

THE ECHELON III PERFORMANCE AND ITS INFLUENCING FACTORS IN NORTH SUMATRA GOVERNMENT

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ABSTRACT

This research studied the issue of performance of echelon III in North Sumatra Provincial Government Environment and the factors that influence it. Some of the factors that influence it will contribute to the performance improvement. Therefore, research is needed to gather information about the performance of Echelon III and how to motivate them, so that, the employment targets achieve the expected results,

This research aims to prove that (1) partially and jointly professional development, work experience, and competence of echelon III positively affect on motivation, and (2) partially and jointly professional development, work experience, competence and motivation of echelon III positively affect on performance.

The research was conducted by using a combination of descriptive research and causal relationship (chausal correlative) with a qualitative approach that is expasto facto. The population in this study is the echelon III in North Sumatra Provincial Government Environment consisting on office, Regional Technical Institute, and The Regional Secretariat. The number of samples taken is 58 people. The data was collected using a questionnaire. Hypothesis testing was done by using descriptive and path analysis.

Keywords: Performance, Professional Development, Work Experience, Competence and Motivation

Background

Human resources in government organizations is indispensable and has an important role as a driving force for the smooth running of business activities. A leader must have the nature of leadership which is a process of affecting a person or group of people to achieve goals in a given situation. The key to leadership is how to influence someone and in turn what was due to the influence of the people who want to be influenced (Octavia, 2009:1). Employment relationship between employees and managers can also make a significant impact to achieve organizational effectiveness (Sunarto, 2005:78). Therefore, the performance becomes a crucial matter of survival in an organization in this era of globalization. Success or failure of an individual in the work will be known if the organization implement performance appraisal system.

Regional Working Units (SKPD) is an instrument of regional development management, led by a Chief of SKPD. Management aspects of regional development are embodied in one or more on SKPD. Policies and coordination contained within the Secretariat, supervising contained in the form of supervision inspectorate, planning contained in official planning area. Performance of SKPD determines the performance of each aspect of regional development management, which in turn, determines the performance of the region in the welfare of the people in the area. Regional Working Units (SKPD), may include Agency, Office and other units. Here's the list of echelon II, III and IV at Provincial Government of North Sumatra.

Table 1. List Title Echelon II, III and IV in North Sumatra Provincial Government

No.	Nama Instansi	Echelon		
		II	III	IV
1.	Regional Secretariat and Council Secretariat	21	49	139
2.	Offices in North Sumatera Province	20	208	564
3.	Regional Technical Institute	13	74	147
4.	Other Governmental Organisation	5	25	42
TOTAL		59	356	892

Law No. 43 Year 1999 on the Amendment of Act No. 8 of 1974 on the Principles of Civil Service asserts that in order to attempt to achieve national goals, required Civil Servants (PNS) which is capable of performing the task in a professional manner. Professional civil servants who are expected to fill the available structural positions, either at central level or at regional level, ranging from echelon IV, III, II and I. Echelon.

Echelon III consisting of the Secretary, Head of Section, Head of Division and Head of Technical Implementation Unit is the liaison position between Echelon IV and Echelon II, which has strategic role in achieving the vision, the mission of the Regional Working Units (SKPD), and has role which is crucial in an organization.

Before discussing the problem in performance echelon III, first, is described how to measure performance on SKPD. Technically, Determination Guidelines for Preparing Performance has been set in the Minister of State for Administrative Reform Number : PER/09/M.PAN/5/2008 on General Guidelines Determination, Environmental Key Performance Indicators in Government Agencies, which has been previously confirmed by the Ministry of State Apparatus through Circular of the State Minister for Administrative Reform of the Republic of Indonesia Number : SE/31/M.PAN/12/2004 dated December 13, 2004 regarding the performance of Echelon III requires up in stages to prepare and establish performance targets to be achieved.

Determination, preparation and planning performance are summarized in the form of Government Performance Accountability Report (LAKIP). Under Presidential Decree No. 7 of 1999 which states under every government has been required to prepare a five-year strategic plan and the Government Performance Accountability Report (LAKIP) at the end of each year. Although in reality, a phenomenon that occurs is the planning and performance measurement done simultaneously when preparing performance reports. Likewise, the formulation of performance indicators is also performed at institutions preparing performance reports in accordance with

the activities carried out. As a result, plans or performance targets generally performed well during the performance reports are prepared, including the measurement of actual performance. These conditions will cause these following:

- a) The responsibility for this report only emphasizes the realization without revealing the results or benefits to stakeholders.
- b) Many government agencies have not been able to measure performance, so do not know the level of performance achieved. This happens because many government agencies have not formulate goals and objectives in clear and measurable strategy by the performance indicators for success. In addition it has not been explicitly set performance targets as a form of organizational commitment to achieving optimal performance and do not have a system of data collection and processing accurate performance. This condition causes the size of the achievement of the targets set in the strategic plan difficult to measure. So the success or failure of the implementation of the vision and mission of the organization becomes difficult to measure.
- c) Encourage government agencies to manipulate the performance targets or plans to get the achievement of specific performance.
- d) It is difficult to measure the success or failure.

