The Influence of Team Building, Employee Empowerment, Career Development on Employee Competence and Organizational Culture Learning as Moderating Variables on Employees of Bank Negara Indonesia, Tegal City Branch

Andro Dewantara Noegroho[1], Suliyanto[2], Dewi Indriasih[3]
{androdewantara.ad@gmail.com}

Magister Management, Universitas Pancasakti Tegal, Indonesia[123]
Universitas Jendral Soedirman, Indonesia[2]

Abstract. The development of the banking world is growing, therefore it is necessary to increase the competence of employees. This study aims to determine the effect of team building, employee empowerment, career development on employee competency and organizational culture learning as moderating variables. Respondents totaled 118 people who were employees of Bank Negara Indonesia Tegal Branch. The study used a questionnaire with Structural Equation Modeling (SEM) data analysis with the help of SmartPLS software. The results of the analysis conclude that team building, employee empowerment and career development have a positive and significant effect on employee competency and organizational culture learning. As well as learning organizational culture can moderate the effect of team building, employee empowerment, career development on employee competence.

Keywords: Career Development, Employee Competency, Employee Empowerment, Team Building, And Organizational Culture Learning.

1. Introduction

Despite the recent advancements in technology, the human element continues to be critical to organizational success. Managers need to be involved, especially in human resources or staffing, as they are responsible for all employee-related activities and have new responsibilities for dealing with the unexpected. increasing global competition [1].

The growth and quality of a nation's human resources can indicate whether the country is progressing or experiencing setbacks. The progress of a nation is directly or indirectly influenced by the performance of its human resources. Competence is determined by the Human Development Index (HDI). The level of competence of a nation and the quality of its human resources increases along with the level of competency development.

HRD practices will support, improve and deploy employee skills to support the company's business goals [2]. HRD alone is not enough to increase employee competence to a higher level because not all knowledge and skills obtained from HRD practices are transferred properly [3], so that employees can share, acquire, and produce knowledge and skills, which can To change employee behavior, organizations must build a learning culture. Individual

504

learning, teamwork, collaboration, creativity and knowledge sharing all have collective meaning and value thanks to an organizational learning culture, which is a set of norms and values that support systematic organizational learning [4].

This study integrates a resource-based view [5] By examining the effects of team building, employee empowerment, career development, and organizational learning culture on employee competency, a solid theoretical framework is built. The research's importance therefore rests in providing empirical support for the corporate learning culture's moderating role in the link between HRD practices and employee competency.

The current phenomenon regarding employee performance based on observations, currently PT BNI h is experiencing growth in the number of employees. The growth in the number of employees is carried out based on needs and in-depth analysis, so that organizational development does not become an additional burden for the company. Throughout 2021 the increase in new employees reached 5% from the previous year. The total number of BNI bank employees based on data for December 2021 reached 4,450 people.

There are reasons for choosing the research object in Tegal City, one of which is, with a high image of innovation, including state-owned banking companies must focus on product innovation and quality. In addition, BUMN banking employees also need to provide services in accordance with the demands of the government and superiors so that employees have greater job demands. Thus, it is not uncommon for employees of state-owned bank branch offices in Tegal City to experience pressure and the possibility of a high level of stress which causes the employee's performance level to decrease or not meet the standards set by the company. Therefore, there is a need for teamwork, employee empowerment, and self-career development for BUMN banking employees at Branch Offices in Tegal City.

Based on this background, the researcher is interested in conducting research on "The Influence of HR Practices on Employee Competence and Organizational Learning Culture as a Moderation Variable (study of Bank Negara Indonesia Employees, Tegal City Branch)". The issues discussed in this study are formulated below:
1) Does team building have an effect on employee competency?
2) Does employee empowerment have an effect on employee competency?
3) Does career development have an impact on employee competency?
4) Can organizational culture learning moderate the relationship between team building and employee competency?
5) Can organizational culture learning moderate the relationship between employee empowerment and employee competency?
6) Can organizational culture learning moderate the relationship between career development and employee competency?

2. Literature Review
2.1 Employee Competency

Employee competence refers to the qualities or attributes that individuals develop, such as knowledge, skills, abilities, and personality, that set them apart from employees with ordinary performance.[6]. Organizational competencies are those, which are embedded in organizational systems and structures that tend to exist in organizations, even when an employee leaves [7].

This study uses indicators from Gordon in Sutrisno [8], namely knowledge, understanding, abilities, values, attitudes and interests. These indicators are used because they feel more appropriate to the object of research.

2.2 Organizational Culture Learning

Define organizational learning culture as: "A set of norms and values about the functioning of an organization that supports systematic organizational learning so that individual learning, teamwork, collaboration, creativity, and distribution of knowledge have meaning and value collective" [4]. Organizational learning culture is a complex process that refers to the development of new knowledge and has the potential to change behavior [9].

