

**THE INFLUENCE OF COMPETENCE, TRAINING, AND EFFICACY ON THE
DEVELOPMENT EXPECTATIONS OF WIDYAISWARA WITH AFFECTIVE
COMMITMENT AS A MODERATING VARIABLE IN AGENCIES
IMPLEMENTING TALENT MANAGEMENT**

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Abstract

This research explores how competence, training, and self-efficacy influence the growth expectations of widyaiswara, with affective commitment serving as a moderating variable in institutions that have adopted talent management practices. Data were collected via Google Forms containing statements related to each of the studied variables. The sample consisted of 100 widyaiswara respondents. Data analysis was conducted using SmartPLS 4.0, employing the PLS method for hypothesis testing, which involved two stages: evaluation of the outer model and the inner model. The findings indicate that competence does not have a significant effect on growth expectations. In contrast, both training and self-efficacy show a significant positive impact. Additionally, the moderating role of affective commitment does not influence the relationship between competence and growth expectations, but it significantly strengthens the effect of training on growth expectations.

Keywords: Training, Competence, Self-Efficacy, Widyaiswara, Talent Management

INTRODUCTION

Human Resources (HR) are one of the key elements that determine the success of an organization. HR is considered one of the organization's assets, and thus, its presence and management require careful attention. With quality HR, the organization can function effectively and move toward its desired goals. Human resources work using their skills and knowledge, complemented by creativity and innovation, which in turn enhances organizational performance. As stated by Mathis and Jackson (2018), HR is an official system within an organization or company that functions to retain human talent and motivation, allowing them to be utilized in achieving organizational or company goals effectively and efficiently.

In government organizations, HR plays a highly strategic role in achieving the organization's vision and mission, which ultimately affects the quality of public services. However, various issues related to HR in government settings still persist. Some of the ongoing issues include employee commitment and lack of coordination or collaboration (Fatoni, 2022). The HR in government institutions is known as the Aparatur Sipil Negara (ASN) or Civil State Apparatus, which serves as the frontline in ensuring the successful realization of organizational goals. According to data from the Central Statistics Agency as of March 2024, the number of ASN currently stands at 4,758,730, comprising 3,655,685 Civil Servants (PNS) and 1,103,045 Government Employees under Work Agreements (PPPK) (bkn.go.id).

To achieve the established vision and mission, government institutions distribute workloads across various positions, including managerial, functional, and operational roles. One of the functional positions is *Widyaiswara*, a professional role responsible for conducting training, developing training programs, and ensuring the quality of training as part of competency development in government training institutions. As ASNs with such authority, *widyaiswara* are naturally expected to have continuous growth aspirations, demonstrated through their ability to perform their duties effectively. A 2023 survey conducted by the National Institute of Public Administration revealed that the number of *widyaiswara* advancing to either managerial or non-managerial positions remains very limited, despite the availability of career mobility paths—vertical, horizontal, or diagonal. Currently, only 8.1% of *widyaiswara* hold managerial positions in the institutions that have been mapped.

In carrying out their duties, a *widyaiswara* is expected to have aspirations for career advancement. These growth expectations must be supported by the necessary competencies. However, in terms of competence, there are still *widyaiswara* who have not yet fully met the required managerial competencies. Their managerial abilities still need improvement, especially in areas where survey results scored below 50%—namely, result orientation, change management, and decision-making. Result orientation refers to a *widyaiswara*'s ability to deliver high-quality work outcomes that meet, or ideally exceed, the expectations of their superiors. Change management involves the competency to respond effectively to changes and the ability to initiate changes or innovations in completing their tasks. Meanwhile, decision-making is the competency to make appropriate and data-informed decisions tailored to the challenges faced by the organization.

Regarding competency development, survey results indicate that a large number of *widyaiswara*—82.10%—participated in fewer than five development activities within a year,

despite having various opportunities for training. The challenges faced by *widyaiswara* today are increasingly diverse and complex, thus requiring ongoing competency development to ensure the sustainability of their careers. Moreover, with the current advancements in technology and information, *widyaiswara* are now expected not only to be skilled in delivering classroom training, but also to embrace digital transformation to contribute meaningfully to competency development (Ashari and Sancoko, 2021).