From the results of the Government Performance Accountability Report (LAKIP) in 2011 found that in terms of performance aspects of performance, then the budget realization only reached 60% of the total 100% targeted. This means that the achievement of performance targets for each strategic objective has not yet fully reached the maximum or the target. LAKIP is accountability media made and used by government agencies to carry out the obligation to respond to interested parties (stakeholders).

Based SILPA report (the remaining budget) in 2011. Provincial Government of North Sumatra (after PK audit) as much as Rp 720.9 billion (source Parliament SU). This is certainly due to many factors, including :

- 1) The multi- year budget
- 2) Inability of SKPD to achieve targets on according to plan.

Currently the performance of SKPD of the North Sumatra Provincial Government often be the public spotlight. Performance objectives and performance evaluation in SKPD of North Sumatra Provincial Government Environment became the leader of attention on for each performance appraisal results which are not as expected. To that end, Echelon III as the middle manager should be able to resolve problems that arise and exert efforts to do so on SKPD of each government can achieve success as expected.

Managerial ability is the ability to set up something and put something that fits in place. In reality, this often happens when the echelon III whose education is still low and does not have the work experience was appointed as the third echelon. If education and work experience are still not sufficient, then it is likely the greatest competency also still not up and will affect the performance. With so many work experience and the education, both formal and non-formal will have a tendency that the skills of its work is also relatively high. This is because the experience would require a bit of skill and practice directives to carry out his work. But the limited structural positions problem becomes the reason why the placement looks perfunctory.

Motivation of an echelon III as the driving force was not optimal. Finally an echelon III is no longer motivated to improve the performance to be better, but only motivated to finish the job without thinking about the quality of his work. This happens because of the difficulty of landing and training he received, as a result of inadequate competence.

All of these factors must be run in a balanced way to create a good employee performance at the Provincial Government of North Sumatra. The challenge for government agencies are prepared for globalization to get the best quality of employee performance through effective resource management and efficient. Based on this, the authors are interested in choosing and discussing this dissertation with the title "Performance of Echelon III in North Sumatra Provincial Government Environment".

The development of the organization in line with the changing environment has demanded the organization to be open to changing demands and seeks to develop a strategy that is in tune with

the changing policy environment in an effort to anticipate the demands of the organization, training and human resource development is a matter that absolutely must be done. This is certainly not just to support the implementation of the main tasks of the organization, but especially of that to create a critical role in shaping the strategy of the organization. The ability of an organization in carrying out human resource management is highly dependent on the management capacity in generating, modifying, and using the competency of human resources needed and motivated to achieve the desired performance of the organization.

There are several factors that affect the performance of employees in an organization both public and private organizations. According to Gomez (1999 : 154), the performance improvement is not by itself, but are formed because of the capability, motivation, and the work situation. Capacity factor refers to the ability of an individual which is formed from the intellectual and physical abilities. (Robbins, 2001: 46)

The suspected factors which have a dominant influence on the performance of Echelon III in North Sumatra Provincial Government Environment is Professional Development (Education, Training and Technical Training Pim III), Work Experience, Competence and Motivation. Professional development, work experience, competence and high and good motivation will encourage Echelon III to work hard to take advantage of its capabilities and skills.

Performance is a sign of the success of an organization and the people in the organization (Hikman, 1990:32). Stoner and Freeman (1994:249) stated, the performance is the key that needs to be effectively beneficial to the whole organization can be succeed. Meanwhile, according to Dessler (1992:24) said the performance is performance, the comparison between the results of real work with working standards which are set. Thus the performance is focusing on his work.