This study uses indicators from Yang [10], which consist of continuous learning, inquiry and dialogue, team learning, embedded systems, empowerment, system connections, and strategic leadership. The selection of these indicators because they feel more suitable with the object under study.

2.3 Team Building

Team building is a group activity that has high interaction to increase employee productivity in completing tasks, especially those that have interdependence with other people through a series of activities that are carefully designed to achieve predetermined goals. One way to improve company performance is team building which contains a combination of fields that work together to achieve targets [11].

Team building refers to activities that increase team effectiveness by developing working relationships, better understanding and harmony among members, increasing communication and trust. Therefore, team building should be a managerial goal to improve communication and interpersonal skills. Furthermore, it found that team building interventions develop competence, which has a positive impact on job satisfaction [12].

This research uses indicators from Potnuru [13], which consist of Goal setting, Role-clarification, Interpersonal relations and Problem solving. The use of these indicators was chosen because they are in accordance with the research object used.

2.4 Employee Empowerment

Another strategy is empowerment, which incorporates workers in their work through an inclusion approach.[14]. More than that, empowerment is a type of decentralization in which subordinates are given significant decision-making ability. [15] In a larger sense, empowerment is a procedure that gives workers more autonomy by disseminating pertinent information and giving them control over variables that influence work performance. Employees' emotions of worth are raised when they feel empowered, helping to reduce factors that result in powerlessness. Employee empowerment is the ability to handle challenges and give them influence over emerging issues. [16].

For indicators of employee empowerment, use indicators from Murray [17] which consist of meaning, competence, self-determination and impact. The indicator is used, because it is felt in accordance with the object under study.

2.5 Career Development

Career development starts with the individual. Everyone must accept their responsibility to develop their career or their career progress will be hampered. Career planning really helps the success of an organization, organizational success is a symbol of employee success, while employee success also reflects the success of an organization [18]. Career development is a lifelong activity that contributes to one's career exploration, establishment, success, and achievement [19].

This study uses indicators from [20], namely satisfactory work performance, recognition by other parties, loyalty to the organization, mentors and sponsors, support from subordinates, opportunities for growth, quitting at your request and of your own accord. The use of these indicators is felt to be more in accordance with the object being studied.

The following is an overview of the frame of mind

Figure 1. Research Framework
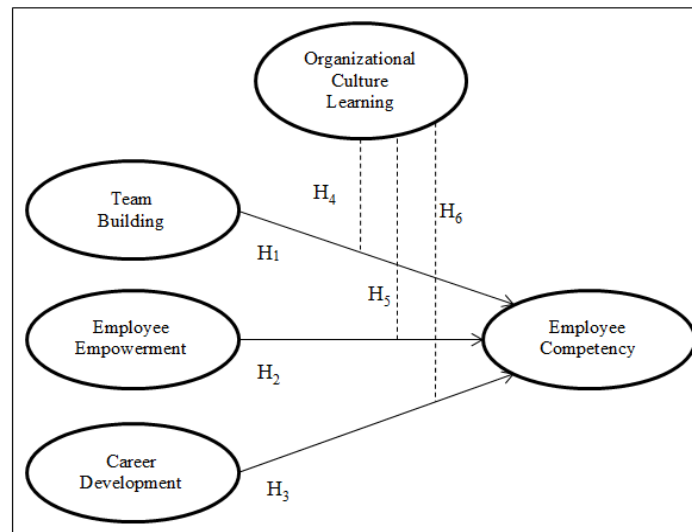
3. Method

Descriptive research is the kind of study that this is. While the research's design is quantitative, using positivist research methods to examine particular populations or samples, sampling techniques are typically carried out at random, and research instruments are used to collect data. Testing the established hypotheses is the goal of data analysis, which is quantitative and statistical in nature.

The BUMN conventional banking facility in Tegal City, specifically the Bank Negara Indonesia Tegal Branch, is the site of this study. The focus of this study is on how HR practices affect organizational learning culture and employee competency. Employees of the Tegal City branch of Bank Negara Indonesia served as the study's subjects. 118 employees made up the study's sample. The 118 employees at the Bank Negara Indonesia Tegal Branch were all used as research respondents in this study. The authors employed the Non-Probability sampling technique known as saturated sampling. With the aid of the statistical program SmartPLS, the collected data is then examined using Structural Equation Modeling (SEM).

Some of the data processing methods used in this study include the following: Convergent validity and discriminant validity are the validity analyses used in the descriptive statistical test, an instrument test (validity test and reliability test). Internal consistency reliability is a common type of reliability analysis that looks at the Cronbach Alpha coefficient. If the value is greater than or equal to 0.50, the questionnaire is likely reliable. After performing the instrument test, the SEM-PLS hypothesis test was conducted.

4. