**TÍTULO:** El efecto de la educación y la capacitación en el desarrollo de la carrera de los funcionarios públicos en el campo de los servicios públicos en la Oficina de Servicios de Administración One-Stop en South Medan.

**AUTORES:**

1. Est. Maestría. Franz Nanda Perwira Rambe.

2. Dr. Marlon Sihombing.

3. Dr. Muryanto Amin.

**RESUMEN:** Este estudio analiza cómo la educación y la capacitación en competencias afectan el desarrollo de la carrera de los funcionarios públicos (ASN) en el campo de los servicios públicos en la Oficina de Servicios de Administración One-Stop (SAMSAT) de South Medan, Indonesia. Este estudio toma lugar en la Oficina SAMSAT de South Medan en Sisingamangaraja Street KM 56, Sitirejo III, Medan Amplas, Harjosari I, Medan Amplas, Sitirejo II, Medan Amplas, Medan, Sumatra Septentrional, Indonesia. El resultado muestra que la educación, la capacitación y la competencia en este estudio contribuyeron con el 13.4% al desarrollo profesional, mientras que el 86.6% restante fue influenciado por otras variables fuera de este estudio.

**PALABRAS CLAVES:** Educación y entrenamiento, funcionario servicio de administración integral.

**TITLE:** Effect of Education and Competence Training on development of civil servants' career in the field of public services on One-Stop Administration Services Office in South Medan.

**AUTHORS:**

1. Master Stud. Franz Nanda Perwira Rambe.

2. Dr. Marlon Sihombing.

3. Dr. Muryanto Amin.

**ABSTRACT:** This study discusses about how education and competence training affect the development of civil servants' (ASN) career in the field of public services on One-Stop Administration Services Office (SAMSAT) of South Medan, Indonesia. This study takes the place of research at The SAMSAT Office of South Medan at Sisingamangaraja Street KM 56, Sitirejo III, Medan Amplas, Harjosari I, Medan Amplas, Sitirejo II, Medan Amplas, Medan, North Sumatra, Indonesia. The result shows that education and training and competence in this study contributed 13.4% to career development, while the remaining 86.6% was influenced by other variables outside this study.

**INTRODUCTION.**

Globally, the problem of Civil Servant (ASN) in government bureaucracy is related to human resources (HR). The intended human resources are Civil Servants (ASN) who are placed and work in the bureaucratic environment, to carry out the main tasks and functions as determined. These problems include, the large number of ASNs, the low quality and incompatibility of competencies owned, placement errors and unclear career paths. The level of employee education at One-Stop Administration Services Office (SAMSAT) of South Medan, can be seen in the table below:

Table 1. Education Level of Staff at SAMSAT Office of South Medan.

| No | Education Level | Total | Percentage |
|----|-----------------|-------|------------|
| 1 | Junior High School | 1 | 1.4 |
| 2 | Senior High School | 18 | 25.4 |
| 3 | Associate Degree | 2 | 2.8 |
| 4 | Bachelor Degree | 44 | 62 |
| 5 | Master Degree | 6 | 8.4 |
| | **Total** | **71** | **100** |

Source: SAMSAT Office of South Medan, 2019.

Based on table 1, illustrate and show that the composition of employees of the SAMSAT Office of South Medan up to April 2019 are 1 person (1.4%) from  Junior High School graduates, 18 people from Senior High School (25.4%), 2 people from Associate Degree (2.8%), Bachelor Degree (S1) ) as many as 44 people (62%) while Master Degree as many as 6 people (8.4%). Looking at the table above, there are still admissions of SAMSAT Office of South Medan employees who are educated, there are still those who have Junior High School, Senior High School and Associate Degree education, consequently the services provided are maximum, especially at the Head of the Finance Subdivision, so that in carrying out the work there are difficulties due to the presence of employees junior high school education.

In response to these problems, the SAMSAT Office of South Medan conducted through education and training (education and training) and competence. The need for career development for ASN in the SAMSAT Office of South Medan, given the fact that there are still ASNs who have Junior High School, Senior High School and Associate Degree education, there are limited officials who have the legality of education and training according to their field of work, there is a mismatch between

the field of work with skills and expertise, the diversity apparatus competence that allows work results in a less than totality, an imbalance between workload and career ASN.

The legal basis governing, education and training is Government Regulation Number 101 of 2000 concerning Education and Training of Civil Servants, Kepmenpan No. 42 of 2001 concerning Development of Civil Servants, and the Decree of the Republic of Indonesia BKN Number 43 of 2003 concerning Enhancing the Competence of Apparatus. However, it is necessary to consider the form of education and training and competencies that will be carried out, so that career development can provide value benefits to support the smoothness of each ASN's tasks.

Competence explains what employees do at work at various levels and breaks down the standards of each level, identifies the characteristics of knowledge and skills needed by individuals that enable them to carry out their duties and responsibilities effectively so as to achieve professional quality standards at work and produce good performance. Employee competency can be achieved by providing training to employees in accordance with their work needs and organizational goals.

The SAMSAT Office of South Medan has employees with competencies that do not support each other between their education, work experience, and training. For example, a position as a competent Financial Manager required Associate Degree Management / Accounting education, but held by someone from another department. There are also some functional positions such as archivists (archival managers) carried out by employees who are not in accordance with their competencies.

The development of staffing involves two main areas that cover it, namely the development in improving the quality of human resources and the development in enhancing the careers of their employees, this becomes important because they both encourage the creation of a mission of government organizations / agencies, namely the quality of employee services provided to the community. In reality both of the above experience distortion in its implementation.

Improving the quality of human resources through education and training is often not directed at analyzing the needs of the organization / work unit. This condition causes the non-optimal output or outcome of the organization of education and training to improve the performance of employees and their organizations. Meanwhile, employee career development is also not uncommon without basing on professionalism (merit system), but rather on seniority or other considerations. Things like this ultimately cause coaching or employee development, especially ASN, to be not optimal.

**DEVELOPMENT.**

**The theoretical frames of the study of accountability.**

*Education and Training.*

Dessler (2011) argues that education and training is a process of teaching the skills needed by employees to do their jobs. According to Ambar (2009), it means that education and training is an effort to maintain, enhance the ability, capacity and professionalism of employees. This is important because the method used by the organization to maintain, maintain, maintain public employees in the organization and at the same time improve the expertise of employees to improve their performance.

According to Notoatmodjo (2009), interpreting education and training as an effort to develop HR especially in developing intellectual abilities and human personality. The use of the term education and training in an institution or organization is usually combined into training. Units that handle staff training are commonly called Pusdiklat (Education and Training Centers). Training can be seen as a form of investment. Therefore, any organization or agency that wants to develop, the training program for employees must receive great attention. The negative thing can be a decrease in employee performance.

Based on the definitions mentioned above, the researcher can conclude that education is an activity of knowledge transfer that aims to increase knowledge and function as a means of improving employee performance in order to be able to increase the ability towards the organization.

### *Competencies.*

Competence literally comes from the word competence, which means skill, ability, authority. The etymology of competence is defined as the behavioral dimension of expertise or excellence of a leader or staff having good skills, knowledge and behavior (Sutrisno, 2016).

According to Wibowo (2017), the notion of Competence is the ability to carry out work or tasks based on skills and knowledge and is supported by work attitudes determined by the job. Competence shows the knowledge, skills and certain attitudes of a profession in certain characteristics of expertise, which characterize a professional.

Competence is an ability to carry out or carry out a job or task based on skills and knowledge and is supported by the work attitude required by the job. Thus, competence shows the skills or knowledge that are characterized by professionalism in a particular field as something that is most important, as superior in that field (Wibowo, 2017).

Based on some expert opinions above, it can be concluded that competence is a basic characteristic of a person in the form of knowledge, skills and abilities that are mastered so that they can provide a superior work outcome.

### *Career Development.*

According to Ardana et al. (2012), career development is a personal improvement done by someone to achieve a career plan and improvement by the personnel department to achieve a work plan in accordance with the path or level of the organization. According to Handoko (2013) career development is personal improvements made by someone to achieve a career plan. According to I

Komang A. et al (2012) career development is a personal improvement by someone to achieve a career plan and improvement by the personnel department to achieve a work plan in accordance with the path or level of the organization.

Based on some of the definitions above, it can be concluded that career development is a condition in developing the potential of employees to occupy higher positions in order to realize career plans in the future.

**Method.**

In the implementation of this study, the researchers took the place of research at The SAMSAT Office of South Medan at Sisingamangaraja Street KM 56, Sitirejo III, Medan Amplas, Harjosari I, Medan Amplas, Sitirejo II, Medan Amplas, Medan City, North Sumatra 20217. This study is conducted from January 2019 to March 2019.

**Result.**

The characteristics of respondents by gender in this study can be seen in the following table:

Table 2. Characteristics of Respondents by Gender.

| Gender | Frequency | Percentage (%) |
|--------|-----------|----------------|
| Male   | 38        | 53.5%          |
| Female | 33        | 46.5%          |
| **Total** | **71** | **100.0%**     |

Source: Research Results, 2019.

Based on the above table, it can be seen that in this study dominated by male respondents with a total of 38 people (53.5%), and female respondents only amounted to 33 people (46.5%). Thus, it can be concluded that the SAMSAT Office of South Medan is dominated by male employees.

The characteristics of respondents based on age in this study can be seen in the following table:

Table 3. Characteristics of Respondents by Age.

| Age | Frequency | Percentage (%) |
|---|---|---|
| 25-30 Years Old | 22 | 31 |
| 31-40 Years Old | 20 | 28.2 |
| 41-50 Years Old | 29 | 40.8 |
| **Total** | **71** | **100.0%** |

Source:  Research Results, 2019.

