



THE EFFECT OF PROFESSIONAL CHALLENGES, PERSONAL VALUE, JOB VALUE, WORK CULTURE AND CAREER CLARITY ON SCA PROFESSIONALITY WITH INDIVIDUAL LEARNING IN THE GOVERNMENT OF THE EAST BARITO DISTRICT

Ampera Ariyanto¹, Ujianto², Slamet Riyadi³

Universitas 17 Agustus 1945 Surabaya^{1,2,3}

ABSTRACT

This study aimed to analyze the effect of professional challenges, personal values, work values, work culture, and career development on individual learning, knowledge sharing, and professionalism of SCA in the East Barito Regency Government. The population in this study is the State Civil Apparatus consisting of Civil Servants who occupy structural positions, which consist of Pratama High Leadership Officials (Echelon II), Administrative Officers (Echelon II and III), and Supervisors (Echelon IV), bringing the population to 566 people. The analysis technique used SEM, which was run with Amos v.24 software. The results showed (1). Professional challenges positively and significantly affect individual learning and knowledge sharing (3). Personal values have no significant effect on individual learning but positively and substantially impact knowledge sharing (5). The value of work has a positive and significant impact on individual learning and knowledge sharing (7). Work culture has a positive and significant effect on individual learning and knowledge sharing (9). Career development has no significant impact on individual learning but positively and significantly impacts knowledge sharing (11). Personal education and knowledge sharing ultimately and significantly affect professionalism (13). Individual learning mediates the effect of professional challenges on professionalism but does not mediate the impact of personal values on professionalism (15). Individual learning mediates the effects of work values and work culture on professionalism but does not mediate the effect of career development on professionalism (18). Knowledge sharing mediates the effect of professional challenges, personal values, work values, work culture, and career development on professionalism.

Keywords: SCA, professional challenges, personal values, work values, career development, work culture, professionalism, individual learning, knowledge sharing

INTRODUCTION

The administration of government and development in the context of achieving national goals as included in the Preamble to the 1945 Constitution, namely protecting the entire Indonesian nation and the entire homeland of Indonesia and promoting the general welfare, educating the nation's life and participating in carrying out world order based on independence, eternal peace, and social justice. In supporting the smooth administration of government and the implementation of National development, where one of the determining factors is the quality of the State Apparatus that acts as a public servant, the position and role of the State Civil Apparatus (SCA) are critical because the State Civil Apparatus (SCA) is an element of government and development administrators. To achieve national goals. This goal can be achieved by having a State Civil Apparatus (SCA) who is full of loyalty and obedience to Pancasila, the 1945 Constitution, the state and government and is united, has a good mentality, is authoritative, strong, efficient, effective, clean, of high quality, and is aware of their responsibilities as a State Civil Apparatus (SCA). To achieve and make it happen, the State Civil Apparatus (SCA) development must be carried out and possible based on a combination of the career system and work performance system. This is intended to provide civil servants with high skills and achievements to improve their abilities professionally and compete healthily in fostering careers in an organization. According to (Simamora, 2004), human resource management is the utilization, development, assessment, provision of remuneration, and management of individual members of the organization or group of employees. The current era of globalization requires every government agency to work transparently, accountable and professionally to improve competitiveness; improving employee performance is a community demand to get full service by the demands and needs of the community itself. This demand for organizational culture change is also faced by government organizations engaged in development and service to the community. Not only in the private sector, which demands that the products produced can satisfy consumers so that profits can be obtained, the government sector is also required to be fast in providing services to the community so that public welfare can be achieved. In providing services to the community, The bureaucracy, which is expected to be a motivator and at the same time a catalyst for the rolling of development, is still unable to carry out its role as a modern bureaucracy, not only prioritizing the ability to carry out organizational tasks and functions but also being able to respond to public aspirations into organizational activities and programs and be able to give birth to innovations aimed at to facilitate organizational performance and as part of the form of a professional apparatus. Various problems/obstacles that cause the government administration system not to work or are not expected to run properly must be reorganized or renewed. The main element of SCA management with civil servants is a locomotive to drive bureaucratic reform. Therefore, the prerequisite for bureaucratic reform is effective and efficient PNS management, one of which is by creating merit-based PNS management. With the bureaucracy reform, it is hoped that effective and efficient governance will be created. To realize the professionalism of SCA, Law Number 5/2014 has stipulated several changes in the management of SCA. These changes have the consequence that every government agency must have human resources (SCA) with integrity and professionalism. According to (Harefa, 2004) that professionalism or professionalism is, first of all, a matter of attitude. Then he said several things can be considered to represent a professional attitude: high skills, providing services oriented to the public interest, strict supervision of work behaviour, and a system of remuneration, which is a symbol of work performance. Professionalism insight (Korten & Alfonso, 1981) is measured by the expertise possessed by a person by the needs of the tasks assigned by the organization to someone. The importance of compatibility between the disciplines or expertise possessed by a person who is not in accordance with the tasks assigned to him will impact organizational ineffectiveness. Job Values also greatly affect the professionalism of SCA in carrying out their duties. Where each job has its value and weight that can be measured. The size of the value or weight of the work is largely determined by the responsibility of an SCA to carry out the task/job. The greater the responsibility carried out by an SCA, of course, this will be followed by appropriate and appropriate compensation to be received; this will impact increasing SCA satisfaction with the Organization and Professionalism. Compensation is one of the requirements to realize the professionalism of SCA. Whereas the state seeks to provide maximum compensation to the state apparatus without any distinction, it is hoped that it can work comfortably carrying out its duties. Each type of work will have a different level of compensation depending on the risks and the area in which they work. According to (Nitisemito, 1996) said that the issue of compensation is not only important because it is the main impetus for a person to become an employee, but the issue of compensation is also important because the compensation given has a big influence on the enthusiasm and enthusiasm of the employees. According to (Sofa & Ammirato, 2011), work culture is a quality way

of daily work. It always underlies meaningful values to become motivated, inspires, always works better, and is satisfying for the people it serves. Every organization has a work culture that fosters confidence based on the values that employees believe in achieving the best work performance. Career Development (Career Clarity) is also believed to affect SCA Professionalism greatly. According to (Robbins & Judge, 2009), Career development shows an increase in a person's status in an organization in the career path that has been determined in the organization concerned. Career development is essential because a career needs to be continuously developed in an employee to motivate employees to improve their performance. Employee career development is based on their desires and efforts to train and develop themselves related to their work or position. The existence of career development provides opportunities for employees to advance by improving their work abilities. Clear career planning and development can increase employee motivation in carrying out their work (Dwi Nugroho & Kunartinah, 2012). Knowledge sharing is one of the important factors for organizational progress and professional improvement of SCA. Knowledge sharing is how a person shares his knowledge with others. This knowledge is based on the expertise and skills of the individual, which he has had over a certain period, or can also be obtained from other sources. (Lin, 2007) said that Knowledge Sharing is a culture that involves social interaction where employees exchange knowledge, experience and skills (skills) through all departments or organizations. The SCA Professionalism Index measurement in East Barito Regency, which was carried out from 2017 to 2019, showed that the SCA Professionalism index value in East Barito Regency was still below 60. This value means that the SCA Professionalism index value in East Barito Regency is meagre. Professional employees are needed to support government organizations in carrying out their duties and functions and to support the success of their organizations. However, the reality is that the level of professionalism of human resources, especially the State Civil Apparatus in the East Barito Regency Government is still not in line with expectations. Contrary to the problems that occurred above, the author feels the need to conduct research on the influence of professional challenges, personal values, work values,

Formulation of the problem

Based on the above background, in this research, the following problems are formulated:

1. Do Professional Challenges significantly affect the Individual Learning (Individual Learning) of State Civil apparatuses in the East Barito Regency Government?
2. Do Professional Challenges significantly affect Knowledge Sharing of State Civil Apparatus in the East Barito Regency Government?
3. Does Personal Value have a significant effect on Individual Learning (Individual Learning) of State Civil Apparatus in the Government of East Barito Regency?
4. Does Personal Value have a significant effect on Knowledge Sharing of State Civil Apparatus in the East Barito Regency Government?
5. Does Job Value significantly affect Individual Learning (Individual Learning) of State Civil Apparatus in the East Barito Regency Government?
6. Does Job Value have a significant effect on Knowledge Sharing of State Civil Apparatus in the East Barito Regency Government?
7. Does Work Culture significantly affect Individual Learning (Individual Learning) of State Civil Apparatus in the East Barito Regency Government?
8. Does Work Culture have a significant effect on Knowledge Sharing of State Civil Apparatus in the East Barito Regency Government?
9. Does Career Clarity significantly affect Individual Learning (Individual Learning) of State Civil Apparatus in the East Barito Regency Government?
10. Does Career Clarity significantly affect Knowledge Sharing of State Civil Apparatus in the East Barito Regency Government?
11. Does Individual Learning have a significant effect on the Professionalism of the State Civil Apparatus in the East Barito Regency Government?
12. Does Knowledge Sharing have a significant effect on the Professionalism of the State Civil Apparatus in the East Barito Regency Government?
13. Do Professional Challenges have a significant effect on the professionalism of the State Civil Apparatus in the East Barito Regency Government through Individual Learning as an Intervening variable?
14. Does Personal Value have a significant effect on the Professionalism of the State Civil Apparatus in the East Barito Regency Government through Individual Learning as an Intervening variable?

15. Does Job Value significantly affect the Professionalism of State Civil Apparatus in the East Barito Regency Government through Individual Learning as an Intervening variable?
16. Does Work Culture have a significant effect on the Professionalism of the State Civil Apparatus in the East Barito Regency Government through Individual Learning as an Intervening variable?
17. Does Career Clarity have a significant effect on the Professionalism of the State Civil Apparatus in the East Barito Regency Government through Individual Learning as an Intervening variable?
18. Do Professional Challenges have a significant effect on the Professionalism of the State Civil Apparatus in the East Barito Regency Government through Knowledge Sharing as an Intervening variable?
19. Does Personal Value have a significant effect on the Professionalism of the State Civil Apparatus in the East Barito Regency Government through Knowledge Sharing as an Intervening variable?
20. Does Job Value significantly affect the Professionalism of State Civil Apparatus in the East Barito Regency Government through Knowledge Sharing as an Intervening variable?
21. Does Work Culture have a significant effect on the Professionalism of the State Civil Apparatus in the East Barito Regency Government through Knowledge Sharing as an Intervening variable?
22. Does Career Clarity have a significant effect on the Professionalism of the State Civil Apparatus in the East Barito Regency Government through Knowledge Sharing as an Intervening variable?

LITERATURE REVIEW

Professional Challenge (X1)

The profession's challenge is closely related to management theory. Management seeks to determine predictable relationships between situations, actions and results, so the current approach tries to integrate various thoughts by focusing on the interdependence of the multiple factors involved in managerial positions. (Sedarmayanti, 2020). The competency indicators for this research are proposed 2 (two) items as follows:

- a. Competence.
 1. Passion for achievement and action (achievement and action)
 2. Service capability includes empathy competencies and customer satisfaction orientation.
 3. Ability to influence others
 4. managerial ability
 5. thinking power
 6. Individual effectiveness
 7. Experience.
- b. Performance.