To realize their growth expectations, *widyaiswara* must go beyond competence and competency development alone. Strong self-efficacy is needed to help them reach their desired level of success. Research by Widowati (2020) shows that self-efficacy has a positive correlation with innovation—one of the essential competencies for managerial positions. It is important for *widyaiswara* to have confidence in their ability to perform beyond expectations through the innovations they create.

In addition to the challenges of competency development, training, and self-efficacy, organizations must also pay attention to affective commitment. A *widyaiswara* should have a sense of belonging and a desire to remain with their organization, viewing it as an integral part of themselves. This emotional connection between *widyaiswara* and the organization plays a crucial role in achieving organizational goals, making the organization a top priority. Such feelings can be reflected in a sense of ownership and care for the organization. Therefore, *widyaiswara* should not only focus on teaching but also make meaningful contributions to the progress of their unit or institution.

Based on the explanation provided, the research problems in this study are formulated as follows:

1. To what extent do competence, training, and self-efficacy influence growth expectations?
2. To what extent does affective commitment moderate the relationship between competence, training, and self-efficacy on growth expectations?

The conceptual framework of the study is as follows:

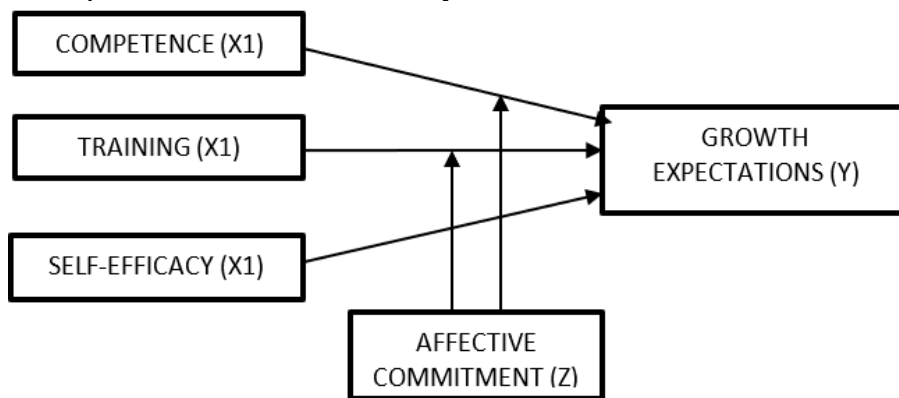


Figure 1.
Research Model

Source: Data processed, 2024

REVIEW OF LITERATURE

H1: Competence has a positive effect on Growth Expectations

Competence can be defined as the ability to perform specific jobs, roles, and tasks, as well as the ability to integrate knowledge, skills, attitudes, and personal values, and the ability to organize knowledge and skills based on previous experiences and learning (Syahputra and Tanjung, 2020). Employee work competence helps them complete tasks in accordance with targets (Samsul et al., 2019). This is supported by Irmayanti et al. (2020), who state that competence is defined as a combination of skills, knowledge, creativity, and positive work attitudes applied to performance. Research on the influence of Competence, Training, and Compensation on Employee Performance with Affective Commitment as an intervening variable indicates that competence, training, and compensation have a positive and significant effect on employee performance, and affective commitment also has a positive and significant effect on employee performance. Furthermore, indirect effect tests show that affective commitment can mediate the influence of competence, training, and compensation on employee performance. This is in line with the research of Arif and Fauzan (2022), which shows that competence has a positive and significant effect on organizational commitment, self-efficacy has a negative and significant effect on organizational commitment, and compensation has a positive and significant effect on organizational commitment.

H2: Training has a positive effect on Growth Expectations

Training is a process aimed at improving the competencies required by employees to perform their tasks. The training provides knowledge and its application within the organization to improve work productivity and achieve organizational goals (Dessler, 2020). Various employee competencies are clearly essential for the organization, leading to increased productivity for both the individual employee and the organization. With training, employees are expected to complete their tasks as expected (Larasati, 2018). In task completion, certain knowledge and skills are required, as Flippo (2002) explains that training is an activity aimed at improving the knowledge and abilities of employees to carry out specific tasks.