Based on the above table, it can be seen that the respondents in this study were dominated by respondents who had the last education level with a total of 44 people Bachelor Degree (62%), Senior High School as many as 18 people (25.4%), Master Degree as many as 6 people (8.4%) and Associate Degree as many as 2 people (2.8%) and Junior High School as many as 1 person (1.4%). Thus, it can be concluded that the employees at the SAMSAT Office of South Medan are dominated by employees who have the last bachelor's degree level of Education.

The characteristics of respondents based on years of service in this study can be seen in the following table:

Table 4. Characteristics of Respondents Based on Years of Service.

| Years of Service | Frequency | Percentage (%) |
|---|---|---|
| 1-10 Years | 22 | 31 |
| 11-20 Years | 20 | 28.2 |
| 21-30 Years | 17 | 23.9 |
| >30 Years | 12 | 16.9 |
| **Total** | **71** | **100.0%** |

Source; Research Results, 2019.

Based on the table above, it can be seen that the respondents in this study were dominated by respondents who had worked for 1-10 years with a total of 22 people (31%), then only 20 people (28.2%) worked for 11-20 years, and those who worked for 21-30 there were 17 people (23.9%) and> 30 years as many as 12 people (16.9%). Thus, it can be concluded that employees in the SAMSAT Office of South Medan are dominated by employees who have worked for 1-10 years. The description of the education and training variables in this study can be seen in the following table:

Table 5. Description of Education and Training Variables.

| Questionnaire Items | Answer | Frequency | Percentage (%) |
|---|---|---|---|
| X1_01 | Totally Disagree | 0 | 0 |
| | Disagree | 1 | 1.4 |
| | Agree Less | 6 | 8.5 |
| | Agree | 53 | 74.6 |
| | Totally Agree | 11 | 15.5 |
| X1_02 | Totally Disagree | 0 | 0 |
| | Disagree | 0 | 0 |
| | Agree Less | 5 | 7 |
| | Agree | 54 | 76.1 |
| | Totally Agree | 12 | 16.9 |
| X1_03 | Totally Disagree | 0 | 0 |
| | Disagree | 1 | 1.4 |
| | Agree Less | 8 | 11.3 |
| | Agree | 52 | 73.2 |
| | Totally Agree | 10 | 14.1 |
| X1_04 | Totally Disagree | 0 | 0 |
| | Disagree | 1 | 1.4 |
| | Agree Less | 6 | 8.5 |
| | Agree | 54 | 76.1 |

| | Totally Agree | 10 | 14,00 |
|---|---|---|---|
| | Totally Disagree | 0 | 0 |
| | Disagree | 0 | 0 |
| X1_05 | Agree Less | 4 | 5.6 |
| | Agree | 57 | 80.3 |
| | Totally Agree | 10 | 14.1 |
| | Totally Disagree | 0 | 0 |
| | Disagree | 0 | 0 |
| X1_06 | Agree Less | 3 | 4.2 |
| | Agree | 60 | 84.5 |
| | Totally Agree | 8 | 11.3 |
| | Totally Disagree | 0 | 0 |
| | Disagree | 0 | 0 |
| X1_07 | Agree Less | 2 | 2.8 |
| | Agree | 63 | 88.7 |
| | Totally Agree | 6 | 8.5 |
| | Totally Disagree | 0 | 0 |
| | Disagree | 1 | 1.4 |
| X1_08 | Agree Less | 2 | 2.8 |
| | Agree | 58 | 81.7 |
| | Totally Agree | 10 | 14.1 |
| | Totally Disagree | 0 | 0 |
| | Disagree | 2 | 2.8 |
| X1_09 | Agree Less | 6 | 8.5 |
| | Agree | 26 | 36.6 |
| | Totally Agree | 37 | 52.1 |
| | Totally Disagree | 0 | 0 |
| | Disagree | 0 | 0 |
| X1_10 | Agree Less | 14 | 19.7 |
| | Agree | 35 | 49.3 |
| | Totally Agree | 22 | 31 |

| | Totally Disagree | 0 | 0 |
|---|---|---|---|
| | Disagree | 3 | 4.3 |
| X1_11 | Agree Less | 7 | 9.9 |
| | Agree | 35 | 49.2 |
| | Totally Agree | 26 | 36.6 |
| | Totally Disagree | 0 | 0 |
| | Disagree | 5 | 7 |
| X1_12 | Agree Less | 8 | 11.3 |
| | Agree | 31 | 43.7 |
| | Totally Agree | 27 | 38 |
| | Totally Disagree | 0 | 0 |
| | Disagree | 1 | 1.4 |
| X1_13 | Agree Less | 6 | 8.5 |
| | Agree | 34 | 47.8 |
| | Totally Agree | 30 | 42.3 |
| | Totally Disagree | 0 | 0 |
| | Disagree | 3 | 4.2 |
| X1_14 | Agree Less | 7 | 9.9 |
| | Agree | 24 | 33.8 |
| | Totally Agree | 37 | 52.1 |

Source: Research Results, 2019.