Performance indicators or work performance to be examined based on Government Regulation Number 46 of 2011 concerning Assessment of Work Performance of Civil Servants in the study, 10 (ten) indicators will be proposed, including:

1. The target to be achieved and carried out based on a specific period based on quantity is a measure of the amount or amount of work and use of time performed by an employee. What is meant by the amount of work is the number of work tasks that can be done, while the use of time is the amount of time used in completing tasks and work.
2. The target to be achieved and carried out based on a specific period based on quality is a measure of the quality of each work performed by an employee. Quality of work can be measured through accuracy, completeness and neatness. What is meant by accuracy is accuracy in carrying out tasks and work. What is meant by fullness is the completeness of accuracy in carrying out their duties. What is meant by neatness is neatness in carrying out their duties and work.
3. The target to be achieved and carried out based on a specific period is a measure of the length of the process of each work performed by an employee. Punctuality relates to completing tasks (work) by the allotted time. The vision and mission of the organization will be achieved if the work carried out by employees can be carried out by the specified time. Namely, the time is determined to complete the job, and the result is achieved when needed.
4. The target to be achieved and carried out based on a certain period of time-based on the cost is the amount of the budget used for each work by an employee. In carrying out their duties, employees are expected to use all available financial resources within the organization concerned in helping to complete work tasks both in terms of time and work results.

5. Work behaviour based on service orientation is civil servants' attitude and work behaviour in providing services to those served, including the community, superiors, co-workers, related work units, and other agencies.
6. Work behaviour based on integrity is the ability or consistency and determination of a civil servant to act by noble values, norms, and ethics.
7. Work behaviour based on commitment is the willingness and ability of a civil servant to balance attitudes and actions to realize organizational goals by prioritizing the interests of the service rather than the interests of oneself, a person, and a group.
8. Work behaviour based on discipline is the ability of a civil servant to comply with obligations and avoid the prohibitions specified in official regulations, which, if not obeyed or violated, will be subject to sanctions.
9. Work behaviour-based cooperation is the willingness and ability of a civil servant to cooperate with co-workers, superiors, and subordinates both in their work units and other agencies in completing a task and responsibility.
10. Work behaviour based on leadership is the ability and willingness of civil servants (designated for structural officials) to motivate and influence subordinates or other people related to their field of work to achieve organizational goals. In an organization, it takes a good leader who can direct his associates so that the organization can achieve its goals.

Personal Value (X2)

Values have been conceptualized in several ways. First, values lead to beliefs that distinguish one individual from another. For example, value is defined by (Kluckhohn, 1962) as a concept, explicit or implicit, the characteristics of a person or group and desires that influence the determination of the available options, goals and outcomes of action (Hills & Sullivan, 2006).

Personal Value Indicators in this research, 10 (ten) indicators will be proposed, including:

1. SCA who have dominant conformity in themselves will have control over their actions, especially control of tendencies and impulses that lead to the possibility of being disappointed or even hurting others and violating social expectations or norms.
2. SCA has traditional values, namely having respect, commitment, and acceptance of the rules that have been regulated by culture or religion.
3. SCA has Benevolence; this value directs individuals to preserve and improve the welfare of people in a group or environment, especially those closest to them, such as their families or groups. This value emphasizes volunteerism to enhance the welfare of others.
4. SCA has the value of Universalism, namely having understanding, appreciation, tolerance, and a sense of the importance of protecting all people's welfare and the nature of the environment.
5. SCA has a self-direction value, namely, a value that directs individuals to have independent or free-thinking; individuals who have a dominant self-direction can decide, make, and find out or re-investigate a thing.
6. SCA has a Stimulation value, which is dominant; it is easy to feel joy or joy, be happy with new things, and be satisfied with life's challenges.
7. SCA has a value of hedonism. Namely, this value leads to self-pleasure and enjoyment.
8. SCA has an Achievement value, which means that in itself, it will pursue personal success by showing its competence based on social standards.
9. SCA has a power value characterized by social status and dignity, control or domination over other people and natural resources.
10. SCA has a security value; this value leads to a sense of security, harmony, and social stability in relationships with others and oneself. The guarantee includes primary or everyday individual concerns such as cleanliness and larger concerns such as national security.

Job Value (X3)

Job value is an approach to how a job has a weight or value that can be measured. The size of the work value is attached to the context of responsibility, which of course, is followed by compensation and impacts job satisfaction. (Vansteenkiste et al., 2007).

The proposed Job value indicators are 15 (fifteen) question items, namely:

1. Salary, a reward given by the employer to employees whose receipts are routine and fixed every month. Even if they do not come to work, the salary will still be fully received.
2. Incentives, awards or rewards given to motivate workers to have high work productivity are not permanent or at any time.

3. Bonus, a lump sum payment given for meeting performance targets.
4. Wages and payments are given to employees with the length of working hours.
5. Premium is something given as a gift or charity or something paid extra as an incentive or designer or something additional payment on top of the regular price.
6. Treatment in compensation is the provision of services to manage risks associated with employee health.
7. Insurance is risk management for losses, loss of benefits and legal liability to third parties arising from uncertain events
8. Enjoy His Job.
9. Loves His Job.
10. Positive Work Morale.
11. Work Discipline.
12. Work performance.
13. Salary Satisfaction.
14. Promotion Satisfaction.
15. Satisfaction with Bosses.

Work Culture (X4)

According to the Minister of State Apparatus Decree Number: 25/Kep/M.Pan/4/2002 concerning Guidelines for the Development of a Work Culture of State Apparatus is the attitude and behaviour of individuals from the State Apparatus group based on values that are believed to be accurate and become the nature and habit of implementing daily tasks and work (Fernandez, 2007).

The indicators of Work Culture are 4 (four) items, as follows:

1. Disciplined Culture; Behavior based on the rules and norms that apply inside and outside the company. Discipline includes compliance with laws and regulations, procedures, traffic, working time, interacting with partners, etc.
2. Culture of Openness; Readiness to give and receive correct information from and to fellow work partners for the company's benefit.
3. Culture of mutual respect; Behavior that shows respect for the individual, duties and responsibilities of others and fellow work partners.
4. Culture of Cooperation; Willingness to give and receive contributions from and or to partners in achieving company goals and targets.

Career Development (X5)

According to (Sagala & Rivai, 2013), career development is the process of increasing individual work abilities that are achieved to achieve the desired career.

The career development indicators are 5 (five) items, as follows:

1. Fair treatment in career
Fair treatment can only be realized if the promotion criteria are based on objective, rational and widely known considerations among employees.
2. The concern of immediate superiors
Employees generally crave the involvement of their immediate supervisor in their career planning. One form of concern is to provide feedback to employees about the implementation of their respective duties so that these employees know the potential that needs to be addressed.
3. Information about various promotional opportunities
Employees generally expect that they have access to information about opportunities for promotion. This access is critical, especially if the available vacancies are filled through a competitive internal selection process. If access is limited, workers will quickly assume that the principle of justice is not applied.
4. There is interest to be promoted.
The right approach used to grow the interest of workers for career development is a flexible and proactive approach. A worker considers various factors such as age, gender, type and nature of the current job, education and training taken, and several dependents. These factors can result in a person's interest in developing his career.
5. Satisfaction level.

The measure of success that each person uses can be different. The difference is due to the level of satisfaction, and in the latter context does not always mean the success of achieving a high position in the organization, but also means being willing to accept the fact that, due to various

limiting factors faced by a person, the employee is satisfied if he can reach a certain level in his career even though he does not. He has climbed many career ladders.

Individual Learning (Z1)

Learning organization is a dynamic process of creating, retrieving and integrating knowledge to develop resources and capabilities for better organizational performance. Individual learning is measured by indicators that refer to (Senge et al., 1999):

- a. Systems Thinking Development.
- b. DevelopmentMentality Model.
- c. Personal Skills.
- d. Teamwork.
- e. Flexibility

Knowledge Sharing (Z2)

The individual learning process occurs when organizational members experience understanding new concepts (know why), which is followed by increasing ability and experience to realize these concepts (know now), resulting in changes or improvements to the added value of the organization. (Tjakraatmadja et al., 2011).

1. Socialization is a process of sharing and creating tacit knowledge through direct interaction and experience.
2. Externalization is the articulation of tacit knowledge into explicit knowledge through a process of dialogue and reflection.
3. Combination is a conversion process. Explicit knowledge becomes new clear knowledge through systemization and application of detailed knowledge and information.
4. Internalization is a learning and acquisition process of knowledge carried out by members of the organization on explicit knowledge disseminated throughout the organization through their own experiences to become tacit knowledge of organizational members.

Professionalism (Y)

According to (Harefa, 2006) that professionalism or professionalism is, first of all, a matter of attitude. Then he said several things can be considered to represent a professional attitude: high skills, service delivery oriented to the public interest, strict supervision of work behaviour, and a system of remuneration, which is a symbol of work performance.

Furthermore, in this study, there are 10 (ten) indicators of professionalism that will be proposed, namely:

1. Ability to live work with a positive mental attitude
2. Ability to decide
3. Dare to make choices and risks
4. Ability to use experience
5. Ability to build personal responsibility
6. Ability to find, exploit and create opportunities
7. Ability to get information
8. Have special skills and technical skills
9. Ability to produce products and quality
10. Capableresolve conflicts elegantly

METHOD

The model used in this study is a causality or relationship model. The analytical technique used is SEM (Structural Equation Modeling) with AMOS statistical software to test the proposed hypothesis. Using SEM (Structural Equation Modeling) is a multivariate technique that combines aspects of multiple regression and factor analysis to simultaneously predict a series of interrelated dependencies (J. Hair et al., 2017).

According to(Azwar, 2016), reliability refers to an understanding that the instrument used in research to obtain the desired information can be trusted (reliable) as a data collection tool and reveal basic knowledge in the field. The most widely used technique to measure reliability is Cronbach Alpha. According to (Prahstuti & Ferdinand 2011), the limit value used to assess an acceptable level of reliability is 0.70. According to (JF Hair et al., 2020), composite reliability (composite reliability) is also called construct reliability(Riyadi, Nugroho, et al., 2021). Manually, construct reliability can be measured using the following formula.

$$Construct\ Reliability = \frac{(\sum Factor\ Loading)^2}{(\sum Factor\ Loading)^2 + \sum error}$$

Factor loading(FL): Value of standardized regression weight for each indicator

Error :1-FL2

RESULT

The results of the unidimensionality validity test on each variable show that the KMO measure is more significant than 0.50, the eigenvalue is greater than 1, and the Bartlett test is also practical at 5% alpha (sig. 0.05), so it was decided that all items measuring the professional challenge variable were decided. Personal values, work values, work culture, career development, individual learning, knowledge sharing, and professionalism meet the requirements of unidimensionality or "represent a single concept" in each construct it measures(Solimun, 2002).

Cronbach's alpha value is more significant than 0.60 (Shiau et al., 2019), so the preparation of the questionnaire statement items used to measure the variables of professional challenges, personal values, work values, work culture, career development, individual learning, knowledge sharing, and professionalism can be declared reliable and trustworthy as a consistent measuring tool.