H3: Self-Efficacy has a positive effect on Growth Expectations

According to Bandura (2006), self-efficacy is crucial for the self-regulation system in acquiring skills. Self-efficacy is the comparison between the tasks performed and the level of effort exerted in achieving set goals. Self-efficacy consists of decisions, beliefs, and expectations about how much an individual estimates their ability to carry out specific tasks and actions necessary to achieve their desired goals (Efendi, 2013). This is supported by Frederica in Wijaya (2024), who mentions that self-efficacy is the result of a mental process that involves beliefs and self-judgment about how well an individual can behave correctly or incorrectly, right or wrong, good or bad, in any given condition. Research on Self-Efficacy and Work Discipline and Its Impact on Employee Performance shows that work discipline and self-efficacy have a positive and significant effect on employee performance both partially and directly.

H4: Competence has a positive effect on Growth Expectations moderated by Affective Commitment

Affective commitment is an essential factor that every employee must possess (Armstrong, 2014). The concept of affective commitment is based on the attitude commitment theory, which focuses on the desire of employees to remain with the

organization (Meyer, 2001). Affective commitment is a component of organizational commitment that involves emotional attachment to the organization, motivating employees to engage with and identify with the organization (Mercurio, 2015). In line with Fullerton (2005), affective commitment refers to the emotional attachment of employees to the employer, strengthening their sense of ownership and involvement with the organization. Affective commitment is defined as the emotional level of attachment, identification, and involvement of employees within the organization. This is echoed by Ardiansyah et al. (2022), who state that affective commitment represents the emotional attachment of employees to the organization, enhancing their sense of ownership and involvement.

H5: Training has a positive effect on Growth Expectations moderated by Affective Commitment

Previous research by Muleya et al. (2022) shows that training has a significant and positive effect on growth expectations. The study suggests that employees who have undergone training can perform their work well. However, to achieve growth expectations or career development, other variables such as work discipline or performance may be required. In line with research by Niati & Prayoga (2021), the results indicate that training, motivation, and work achievement can enhance growth expectations. Training is one of the factors that influence career development or growth expectations, making it crucial for organizations or companies to conduct training that aligns with the needs of their employees.

RESEARCH METHOD

Research Location

The research was conducted at twelve government agencies that have implemented talent management (KASN, 2023). The selection of these locations was based on the management of human resources or talent that adheres to the principles of talent management according to the Regulation of the Minister of Administrative and Bureaucratic Reform on Talent Management for Civil Servants, which includes being objective, planned, open, timely, accountable, free from political intervention, and free from corruption, collusion, and nepotism practices.

Population and Sample

The population used in this study consists of all widyaiswara in the twelve government agencies that have implemented talent management, with a total of 472 widyaiswara distributed across several government agencies, including the Ministry of Finance, Ministry of SOEs, Ministry of Law and Human Rights, Ministry of Marine Affairs and Fisheries, National Administrative Agency, Financial and Development Supervisory Agency, Food and Drug Supervisory Agency, West Java Provincial Government, Central Java Provincial Government, Bandung City Government, Tangerang City Government, and Sumedang City Government. In the context of this research, the sample was taken using the Slovin technique due to the large population. The Slovin formula is used to determine the sample size that can represent the large population. The following is the method for calculating the sample using the Slovin formula with a margin of error of 10%, so the sample size in this study is:

$$n = \frac{N}{1 + Ne^2}$$
$$n = \frac{472}{1 + 472(0,1)^2}$$

n = 99,78 (rounded to 100)

Type of Data and Data Sources

This study uses quantitative data, which consists of numbers obtained through questionnaires, direct observation, or documentation. The data will then be processed with statistical analysis (Riyanto, S., & Hatmawan, 2020). The data source used is primary data. According to (Sugiyono, 2019), primary data refers to data sources that directly provide information to the data collector. The data used in this research are qualitative data obtained from interviews and data from the Google forms that have been distributed to the respondents.

Data Collection Techniques

In this research, data is collected by distributing a questionnaire link via Google Forms to widyaiswara in government agencies that have implemented talent management. The questionnaire is measured using a Likert scale with answer choices from 1 to 5 to assess respondents' attitudes towards the statements provided.

Data Analysis Techniques

The data analysis used in this study is descriptive analysis, which aims to describe or depict the respondents' situation without intending to make generalized conclusions (Sugiyono, 2019). For statistical testing, the Partial Least Square (PLS) method is used. PLS has a distribution-free approach, meaning this method does not assume a specific distribution for the data and can be used for nominal, categorical, ordinal, interval, and ratio data (Ghozali, 2021). Model evaluation in PLS is conducted by assessing the outer model and the inner model. The outer model is related to reflective or formative indicators using three measurement techniques: Convergent Validity, Discriminant Validity, and Composite Reliability (Ghozali, 2021). The rule of thumb used in convergent validity testing is that the outer loading value should be greater than 0.7, and the Average Variance Extracted (AVE) value should be more than 0.5. For discriminant validity testing, the cross-loading value is used as the measurement parameter for each construct. Another method that can be used is comparing the square root of the AVE for each construct with the correlations between constructs in the model. Reliability testing in PLS is performed using two methods: Cronbach's alpha and Composite Reliability. The rule of thumb is that the values of Cronbach's alpha and composite reliability must be greater than 0.7, although values of 0.6 are still acceptable (Hair et al., 2006 in Jogiyanto and Abdillah, 2011).

The structural model in PLS is evaluated using the Coefficient of Determination (R^2) and Path Coefficient (β). This is used to observe and confirm the relationships between the constructs in the model (Jogiyanto, 2009 in Herani, 2018). The higher the R^2 value, the better the proposed predictive model is considered (Jogiyanto and Abdillah, 2019). Meanwhile, the path coefficient scores or inner model indicated by the T-statistic for one-tailed hypotheses must be above 1.64 for hypothesis testing at a 5% alpha and 80% power (Hair et al., 2006 in Jogiyanto and Abdillah, 2019).

Table 1.
Respondent Characteristics Based on Gender

Gender	Quantity	Percentage
Male	64	64 %

Female	36	36 %
Total	100	100%

Source: Research Results (2024)

Based on the table above, it can be seen that the majority of respondents who filled out the questionnaire were male widyaiswara, with 64 people representing 64%, and female widyaiswara, with 36 people representing 36%. This is likely due to the higher number of males compared to females.

Respondent Characteristics Based on Age

Table 2.
Respondent Characteristics Based on Age

Age	Quantity	Percentage
25 – 35 Years	5	5 %
36 – 45 Years	31	31 %
46 – 55 Years	26	26 %
56 – 65 Years	38	38 %
Quantity	100	100%

Source: Research Results (2024)

Based on the table above, it can be seen that the number of respondents who filled out the questionnaire in the age group of 56-65 years is 38 people, with a percentage of 38%. The age group of 36-45 years had 31 people with a percentage of 31%, while 46-55 years had 26 people with a percentage of 26%, and 25-35 years had 5 people with a percentage of 5%. The highest number of respondents is in the 56-65 years age group, with 38%.

Respondent Characteristics Based on Length of Service

Table 3.
Respondent Characteristics Based on Length of Service

Length of Service	Quantity	Percentage
1 – 10 Years	41	41 %
11 – 20 Years	34	34 %
21 – 30 Years	12	12 %
31 – 40 Years	13	13 %
Total	100	100%

Source: Research Results (2024)

Based on the table above, it can be seen that the number of respondents who filled out the questionnaire based on their length of service is as follows: 1-10 years with 41 people, representing 41%; 11-20 years with 34 people, representing 34%; 31-40 years with 13 people, representing 13%; and 21-30 years with 12 people, representing 12%. The largest group is in the 1-10 years of service range.

Respondent Characteristics Based on Position Level

Table 4.

Respondent Characteristics Based on Position Level		
Position Level	Quantity	Percentage
Widyaiswara Ahli Pertama	6	6 %
Widyaiswara Ahli Muda	26	26 %
Widyaiswara Ahli Madya	47	47 %
Widyaiswara Ahli Utama	21	21 %
Total	100	100%

Source: Research Results (2024)

R-Square Test

Based on the data processing, the following R-Square results were obtained:

Based on the table above, it can be seen that the number of respondents who filled out the questionnaire are Widyaiswara with the position level of Ahli Madya (47 people, 47%), Widyaiswara Ahli Muda (26 people, 26%), Widyaiswara Ahli Utama (21 people, 21%), and Widyaiswara Ahli Pertama (6 people, 6%). The highest number is found among Widyaiswara Ahli Madya.

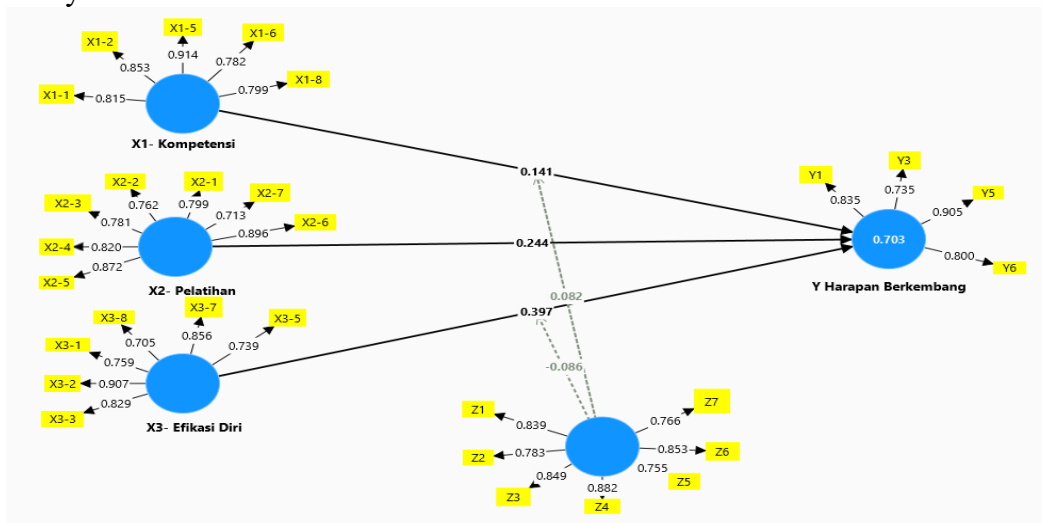


Figure 2.
Outer Model

Source: Data processed, 2024

R-Square Test

Based on the data processing, the following R-Square results were obtained:

Table 4.

R-Square Test Results

Variable	R-Square	R-Square Adjusted
Hope to Develop	0.637	0,613

Source: Research Results (2024)

Based on the R^2 value of 0.637 for the Hope to Develop construct, it falls into the moderate category.

Hypothesis Testing

Hypothesis testing is the process of evaluating the null hypothesis, where a hypothesis can be accepted or rejected. To test the hypothesis, the T-statistic value can be examined. For this study, the T-statistic value must be greater than 1.96 for a two-tailed test and greater than 1.64 for a one-tailed test, with a significance level (alpha) of 5% and a power of 80%, based on the bootstrapping process (Abdillah and Hartono, 2015).

Hypothesis	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T statistics ((O/STDEV))	P values	Description
X1 - Competence -> Y Hope to Develop	0.138	0.156	0.084	1.647	0.100	Rejected
X2 - Training -> Y Hope to Develop	0.252	0.261	0.102	2.465	0.014	Accepted
X3 - Self-Efficacy -> Y Hope to Develop	0.324	0.309	0.134	2.424	0.015	Accepted
Z - Affective Commitment x X1 - Competence	0.073	0.062	0.094	0.778	0.437	Rejected
Z - Affective Commitment x X2 - Training -> Y Hope to Develop	-0.235	-0.239	0.119	1.979	0.048	Accepted

Source: Processed Data (2024)

RESULTS AND DISCUSSION

The Influence of Competence on Development Expectations

Based on the results of calculations and hypothesis testing using SmartPLS 4.0, it can be seen that competence does not have a significant effect on development expectations. This is indicated by the results of calculations through the results of the t-statistic test (t count) of $1.647 < t \text{ table } 1.96$, which means that the competence variable does not affect development expectations. In addition, it is proven by the p values of $0.100 > 0.05$, which indicates that the competence variable does not have a significant effect on development expectations. This indicating that the hypothesis H_0 is accepted, and H_1 is rejected, meaning that the previously formulated hypothesis is rejected. The results of the study can be concluded that competence does not have a direct effect on development expectations. This study shows that there is no positive relationship between competence and development expectations. This means that knowledge, skills, behaviour, and interests do not have a significant effect on the career expectations of *widyaiswara*. *Widyaiswara* competence in carrying out their daily duties and functions does not have a positive effect on development expectations or career development. Furthermore, if viewed from the cross loading value, the highest value is found in X1-6 with a value of 0.857 which states that in achieving the highest career, a lecturer needs moral support. This can be interpreted that in order to fulfill the expectations of developing a