Based on the above table, it can be explained the explanation of the results of the Education and training variable questionnaire as follows:

1. For the statement "I am enthusiastic in attending education and training" which states totally disagree totalling 0 people (0%), who states disagree 1 person (1.4%), who states less agree amounting to 6 people (8.5% ), those who agreed were 53 people (74.6%), and those who totally agreed were 11 people (15.5%).

2. For the statement "I participated actively in activities during the Training" which stated totally disagree with 0 people (0%), who stated disagree with 0 people (0%), who stated less agree with 5 people (7%) ), those who agreed were 54 people (76.1%), and those who totally agreed were 12 people (16.9%).

3. For the statement "I get training materials according to the needs of the job" which states totally disagree amounting to 0 people (0%), which states disagreeing amounted to 1 person (1.4%), who states less agree amounting to 8 people (11.3%) , who stated in agreement amounted to 52 people (73.2%), and those who stated totally agreed in number of 10 people (14.1%).

4. For the statement "The material given in the training makes it easy for me to do the assigned task" which states totally disagree numbering 0 people (0%), stating disagreement amounting to 1 person (1.4%), who states less agree amounting to 6 people (8.5%), those who agreed were 54 people (76.1%), and those who totally agreed were 10 people (14.1%).

5. For the statement "The method used in the training makes it easier for me to understand the training material" which states totally disagree numbering 0 people (0%), stating disagreement totaling 0 people (0%), stating less agreeing totalling 4 people ( 5.6%), those who agreed were 57 people (80.3%), and those who totally agreed were 10 people (14.1%).

6. For the statement "I feel comfortable when education and training are given" which states totally disagree amounting to 0 people (0%), stating disagreement totalling 0 people (0%), stating disagreement totalling 3 people (4.2%) , those who agreed were 60 people (84.5%), and those who totally agreed were 8 people (11.3%).

7. For the statement "I apply what is taught during the Training in the work" which states totally disagree amounting to 0 people (0%), stating disagreement totalling 0 people (0%), stating less agreeing amounting to 2 people (2.8% ), those who agreed were 63 people (88.7%), and those who agreed were 6 people (8.5%).

8. For the statement "Training that I get is very useful to improve my abilities and skills" which states totally disagree amounting to 0 people (0%), which states disagreeing amounted to 1 person (1.4%), which states less agree amounting to 2 people (2.8%), those who agreed were 58 people (81.7%), and those who totally agreed were 10 people (14.4%).

9. For the statement "I followed the training evaluation conducted by the SAMSAT Office of South Medan which stated totally disagree numbered 0 people (0%), who stated disagreement numbered 2 people (2.8%), who stated less agree amounted to 6 people (8.5%), those who agreed were 26 people (36.6%), and those who totally agreed were 37 people (52.1%).

10. For the statement "After attending the training, the evaluation that I got can improve the knowledge, ability and skills in carrying out the work" totally disagree numbered 0 people (0%), who stated disagree numbered 0 people (0%), which stated less agreeing amounted to 14 people (19.7%), those who agreed amounted to 35 people (49.3%), and those who totally agreed were 22 people (31%).

11. For the statement "Evaluation of education and training can help me become more trained and skilled in my work" which states totally disagree with 0 people (0%), 3 people who declare disagree (4.3%), who state 7% less agree (9.9%), those who agreed were 35 people (49.2%), and those who totally agreed were 26 people (36.6%).

12. For the statement "After attending the training, I am able to apply all the material / theories that have been accepted to carry out the work" which states strongly disagree totalling 0 people (0%), who states disagreeing amounting to 5 people (7%), stating 8 people (11.3%) disagree, there are 31 people (43.7%) agree, and 27 people (38%) totally agree.

13. For the statement "After I follow the training, I can finish the job quickly" which states totally disagree amounting to 0 people (0%), which states disagreeing amounted to 1 person (1.4%),

who states less agree amounting to 6 people ( 8.5%), those who agreed were 34 people (47.8%), and those who totally agreed were 30 people (42.3%).

14. For the statement "After I followed the training, I was able to complete the work appropriately in accordance with the provisions" which stated totally disagree with 0 people (0%), who stated disagree with 3 people (4.2%), who stated less agree 7 people (9.9%), who agreed were 24 people (33.8%), and those who totally agreed were 37 people (52.1%).

