASSESSMENT, WORK EXPERIENCE AND TRAINING ON EMPLOYEE MOTIVATION AT THE PUBLIC WORKS DEPARTMENT AND SPATIAL STRUCTURE OF KARIMUN REGENCY IN POST COVID-19 PANDEMIC WITH EMPLOYEE CAREER DEVELOPMENT AS INTERVABLE VARIABLES**

Andykhatria<sup>1</sup>, Fachrudin<sup>2</sup>, Bambang Satriawan<sup>3</sup>, Muammar Khaddafi<sup>4</sup>

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in Karimun Regency, the more opportunities for career development for these employees will increase so that it will encourage an increase in employee work motivation.

## 5. CONCLUSION

From the results of data analysis that has been carried out, it can be concluded as follows:

1. The performance appraisal variable has a positive and significant influence on the career development of the employees of the Public Works and Spatial Planning Office of Karimun Regency.
2. The work performance appraisal variable has a positive and insignificant effect on the work motivation of the employees of the Public Works and Spatial Planning Office of Karimun Regency.
3. The work experience variable has a positive and significant influence on the career development of the employees of the Public Works and Spatial Planning Office of Karimun Regency.
4. The work experience variable has a positive and significant influence on the work motivation of the employees of the Public Works and Spatial Planning Office of Karimun Regency.
5. The training variable has a positive and significant influence on the career development of the employees of the Public Works and Spatial Planning Office of Karimun Regency.
6. The training variable has a positive and insignificant effect on the work motivation of the employees of the Public Works and Spatial Planning Office of Karimun Regency.
7. Career development variables have a positive and significant influence on the work motivation of the employees of the Public Works and Spatial Planning Office of Karimun Regency.
8. The results of the mediation show that career development mediates positively and significantly between performance appraisals on the work motivation of employees of the Public Works and Spatial Planning Office of Karimun Regency.
9. The results of the mediation show that career development mediates positively and significantly between work experience and work motivation of the employees of the Public Works and Spatial Planning Office of Karimun Regency.
10. The results of the mediation show that career development mediates positively and significantly between job training and work motivation of the employees of the Public Works and Spatial Planning Office of Karimun Regency.

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**THE EFFECT OF JOB ASSESSMENT, WORK EXPERIENCE AND TRAINING ON EMPLOYEE MOTIVATION AT THE PUBLIC WORKS DEPARTMENT AND SPATIAL STRUCTURE OF KARIMUN REGENCY IN POST COVID-19 PANDEMIC WITH EMPLOYEE CAREER DEVELOPMENT AS INTERVABLE VARIABLES**

Andykhatria<sup>1</sup>, Fachrudin<sup>2</sup>, Bambang Satriawan<sup>3</sup>, Muammar Khaddafi<sup>4</sup>

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**THE EFFECT OF JOB ASSESSMENT, WORK EXPERIENCE AND TRAINING ON EMPLOYEE  
MOTIVATION AT THE PUBLIC WORKS DEPARTMENT AND SPATIAL STRUCTURE OF  
KARIMUN REGENCY IN POST COVID-19 PANDEMIC WITH EMPLOYEE CAREER  
DEVELOPMENT AS INTERVABLE VARIABLES**

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