lecturer, moral support is needed. Moral support, for example, is in the form of education, providing opportunities for competency development or other things. In fulfilling the expectations of developing a lecturer, it can be obtained from the organization, direct superiors, colleagues, or others. While the lowest loading value is found in X1-8 with a value of 0.742 which states that in achieving the highest career, a lecturer requires a strong interest so that further efforts need to be made so that the lecturer can have a high interest in realizing the highest career achievement as a manifestation of the expectations of developing. Based on the results of descriptive research in this study where the Competence variable using four indicators with respondents' answers showed a positive perception of their institution that has implemented talent management. The average value shows that in general respondents tend to answer neutrally but tend to agree with the statement submitted. The statement with the highest average value, namely the challenges of the tasks faced require routine knowledge updates and in carrying out agency tasks, professional behaviour is needed, shows a high level of agreement with knowledge, skills, attitudes and interests. There are other variables not identified in this study that can more strongly predict the *Widyaiswara's* Expectations of Development. In addition, the potential for variability in perceptions of competence and expectations of development may also play a role in producing these findings. However, although competence does not affect expectations of development, further research may be needed to understand other factors that can explain this dynamic.

The Impact of Training on Expectancy Development

Based on the test results above, Competence (X2) has an effect on Expectancy to Develop. Shown through the original sample results of 0.252. The results of the t-statistic test processing indicate $t_{count} 2.465 > t_{table} 1.96$ which means that the competency variable has an effect on expectation to develop. Along with the p values of $0.014 < 0.05$, it means that the Training variable has a significant effect on Expectancy to Develop. Therefore, it indicates that the H0 hypothesis is rejected, and H1 is accepted, meaning that the previously formulated hypothesis is accepted. Based on the results of descriptive research in this study where the training variable uses four indicators with respondents' answers showing a positive perception of their agency that has implemented talent management. The average value shows that in general respondents tend to answer neutrally with the statements submitted. The statement with the highest average value, namely on functional training that is followed in accordance with the agency's performance targets and functional training that is followed as a requirement for career advancement, shows a high level of agreement with the objectives and targets of training, trainers or teachers, training materials, and training methods used. Furthermore, the lowest loading value is found in X2-1 with a value of 0.776, which states that the functional training attended is in accordance with the agency's work targets. This can be interpreted that the training attended by the instructor is still not in accordance with the agency's work targets. Meanwhile, the highest value is found in X2-6 with a value of 0.882, which states that the training material provided in the training is always relevant to the job duties. This can be interpreted that the material presented in the training supports the achievement of the instructor's development expectations. The results of previous research conducted by (Gunawan, 2018) showed that training had a real and positive effect on development expectations. Research shows that employees who have participated in training can work well. However, to achieve development expectations or career development, other variables are needed, such as work discipline or perhaps performance. In line with research

conducted by (Niati, et al, 2021) shows that training results, motivation, and work performance can increase development expectations. Training is one of the elements that influences employee development expectations or career development, so it is very important for organizations or companies to provide training that is in accordance with the needs of their employees.

The Influence of Self-Efficacy on Expectations of Development

Based on the test results above, Self-Efficacy (X3) has an effect on Expectations of Development. It is shown through the original sample results of 0.324. The results of the t-statistic test processing indicate t count 2.424 > t table 1.96, which means that the competency variable has an effect on Expectations of Development. Along with the p values of $0.015 < 0.05$, it means that the competency variable has a significant effect on Expectations of Development. Therefore, it indicates that the hypothesis H_0 is rejected, and H_1 is accepted, meaning that the previously formulated hypothesis is accepted. Furthermore, the lowest loading value is found in X3-8 with a value of 0.739, which states that difficult tasks lead me to have patience. This can be interpreted that difficult assignments given to *widyiswara* have not been able to provide patience. While the highest value is found in X3-2 with a value of 0.884, which states that the ability to follow the latest developments is needed by the work unit. This can be interpreted that currently, instructors are required to always follow the latest developments because they are needed by the work unit and can contribute to efforts to achieve their development expectations. Based on the results of descriptive research in this study where the Self-Efficacy variable using four indicators with respondents' answers shows a positive perception of their agency that has implemented talent management. The average value shows that in general respondents answered neutrally tending to agree with the statements submitted. The statement with the highest average value, namely on the challenges given by the work unit, is believed to be resolved by instructors and the ability to follow the latest developments is needed by the work unit where the instructor is located, shows a high level of agreement with confidence in one's own abilities, strength in facing difficulties, breadth of work fields, and the instructor's perseverance.