The description of competency variables in this study can be seen in the following table:

Table 6. Description of Competency Variables.

| Questionnaire Items | Answer | Frequency | Percentage (%) |
|---|---|---|---|
| X2_01 | Totally Disagree | 0 | 0 |
| | Disagree | 1 | 1.4 |
| | Agree Less | 4 | 5.6 |
| | Agree | 54 | 76.1 |
| | Totally Agree | 12 | 16.9 |
| X2_02 | Totally Disagree | 0 | 0 |
| | Disagree | 0 | 0 |
| | Agree Less | 4 | 5.6 |
| | Agree | 55 | 77.5 |
| | Totally Agree | 12 | 16.9 |
| X2_03 | Totally Disagree | 0 | 0 |
| | Disagree | 1 | 1.4 |
| | Agree Less | 11 | 15.5 |
| | Agree | 46 | 64.8 |

| | | | |
|---|---|---|---|
| | Totally Agree | 13 | 18.3 |
| X2_04 | Totally Disagree | 0 | 0 |
| | Disagree | 1 | 1.4 |
| | Agree Less | 7 | 9.9 |
| | Agree | 52 | 73.2 |
| | Totally Agree | 11 | 15.5 |
| X2_05 | Totally Disagree | 0 | 0 |
| | Disagree | 2 | 2.9 |
| | Agree Less | 4 | 5.6 |
| | Agree | 53 | 74.6 |
| | Totally Agree | 12 | 16.9 |
| X2_06 | Totally Disagree | 0 | 0 |
| | Disagree | 0 | 0 |
| | Agree Less | 4 | 5.6 |
| | Agree | 50 | 70.5 |
| | Totally Agree | 17 | 23.9 |

Source: Research Results, 2019.

Based on the table above, it can be explained the explanation of the results of the competency variable questionnaire as follows:

1. For the statement "I get a salary for my work every month in a timely manner" which states totally disagree amounting to 0 people (0%), which states disagreeing amounted to 1 person (1.4%), which states less agreeing amounted to 4 people ( 5.6%), those who agreed were 54 people (76.1%), and those who agreed were 12 people (16.9%).

2. For the statement "The amount of salary that I received is in accordance with the results of the work I gave to the SAMSAT Office of South Medan" which states totally disagree with 0 people (0%), who stated disagree with 0 people (0%), who stated less agree numbering 4 people (5.6%), who stated agreeing amounting to 55 people (77.5%), and those who totally agreed were 12 people (16.9%).

3. For the statement "The salary I received from the SAMSAT Office of South Medan was a reward for my work" which stated totally disagree with 0 people (0%), who stated disagree with 1 person (1.4%), who stated less agree there were 11 people (15.5%), those who agreed were 46 people (64.8%), and those who totally agreed were 13 people (18.3%).

4. For the statement "The SAMSAT Office of South Medan gives a bonus to me if the results of my work reach or exceed the target set" which states totally disagree numbering 0 people (0%), stating disagreeing amounting to 1 person (1.4%) , those who disagree were 7 people (9.9%), those who agreed were 52 people (73.2%), and those who totally agreed were 11 people (15.5%).

5. For the statement "Every year I get the Holiday Allowance" which states totally disagree totalling 0 people (0%), which states disagreeing amounted to 2 people (2.9%), stating less agreeing amounting to 4 people (5.6%), those who agreed were 53 people (74.6%), and those who totally agreed were 12 people (16.9%).

6. For the statement "I feel protected by the availability of health insurance in working at the SAMSAT Office of South Medan" which totally disagrees with 0 people (0%), who disagree with 0 people (0%), who disagree with 4 people (5.6%), those who agreed were 50 people (70.5%), and those who totally agreed were 17 people (23.9%).

The description of career development variables in this study can be seen in the following table:

Table 7. Description of Career Development Variables

| Questionnaire Items | Answer | Frequency | Percentage (%) |
|---|---|---|---|
| Y_01 | Totally Disagree | 0 | 0 |
| | Disagree | 0 | 0 |
| | Agree Less | 5 | 7 |
| | Agree | 55 | 77.5 |
| | Totally Agree | 11 | 15.5 |
| Y_02 | Totally Disagree | 0 | 0 |
| | Disagree | 0 | 0 |
| | Agree Less | 4 | 5.6 |
| | Agree | 56 | 78.9 |
| | Totally Agree | 11 | 15.5 |
| Y_03 | Totally Disagree | 0 | 0 |
| | Disagree | 0 | 0 |
| | Agree Less | 5 | 7 |
| | Agree | 59 | 83.1 |
| | Totally Agree | 7 | 9.9 |
| Y_04 | Totally Disagree | 0 | 0 |
| | Disagree | 0 | 0 |
| | Agree Less | 5 | 7 |
| | Agree | 48 | 67.6 |
| | Totally Agree | 18 | 25,4 |
| Y_05 | Totally Disagree | 0 | 0 |

| | Disagree | 0 | 0 |
|---|---|---|---|
| | Agree Less | 4 | 5.6 |
| | Agree | 51 | 71.8 |
| | Totally Agree | 16 | 22.6 |
| Y_06 | Totally Disagree | 0 | 0 |
| | Disagree | 0 | 0 |
| | Agree Less | 3 | 4.2 |
| | Agree | 50 | 70.4 |
| | Totally Agree | 18 | 25.4 |

Source: Research Results, 2019.

The results of the validity test in this study can be seen in the following table:

Table 8. Education and Training Validity Test results.

| Statement | $r_{count}$ | $r_{table}$ | Status |
|---|---|---|---|
| x1_01 | 0.415 | 0.235 | Valid |
| x1_02 | 0.345 | 0.235 | Valid |
| x1_03 | 0.475 | 0.235 | Valid |
| x1_04 | 0.332 | 0.235 | Valid |
| x1_05 | 0.313 | 0.235 | Valid |
| x1_06 | 0.637 | 0.235 | Valid |
| x1_07 | 0.386 | 0.235 | Valid |
| x1_08 | 0.301 | 0.235 | Valid |

| | | | |
|---|---|---|---|
| x1_09 | 0.405 | 0.235 | Valid |
| x1_10 | 0.514 | 0.235 | Valid |
| x1_11 | 0.452 | 0.235 | Valid |
| x1_12 | 0.476 | 0.235 | Valid |
| x1_13 | 0.613 | 0.235 | Valid |
| x1_14 | 0.427 | 0.235 | Valid |

Source: Data Processed with SPSS, 2019.

Based on the above table, it can be seen that the total value of $r_{count}$ of all questionnaire items> $r_{tabel}$ 0.235. Thus, it can be concluded that all items of the education and training variable questionnaire statement in this study are valid.

Table 9. Competency Validity Test Results.

| Statement | $r_{count}$ | $r_{table}$ | Status |
|---|---|---|---|
| x2_01 | 0.596 | 0.235 | Valid |
| x2_02 | 0.506 | 0.235 | Valid |
| x2_03 | 0.702 | 0.235 | Valid |
| x2_04 | 0.960 | 0.235 | Valid |
| x2_05 | 0.689 | 0.235 | Valid |
| x2_06 | 0.352 | 0.235 | Valid |

Source: Data Processed with SPSS, 2019.

Table 10. Results of Career Development Validity test.

| Statement | $r_{count}$ | $r_{table}$ | Status |
|-----------|-------------|-------------|--------|
| y_01 | 0.552 | 0.235 | Valid |
| y_02 | 0.579 | 0.235 | Valid |
| y_03 | 0.387 | 0.235 | Valid |
| y_04 | 0.640 | 0.235 | Valid |
| y_05 | 0.501 | 0.235 | Valid |
| y_06 | 0.551 | 0.235 | Valid |

Source: Data Processed with SPSS, 2019.

Based on the table above it can be seen that the total value of $r_{count}$ of all questionnaire items> $r_{table}$ 0.235. Thus, it can be concluded that all items of the career variable questionnaire statement items in this study are valid.

The reliability test results in this research can be seen in the following table:

Table 11. Reliability Test results.

**Reliability Statistics.**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .732 | 26 |

Source: Data Processed with SPSS, 2019.

Based on the table above, it can be seen that the Cronbach's Alpha value is 0.732. Thus, it can be concluded that all items of the questionnaire statements in this study have been reliable and have very good reliability.

The results of the normality test in this study can be seen as follows:

Table 12. Test results for normality with Kolmogorov-Smirnov Z.

| One-Sample Kolmogorov-Smirnov Test. | | |
|---|---|---|
| | | Unstandardized Residual |
| N | | 71 |
| Normal Parameters[a,b] | Mean | .0000000 |
| | Std. Deviation | 1.45156526 |
| Most Extreme Differences | Absolute | .135 |
| | Positive | .135 |
| | Negative | -.087 |
| Test Statistic | | .135 |
| Asymp. Sig. (2-tailed) | | .300[c] |
| a. Test distribution is Normal. | | |
| b. Calculated from data. | | |

Source: Data Processed with SPSS, 2019.

Based on the table above it can be seen that the Asymp.Sig value of 0.300> 0.05. Thus, it can be

concluded that the regression model used in this study has met the normality test requirements.

The results of multicollinearity testing in this study can be seen in the following table:

Table 13. Multicollinearity Test results.

| Coefficients[a] | | Unstandardized Coefficients | | Standardized Coefficients | Collinearity Statistics | |
|---|---|---|---|---|---|---|
| Model | | B | Std. Error | Beta | Tolerance | VIF |
| 1 | (Constant) | 14.827 | 3.133 | | | |
| | Education and Training | .099 | .055 | .222 | .836 | 1.196 |
| | Competence | .171 | .098 | .215 | .836 | 1.196 |

a. Dependent Variable: y

Source: Data Processed with SPSS, 2019.

