



Competence and Career Development Effects on Service Performance: Motivation Mediation in a Ditlantas BPKB Case Study

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ABSTRACT: This study tests whether officers' competence and career development improve service performance in the Vehicle Ownership Document (BPKB) unit of the South Kalimantan Regional Police and whether work motivation transmits these effects. Motivated by a documented paradox of high satisfaction scores alongside persistent queuing and responsiveness complaints, we specified a mediation model integrating Human Capital and Public Service Motivation perspectives. A cross-sectional census of 40 frontline officers was analyzed with PLS-SEM. The findings show that higher competence and clearer career development are associated with stronger motivation and better service performance, and that motivation mediates both relationships. The contribution lies in a policing-specific explanation of how capability and career signals translate into outcomes through motivation in a high-functioning yet complaint-prone service. Practical actions include targeted upskilling, mentoring, transparent promotion criteria, and routine feedback and recognition to sustain motivation, improve responsiveness, and shorten queues, thereby aligning resources with demand and strengthening public trust.

Keywords: Competence, Career Development, Motivation, Service Performance.



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INTRODUCTION

Public service fulfills citizens' administrative and social needs ([Hani, 2019](#)). In Indonesia, service delivery is regulated by Law No. 25 of 2009, which emphasizes transparency, accountability, efficiency, participation, and equality as key principles. Service quality depends not only on systems and procedures but also on officers' competence, motivation, and career development ([Aditya et al., 2024](#); [Wijaya et al., 2024](#)). Within administrative services, the Indonesian National Police (*Polri*), mandated by Law No. 2 of 2002, performs critical functions, including issuing the *Buku Pemilik Kendaraan Bermotor* (BPKB, Vehicle Registration Certificate) ([Ditlantas Polda Kalimantan Selatan, 2024](#)).

The South Kalimantan Traffic Directorate records Public Satisfaction Index scores above 89 for BPKB services during 2021–2023, yet feedback from surveys and online reviews points to persistent problems such as long peak-hour queues, insufficient staffing, unclear information

boards, and slow responsiveness ([Ditlantas Polda Kalimantan Selatan, 2024](#); [Setyadi et al., 2024](#)). The coexistence of high satisfaction scores and recurring complaints signals operational and reputational risks and suggests underlying gaps in officer competence, career development opportunities, and work motivation ([Fauziyana et al., 2022](#); [Suwanto & Priyanto, 2023](#)).

Motivation functions as the proximal driver that converts competence and career prospects into discretionary effort and sustained service focus ([Ding & Wang, 2023](#); [Sukhumvito et al., 2020](#)). Evidence grounded in public service motivation and expectancy logic shows that officers exert greater effort when rewards are valued, while limited recognition, minimal job challenge, and restricted career pathways can erode intrinsic motivation; motivation also mediates the effects of competence and career development on performance ([Marzec & Austen, 2021](#); [Putra & Sari, 2023](#)).

Prior studies in Indonesia often examined these factors separately and rarely within administrative policing. Competence has been linked to performance without incorporating career development and motivation, and career development has been linked to performance while excluding competence and motivation; other works addressed only parts of the relationships, and few tested the combined effects with mediation using Structural Equation Modeling ([Ali, 2020](#)). This gap limits understanding of the mechanism through which human-capital inputs translate into service outcomes in police licensing units.

Competence, career development, work motivation, and service performance are well established in the human resource management literature ([Margie et al., 2023](#); [Wijayanto & Riani, 2021](#)). Competence, which covers procedural knowledge, technical skills, and ethical work attitudes, underpins effective service delivery ([Spencer & Spencer, 2021](#); [Syafriana & Wulansari, 2025](#)). Career development through mentoring, promotion opportunities, and relevant training aligns capabilities with organizational objectives ([Ng et al., 2024](#); [Ogbuma, 2025](#)). Motivation, both intrinsic and extrinsic, channels competence and career opportunities into tangible outcomes, while service performance reflects efficiency, accuracy, and responsiveness ([Parasuraman et al., 1988](#); [Sustanti et al., 2024](#)).

The present study integrates these constructs into a unified model for BPKB issuance at the South Kalimantan Traffic Directorate. The model is positioned within New Public Management and Public Value perspectives to connect efficiency and measurable results with citizen-valued outcomes. Grounded in SERVQUAL and Expectancy Theory, we test whether competence and career development improve service performance and whether work motivation mediates these effects, using SEM for robust mediation testing ([Parasuraman et al., 1988](#); [Vroom, 1964](#)). The novelty lies in combining updated empirical indicators of procedural knowledge, technical skills, ethical attitudes, mentoring, promotion, relevant training, and multidimensional motivation into a single framework tailored to administrative policing. The findings are expected to advance HRM theory in public administration and to offer practical strategies for competence strengthening, career pathway structuring, and targeted motivational interventions. External validity can be further enhanced through cross-validation across regions and service settings in future research.

METHOD

This study used a quantitative explanatory design to test whether competence and career development affect service performance through work motivation in the BPKB issuance unit of the South Kalimantan Regional Police Traffic Directorate. A census was implemented and all 40 eligible frontline officers participated, which minimized sampling error and reflected actual operating conditions (Ghozali & Latan, 2015; Magno et al., 2024; Sugiyono, 2021). Data were collected with a structured questionnaire using a five-point Likert scale from 1, strongly disagree, to 5, strongly agree. Items were adapted from prior studies and tailored to administrative policing. Competence comprised procedural knowledge, technical skills, and ethical attitudes (Fatmasari Wijayanti & Retno Titi Sari, 2023; Spencer & Spencer, 2021). Career development comprised mentoring, promotion opportunity, and relevant training (Novitayanti et al., 2020; Ogbuma, 2025). Work motivation included intrinsic, extrinsic, and goal motivation (Deci & Ryan, 2000; Nguyen et al., 2024). Service performance covered quality and quantity of work, timeliness, initiative, compliance, cooperation, and customer satisfaction (Mediana et al., 2024; Parasuraman et al., 1988). Instrument quality was ensured through expert review and a small pretest. Convergent and discriminant validity and reliability were confirmed via the reflective measurement model in PLS-SEM: all indicator loadings exceeded 0.70, AVE values were above 0.50, and both composite reliability and Cronbach's alpha were above 0.80 (Ghozali & Latan, 2015; Hair et al., 2021). Data were analyzed using PLS-SEM in SmartPLS 4.0 with data checks, evaluation of the reflective measurement model, evaluation of the structural model, and bootstrapping with 5,000 resamples to test direct and indirect effects, using two-tailed $p < 0.05$ and reporting R^2 , f^2 , and Q^2 . The conceptual framework posits that competence and career development influence service performance directly and indirectly through work motivation, grounded in Human Capital Theory and Self-Determination Theory. The relationships among these variables are presented in Figure 1.

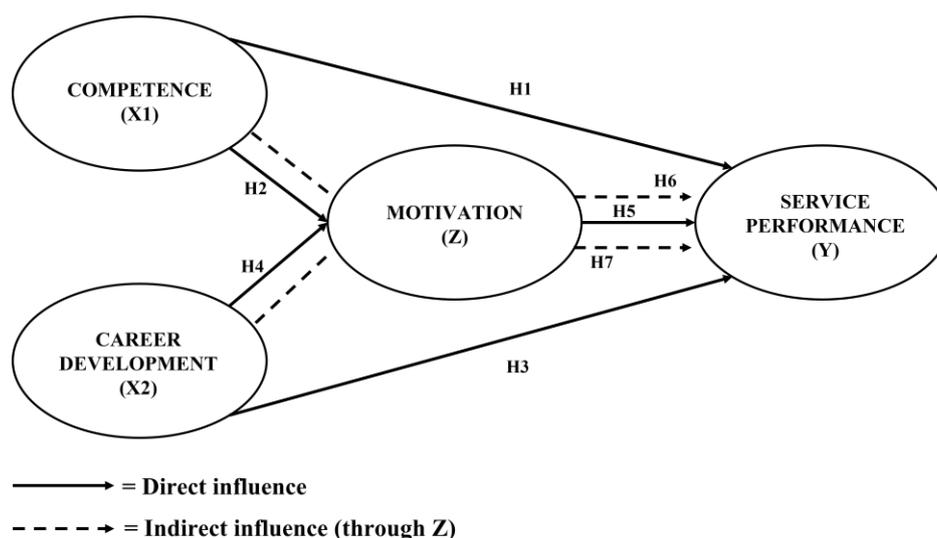


Figure 1: Conceptual Framework

Source: (Djaya, 2021; Geopani, Rochyadi, Jannah, & Suswanto, 2024; Tutu & Constantin, 2012; Wijayanti & Sari, 2023; Wijayanto & Riani, 2021)

Based on the conceptual framework in Figure 1, the following hypotheses are formulated to empirically test the direct and mediating effects:

- H1: Competence has a positive and significant effect on service performance.
- H2: Career development has a positive and significant effect on service performance.
- H3: Competence has a positive and significant effect on work motivation.
- H4: Career development has a positive and significant effect on work motivation.
- H5: Work motivation has a positive and significant effect on service performance.
- H6: Work motivation mediates the relationship between competence and service performance.
- H7: Work motivation mediates the relationship between career development and service performance.

RESULT AND DISCUSSION

Descriptive statistics show consistently high to very high mean scores across all variables. These scores indicate positive perceptions of officers regarding their competence, career advancement opportunities, and motivational levels. The pattern aligns with strong service performance outcomes. The findings are also grounded in the unit's operational role as a frontline service that must ensure accuracy, timeliness, and quality in vehicle document issuance.

The Motor Vehicle Ownership Book (BPKB) issuance unit at the South Kalimantan Regional Traffic Directorate (Ditlantas Polda Kalsel) plays a vital role in ensuring legal certainty and public satisfaction regarding vehicle ownership. This service is managed by the Sub-Directorate of Registration and Identification (*Regident*), responsible for registration, identification, and issuance of BPKB, STNK, and TNKB. The issuance process refers to National Police Regulation No. 7 of 2021, covering Standard Operating Procedures (SOPs) for new issuance, ownership changes, relocation, and document replacement. The service is supported by the *Electronic Registration and Identification* (ERI) system to accelerate processes and validate data in real-time ([Kepolisian Negara Republik Indonesia, Korps Lalu Lintas, 2021](#); [Ombudsman Republik Indonesia, 2023](#)).

The human resources in this unit have a minimum qualification of senior high school education and receive technical training aligned with service requirements. Career development is implemented through a rank system, education, training, and job rotation ([Iddrisu & Mohammed, 2024](#); [Kim et al., 2024](#)). Work motivation is enhanced through awards, incentives, and continuous competence development ([Meng & Li, 2025](#); [Robbins & Judge, 2019](#)). A combination of competence, clear career pathways, and strong work motivation is believed to directly contribute to improved public service performance.

Most respondents were 26–35 years old (48.8%). A large majority had more than three years of tenure (82.9%) ([Novitayanti et al., 2020](#); [Puspita Dewi et al., 2024](#)). Prior studies associate this profile with stronger procedural mastery and more consistent performance in public service roles ([Nazarwin, 2024](#); [Wijayatiningsih et al., 2021](#)). By education, 48.8% completed senior high school, 41.5% held a bachelor's degree, and 9.7% held a master's degree. Men made up 65.9% of the sample, and 92.7% were married. Evidence shows that education, gender composition, and marital

status can shape work style, motivation, and performance in public organizations ([Ingsih et al., 2024](#); [Nuriman, 2021](#)).

The descriptive analysis was conducted to obtain a general overview of respondents' perceptions regarding competence, career development, work motivation, and service performance in the BPKB issuance unit of Ditlantas Polda Kalimantan Selatan. Measurements were carried out using a 5-point Likert scale, where a score of 1 indicates the lowest assessment and a score of 5 the highest. The classification of mean score categories refers to Sugiyono (2021), with intervals of 0.80, resulting in the following ranges: 4.20–5.00 (Very Good), 3.40–4.19 (Good), 2.60–3.39 (Fair), 1.80–2.59 (Poor), and 1.00–1.79 (Very Poor).

The results show that all four variables obtained mean scores above 4.15, indicating that respondents' evaluations generally fall into the "Very Good" category, with some indicators in the "Good" category. This suggests that the officers involved in BPKB issuance possess adequate competence, benefit from well-managed career development programs, maintain high work motivation, and demonstrate strong service performance in delivering public services.

Table 1. Summary of Descriptive Analysis Results

Variable / Indicator	Mean	Category
Competence	4.2	Very Good
– Understanding of Procedures	4.22	Very Good
– Technical Skills	4.24	Very Good
– Work Ethics	4.15	Good
Career Development	4.3	Very Good
– Mentoring	4.29	Very Good
– Promotion Opportunity	4.32	Very Good
– Training	4.37	Very Good
Work Motivation	4.2	Very Good
– Intrinsic Motivation	4.15	Good
– Extrinsic Motivation	4.22	Very Good
– Goal Motivation	4.2	Very Good
Service Performance	4.3	Very Good
– Quality of Work	4.34	Very Good
– Quantity of Work	4.41	Very Good
– Timeliness	4.15	Good
– Initiative	4.24	Very Good
– Compliance	4.24	Very Good
– Cooperation	4.34	Very Good
– Customer Satisfaction	4.2	Very Good

Source: Primary Data Processing (2025)

The data in Table 5.3 demonstrates that training under career development (mean = 4.37) and quantity of work under service performance (mean = 4.41) achieved the highest scores, reflecting respondents' strong agreement on the effectiveness of these aspects. Conversely, work ethics under competence (mean = 4.15), intrinsic motivation (mean = 4.15), and timeliness (mean = 4.15) recorded the lowest means, although still within the "Good" category, indicating areas that could be further enhanced.

