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THE EFFECT OF WORK MOTIVATION AND SPECIALIST DEVELOPMENT ON CAREER DEVELOPMENT WITH KNOWLEDGE SHARING MEDIATION

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Abstract

This study aims to analyze the relationship between work motivation, specialist development, knowledge sharing, and career development in an organizational context. This research employs a quantitative method with a survey approach to collect data from selected respondents. The primary instrument is a questionnaire using a 5-point Likert scale, enabling respondents to express their level of agreement with statements related to the studied variables. Data analysis utilizes Structural Equation Modeling (SEM) with AMOS software, chosen for its ability to analyze complex causal relationships and test conceptual models based on underlying theories. The sample was selected using a Stratified Random Sampling technique from a population of 10,977 police personnel at Polda DIY, with a final sample of 151 respondents.

The results indicate that work motivation significantly influences knowledge sharing, which in turn contributes to career development. High work motivation encourages active engagement in information exchange and experience-sharing, fostering an environment that supports innovation and competency enhancement. In contrast, specialist development has a more limited impact on knowledge sharing and career development, particularly when acquired skills are overly specific and less flexible for various job roles. Moreover, knowledge sharing mediates the relationship between work motivation and career development, highlighting its crucial role in strengthening career growth.

These findings suggest that organizations should foster a knowledge-sharing culture and balance specialist development with collaborative skills, ensuring workforce competitiveness in an increasingly dynamic work environment.

Keywords: Work Motivation, Specialist Development, Knowledge Sharing, Career Development, Structural Equation Modeling (SEM)

INTRODUCTION

The era of globalization not only accelerates the flow of information and technology, but also demands organizations to adopt a more flexible, innovative, and responsive human resource (HR) management approach to change (Wahyudi et al., 2023). One of

the important aspects of HR management is career development that can support the achievement of individual and organizational goals holistically. Work motivation is a major factor in encouraging individuals to achieve their career goals, affecting the level of participation, commitment, and effort in taking advantage of various self-development opportunities such as coaching and mentoring.

The Yogyakarta Regional Police as a regional police institution is responsible for security and order in Yogyakarta. In order to improve the professionalism of its personnel, the Yogyakarta Regional Police actively implements sustainable career development programs, including physical, technical training, and improving analytical skills and understanding technology (Alghifari et al., 2024). However, there are still challenges in terms of personnel work motivation, where some individuals lack a strong drive to improve their competencies and reach higher career heights.

In addition to work motivation, specialist development education also has a strategic role in supporting career development. The program aims to provide a competitive advantage for personnel in handling increasingly complex tasks (O'Reilly et al., 2020; Vázquez-Calatayud et al., 2021). However, out of a total of 10,977 Yogyakarta Police personnel, only 5,318 have the opportunity to take part in specialist development programs, so there is still a gap in individual readiness in meeting certain competency standards.

RESULT

After the primary data was collected through the dissemination of questionnaires, the validity and reliability stages of the research variables were thoroughly analyzed to ensure that each indicator used met the established measurement standards. This process includes verification of the internal consistency of the research instrument and testing the validity of the construct to ensure that the data obtained is able to accurately represent the research variables.

Table 1: Data Validity and Reliability

It	Variable	Indicators	Corrected Item-Total Correlation	Cronbach's Alpha	Information
1	Work Motivation	MK1	.488	.933	Valid and Reliable
		MK2	.859		
		MK3	.828		
		MK4	.840		
		MK5	.832		
		MK6	.827		
		MK7	.851		
2	Specialist Development	SD1	.565	.895	Valid and Reliable
		SD2	.837		
		SD3	.824		

It	Variable	Indicators	Corrected Item-Total Correlation	Cronbach's Alpha	Information
		SD4	.857		
3	Career Development	PK1	.758	.929	
		PK2	.830		
		PK3	.788		
		PK4	.778		Valid and
		PK5	.826		Reliable
		PK6	.779		
		PK7	.666		
4	Knowledge Sharing	KS1	.814	.929	
		KS2	.785		Valid and
		KS3	.849		Reliable
		KS4	.823		
		KS5	.809		