Based on the table above, it can be seen that the tolerance value of the education and training variable (X1) is 0.836> 0.1, with a VIF value of 1.1 <10. Then the tolerance value of the competency variable (X2) is 0.836> 0.1, with a VIF value of 1.1 <10 Thus it can be concluded that the regression model in this study has fulfilled the multicollinearity test requirements.

The results of heteroscedasticity testing in this study can be seen in the following table:

Table 14. Heteroscedasticity Test Results with Glejser.

| Coefficients[a] | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Unstandardized Coefficients | | Standardized Coefficients | | | Collinearity Statistics | |
| Model | | B | Std. Error | Beta | t | Sig. | Tolerance | VIF |
| 1 | (Constant) | 14.827 | 3.133 | | 4.733 | .000 | | |
| | Education and Training | .099 | .055 | .222 | 1.799 | .076 | .836 | 1.196 |
| | Competence | .171 | .098 | .215 | 1.745 | .085 | .836 | 1.196 |
| a. Dependent Variable: Pengembangan Karier. | | | | | | | | |

Based on the table above, it can be seen that the value of the significance of the education and training variable (X1) is 0.076> 0.05, then the significance value of the competency variable (X2) is 0.085> 0.05. Thus, it can be concluded that the regression model used in this study has met the requirements of the heteroscedastity test.

The results of the multiple linear regression equation in this study can be seen in the following table:

Table 15. Equations for Multiple Linear Regression. **Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | Collinearity Statistics | |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | Tolerance | VIF |
| 1 | (Constant) | 14.827 | 3.133 | | | |
| | Education and Training | .099 | .055 | .222 | .836 | 1.196 |
| | Competence | .171 | .098 | .215 | .836 | 1.196 |
| a. Dependent Variable: y | | | | | | |

Source: Data Processed with SPSS, 2019.

Based on the above table, then the multiple linear regression equation can be made as follows:

Y = 14,827 + 0.099 X1 + 0.171 X2

1. The results of the determination coefficient test ($R^2$) in this study can be seen in the following

   table:

Table 16. Determination Coefficient Test Results ($R^2$)

**Model Summary[b]**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .367[a] | .134 | .109 | 1.47276 |

a. Predictors: (Constant), x2, x1
b. Dependent Variable: y
Source: Data Processed with SPSS, 2019.

Based on the table above, it can be seen that the value of Adjusted R Square is 0.134. Thus, it can

be interpreted that Education and training and Competence in this study contributed 13.4% to career

development, while the remaining 86.6% was influenced by other variables outside this study.

The results of the simultaneous significance test (F-test) in this study can be seen in the following

table:

Table 17. Simultaneous Significance Test Results (F-Test).

**ANOVA[a]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 22.901 | 2 | 11.451 | 5.279 | .007[b] |
| | Residual | 147.493 | 68 | 2.169 | | |
| | Total | 170.394 | 70 | | | |

a. Dependent Variable: Pengembangan Karier. b. Predictors: (Constant), Kompetensi, Pendidikan

dan Pelatihan. Source: Data Processed with SPSS, 2019.

Based on the above table, it can be seen that the $F_{count}$ value of 5.279> $F_{table}$ 2.74 with a significance level of 0.007 <0.05. Thus, it can be concluded that simultaneously Education and training and Competence have a significant effect on career development.

The results of the partial significance test (t-test) in this study can be seen in the following table:

Table 18. Test Results of Partial Significance (t-Test).

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 14.827 | 3.133 | | 4.733 | .000 |
| | Pendidikan dan Pelatihan | .099 | .055 | .222 | 1.799 | .076 |
| | Kompetensi | .171 | .098 | .215 | 1.745 | .085 |

Dependent Variable: y

Source: Data Processed with SPSS, 2019.

Based on the above table, it can be seen that the tcount value of education and training variables is 1,799> $t_{table}$ 1,667 with a significance level of 0.076> 0.05. Then, the tcount competency variable is 1,745> $t_{table}$ 1,667 with a significance level of 0.085> 0.05. Thus, it can be concluded that in this study Education and training had no significant positive effect on career development, while competence had a positive effect not significant on career development.

**CONCLUSIONS.**

Education and training have no significant positive effect on the career development of ASN at The SAMSAT Office of South Medan. Competence has no significant positive effect on the development of ASN careers at The SAMSAT Office of South Medan. At the same time Education and training and Competence have a significant effect on the development of the ASN career at The

SAMSAT Office of South Medan. Education and training and competence in this study contributed 13.4% to career development, while the remaining 86.6% was influenced by other variables outside this study.