Performance by Sutermeister (1976:45) is that a person depends on their professional abilities (competencies) and motivation. Professional capability that refers to actions that

are rational and fulfill certain specifications, such as reflecting : the understanding, skills and attitude of a person in carrying out his duties. Correspondingly as Robbins (2006:52) defines the performance is the product of a function of ability and motivation. If formulated :

$$\text{Performance} = f(\text{Ability} \times \text{Motivation})$$

Furthermore, Hunsaker (2001:207) gives the following formula :

$$\text{Performance} = \text{Ability} \times \text{Motivation}$$

$$\text{Ability} = \text{Aptitude} \times \text{Training} \times \text{Resources}$$

$$\text{Motivation} = \text{Desire} \times \text{Commitment}$$

Timpe (1998:9) said that performance is influenced by internal factors : the ability (competence) of the person, and external factors that are task difficulty factors and luck, and it is also influenced by behavior, attitude, action co-workers, subordinates, leaders and state economy. This means that the knowledge, skills and attitudes depends on the individual person, which is called internal factors, whereas motivation can be come from that person, and can be come from outside of the person called by external factors

To be able to measure needs the measurements skill, so it is necessary to measure the performance. Performance measurement can only be done on the real and measurable performance. If performance can not be measured and can not be managed. In order to improve performance, keep in mind what kind of performance this is, so that deviations can be measured and the performance can be improved. Therefore, it takes employee performance criteria (Gomez, 2000: 142) that includes :

- a) Quantity of work, is the amount of work done in a certain time period.
- b) Quality of work, the quality of the work achieved by the terms of suitability and readiness.
- c) Job knowledge, is the extensive knowledge and skills on the job.
- d) Creativeness, the ideas raised and actions to resolve problems that arise.
- e) Cooperation, is a willingness to cooperate with others.
- f) Dependability, is consciousness and trustworthy in terms of attendance and completion of work.
- g) Initiative, is the spirit to carry out new tasks in increasing responsibility

h) Personal qualities, which is concerning personality, leadership, hospitality, and personal integrity.

According to Sedarmayanti (2011:213) Motivation is a willingness to expend high levels of effort toward organizational goals conditioned by the effort's ability to meet the individual needs . While Hasibuan (2006:219) stated motivation is the driving force powering the excitement of creating one's work , so that they would work together, to work effectively and integrated with everything and its efforts to achieve satisfaction .

In line with this, other opinions stated motivation is a psychological process that generates and directs behavior on achievement of goals or goal-directed behavior (Kreitner and Kinicki, 2001:205). Likewise Robbins (2003:156) stated motivation as a process that causes intensity, direction , and a constant effort (persistence) of individuals towards the achievement of goals. Intensity shows how hard someone tried.

Frederick Herzberg, an expert clinical psychologist and is regarded as one of the major thinkers in the field of management and motivation theory, (Hasibuan , 1990:177) put forward a theory of motivation based on the theory of two factors: hygiene factors and motivators . He divided Maslow's needs into two parts, there are the need for low-level (physical, safety, and social) and the high -level requirements (prestige and self-actualization) and suggested that the best way to motivate people is to fulfill the needs of high level.

These are the theory of motivation of "two- factor" according to Herzberg which can be used as a reference to measure motivation cited by Siagian (2004:164) are as follows :

Table 5. Two Factor Theory of Motivation by Frederick Herzberg

Extrinsic Factors	Intrinsic Factors
1. Wisdom and Administration	1. Success
2. Supervision	2. Recognition / Award
3. Salary / Wages	3. The work itself
4. Interpersonal Relationships	4. Responsibilities
5. Working condition	5. Development

Source : Siagian (2004:164)

Professionalism is derived from the basic professional word said profession which means adequate as a profession. Tilaar (1999:17) stated professional sense has three meanings : (1) something that is relevant to the profession, (2) requires the knack to run it, (3) requires payment to do so. Furthermore Dedi Supriyadi (1998:95) and Sudarwan Danim (2002:22) stated," The word professional refers to two things : The first is the person who holds a profession that usually do work autonomously and he devoted himself to the service users accompanied by the sense of responsibility of their professional ability, or appearance of a person in accordance with the provisions of the profession . The second is the performance of a person in performing the work in accordance with the profession. " On a high level , the performance loaded by tips or art elements that characterize professional appearance of the profession .

According to Veithzal Rivai (2009:274), that career development is the process of improving the achieved ability of the individual in order to achieve the desired career. Meanwhile, according to Handoko (2003:123), that career development is a personal improvements that one does to achieve a career plan.

Based on the definition above, it can be concluded that career development is a process of improving and the addition of the ability of an employee who conducted a formal and sustained to achieve the goals and objectives of his career.