The results of the validity and reliability test in table 1 show that all indicators used meet the standards that have been set. The test was conducted by analyzing the Corrected Item-Total Correlation for each indicator and the value of Cronbach's Alpha as a measure of reliability. In the Work Motivation variable, there are seven indicators (MK1–MK7) with Corrected Item-Total Correlation values ranging from 0.488 to 0.859. The Cronbach's Alpha value obtained was 0.933, indicating that this instrument has a very high level of reliability, so it can be categorized as valid and reliable. The Specialist Development variable consists of four indicators (SD1–SD4), with a Corrected Item-Total Correlation value between 0.565 to 0.857. With Cronbach's Alpha of 0.895, this variable also shows a strong level of reliability, so it can be relied upon in measuring the concept in question. Furthermore, the Career Development variable which has seven indicators (PK1–PK7) shows a Corrected Item-Total Correlation value which ranges from 0.666 to 0.830. With a Cronbach's Alpha value of 0.929, this result indicates that this variable has high internal consistency and can be considered valid and reliable. Finally, the Knowledge Sharing variable has five indicators (KS1–KS5) with Corrected Item-Total Correlation values ranging from 0.785 to 0.849. The Cronbach's Alpha value of 0.929 indicates that this instrument has excellent reliability, so it can be used as a consistent and valid measure in research.

Descriptive Statistics

The demographic profile of the respondents is a crucial element in a study, as it provides comprehensive insight into the backgrounds of the participants involved. Variables such as age, gender, and education level can affect how individuals respond to questions, shape preferences, and influence the patterns of answers given. Analysis of demographic aspects not only allows for a deeper understanding of the diversity of respondents, but also helps in identifying certain trends or patterns that can contribute to the interpretation of research results. Therefore, demographic characteristics play an essential role in ensuring the validity and relevance of research findings in a broader context. Here is a table that summarizes the demographic characteristics of respondents:

Table 2. Demographic Characteristics of Respondents

It	Demographics	Sum	Percentage
1	Gender		
	Man	89	58.9
	Woman	62	41.1
	Total	151	100.0
2	Age		
	20 – 30	31	20.5
	31 – 40	41	27.2
	41 – 50	66	43.7
	51 – up	13	8.6
	Total	151	100.0
3	Education		
	High School/Equivalent	37	24.5
	S1	96	63.6
	S2	18	11.9
	Total	151	100.0

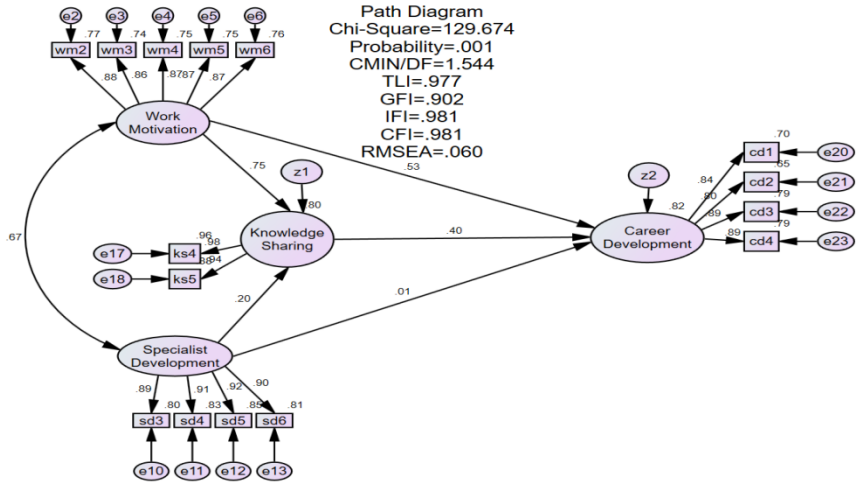
The results of the demographic analysis of the respondents showed the distribution of characteristics based on gender, age, and education level. This data provides a comprehensive overview of the backgrounds of the respondents who participated in the study.

Based on gender**,** the majority of respondents were male, namely 89 people or 58.9% of the total 151 respondents. Meanwhile, female respondents amounted to 62 people or 41.1%. This difference shows that male participation in this study is more dominant than female.

In terms of age, respondents were divided into four groups. The age group of 41-50 years had the highest number of respondents, namely 66 people (43.7%), followed by the age group of 31-40 years with 41 people (27.2%). The age group of 20-30 years is 31 people (20.5%), while the age group of 51 years and above is the least, namely 13 people (8.6%). This data shows that the majority of respondents are in the productive age range, which can affect the pattern of answers and perspectives in the study. In terms of education, the majority of respondents have an undergraduate education level, which is 96 people (63.6%). Respondents with high school education or equivalent amounted to 37 people (24.5%), while respondents who had S2 education reached 18 people (11.9%). This composition shows that most of the respondents have a higher education background, which can contribute to the quality of understanding as well as the way they respond to research questions.

Regression Analysis

The Structural Equation Model (SEM) is a statistical method that integrates factor analysis and multiple regression, allowing for the simultaneous testing of causal relationships in a single model. This technique provides a more comprehensive approach in understanding the relationship between variables, both latent and observed. The following are the results of the analysis obtained using AMOS SEM software**,** which provides estimation of model parameters, tests the model fit (goodness-of-fit), and evaluates the causal relationship between the research variables:



Picture 1: Path Diagram Empirical Research

Normality

The following table is the result of the data normality assessment. Using a variety of statistical methods, we evaluate the distribution of the given sample to ensure a match with the assumption of normality. These results are a reference for validating further analysis that depends on the normality of the data.

Table 3: Assessment of normality

Variable	Min	Max	skew	C.R.	Curtosis	C.R.
CD4	1.000	5.000	-.748	-3.754	.506	1.270
CD3	1.000	5.000	-.697	-3.497	.492	1.233
CD2	1.000	5.000	-.900	-4.517	1.266	3.177
CD1	1.000	5.000	-.568	-2.847	.692	1.736
ks4	1.000	5.000	-.767	-3.847	.729	1.828
ks5	1.000	5.000	-.828	-4.156	.755	1.893
SD3	1.000	5.000	-.494	-2.477	.121	.305

SD4	1.000	5.000	-.584	-2.928	.188	.471
SD5	1.000	5.000	-.753	-3.778	.513	1.287
SD6	1.000	5.000	-.618	-3.101	.258	.648
wm6	1.000	5.000	-.635	-3.185	.561	1.407
wm5	1.000	5.000	-.695	-3.486	.756	1.896
wm4	1.000	5.000	-.345	-1.732	.374	.938
wm3	1.000	5.000	-.510	-2.557	.475	1.192
wm2	1.000	5.000	-.720	-3.610	.682	1.711
Multivariate					56.617	15.403

Table 3 presents the results of normality evaluation for several variables based on the minimum, maximum, skewness, curtosis, and critical ratio (c.r.) of each variable. The skewness value indicates the degree of imbalance in the distribution of the data, with a negative value indicating a left-leaning distribution. Meanwhile, curtosis measures the sharpness of the data distribution compared to the normal distribution. If the skewness and kurtosis values along with their critical ratios exceed a certain limit (usually ±1.96 at a significance level of 5%), then the data can be considered not normally distributed. From this table, it can be seen that most of the variables have negative skewness values, which indicates a tendency for the distribution to skew to the left. Some variables also have relatively high curtosis values, which can indicate a more pointed or flatter distribution than the normal distribution. These results can be used as a basis to determine whether data transformation is necessary before further analysis.

Loading Factor

Loading factor in factor analysis refers to the extent to which each variable contributes to or relates to a particular factor identified in the model. This shows the strength of the relationship between the variable and the underlying factor. The higher the value of the loading factor, the closer the relationship between the variable and the factor in question, so that it is more representative of the factor.

Table 4. Standardized Regression Weights

Endogenous Variables		**Exogenous Variables**	**Estimate**
Knowledge_Sharing	<---	Work_Motivation	.748
Knowledge_Sharing	<---	SD	.198
Career_Development	<---	Work_Motivation	.528
Career_Development	<---	SD	.012
Career_Development	<---	Knowledge_Sharing	.399

Endogenous Variables		Exogenous Variables	Estimate
wm2	<---	Work_Motivation	.877
wm3	<---	Work_Motivation	.859
wm4	<---	Work_Motivation	.866
wm5	<---	Work_Motivation	.866
wm6	<---	Work_Motivation	.874
SD6	<---	SD	.900
SD5	<---	SD	.922
SD4	<---	SD	.911
SD3	<---	SD	.892
ks5	<---	Knowledge_Sharing	.938
ks4	<---	Knowledge_Sharing	.980
CD1	<---	Career_Development	.836
CD2	<---	Career_Development	.805
CD3	<---	Career_Development	.890
CD4	<---	Career_Development	.887

Goodness of Fit

The following is a Goodness of Fit table that presents various model fit indicators based on information obtained from the Path Diagram. This table is used to assess the extent to which the tested model corresponds to the existing empirical data. Various Goodness of Fit indices, such as Chi-Square, GFI (Goodness of Fit Index), AGFI (Adjusted Goodness of Fit Index), CFI (Comparative Fit Index), RMSEA (Root Mean Square Error of Approximation), and others, will be displayed to provide an overview of the quality and validity of the structural models used in the analysis. The values in this table are the basis for determining whether the model is acceptable or needs to be further modified to improve its match with the data.

Table 5. Goodness of Fit

Goodness of Fit Index	Value	Cut-off Criteria	Interpretation
Chi-Square (χ^2)	127.520	Preferably small	good
Probability (p-value)	0.001	> 0.05 (ideal)	Marginal
CMIN/DF	1.536	< 2.0 (good)	Good
TLI (Tucker-Lewis Index)	0.975	≥ 0.90 (good)	Good
GFI (Goodness of Fit Index)	0.907	≥ 0.90 (good)	Good

Goodness of Fit Index	Value	Cut-off Criteria	Interpretation
IFI (Incremental Fit Index)	0.981	≥ 0.90 (good)	Good
CFI (Comparative Fit Index)	0.981	≥ 0.90 (good)	Good
RMSEA (Root Mean Square Error of Approximation)	0.060	≤ 0.08 (good)	Good

Based on Table 5, the Goodness of Fit evaluation shows that the tested model has a fairly good match level with the data. A Chi-Square (χ^2) value of 127.520 should be small to indicate a better match, and in this case the interpretation is quite good. However, the Probability (p-value) value of 0.001 is below the ideal limit (> 0.05), so it is categorized as marginal or less than ideal. Other indicators indicate a good model fit. A CMIN/DF value of 1,536 meets the criteria < 2.0, which indicates the model has a good fit. In addition, other indices such as TLI (0.975), GFI (0.907), IFI (0.981), and CFI (0.981) are all above the 0.90 border, indicating that the model has an excellent fit. Finally, an RMSEA of 0.060 is still within the acceptable range (≤ 0.08), which further corroborates that the model has a good match rate. Overall, most indicators show that the tested model is quite consistent with the data, although there are slight shortcomings in the probability values.

Regression Wights

After all the criteria for evaluating the model are met thoroughly, conclusions can be drawn about the causality relationship obtained from the results of the analysis. This conclusion is based on statistical tests that have been carried out, including significance tests, model fit (Goodness of Fit), and the strength and direction of the relationship between variables in the model. Thus, the results of the analysis can provide a deeper understanding of the causal relationship patterns that occur, as well as the theoretical and practical implications that can be drawn from the research.

Table 6: Regression Weights

Endogenous	Regression	Exogenous	Estimate	S.E.	C.R.	P	Information
Knowledge_Sharing	<---	Work Motivation	.748	.073	10.292	***	Confirmed
Knowledge_Sharing	<---	Specialist Development	.187	.060	3.132	.002	Confirmed
Career Development	<---	Work Motivation	.447	.101	4.448	***	Confirmed
Career Development	<---	Specialist Development	.010	.053	.186	.852	Unconfirmed
Career Development	<---	Knowledge Sharing	.337	.099	3.399	***	Confirmed

Mediation

The following is a table of the mediation roles of Knowledge Sharing variables in the relationship between Work Motivation and Career Development, as well as the relationship between Specialist Development and Career Development:

Table 7: The Role of Knowledge Sharing Variable Mediation

Endogenous		Intervening		Exogenous	Estimate	S.E.	C.R.	P	Information
Career_ Development	←	Knowledge_ Sharing	←	Work_ Motivation	.447	.101	4.448	***	Partial Mediation
Career_ Development	←	Knowledge_ Sharing	←	Specialist Development	.010	.053	.186	.852	Full Mediation

Based on the results of the regression analysis in Table 7, the direct relationship between the variables shows that Work Motivation has a significant influence on Knowledge Sharing With an estimate of 0.748 ($P < 0.001$), this result is in line with the research (Nguyen et al., 2019, 2022; Wojciechowska-Dzięcielak & Ashkanasy, 2024), as well as Specialist Development which contributes to Knowledge Sharing With an estimate of 0.187 ($p = 0.002$), these findings support previous research (Han, 2018; Le & Ha, 2024). Moreover Work Motivation also has a direct effect on Career Development With an estimate of 0.447 ($P < 0.001$), this empirical finding is in line with the findings of (Kundu et al., 2019; Sharma & Akram, 2024). While the direct influence Specialist Development towards Career Development insignificant ($p = 0.852$). Insignificance of influence Specialist Development towards Career Development It can be explained through several factors. First, the skills developed in specializations are often technical and specific, making them less supportive of career mobility at large. Second, individuals with overly specific skills may face limitations in career flexibility, compared to those with more generalist skills. In addition, organizational factors also play a role, where specialist development is determined more by the needs of the company than by the individual's career aspirations. Specialist development also tends to focus on technical aspects, while soft skills such as leadership and communication have more influence on career development. Finally, the relationship between Specialist Development and Career Development can be moderated by other factors such as promotion opportunities or organizational support, which if not taken into account can cause the relationship to appear insignificant. Meanwhile, Knowledge Sharing proven to have a significant influence on Career Development With an estimate of 0.337 ($P < 0.001$), the results of this finding are in line with previous research (Xu et al., 2024; Yasin et al., 2024).

Through the mediation mechanism, these results show that Work Motivation not only has a direct effect on Career Development, but also indirectly through Knowledge Sharing. Thus, Knowledge Sharing acts as a mediating variable that strengthens the relationship between Work Motivation and Career Development. In contrast, Specialist

Development has no direct influence on Career Development and only has a limited influence on Knowledge Sharing, so the effect of mediation in this path is not confirmed. These findings indicate that Knowledge Sharing plays an important role in linking work motivation with career development, while the influence of Specialist Development on career development is not significant without the role of Knowledge Sharing as an intermediary.

Based on Table 4.11, the mediating role of the Knowledge Sharing variable in the relationship between Work Motivation and Career Development is partial. This can be seen from the estimated influence of 0.447 ($p < 0.001$), which means that Work Motivation still has a direct influence on Career Development, but also has an indirect path through Knowledge Sharing. In other words, Knowledge Sharing mediates the relationship between work motivation and career development, but it is not the only pathway that connects the two variables.

In contrast, in the relationship between Specialist Development and Career Development, Knowledge Sharing plays a role as full mediation. This is shown by an estimate of 0.010 ($p = 0.852$), which shows that the direct influence of Specialist Development on Career Development is not significant. This means that Specialist Development does not directly improve career development, but can only influence it through increasing Knowledge Sharing first. These results confirm that knowledge sharing is a key factor in linking specialist development with career progression, while work motivation has a wider path of influence, both directly and through the mediation of Knowledge Sharing.

DISCUSSION

Based on the results of regression analysis, it was found that work motivation had a significant influence on knowledge sharing. These findings are in line with previous research that suggests that intrinsic and extrinsic motivation play a role in encouraging individuals to share information within organizations (Akhavan et al., 2015). In addition, quality relationships between team members can also increase the tendency of individuals to share knowledge with each other, which ultimately strengthens collaboration in the work environment (Huynh et al., 2023).

In addition to having an impact on knowledge sharing, work motivation also plays a role in career development. Highly motivated individuals tend to be more proactive in planning and managing their career progression. This allows them to be more open to opportunities for self-development, both through training, informal learning, and active involvement in the organization. However, specialization that is too deep in a field does not always have a positive impact on career development, especially if the skills acquired are specific and lack flexibility in various job roles (Akhavan et al., 2015).

Furthermore, knowledge sharing has an important contribution in career development. Individuals who actively share knowledge tend to get more opportunities to improve their competence and expand their professional network (Wojciechowska-Dzięcielak & Ashkanasy, 2024). Thus, knowledge sharing can serve as a bridge that connects work motivation with career development, amplifying the positive impact generated by work motivation. Meanwhile, the influence of specialist development on

career development is more limited, especially if it is not balanced with broad sharing and collaboration opportunities within the organization (Bocciardi et al., 2017).

CONCLUSION

Based on the results of the analysis, it can be concluded that work motivation plays a crucial role in encouraging individuals to share knowledge, which ultimately contributes to their career development. High motivation encourages active involvement in the process of exchanging information and experience, thereby broadening horizons and improving relevant skills in the world of work. In this context, knowledge sharing is not only a tool for information transfer, but also a strategic mechanism that strengthens individual competitiveness in facing increasingly complex career dynamics. Conversely, specializations that are too narrow tend to limit career flexibility, especially if they are not supported by knowledge-sharing initiatives that can expand professional opportunities.

Furthermore, the role of knowledge sharing as a mediator in the relationship between work motivation and career development confirms that professional development is not only determined by internal factors, but also by the social and organizational environment. Individuals who are active in sharing knowledge tend to build stronger professional reputations, increase access to promotional opportunities, and enrich adaptive skills necessary in a variety of work situations. Meanwhile, the direct influence of specialist development on careers remains limited, indicating that sustainable professional development requires a balance between mastery of technical expertise and the ability to collaborate and share insights within the wider work community.

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