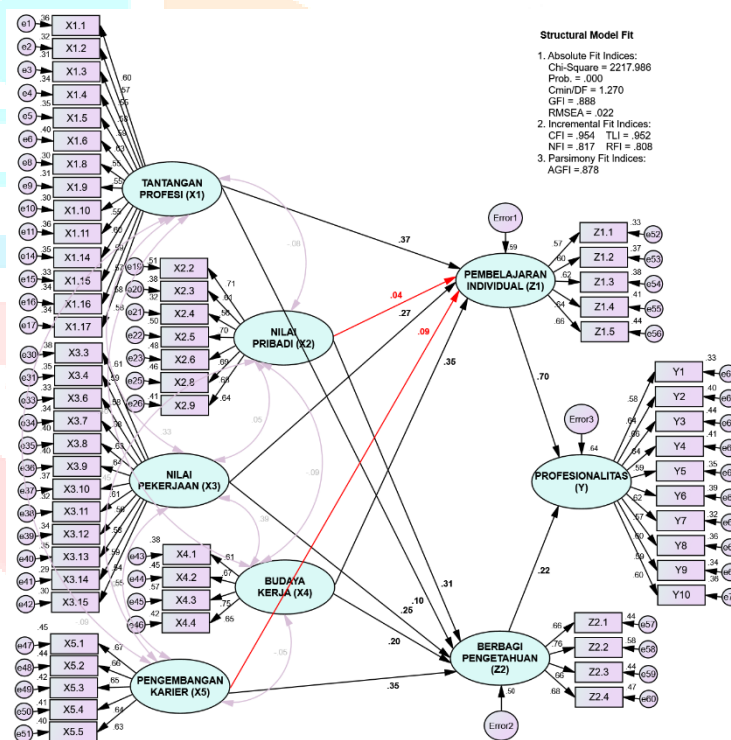


Figure 1. Structural Model Estimation Results

The results of the calculation of the goodness of fit indices generated by the structural model are as follows:

Table 1 Fit Measure on Structural Model

| Fit Measure | | Critical Value | Structural Model | |
|---|------------|----------------|------------------|--------------|
| | | | Index value | Decision |
| Absolute Fit Indices | Prob. 2(a) | ≤ 0.05 | 0.000 | good fit |
| | Cmin/DF | ≤ 2.00 | 1,270 | good fit |
| | GFI | ≥ 0.90 | 0.888 | Marginal fit |
| | RMSEA | ≤ 0.08 | 0.022 | good fit |
| Incremental Fit Indices | CFI | ≥ 0.95 | 0.954 | good fit |
| | TLI | ≥ 0.95 | 0.952 | good fit |
| | NFI | ≥ 0.90 | 0.817 | Marginal fit |
| | RFI | ≥ 0.90 | 0.808 | Marginal fit |
| Parsimony Fit Indices ^(b) | AGFI | ≥ 0.90 | 0.878 | Marginal fit |
| ^(a) In a model with a sample size of $n > 250$ and many indicators more than 30 ($m > 30$), the model is fit if the probability value is below 0.05 or significant p-values are expected. (Hair et al., 2014:584). | | | | |
| ^(b) Parsimony fit indices not used for single model suitability testing | | | | |

Table 2. Coefficient of Determination (R²)

| Effect Between Variables | R ² |
|----------------------------|-------------------------|
| X1, X2, X3, X4, X5 → Z1 | RZ12 = 0.587 |
| X1, X2, X3, X4, X5 → Z2 | RZ22 = 0.497 |
| Z1, Z2 → Y | RY2 = 0.637 |
| Information: | |
| X1: Professional Challenge | Z1: Individual Learning |
| X2: Personal Value | Z2: Sharing knowledge |
| X3: Job Value | Y: Professionalism |
| X4: Work Culture | |
| X5: Career Development | |

- The parameter estimation results of the effect of professional challenges on individual learning show a significant impact with a CR value of 5.957 (greater than 1.96) and a significance value (p-value) of 0.005 (smaller than 5% significance level). (Riyadi, Munizu, et al., 2021). The resulting coefficient of influence is 0.375 (positive), meaning that the higher the profession's challenge, the higher the individual learning. Thus, the first hypothesis, which states that professional challenges affect individual learning in SCA who occupies a structural position in the East Barito Regency Government, is acceptable (H1 is accepted).
- The parameter estimation results of the effect of professional challenges on knowledge sharing also show a significant impact with a CR value of 2.080 (greater than 1.96) and a significance value (p-value) of 0.021 (smaller than the 5% significance level). The resulting coefficient of influence is 0.102 (positive), meaning that the higher the profession's challenge, the higher the knowledge sharing will be. Thus, the second hypothesis, which states that professional challenges affect knowledge sharing in SCA who occupies a structural position in the East Barito Regency Government, is acceptable (H2 is accepted).
- The results of the parameter estimation of the influence of personal values on individual learning show an insignificant effect with a CR value of 0.769 (smaller than 1.96) and a significance value (p-value) of 0.516 (greater than 5% significance level). The resulting coefficient of influence is only 0.043, meaning that the higher the personal value has not been able to have a tangible impact on increasing individual learning. Thus, the third hypothesis, which states that personal values affect individual learning in SCA who occupies a structural position in the East Barito Regency Government, cannot be accepted (H3 is rejected).
- The results of the parameter estimation of the influence of personal values on knowledge sharing show a significant effect with a CR value of 5.024 (greater than 1.96) and a significance value (p-value) of 0.005 (smaller than the 5% significance level). The resulting coefficient of influence is 0.315 (positive), meaning that the higher the personal value, the higher the knowledge sharing. Thus,

- the fourth hypothesis, which states that personal values affect knowledge sharing in SCAwho occupies a structural position in the East Barito Regency Government, is acceptable (H4 is accepted).
5. The parameter estimation results of the effect of work values on individual learning show a significant impact with a CR value of 4.389 (greater than 1.96) and a significance value (p-value) of 0.003 (smaller than 5% significance level). The resulting coefficient of influence is 0.268 (positive), meaning that the higher the work value, the higher individual learning. Thus, the fifth hypothesis, which states that the value of work affects individual learning in SCAwho occupies a structural position in the East Barito Regency Government, is acceptable (H5 is accepted).
 6. The parameter estimation results of the effect of work value on knowledge sharing also show a significant impact with a CR value of 3.922 (greater than 1.96) and a significance value (p-value) of 0.010 (smaller than 5% significance level). The resulting coefficient of influence is 0.246 (positive), meaning that the higher the value of the work, the higher the knowledge sharing will be. Thus, the sixth hypothesis, which states that the value of work affects knowledge sharing in SCAwho occupies a structural position in the East Barito Regency Government, is also acceptable (H6 is accepted).
 7. The estimation results of the parameter of the influence of work culture on individual learning show a significant effect with a CR value of 5.380 (greater than 1.96) and a significance value (p-value) of 0.018 (smaller than 5% significance level). The resulting coefficient of influence is 0.354 (positive), meaning that the better the work culture, the higher individual learning. Thus, the seventh hypothesis, which states that work culture affects individual learning in SCAwho occupies a structural position in the East Barito Regency Government, is acceptable (H7 is accepted).
 8. The parameter estimation results of the influence of work culture on knowledge sharing also show a significant effect with a CR value of 3.311 (greater than 1.96) and a significance value (p-value) of 0.011 (smaller than the 5% significance level). The resulting coefficient of influence is 0.201 (positive), meaning that the better the work culture, the higher the knowledge sharing. Thus, the eighth hypothesis, which states that work culture affects knowledge sharing in SCAwho occupies a structural position in the East Barito Regency Government, is acceptable (H8 is accepted).
 9. The estimation results of the parameter of the influence of career development on individual learning show an insignificant effect with a CR value of 1.500 (less than 1.96) and a significance value (p-value) of 0.169 (more significant than the 5% significance level). The resulting coefficient of influence is only 0.088, meaning that better career development has not had a real impact on increasing individual learning. Thus, the ninth hypothesis, which states that career development affects individual learning in SCAwho occupies a structural position in the East Barito Regency Government, cannot be accepted (H9 is rejected).
 10. The results of the parameter estimation of the influence of career development on knowledge sharing show a significant effect with a CR value of 5.183 (greater than 1.96) and a significance value (p-value) of 0.007 (smaller than 5% significance level). The resulting coefficient of influence is 0.354 (positive), meaning that the better the career development, the higher the knowledge sharing. Thus, the tenth hypothesis, which states that career development affects knowledge sharing in SCAwho occupies a structural position in the East Barito Regency Government, is acceptable (H10 is accepted).
 11. The results of the parameter estimation of the influence of individual learning on professionalism show a significant effect with a CR value of 9.060 (greater than 1.96) and a significance value (p-value) of 0.012 (smaller than the 5% significance level). The resulting coefficient of influence is 0.695 (positive), meaning that the higher the individual learning, the higher the professionalism of the SCA. Thus, the eleventh hypothesis, which states that individual learning affects professionalism in SCAwho occupies a structural position in the East Barito Regency Government, is acceptable (H11 is accepted).
 12. The parameter estimation results of the effect of knowledge sharing on professionalism also show a significant impact with a CR value of 4.452 (greater than 1.96) and a significance value (p-value) of 0.011 (smaller than the 5% significance level). The resulting coefficient of influence is 0.218 (positive), meaning that the higher the knowledge sharing, the higher the professionalism of the SCA will also be. Thus, the twelfth hypothesis, which states that knowledge sharing affects professionalism in SCAwho occupies a structural position in the East Barito Regency Government, is also acceptable (H12 is accepted).

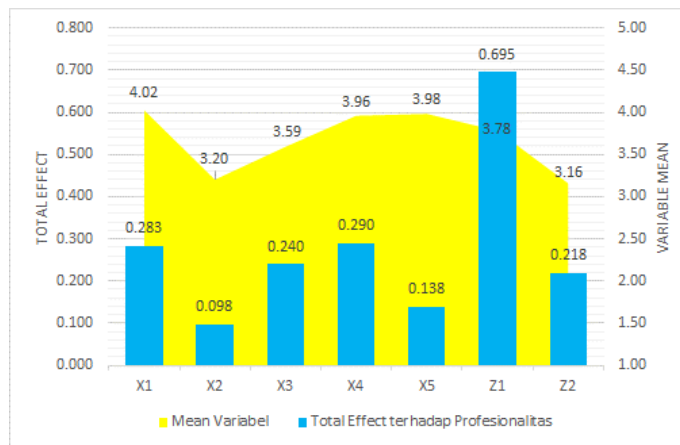


Figure 2. Total Effect on SCA Professionalism

The results of the comparative analysis of the mean and total effect variables conclude that to improve the professionalism of SCA within the East Barito Regency Government, which is the highest starting priority until the lowest is:

Order 1: Develop individual learning in SCA

Individual learning is the primary concern because this variable has the most significant impact on the professionalism of SCA. Employees who can develop their thinking systems, have a strong mentality, are skilled, can work together in teams, and have flexibility in their work, have a significant impact on the professionalism of these employees in their work. Individual learning in SCA can be developed through various training and technical guidance.

Order 2: Strengthen work culture within the organization

Work culture has the second most significant impact on SCA professionalism. Organizations that can build disciplined, open, and respectful human resources will substantially affect the professionalism of employees in the organization.

Sequence 3: Prepare a strong SCA faces challenges in the profession

Professional challenges have the third most significant impact on SCA professionalism. Organizations that can build human resources who are passionate about achieving achievements have managerial abilities, are effective, experienced, are not allergic to targets, are service-oriented, and are firmly committed will significantly impact the professionalism of these employees in the organization.

Order 4: Add value to current job

The value of work has the fourth-largest impact on the professionalism of SCA. Organizations that can provide salaries, bonuses, incentives, premiums, and work promotions on the competence and performance of employees will have a significant impact on the professionalism of these employees in their work.