Overall, the findings indicate that the implementation of competency building, structured career development, and motivation enhancement programs has yielded positive outcomes in improving public service performance. However, the lower scores in work ethics, intrinsic motivation, and timeliness suggest a need for targeted interventions to sustain and further elevate service quality standards.

The measurement (outer) model was examined to establish the validity and reliability of the four reflective constructs, namely Competence (X1), Career Development (X2), Work Motivation (Z), and Service Performance (Y). Convergent validity was evaluated via standardized indicator loadings and the Average Variance Extracted, using decision rules of loading values above 0.70 and AVE above 0.50, consistent with methodological guidance (Ghozali & Latan, 2015; Hair et al., 2021). Discriminant validity was verified through the cross-loading procedure, requiring each indicator to exhibit its largest loading on the target construct relative to all other constructs. Internal consistency reliability was assessed with Cronbach’s alpha and composite reliability, both expected to exceed 0.70 to indicate acceptable stability of the scales.

The results (Table 2) show that all indicators met the minimum loading factor requirement (0.752–0.938), with AVE values ranging from 0.656 to 0.753, indicating that over 50% of the variance in each construct’s indicators is explained by the construct itself. The *cross-loading* results confirm discriminant validity, as all indicators have their highest loadings on their own construct. Reliability testing produced Cronbach’s Alpha values between 0.794 and 0.912, and composite reliability values between 0.881 and 0.930, demonstrating strong internal consistency. These findings indicate that all measurement items are valid and reliable, and the model is ready for structural testing.

Table 2. Outer Model Results

Variable/ Indicator	Outer Loading	AVE	Cronbach’s Alpha	Composite Reliability	Result
Competence (X1)		0.753	0.834	0.901	Valid & Reliable
X1.1	0.884	-	-	-	Valid
X1.2	0.804	-	-	-	Valid
X1.3	0.912	-	-	-	Valid
Career Development (X2)		0.712	0.794	0.881	Valid & Reliable
X2.1	0.813	-	-	-	Valid
X2.2	0.772	-	-	-	Valid
X2.3	0.938	-	-	-	Valid
Service Performance (Y)		0.656	0.912	0.93	Valid & Reliable
Y1	0.774	-	-	-	Valid
Y2	0.798	-	-	-	Valid
Y3	0.858	-	-	-	Valid
Y4	0.808	-	-	-	Valid
Y5	0.826	-	-	-	Valid
Y6	0.848	-	-	-	Valid
Y7	0.752	-	-	-	Valid

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Variable/ Indicator	Outer Loading	AVE	Cronbach's Alpha	Composite Reliability	Result
Work Motivation (Z)		0.726	0.812	0.888	Valid & Reliable
Z1	0.874	-	-	-	Valid
Z2	0.839	-	-	-	Valid
Z3	0.843	-	-	-	Valid

Source: Primary Data Processed with SmartPLS 4.0 (2025)

The results in Table 2, derived from the SmartPLS 4.0 output, demonstrate that all measurement indicators meet the validity and reliability criteria. All *outer loading* values exceed the threshold of 0.70, confirming strong convergent validity for each construct. The AVE values, ranging from 0.656 to 0.753, indicate that more than 50% of the variance in the indicators is explained by their respective constructs, further supporting convergent validity.

The *cross-loading* assessment confirms discriminant validity, as each indicator loads highest on its corresponding construct compared to other constructs. In terms of reliability, the Cronbach's Alpha values (0.794–0.912) and composite reliability values (0.881–0.930) are all well above the recommended minimum of 0.70, indicating high internal consistency. These results confirm that the measurement model is robust, and the research instrument is suitable for proceeding to structural model analysis to test the hypothesized relationships among competence, career development, work motivation, and service performance.

The inner model evaluation assessed the explanatory power, effect size, predictive relevance, and overall model fit for the relationships among Competence (X1), Career Development (X2), Work Motivation (Z), and Service Performance (Y).

R-Square values indicate the proportion of variance in the endogenous variables explained by the exogenous variables. As presented in Table 3, the R² for Service Performance (Y) is 0.930, meaning that 93% of its variance is explained by Competence, Career Development, and Work Motivation. Similarly, the R² for Work Motivation (Z) is 0.872, indicating that 87.2% of its variance is explained by Competence and Career Development. These results suggest a very high explanatory power of the model.

Table 3. R-Squared Results

Dependent Variable	R-Square	R-Square Adjusted
Service Performance (Y)	0.93	0.925
Work Motivation (Z)	0.872	0.865

Source: Primary Data Processed with SmartPLS 4.0 (2025)

F-Square values measure the effect size of each exogenous variable on the endogenous variable. As shown in Table 4, Competence has a large effect on Work Motivation (1.457) and a medium effect on Service Performance (0.595). Career Development shows a small effect on both Work Motivation (0.210) and Service Performance (0.265). Work Motivation has a small effect (0.114) on Service Performance.

Table 4. F-Square Results

Path Relationship	F-Square	Effect Size
X1 (Competence) → Y (Service Performance)	0.595	Medium
X1 (Competence) → Z (Work Motivation)	1.457	Large
X2 (Career Development) → Y (Service Performance)	0.265	Small
X2 (Career Development) → Z (Work Motivation)	0.21	Small
Z (Work Motivation) → Y (Service Performance)	0.114	Small

Source: Primary Data Processed with SmartPLS 4.0 (2025)

Table 4 summarizes each predictor’s unique contribution. Competence has a medium effect on service performance ($f^2 = 0.595$) and a large effect on work motivation ($f^2 = 1.457$). Career development adds small effects to work motivation ($f^2 = 0.210$) and to service performance ($f^2 = 0.265$). Work motivation adds a small unique effect to service performance ($f^2 = 0.114$). As a rule of thumb, f^2 around 0.02 is small, 0.15 medium, and 0.35 large ([Hair et al., 2021](#)). This means strengthening competence is the strongest lever to raise motivation and a meaningful lever for performance, while career development helps but to a lesser degree.

Predictive relevance is very high. The Stone Geisser Q^2 for the model equals 0.991, which is well above zero and indicates that the model predicts the endogenous variables very well. Overall fit is also strong. The Goodness of Fit index is 0.801, a high value on common benchmarks ([Ghozali & Latan, 2015](#)), suggesting that the proposed relationships match the observed data closely. Together, these diagnostics indicate high explanatory power, strong predictive capability, and a good overall fit for testing the hypothesized links among competence, career development, work motivation, and service performance.

The hypothesis testing and mediation analysis were conducted to examine both the direct and indirect effects among the constructs Competence (X1), Career Development (X2), Work Motivation (Z), and Service Performance (Y). The analysis used the bootstrapping technique in SmartPLS 4.0, which provides estimates of path coefficients, t -statistics, and p -values to assess the significance of relationships. This step is crucial to validate whether the proposed conceptual framework is empirically supported by the data collected from officers at the BPKB issuance division of the South Kalimantan Regional Police.

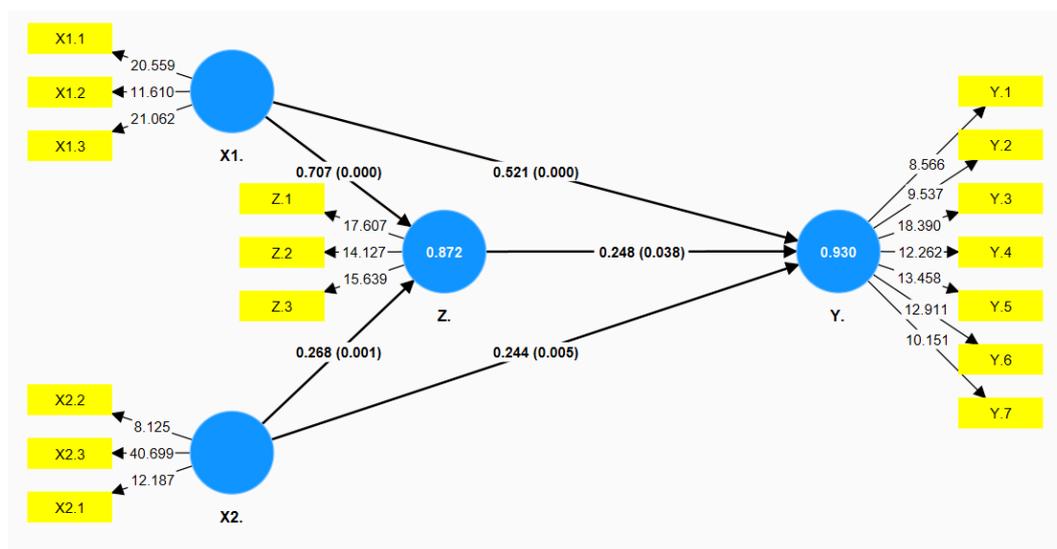


Figure 2. Structural Model – Bootstrapping Results

(Source: Primary Data Processed with SmartPLS 4.0, 2025)

Figure 2 summarizes the tested paths. Competence and career development increase work motivation and service performance. Motivation also improves service performance and mediates the effects of competence and career development. Numerical estimates and significance levels are reported in Table 5.

Table 5. Path Coefficients – Direct and Indirect Effects

Path	Type	Coefficient (O)	Mean (M)	Std. Dev. (STDEV)	t-Statistic	P-Value	Result
X1 (Competence) → Y (Service Performance)	Direct	0.521	0.516	0.114	4.55	0	H1 Accepted
X1 (Competence) → Z (Work Motivation)	Direct	0.707	0.705	0.081	8.745	0	H3 Accepted
X2 (Career Development) → Y (Service Performance)	Direct	0.244	0.253	0.094	2.587	0.007	H2 Accepted
X2 (Career Development) → Z (Work Motivation)	Direct	0.268	0.27	0.088	3.057	0.013	H4 Accepted
Z (Work Motivation) → Y (Service Performance)	Direct	0.248	0.243	0.138	2.797	0.038	H5 Accepted

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Path	Type	Coefficient (O)	Mean (M)	Std. Dev. (STDEV)	t-Statistic	p-Value	Result
X1 (Competence) → Z (Work Motivation) → Y (Service Performance)	Indirect	0.175	0.171	0.1	2.746	0.04	H6 Accepted
X2 (Career Development) → Z (Work Motivation) → Y (Service Performance)	Indirect	0.167	0.266	0.445	3.485	0.006	H7 Accepted

Source: Processed Data (SmartPLS Output, 2025)

The results in Table 5 confirm that all proposed hypotheses are supported, with all p -values below the 0.05 threshold. Competence shows the strongest effect on work motivation, suggesting that skill enhancement and expertise are critical drivers of employee enthusiasm and commitment. Career development contributes positively but with a relatively smaller coefficient, indicating that structured career pathways still play a meaningful role in motivating employees and improving service delivery. The significant indirect effects highlight that work motivation mediates the influence of both competence and career development on service performance, consistent with the *Human Capital Theory* and *Self-Determination Theory*.

Anchored in Human Capital and Self-Determination theories, the findings indicate that competence and career development heighten officers' motivation, and motivated officers deliver better service performance. The mediated pathway emerges as the central mechanism that converts capability and career signals into outcomes in BPKB licensing. This refines prior evidence by demonstrating the mechanism within an administrative policing setting and by quantifying its relative strength.

Effect of Competence on Service Performance of BPKB Issuance Officers at Ditlantas Polda Kalsel

The direct-effect test shows that competence significantly improves service performance, so the hypothesis is supported. This finding confirms that higher levels of competence among BPKB issuance officers lead to better service performance. Officers with strong knowledge, technical skills, and work attitudes are able to carry out their duties more effectively and efficiently, delivering services that meet public expectations.

This result is consistent with (Wijayatiningsih et al., 2021), (Hosen et al., 2024), (Ndou & Miccoli, 2025), and (Geopani, Rochyadi, Jannah, Suswanto, et al., 2024), who reported that competence plays a strategic role in improving employee performance across various sectors. (Ndou & Miccoli, 2025) emphasized that both technical and interpersonal competencies in public sector employees determine service quality. Similarly, Geopani (2024) found that competence significantly

contributes to productivity in the marketing sector, suggesting that the relationship between competence and performance is generalizable across industries.

Theoretically, these findings reinforce the Competency Model by ([Spencer & Spencer, 2021](#)) *Two-Factor Theory*, which posits that achievement and recognition act as motivator factors enhancing work performance. In the context of Ditlantas Polda Kalsel, developing both technical competencies (e.g., mastery of BPKB administrative systems) and non-technical competencies (e.g., communication skills) creates motivating conditions that drive optimal service delivery. Therefore, continuous competence development should be a strategic priority in public service human resource management.

Effect of Competence on Motivation of BPKB Issuance Officers at Ditlantas Polda Kalsel

The analysis indicates that competence meaningfully increases work motivation, so the hypothesis is supported. This finding confirms that improving the competence of BPKB issuance officers enhances their motivation to perform service duties effectively. Competent officers tend to have greater self-confidence and a stronger drive to deliver high-quality services to the public.

This result is consistent with ([Novitayanti et al., 2020](#)), ([Autin et al., 2022](#)), ([Pasaribu et al., 2023](#)), and ([Rohadin, 2021](#)), who found that higher competence significantly boosts work motivation in different organizational contexts. In the military education sector, ([Damara Sakti & Deden Kurniawan, 2022](#)) demonstrated that competence development significantly increases personnel motivation, which in turn enhances performance. Similarly, ([Caniago & Rustanto, 2022](#)) and ([Muringo Muthumbi & Kamau, 2021](#)) observed that competence serves as a key driver of motivation across both private and public sectors. These findings demonstrate that the competence motivation relationship holds in diverse service environments.

From a theoretical perspective, this finding is consistent with Self-Determination Theory ([Deci & Ryan, 2000](#)), which posits that skill mastery and perceived competence enhance intrinsic motivation. In the context of public service, the Competency Model ([Spencer & Spencer, 2021](#)) similarly suggests that employees with strong professional competencies experience higher self-efficacy, which, in turn, sustains work motivation. Accordingly, continuous competency enhancement programs are likely to help foster an intrinsically motivated workforce in public sector institutions such as Ditlantas Polda Kalsel.

Effect of Career Development on Service Performance of BPKB Issuance Officers at Ditlantas Polda Kalsel

The analysis shows that career development has a positive, significant impact on service performance, so the hypothesis is supported. The finding suggests that well-structured career development programs lead to better service performance among BPKB issuance officers, as they

provide clear advancement pathways and skill-building opportunities that translate into improved work outcomes.

This result aligns with ([Ingsih et al., 2024](#)), ([Fan et al., 2022](#)), ([M. Thamrin Noor, 2022](#)), and ([Damara Sakti & Deden Kurniawan, 2022](#)), who demonstrated that career development positively impacts employee performance across sectors such as education, maritime services, and military institutions. Furthermore, ([Sinambela & Ernawati, 2021](#)) as well as ([Kuswati, 2020](#)) emphasized that career growth opportunities motivate employees to deliver higher-quality work, a finding relevant to public administration contexts such as vehicle registration services.

Theoretically, these findings are consistent with Social Exchange Theory ([Blau, 2017](#)), which posits that employees reciprocate organizational investment such as career advancement opportunities, with improved performance. They also align with, where career progression serves as a motivator factor that enhances job satisfaction and performance. In the case of Ditlantas Polda Kalsel, structured career pathways not only improve officers' technical capabilities but also foster a sense of organizational commitment, ultimately elevating public service quality.

Effect of Career Development on Motivation of BPKB Issuance Officers at Ditlantas Polda Kalsel

The analysis reveals that career development meaningfully enhances work motivation, so the hypothesis is supported. This implies that structured career development initiatives encourage BPKB issuance officers to work with higher enthusiasm, persistence, and dedication in serving the public.

This finding is in line with ([Nuriman, 2021](#)), ([Elamalki et al., 2024](#)) and ([Wijayanto & Riani, 2021](#)), who reported that career development is a critical factor in enhancing work motivation across different sectors, including education, finance, and healthcare. Furthermore, ([Sustanti et al., 2024](#)) and ([Honesti et al., 2021](#)) confirmed that career growth opportunities foster employee commitment and intrinsic drive, leading to improved work outcomes in both public and private organizations.

From a theoretical perspective, this result strengthens Herzberg's *Two-Factor Theory* (2003), which categorizes advancement and personal growth as motivator factors capable of enhancing intrinsic motivation. It also aligns with Self-Determination Theory ([Deci & Ryan, 2000](#)), emphasizing that the opportunity to develop one's career increases perceived autonomy and competence two core drivers of intrinsic motivation. In the context of Ditlantas Polda Kalsel, career development programs serve not only as professional advancement mechanisms but also as tools to sustain long-term motivational engagement among officers.

Effect of Motivation on Service Performance of BPKB Issuance Officers at Ditlantas Polda Kalsel

The results indicate that work motivation significantly improves service performance, so the hypothesis is supported. This demonstrates that higher motivation among officers directly leads to improved service quality, responsiveness, and public satisfaction in the BPKB issuance process.

This finding is supported by ([Margie et al., 2023](#)), ([Sugiarti, 2021](#)), and ([Aditya et al., 2024](#)), who found that motivated employees deliver higher-quality work across sectors such as healthcare, private enterprises, and aviation. ([Nusraningrum et al., 2024](#)) and ([Nuriman, 2021](#)) further confirmed that motivation acts as a key driver of performance in both direct and mediating capacities, enhancing productivity and service excellence.

From a theoretical lens, the result is consistent with Vroom's Expectancy Theory (1964), which posits that employees exert greater effort when they believe their performance will lead to valued outcomes. It also resonates with Self-Determination Theory ([Deci & Ryan, 2000](#)), where intrinsic motivation fuels persistence and task effectiveness. In the context of public service, maintaining high motivation among officers is essential for ensuring consistent service quality and meeting citizens' expectations.

Mediating Effect of Motivation on the Relationship Between Competence and Service Performance

The mediation analysis shows that work motivation significantly transmits the effect of competence to service performance, so the hypothesis is supported. The implication is that competence not only directly improves service performance but also indirectly enhances it by increasing officers' motivation levels.

This result aligns with ([Fauziyana et al., 2022](#); [Suardika, 2020](#)), and ([Wijaya et al., 2024](#)), who documented that motivation serves as a significant mediator between competence and performance in various professional settings. ([Pakpahan & Noviandy Aulia, 2022](#)) also found similar patterns in the banking sector, reinforcing the applicability of this relationship in diverse organizational contexts.

Theoretically, this finding supports the integrated model of Competency Theory ([Spencer & Spencer, 2021](#)) and Self-Determination Theory ([Deci & Ryan, 2000](#)), suggesting that competence fosters self-efficacy, which in turn enhances intrinsic motivation, leading to higher performance. In public service institutions like Ditlantas Polda Kalsel, competency-building programs should thus be paired with motivation-enhancing strategies to maximize service performance outcomes.

Mediating Effect of Motivation on the Relationship Between Career Development and Service Performance

The mediation test confirms that work motivation channels the effect of career development to service performance, so the hypothesis is supported. Well-designed career development programs

enhance motivation, which in turn leads to improved service performance among BPKB issuance officers.

This finding is consistent with (Santoso & Priyono, 2022), (Fauziyana et al., 2022), and (Nazarwin, 2024), who reported that career development indirectly boosts performance by first increasing employee motivation. (Mitia Arisni Agustina et al., 2023) similarly found that motivation plays a critical role in strengthening the career development performance linkage across various industries.

From a theoretical standpoint, the result reinforces Herzberg's *Two-Factor Theory* (2003), where career advancement acts as a motivator that triggers intrinsic drive, which then influences performance. It also aligns with Social Exchange Theory (Blau, 2017), indicating that when organizations invest in employees' career growth, officers reciprocate with enhanced motivation and service quality. In the case of Ditlantas Polda Kalsel, combining career development strategies with motivation-oriented interventions can maximize the performance impact.

Practical Implications

The findings offer actionable levers for public service institutions, particularly police administrative services such as Ditlantas Polda Kalsel. First, strengthen capability through structured, blended training that integrates technical, administrative, and interpersonal skills, complemented by on-the-job coaching; track progress with training completion, post-training behavior checks, and error rates. Second, make career systems transparent by publishing promotion criteria, running annual career discussions, and instituting mentoring and targeted rotations; monitor internal fill rates, time to promotion, and perceived fairness. Third, build a motivation architecture that aligns intrinsic and extrinsic drivers: routine recognition and feedback, role-based autonomy and task enrichment, and performance-linked incentives tied to service quality. Implementation should follow an integrated roadmap: pilot the bundle in high-traffic counters, review monthly, then scale; link HR interventions to service KPIs such as average processing time, peak-time queue length, complaint rate, SLA adherence, and IKM scores. Together, these measures are expected to enhance overall service effectiveness, citizen satisfaction, and institutional credibility.

Limitations and Future Research

This study has three main limitations. First, the single-institution setting at the South Kalimantan Traffic Directorate may constrain external validity. Second, the cross-sectional design cannot establish temporal ordering or long-term causality. Third, reliance on self-reported measures raises the risk of social desirability and common method bias. Future work should test the model across regions and agencies using longitudinal or time-lagged designs, and, where possible, combine surveys with administrative service metrics. Researchers can also extend the model by examining moderators and mediators such as organizational commitment, leadership style, and job stress to clarify how competence and career development translate into motivation and service performance.

CONCLUSION

This study shows that competence and career development improve service performance through work motivation. Interpreted via Competency, Two-Factor, and Social Exchange theories, the mechanism links technical mastery, clear advancement, and a supportive climate to higher service quality. In line with performance management reforms, agencies should integrate competency frameworks, KPI-guided development, transparent progression, and aligned recognition and incentives, with progress tracked on service dashboards. Future work should validate the model across regions and over time and test additional organizational and psychological factors.

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