Career development is the personal efforts of an employee to achieve a career plan. The career development indicators by Veitzal Riva'I (2003:209) are a career necessity, organizational support, training, career fair- treatment, career information, promotion, mutation , placement of employees in the right jobs and workforce development .

From the definition above it can be concluded that the education and training of employees is an important issue in an organization as to achieve the goals of the organization requires qualified and skilled personnel and it is only acquired through education and training. Professional development or professionalism that can be developed through education and training in this issue that the researcher would like to put

forward is education (formal), Education and Training Pim Tk. III (Training Pim III) and Technical Education and Training (Technical Training).

Work experience which is related to the past is what is perceived and experienced by a person. According to Foster (2001:40) stated work experience is as a measure of its long period of time or a person who has been taken in understanding the task - the task of a job and has done it well. While Syukur (2001:74) stated that work experience is the time of a person carrying out the frequency and types of tasks according to their abilities.

According to Foster (2001:43) there are some other things that can also be used to determine whether an employee is experienced and that also can be used as an indicator of work experience, namely :

1 . Long time / period of employment

The size of a long period of time or work that has been taken so that the person can understand the tasks of a job and have executed well.

2. The level of knowledge and skills possessed

Knowledge refers to the concepts, principles, procedures, policies or other information required by the employee. Knowledge also includes the ability to understand and apply information on job responsibilities. While skill refers to the physical abilities which is needed to achieve or execute a task or job.

3 . Mastery of the work and equipment.

Level of mastery of a person in the execution of technical aspects of the equipment and techniques work.

One thing to note is that experience is the individual's life world. To achieve maximum performance as an echelon III should have sufficient work experience, because it support the needs of echelon III in North Sumatra Provincial Government Environment to enhance existing competencies.

Correspondingly, Wibowo (2011:324) stated that competencies is an ability to execute or perform a job or task that is based on the skills, knowledge and attitudes which is supported by the required work from the job.

Meanwhile Puspadi (2003:115) stated competency is the ability to carry out the task effectively. Physically and mentally, the human

ability which consists of cognitive, psychomotor and affective can appear simultaneously while performing a task. Thus competence demonstrates skill or knowledge that is characterized by an attitude of professionalism in a particular field as something that is important, as the best featured at that section.

Competence also explains what people do at work on many levels and specify the standards of each level, identifying characteristics , knowledge and skills that help the individual to do the necessary duties and responsibilities effectively, thereby achieving a professional standard of quality in the work .

Determination competency levels is needed in order to determine the level of performance expected for the good or average category. Determination of threshold required competencies course will be used as the basis for the selection process , succession planning, evaluation performance and human resource development.

According to Spencer and Spencer (1993:9-11), there are five (5) characteristics of competence , namely :

- a) Knowledge is the information of a person to a particular field. Knowledge is a complex competence. Scores for knowledge tests often fail to predict human performance because the scores do not successfully measure the knowledge and expertise what should be done in the work. Knowledge test measures the ability of test takers to choose the most correct answer, but could not see if someone can do the job based on that knowledge.
- b) Skill is the ability to carry out particular tasks , both physically and mentally.
- c) Motives is the drive, direct and select behavior to ward certain actions or goals and away from the other. Someone has achievement motive consistently to develop the goals to challenge himself and take full responsibility for achieving these objectives and expected feed back to correct himself .
- d) Traits are the character that makes a person to behave or how a person responds in a certain way. For example, self-confidence (selfconfidence, self-control, resistance , or endurance / durability).

- e) Self - Concept are the attitudes and values of a person. Attitudes and values measured through test to determine the respondents how is the value of a person, what is interesting for someone to do something. A person who is judged to be the leader should choose a leadership that is necessary to conduct tests on leadership abilities.

In a decree of the Head of State Personnel about competency standard for civil structural positions Number : 43/KEP/2001 in article 1, paragraph (1) describes the capabilities and competence are characteristics possessed by a civil servant in the form of knowledge, skills and necessary attitude which is needed in the execution of his duties .

Paragraph (2) General Competencies are : Capabilities and characteristics which should be possessed by a civil servant in the form of knowledge and behaviors needed to carry out the structural position tasks they own.

Furthermore, subsection (3) Special Competence are : Capabilities and characteristics possessed by a civil servant in the form of expertise to carry out the structural position tasks they own.

Research Methodology

The research is a combination of descriptive research and causal relationships using a quantitative approach that is ex post facto. The population of the research was 356 echelon III in North Sumatra Provincial Government covering regional secretaries, provincial agencies , regional institutions and organization of other technical institutions. Fifty - seven (57) samples were selected through random sampling proportional to the margin of error of 0:10 and a reliability of 90%.

Hypotheses were analyzed with Parametric Statistics, using path analysis. The magnitude of the direct effects of exogenous variables in a particular endogenous variable reflected path coefficients and path analysis is used to explain the direct and indirect result of the variable of professional development, work experience, competence and motivation as a causal variable, while the performance as the variable results.

Results and Discussion

Description of variable data on the performance of echelon III has an average value of 271.81 or 53.4% of the theoretical maximum score (309) . Variable motivation is 203.05 or 53.4% of the theoretical maximum value of 232. Professional development variable is 202.51 or 51.7% of the theoretical maximum value of 237. Variable work experience is 205.75 or 51.7% of the theoretical maximum value of 246 . Variable competence is 285.6207 or 50% of the maximum theoretical value 308. All of variables above was relatively high because they are close to the maximum theoretical value .

Hypothesis testing is using path analysis after fulfilling all the requirements of the analysis , which is based on the estimated population that is normally distributed , homogeneous of data variables and relationships between variables in the models should be significant and linear . There are two stages of analysis in testing hypotheses through path analysis items, namely : Determine and examine the path coefficients and hypothesis testing research. Causal influences between variables in the substructure - 1 consists of endogenous variables items, namely exogeneous variables X4 and three items, namely X1 , X2 and X3 .

After correlation matrix among variables under - 1 substructures , each coefficient of the path (ρ_{ji}) can be calculated. The resulting coefficient of substructure - 1 are presented in Table 2.

Table 2.Coefficient Values under Substructure 1 Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	84.601	33.322		2.539	.114
Professional development	.484	.092	.621	5.262	.162
Work experience	-.037	.085	.550	2.439	.663
Competency	.099	.127	.292	1.776	.441

Afterwards, calculation of determinant coefficient under substructure - 1 resulted in R2 = 0.799. It means that the Professional Development (X1), Work Experience (X2) and Competency (X3) can explain 0.799 of Motivation variable (X4).

Causal influence variables under substructure-2 consist of an endogenous variable Y and four exogenous variables (X1, X2, X3 and X4). After obtaining the correlation under substructure-2, each coefficient (ISPs) could be calculated. The result is presented in Table 2. Afterwards, determinant coefficient under substructure-2 from the calculation is $R^2 = 0.824$, meaning that change on variables X1, X2, X3 and X4 altogether can explain 0.824, meaning that change on variables X1, X2, X3, and X4 altogether can explain 0.870, of change of variables under Performance (Y).

Table 3. Path Coefficient Values Under Substructure-2

Model	Coefficients ^a				t	Sig.
	Unstandardized Coefficients		Standardized Coefficients	Beta		
	B	Std. Error	Beta			
1 (Constant)	76.017	59.976			1.267	.211
Professional development	.283	.192	.245		1.874	.146
Work experience	.102	.145	.192		1.702	.486
Competency	.489	.218	.305		2.241	.096
Motivation	-.109	.232	.574		2.471	.639

Based on the results of processing the data in Table 43 of the obtained coefficients on Substructure - 2 pathway that is $\rho_{y1} = 0.245$, $\rho_{y2} = 0.192$ and $\rho_{y3} = 0.305$ and $\rho_{y4} = 0.574$ as shown in Figure 14.

Furthermore, the coefficient of determination on Substructure - 2, from the calculations, $R^2 = 0.824$. This means that the variance changes of Professional Development (X1), Work Experience (X2), Competence (X3) and Motivation (X4) together can explain the 0.824 variance change in the performance variable (Y). The influence of other variables on the performance variable is $\rho_{4\epsilon 1} = 1 - 0.824 = 0.176$. This suggests that in addition to the four variables there are other variables that affect the performance of 0.176.

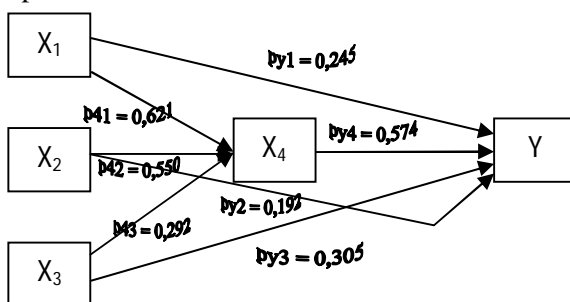


Figure 1. Path Coefficients in Structural relationship between the variables of Model Calculation Results of Path Analysis

The results of the path analysis calculations and Substructure - 1 and Substructure - 2 obtained values that indicate the path coefficients in the causal effect of the structural model was analyzed as shown in Figure 1 and the rest of the path coefficients in the model are significant structural.

The results of the calculation of the path coefficient was used to test the hypothesis and to measure the effect of both direct and indirect exogenous variables on the endogenous variables in the structural model. Conclusion through the computed values of the statistic of each path coefficient, with the provision that if $t \text{ count} > t \text{ table}$ the significant path coefficients and vice versa if $t \text{ count} < t \text{ table}$ the path coefficient is not significant.

Discussion

After testing the research hypothesis, there will be further described the influence of each exogenous variables to endogenous variables as follows.

In Substructure - 1, as already stated, there is an endogenous variable that is motivation (X4), and three exogenous variables, namely Professional Development (X1), Work Experience (X2), Competence (X3). Based on the calculation and testing of the path coefficients in Figure 14 can be interpreted as follows.

1. Positive Influential of Professional Development Motivation To Work

Professional development positively influence the motivation of 0,621. This suggests that through the Education and Training of the professional development contributed to the motivation of 0,621 or 62.1%. Training is a learning process for changing the behavior of people in carrying out their work. Training will provide assistance for employees to correct deficiencies in carrying out its duties and functions as the Echelon III in North Sumatra Provincial Government Environment.

In general, the goal of training is expressed by Moekijat (1993:2) is to increase the

knowledge, skills, and attitudes of trainees improvement. In line with the Martyrs (2005:124) stated that, "Education and training is activity conducted by the agency to improve the quality, the development of attitudes, behaviors, skills and knowledge of participants". Good Training will provide knowledge and skills so that they can do their jobs well and be motivated to echelon III to finish the job.

2. Positive Influential of Work Experience To Work Motivation

Work experience has a positive effect on the motivation of 0,550. This suggests that the variation of work experience contributes to the motivation of 0,550 or 55%. Work experience is the process of establishing knowledge or skills about a method of work because of the employee's involvement in the execution of job duties (Manulang, 1984:15). Meanwhile, according to Ranupandojo (1984:71) work experience is about the size of a long period of time or work that has taken by one that can understand the tasks of a job and have executed well.

Work experience can be a motivation for someone to carry out the work to achieve a certain goal. It is described by Wursanto (2000:131), that motivation arises because of two factors, namely the factor of the human self and the outer self of the human factor. Factor in man (called internal motivation) in the form of attitudes, education, personality, experience, knowledge, and ideals. While the outside of the human factors (external motivation) are supervisor's leadership style, encouragement or guidance of a person, and the situation.

3. Competence Effect positively to Work Motivation

Competence has a positive effect on the motivation of 0.292. This suggests that the competence accounted for 29.2%. Motivation is an effort that could give a boost to a person to take a desired action, while the motive as the driving force for someone to do. Because a person's behavior tends to goal-oriented and driven by the desire to achieve a particular goal. According to Robbins (2001:166), motivation is the individual's willingness to expend high effort to achieve organizational goals.

There are three key elements in the motivation, namely effort, organizational goals

and needs. The effort is the measure of intensity. If someone is motivated then he will strive mightily to achieve a goal, but high effort would not necessarily result in high performance. Therefore, the required intensity and quality of the effort and focused on organizational goals. Quality takes the form of competence. With the competence, employees will seek to reduce or minimize the error rate.

4. Professional Development, Work Experience, and Competence in together influence postively on work motivation

Professional Development, Work Experience, and Competence jointly affected positively on the motivation of 0,799 or about 79.9%. These three variables have a function as well as a booster to increase the driving motivation of the work and influence on a person's motivation to work. With the professional development, work experience and competence, someone's potential ability of human resources becomes more perfect.

Work motivation is influenced by professional development, work experience and competencies are fostered through education, development and training, and is influenced by a person's working life in undergoing a job and responsibilities.

Consciously these three variables has formed a personality Echelon of III, resulting in permanent changes in the habits of behavior, thoughts and attitudes. There is a process that ultimately guides and directs an echelon III motivated to work better to maintain the quality of his work for the purposes of the organization, thereby achieving success becomes a wise leader.

Yasin (2001:6) argued that the success of the business development activities of the organization, largely determined by the quality of leadership or managers and top management commitment of the organization for required energy investment and the personal efforts of the leadership. Leadership by Siagian (2002:66) has three forms, namely the nature of interpersonal roles, the nature of informational roles, and decision-making roles.