**BIBLIOGRAPHIC REFERENCES.**

1. Ardana, I Komang *et.al.* 2012. Manajemen Sumber Daya Manusia, Graha Ilmu, Yogyakarta.

2. Hutapea, Parulian dan Nurianna Thoha. 2008. Kompetensi Plus. Jakarta: PT Gramedia Pustaka Utama.

3. Mangkunegara, A.A. Anwar Prabu. 2011. Manajemen Sumber Daya Manusia Perusahaan. Bandung: Remaja Rosdakarya.

4. _____.2013.*Manajemen Sumber Daya Manusia Perusahaan,* Remaja Rosdakarya, Bandung.

5. Mathis, Robert L dan Jackson John H. 2006.Manajemen Sumber Daya Manusia. Edisi Pertama. Cetakan Pertama. Yogyakarta : Salemba Empat

6. Moeheriono. 2010. Pengukuran Kinerja Berbasis Kompetensi. Surabaya: Ghalia Indonesia.

7. Notoatmodjo, Soekidjo. 2009. Pengembangan Sumber Daya Manusia.Jakarta : PT. Rineka Cipta

8. Notoatmodjo, S. 2009, Pengembangan Sumber Daya Manusia, 4th Edition, Jakarta : PT. Rineka Cipta

9. Rivai, Zainal Veithzal. 2012.Manajemen Sumber Daya Manusia Untuk Perusahaan: Dari Teori Ke Praktek, Edisi-1. Jakarta: PT. Raja Grafindo Persada.

10. Rivai, Zainal Veithzal et al. 2014. Manajemen Sumber Daya Manusia Untuk Perusahaan. Jakarta: PT. Raja Grafindo Persada.

11. Rivai, Veithzal dan Ella Sagala, 2013. Manajemen Sumber Daya Manusia untuk Perusahaan, Rajawali Pers, Jakarta.

12. Situmorang, Syafrizal dan Muslich Lufti, 2012.*Analisis Data: Untuk Riset Manajemen dan Bisnis,* USU Press, Medan.

13. Sulistiyani, Ambar T& Rosidah. 2009. Manajemen Sumber Daya Manusia: Konsep, Teori, dan Pengembangan dalam Konteks Organisasi Publik. Yogyakarta: Graha Ilmu

14. Sutrisno, Edy, 2016, Manajemen Sumber Daya Manusia, Jakarta: Kencana

15. T. Hani, Handoko. 2013.Manajemen Sumber Daya Manusia dan Personalia.Yogyakarta: BPFE.

16. Wibowo. 2017. Manajemen Kinerja. Jakarta: PT. Raja Grafindo Persada.

**BIBLIOGRAPHY.**

1. Dono Wirotomo, 2015.Pengaruh Kompetensi,Pengembangan Karier, Pendidikan dan pelatihan (Diklat) terhadap Kinerja Pegawai Direktorat Jenderal Perimbangan Keuangan.

2. Dyah Yunita, 2015. Pengaruh Pendidikan dan pelatihan, PengembanganKarier, danKompetensi TerhadapKinerja Pegawai,Motivasi, dan Kepuasan Kerja(Studi PadaBadan KepegawaianDaerah Kota Surakarta).

3. Dessler, Gary, 2011. Manajemen sumber daya manusia. Penerbit Indeks, Jakarta

4. Dio Kristola, 2014. PengaruhDiklat dan Pengalaman KerjaTerhadap Prestasi KerjaSerta DampaknyaTerhadap Pengembangan Karier Pegawai di BalaiKarantina Pertanian Kelas 1 Denpasar.

5. Ginting, Paham, dan Syafrisal Helmi Situmorang. Analisis Penelitian. Medan:Usu Press. 2008

6. Ghozali, Imam. 2013. Aplikasi Analisis Multivariate dengan Program IBM SPSS21. Semarang: UNDIP.

7. Hasibuan, Malayu S. P 2012. Manajemen Sumber Daya Manusia, Edisi Revisi. 7th Edition.

8. Simamora, Henry. 2011.Manajemen Sumber Daya Manusia, 3rd Edition. Yogyakarta.

9. Sugiyono. 2016. Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: PT Alfabet Jakarta: PT. Bumi Aksara.

10. Tetty Asnawi, 2017.Pengaruh Pendidikan dan Pelatihan terhadap Pengembangan Karier Tenaga Kependidikan di SD Negeri 148 Kecamatan Limun Kabupaten Sarolangun.Jurnal Ilmiah Universitas Batanghari Jambi Vol.17 No.2 Tahun 2017.

**DATA OF AUTHORS.**

**1. M. Franz Nanda Perwira Rambe** is Master Student in Universitas Sumatera Utara (USU), Medan, Indonesia. E-mail: [mfranm4@gmail.com](mailto:mfranm4@gmail.com)

**2. Dr. Marlon Sihombing is** a lecturer in Universitas Sumatera Utara (USU), Medan, Indonesia.

**3. Dr. Muryanto Amin** is a lecturer in Universitas Sumatera Utara (USU), Medan, Indonesia.