Five order: Build knowledge sharing culture among SCA

Knowledge sharing has the fifth most significant impact on SCA professionalism. Organizations that can build habits in their employees to share knowledge to achieve better performance will substantially affect the professionalism of employees in the organization.

Order 6: Mark Personal and Career Development is the last priority

Organizations can delay in increasing the personal value of SCA and the career development system in the organization because these two variables have not empirically had a significant impact on individual learning as the primary mediator on SCA professionalism; this is also evident from the total effect on professionalism which is the most minor compared to other variables. This condition provides information that, even with the current personal values of employees and implementation of existing career development, SCA professionalism will still increase if improvements are made from aspects of professional challenges, work values, work culture, individual learning, and knowledge sharing.

CONCLUSION

The purpose of the study was to analyze the effect of professional challenges, personal values, work values, work culture, and career development on individual learning, knowledge sharing, and professionalism in SCA in the East Barito Regency Government. Based on the results of research and discussion that have been described in the previous chapter, it can be concluded as follows:

1. Professional challenges positively and significantly impact individual learning in ASN in the East Barito Regency Government. The results of this study are consistent with the opinions (Kakar et al., 2018) and Amber et al. (2019) that a challenging profession will improve employee individual learning.
2. Professional challenges positively and significantly impact knowledge sharing in ASN in the East Barito Regency Government. The results of this study are consistent with the opinion of Kakar (2018) and Amber et al. (2019) that a challenging profession will increase the willingness of employees to share information and knowledge with other colleagues.
3. Personal values have no significant effect on individual learning in ASN in the East Barito Regency Government. The results of this study are inconsistent with the opinion (Roccas & Sagiv, 2010) and (Zimmermann et al., 2014) that personal values will affect a person's desire to learn through learning in the organization.
4. Personal values positively and significantly affect knowledge sharing in ASN in the East Barito Regency Government. The results of this study are consistent with the opinion (Jansen et al., 2009) and Corcoran (2020) that organizations that have employees with superior personal values will inspire other employees to share enthusiasm and share knowledge to create a robust learning organizational environment (when your goals inspire my goals).
5. The value of work has a positive and significant effect on individual learning in ASN in the East Barito Regency Government. The results of this study are consistent with the opinion (Hjelle & Dæhlen, 2006) and (Stenlund, 2010) that a high job value will lead to high learning in individual employees in the organization. The value of work has a positive and significant effect on knowledge sharing in SCA in the East Barito Regency Government. The results of this study are consistent with the opinion of Dæhlen (2007) and Stenlund et al. (2016) that a high work value will foster enthusiasm for sharing information between individual employees in the organization.
6. Work culture has a positive and significant effect on individual learning in SCA in the East Barito Regency Government. The results of this study are consistent with the opinion of Ali et al. (2015) and Kjällander and Frankenberg (2017) that organizations with a strong work culture can intervene in their employees to have a learning culture, and Abdullah (2020) also states that work culture is related to performance improvement.
7. Work culture has a positive and significant effect on knowledge sharing in SCA in the East Barito Regency Government. The results of this study are consistent with the opinions of Milne (2001), Ho, Hsu, and Lin (2011), and Asrarul-Haq Anwar (2016) that a strong work culture will create a high level of participation among employees, such participatory activities include sharing knowledge with others. Other members of the organization.
8. Career development has no significant effect on individual learning in SCA in the East Barito Regency Government. The results of this study are inconsistent with the opinion of Murphy (2015) and Chan (2017) that the career satisfaction of an employee is in line with the outcome that the employee will produce.
9. Career development has a positive and significant impact on knowledge sharing in SCA in the East Barito Regency Government. The results of this study are consistent with the opinion of Murphy (2015) that career development is a personal improvement made by an employee to achieve a career plan; employees who are satisfied with their career development tend to be more motivated to share information and knowledge they have.
10. Individual learning has a positive and significant effect on the professionalism of SCA in the East Barito Regency Government. The results of this study are consistent with the opinion of Ros Clow (2001), Thursfield et al. (2006), Wearmouth (2006), Hill and Lorenz (2011), Green (2010), Blossing and Ertesvåg (2011), and Aspinwall et al. (2018) that individual learning will affect employee professionalism.
11. Knowledge sharing has a positive and significant impact on the professionalism of SCA in the East Barito Regency Government. The results of this study are consistent with the opinion of Toh et al. (1996), Winch and Foreman-Peck (2000), Hubers et al. (2017), Solheim et al. (2018), PIRacko, Oborn, and Barrett (2019) and Weijs-Perrée et al. (2020) that knowledge sharing helps improve employee work to become more professional.
12. Individual learning mediates the effect of professional challenges on professionalism in SCA in the East Barito Regency Government.

13. Individual learning does not mediate the effect of personal values on professionalism in SCA in the East Barito Regency Government.
14. Individual learning mediates the effect of work value on professionalism in SCA in the East Barito Regency Government.
15. Individual learning mediates the influence of work culture on professionalism in SCA in the East Barito Regency Government.
16. Individual learning does not mediate the effect of career development on professionalism in SCA in the East Barito Regency Government.
17. Knowledge sharing mediates the effect of professional challenges on SCA professionalism in the East Barito Regency Government.
18. Knowledge sharing mediates the influence of personal values on professionalism in SCA in the East Barito Regency Government.
19. Knowledge sharing mediates the effect of work value on professionalism in SCA in the East Barito Regency Government.
20. Knowledge sharing mediates the influence of work culture on professionalism in SCA in the East Barito Regency Government.
21. Knowledge sharing mediates the effect of career development on professionalism in SCA in the East Barito Regency Government.

REFERENCE

- Azwar, S. (2016). Reliabilitas dan validitas aitem. *Buletin Psikologi*, 3(1), 19–26.
- Dwi Nugroho, A., & Kunartinah, K. (2012). Analisis Pengaruh Kompensasi dan Pengembangan Karier Terhadap Kepuasan Kerja dengan Mediasi Motivasi Kerja (Studi pada PNS di Sekretariat Daerah Kabupaten Pekalongan). *Jurnal Bisnis Dan Ekonomi*, 19(2).
- Fernandez, R. (2007). Women, work, and culture. *Journal of the European Economic Association*, 5(2–3), 305–332.
- Hair, J. F., Astrachan, C. B., Moisescu, O. I., Radomir, L., Sarstedt, M., Vaithilingam, S., & Ringle, C. M. (2020). Executing and interpreting applications of PLS-SEM: Updates for family business researchers. *Journal of Family Business Strategy*, 100392. <https://doi.org/https://doi.org/10.1016/j.jfbs.2020.100392>
- Hair, J., Hollingsworth, C. L., Randolph, A. B., & Chong, A. Y. L. (2017). An updated and expanded assessment of PLS-SEM in information systems research. *Industrial Management & Data Systems*.
- Harefa, A. (2004). *Membangkitkan etos profesionalisme*. Gramedia Pustaka Utama.
- Harefa, A. (2006). *The Ciputra's way: praktik terbaik menjadi entrepreneur sejati*. Elex Media Komputindo.
- Hills, D., & Sullivan, F. (2006). *Measuring public value 2: Practical approaches*. Work Foundation London.
- Hjelle, Ø., & Dæhlen, M. (2006). *Triangulations and applications*. Springer Science & Business Media.
- Jansen, J.-D., Brouwer, R., & Douma, S. G. (2009). Closed loop reservoir management. *SPE Reservoir Simulation Symposium*.
- Kakar, V., Voelz, J., Wu, J., & Franco, J. (2018). The visible host: Does race guide Airbnb rental rates in San Francisco? *Journal of Housing Economics*, 40, 25–40.
- Kluckhohn, C. (1962). *Culture and behavior*.
- Korten, D. C., & Alfonso, F. B. (1981). *Bureaucracy and the Poor*. McGraw-Hill International.
- Lin, H. (2007). Knowledge sharing and firm innovation capability: an empirical study. *International Journal of Manpower*.
- Nitisemito, A. S. (1996). *Manajemen personalia*. Jakarta: Ghalia Indonesia.
- Prahastuti, L., & Ferdinand, A. T. (2011). *Analisis Pengaruh Kualitas Layanan Dan Kualitas Produk Terhadap Kepuasan Konsumen Untuk Meningkatkan Loyalitas Konsumen Indosat (Studi Pada Pelanggan Indosat di Wilayah Semarang)*. Universitas Diponegoro.

- Riyadi, S., Munizu, M., & Arif, D. (2021). Supply chain performance as a mediating variable effect of information technology on company competitiveness. *Uncertain Supply Chain Management*, 9(4), 811–822. <https://doi.org/10.5267/j.uscm.2021.8.008>
- Riyadi, S., Nugroho, M., & Arif, D. (2021). The effect of supply network and management control system on the efficiency and profitability of manufacturing companies. *Uncertain Supply Chain Management*, 9(4), 963–972. <https://doi.org/10.5267/j.uscm.2021.7.004>
- Robbins, S. P., & Judge, T. (2009). *Organizational Behavior*. Pearson South Africa.
- Roccas, S., & Sagiv, L. (2010). Personal values and behavior: Taking the cultural context into account. *Social and Personality Psychology Compass*, 4(1), 30–41.
- Sagala, R. D. E., & Rivai, V. (2013). Manajemen sumber daya manusia untuk perusahaan. *Rajawali Pers, Jakarta*.
- Sedarmayanti, S. (2020). Membangun Sistem Manajemen Kinerja Guna Meningkatkan Produktivitas Menuju Good Governance. *Jurnal Wacana Kinerja: Kajian Praktis-Akademis Kinerja Dan Administrasi Pelayanan Publik*, 7(2), 1–16.
- Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, G., Smith, B., & Guman, E. C. (1999). *The dance of change: The challenges to sustaining momentum in learning organizations*. Wiley Online Library.
- Shiau, W.-L., Sarstedt, M., & Hair, J. F. (2019). Internet Research Using Partial Least Squares Structural Equation Modeling (PLS-SEM). *Internet Research*, 29(3), 398–406. <https://doi.org/https://doi.org/10.1108/IntR-10-2018-0447>
- Sofo, F., & Ammirato, S. (2011). Establishing a learning culture: The importance of relationships within an organization. *World Summit on Knowledge Society*, 271–277.
- Solimun, M. S. (2002). Structural Equation Modelling (SEM) Lisrel dan Amos. *Malang: Fakultas MIPA Universitas Brawijaya*.
- Stenlund, T. (2010). Assessment of prior learning in higher education: A review from a validity perspective. *Assessment & Evaluation in Higher Education*, 35(7), 783–797.
- Tjakraatmadja, J. H., Martini, L., & Anggoro, Y. (2011). Knowledge sharing in small and medium enterprises. *Tech Monitor*, 7–8, 29–35.
- Vansteenkiste, M., Neyrinck, B., Niemiec, C. P., Soenens, B., De Witte, H., & Van den Broeck, A. (2007). On the relations among work value orientations, psychological need satisfaction and job outcomes: A self-determination theory approach. *Journal of Occupational and Organizational Psychology*, 80(2), 251–277.
- Zimmermann, P., Firnkes, S., Kowalski, J. T., Backus, J., Siegel, S., Willmund, G., & Maercker, A. (2014). Personal values in soldiers after military deployment: associations with mental health and resilience. *European Journal of Psychotraumatology*, 5(1), 22939.