The meaning of interpersonal role within the organization is a leader in a company or organization is a symbol of the existence of the organization, a leader is responsible for

motivating and providing direction to subordinates, and the leader has a role as a liaison. Informational role implies that a leader in the organization has a role as the giver, the receiver and the information analyzer. While the leader's role in decision-making means that the leader has a role as a determinant of policy to be taken in the form of business strategies are able to develop innovative, take the chance or opportunity and to negotiate and execute with consistent effort.

5. Professional Development Positively Affect on Performance

Professional development has a positive effect on the performance of 0.245. It shows that the variance of professional development contributed 24.5 % to the performance. According to Kane (1993), performance is obtained by recording the work of certain employees through activities within a certain time. While Casio (2003) stated performance is a guarantee that a person or group of workers know what to expect and focus on effective performance.

According to Noe et al (1998), career development (professional) is the task of the organization to establish a relationship with the person who manages his career, because it is composed of career switching between individuals and organizations. Individuals plan their careers in order to improve their status and salaries, ensure safety and maintain their market capabilities in a changing labor market.

6. Work Experience Positively Affect on Performance

Work experience has a positive effect on the performance of 0.192. It shows that the variance of professional development contributed 19.2 % to the performance. Regardless of the difference in a person's work experience before being appointed as a leader, but basically experience affects the performance. Research conducted by Michigan University (1985) showed a positive relationship between education and work experience with leadership behavior. Correspondingly Aruwono (1994) found a significant relationship between formal education, in-service education, and work experience with the quality of one's work.

7. Competence Positively Affect on Performance

Competence has a positive effect on the performance of 0.305. This suggests that the competence accounted for 30.5% of the performance. Competence is the capacity to someone who can make a person be able to fulfill what is required by the job in an organization so that the organization is able to achieve the expected results. (Boyatzis : 2008).

While Trotter (2004) stated that a person who is competent is the person with the skills to do the job easy, fast, intuitive and very rarely or never makes mistakes.

8. Work Motivation Positively Affect on Performance

Motivation has positive effect on the performance of 0.574. This suggests that the motivation contributes by 57.4% of the performance. Motivation is the psychological condition of the results of the interaction needs of employees and external factors that influence the behavior of an employee. (Danim 2001: 25). Motivation is a state of the human psyche and the mental attitude that gives energy, encouraging activities and directing behaviour towards achieving needs that is satisfying. (Berelson and Stainer 2002: 67).

Motivation is a very important issue in every business group of people working together to achieve organizational goals, motivation can be considered as simple problems because humans are basically easy to be motivated, to deliver what he wanted. Motivation becomes the motive for someone to have the motivation to work, which means a substantial contribution to performance. As explained by Mc. Clelland and Atkinson that there are three main kinds of human motives in the works, namely : the need to feel successful, need to hang out or be friends and need for power.

9. Professional Development, Work Experience, Competence and Motivation In Together Positively Affect on Performance

Professional Development, Work Experience, Competence and Motivation in together positively affect on the performance ranges of 0.824 or 82.4 % . Donnelly, et al (in Rival, 2005) stated that performance refers to the level of success in performing the tasks and the ability to achieve the goals set. Otherwise good performance and success if the desired goals can be achieved with either.

The success of an organization is determined by the performance of an employee who has a powerful ability in carrying out the duties and responsibilities given to the support of human resources. Good human resources be authorized to determine the overall performance improvement .

Meanwhile, according to Wibowo (2007), leader is a person who must have experience of organizing people, communicating to group, solving problems, and so on. This means that the professional development, a leader can improve their competence, and with work experience of a leader capable of consideration for decision-making, as well as motivation to become a drive force to the leader to be more zeal on achieving the desired goal.

Conclusion

Echelon III's Professional Development in North Sumatra Provincial Government Environmental impact positively on motivation . This means that if the echelon III develop themselves by following a variety of education and training, then his motivation will increase. The analysis showed the coefficient of determination of 0.38564 . This means that 38.56% of motivation variance explained by Professional Development variabile.

Work experience has a positive effect on motivation . This means that if an echelon III has a lot of work experience , so the tendency of work motivation rises higher . The analysis showed the coefficient of determination of 0.3025. This means that 30.25% of motivation variance explained by work experience variabile .

Competencies positively influence to the motivation . This means that if an echelon III has good competency , the motivation of its work will also increase . The analysis showed the coefficient of determination of 0.08526 . This means that 8.52% of motivation variance explained by the competence variable.