The results of previous research conducted by (Martini, et al, 2023) showed that self-efficacy has a significant positive effect on growth expectations in this case career planning. The sense of self-efficacy possessed by each employee will strengthen the employee concerned to be involved in career planning in their organization and is relevant to the growth expectations they have. The self-efficacy possessed by the instructor is their belief in choosing a career as an instructor so that when taking steps in their work, they will support and be appropriate so that they achieve career maturity.

The Effect of Competence on Growth Expectations Moderated by Affective Commitment.

Based on the test results above, Competence (X1) moderated by affective commitment does not affect Growth Expectations. This is shown through the original sample results of 0.073. The results of the t-statistic test processing indicate t count 0.778 < t table 1.96, which means that the competency variable does not affect Growth Expectations. Along with the p values of $0.437 > 0.05$, it means that the competency variable does not have a significant effect on the Expectancy of Development. Therefore, it indicates that the hypothesis H_0 is accepted, and H_1 is rejected, meaning that the previously formulated hypothesis is rejected. Furthermore, the lowest loading value is found in X3-8 with a value

of 0.739 which states that difficult tasks lead me to have patience. This can be interpreted that difficult assignments given to the instructor have not been able to provide patience. While the highest value is found in X3-2 with a value of 0.884 which states that the ability to follow the latest developments is needed by the work unit. This can be interpreted that currently instructors are required to always follow the latest developments because they are needed by the work unit and can contribute to efforts to achieve their expectations of development. Based on the results of the hypothesis test conducted, competence has been proven to have no effect on the lower the affective commitment of employees who are unable to moderate competence will affect the expectations of development. Based on the results of descriptive research in this study where the Training variable is moderated by affective commitment using four indicators with respondents' answers showing a positive perception of their agency that has implemented talent management. The average value shows that in general respondents answered neutral or agreed with the statement submitted. The statement with the highest average value, namely in contributing to community life, the instructor always brings the good name of the institution and the instructor's concern for the institution is needed to carry out tasks, shows a high level of agreement with the belief in caring for the organization, a sense of belonging, emotional attachment, and a sense of happiness.

The Effect of Training on Expectations of Development Moderated by Affective Commitment

Based on the test results above, Training (X2) moderated by affective commitment (Z) has an effect on Expectations of Development. Shown through the original sample results of 0.232. The results of the t-statistic test processing indicate $t_{count} 1.979 > t_{table} 1.96$, which means that the competency variable has an effect on expectations of development. Along with the p values of $0.048 < 0.05$, it means that the affective commitment variable is able to moderate and have a significant effect on the Expectancy of Development. Therefore, it indicates that the H0 hypothesis is rejected, and H1 is accepted, meaning that the previously formulated hypothesis is accepted. Based on the results of descriptive research in this study where the Training variable is moderated by affective commitment using four indicators with respondent answers showing a positive perception of their institution that has implemented talent management. The average value shows that in general respondents answered neutral or agreed with the statement submitted. The statement with the highest average value, namely in contributing to community life, *widyaiswara* always brings the good name of the institution and the *widyaiswara's* concern for the institution is needed to carry out tasks showing a high level of agreement with the belief in concern for the organization, a sense of belonging, emotional attachment, and a sense of happiness. The results of previous research conducted by (Muleya, et al, 2018) showed that training had a real and positive effect on the expectation of development. Research shows that employees who have attended training, employees can work well. The results of previous research conducted by (Martini, et al, 2023) showed that self-efficacy has a significant positive effect on growth expectations in this case, career planning. The sense of self-efficacy possessed by each employee will strengthen the employee concerned to be involved in career planning in their organization, and is relevant to the growth expectations they have. The self-efficacy possessed by the instructor is their belief in choosing a career as an instructor so that when taking steps in their work, they will support and be appropriate so that they achieve career maturity.

The Effect of Competence on Growth Expectations Moderated by Affective Commitment

Based on the test results above, Competence (X1) moderated by affective commitment does not affect Growth Expectations. This is shown through the original sample results of 0.073. The results of the t-statistic test processing indicate t count 0.778 < t table 1.96, which means that the competency variable does not affect Growth Expectations. Along with the p values of $0.437 > 0.05$, it means that the competency variable does not have a significant effect on the Expectancy of Development. Therefore, it indicates that the hypothesis H0 is accepted, and H1 is rejected, meaning that the previously formulated hypothesis is rejected. Furthermore, the lowest loading value is found in X3-8 with a value of 0.739 which states that difficult tasks lead me to have patience. This can be interpreted that difficult assignments given to the instructor have not been able to provide patience. While the highest value is found in X3-2 with a value of 0.884 which states that the ability to follow the latest developments is needed by the work unit. This can be interpreted that currently instructors are required to always follow the latest developments because they are needed by the work unit and can contribute to efforts to achieve their expectations of development. Based on the results of the hypothesis test conducted, competence has been proven to have no effect on the lower the affective commitment of employees who are unable to moderate competence will affect the expectations of development. Based on the results of descriptive research in this study where the Training variable is moderated by affective commitment using four indicators with respondents' answers showing a positive perception of their agency that has implemented talent management. The average value shows that in general respondents answered neutral or agreed with the statement submitted. The statement with the highest average value, namely in contributing to community life, the instructor always brings the good name of the institution and the instructor's concern for the institution is needed to carry out tasks, shows a high level of agreement with the belief in caring for the organization, a sense of belonging, emotional attachment, and a sense of happiness.

1.4.5 The Effect of Training on Expectations of Development Moderated by Affective Commitment.

Based on the test results above, Training (X2) moderated by affective commitment (Z) has an effect on Expectations of Development. Shown through the original sample results of 0.232. The results of the t-statistic test processing indicate t count 1.979 > t table 1.96, which means that the competency variable has an effect on expectations of development. Along with the p values of $0.048 < 0.05$, it means that the affective commitment variable is able to moderate and have a significant effect on the Expectancy of Development. Therefore, it indicates that the H0 hypothesis is rejected, and H1 is accepted, meaning that the previously formulated hypothesis is accepted. Based on the results of descriptive research in this study where the Training variable is moderated by affective commitment using four indicators with respondents' answers showing a positive perception of their institution that has implemented talent management. The average value shows that in general respondents answered neutral or agreed with the statement submitted. The statement with the highest average value, namely in contributing to community life, *widyaiswara* always brings the good name of the institution and the *widyaiswara*'s concern for the institution is needed to carry out tasks showing a high level of agreement with the belief in concern for the organization, a sense of belonging, emotional attachment, and a sense of happiness. The results of previous research conducted by (Muleya, et all, 2018) showed that training had a

real and positive effect on the expectation of development. Research shows that employees who have attended training, employees can work well. However, to achieve the expectation of growth or career development, other variables are needed, such as work discipline or perhaps performance. In line with research conducted by (Niati, et al, 2021) shows that training results, motivation, and work performance can increase the expectation of growth. Training is one of the elements that influences the expectation of growth or career development of employees, so it is very important for organizations or companies to provide training that is in accordance with the needs of their employees.

CONCLUSION

This study offers valuable insights into how competence, training, and self-efficacy influence the hope to develop among *widyaiswara* in the context of career advancement. As discussed in the previous chapter, the findings reveal that competence does not significantly correlate with the hope to develop even when moderated by affective commitment. In contrast, both training and self-efficacy show a significant and positive relationship with the development aspirations of *widyaiswara*. These conclusions are supported by the hypothesis testing results, which demonstrate that while competence alone or when moderated by affective commitment has no notable impact, training especially when combined with affective commitment and self-efficacy both play a crucial role in fostering career development. Building on these findings, future research is encouraged to expand its scope beyond institutions that have implemented talent management strategies, extending to *widyaiswara* at a national scale. Moreover, upcoming studies could enrich the current model by exploring additional variables not yet examined or by reconfiguring the relationships between dependent and independent variables. These variables should be grounded in grand theory or emerging empirical evidence that highlights the potential influence of competence, training, and self-efficacy particularly under the moderating role of affective commitment. Through such efforts, future research can provide a more holistic and nuanced understanding of the drivers behind the hope to develop among *widyaiswara*.

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