Professional Development, Work Experience and Competence in together positively affect on motivation. This means that if an echelon III follows the activities to develop professionalism in both formal and informal, have a long service life and competencies sufficient to support the current position , the work motivation

owned by echelon III will also be higher. The analysis showed the coefficient of determination of 0.799. That is explained by motivational professional development, work experience , and competence together of 79.9 % .

Positive effect on performance to Professional Development . This means that if an echelon III follows a variety of formal and non-formal education , the resulting performance will also increase better. The analysis showed the determination coefficient of 0.18708 , which means that the performance variable is explained by the professional development variable of 18.7 % .

Performance positively affect work Experience . This means that someone who has a working lives long enough , will affect their success in completing the work that they have good performance with optimal results . The analysis showed the determination coefficient of 0.13653 meaning that the performance variable is explained by the work experience variable of 13.65 % .

Positive effect on the performance of Competence . This means that an echelon III who has a good competence will have a high level of performance . The analysis showed the determination coefficient of 0.12111, meaning that the performance variable is explained by the competence variable of 12.11%.

Performance positively affect motivation. This means that a person with high motivation will work positively with the excellent work . The analysis showed the determination coefficient of 0.32948 , meaning that the performance variable is explained by the motivation variable of 32.94%.

Professional Development, Work Experience, competence and motivation in together have a positive effect on performance. This means that if an echelon III develops professionalism, with a lot of work experience, good competence and high motivation, then the result of performance is also better due to the four variables above greatly affect the improvement of work efficiency of a particular employee especially for echelon III in Provincial Government Environment. The analysis showed the coefficient of determination of 0.824. That performance is explained by professional

development, work experience, competence and motivation in together of 82.4% .

Recommendations

In efforts to enhance the professional development can be done by providing scholarships / assistance to echelon III to follow formal education and create a program for the implementation of seminars and workshops on a regular basis to improve their skills and expertise echelon III in efforts to learn the method and variations in decision-making as the basis for setting policy and performance evaluation.

Meanwhile, to increase work experience by circulating an employee to another area or another agency that is useful to enrich the knowledges and skills of employees, so it will be easier for an employee when he was a leader to take responsibility for solving various problems that arise, and make decisions based on experience in various fields.

Increased competence training can be done through the participation of competence by the concerned agency and the performance assessment of echelon III. The performance assessment is intended to assess the extent to which the success that has been achieved, as leader of the echelon III. If the evaluation of the performance results are not maximized, it is necessary evaluating to find out what programs and procedures that have been set previously need to be fixed. Competence can also be obtained through comparative studies at home and abroad. With the development of science and technology, the required leader of echelon III to perform a variety of innovations to improve their work. The implementation of a comparative study adapted to the needs of competence and be well planned, organized and actionable.

Motivation is needed by Echelon III can be done through the organization and participation of a wide range of training to increase the competence of echelon III, and plan appropriate required training competency standards of echelon III. With the fulfillment of competencies, the echelon III will be more motivated to carry out the work as well as possible. Improving the quality of education and training service providers. With good quality of services provided training providers, the training participants will be

enthusiastic and motivated in participating in the training process impacts on the performance of echelon III. And reward for each echelon III achievement and sanctions for violating discipline.

The leader of echelon III as policy makers should utilize this study to determine the potential of echelon III that performs well there should be identification of abilities, skills, potentials of the employees by conducting employee performance evaluation in terms of professional development, work experience, competence and motivation works. It is intended that the expected candidate of echelon III has ability to lead, direct, motivate, and evaluate its performance and his team to achieve organizational goals.

As for the third echelon that already in their position that have to be given the chance and the opportunity to participate in education and training and education as well as career support seminars for concerned in order to improve performance.

To get the competent employees with professional human resource recruitment ideally gained through proper positioning and placement within the organizational structure starting from planning, procurement, placement, employee development, performance appraisal, promotion, education and training, compensation, remuneration, and the application of disciplinary rules employees.

To find an echelon III candidate who has the professional development, work experience, competence and good motivation, special tests should be carried out to see the things mentioned above. So after the third echelon positions in question has predicted good performance, so that excellent service can be accomplished.

For the third echelon candidates who will be appointed and has held his post should pay more attention to matters relating to professional development and competence to participate in various educational activities, seminars, and training and education, and always dig deeper skills and expertise gained through work experience, so when occupying a particular position in the echelon III more motivated to improve the performance with optimal results.

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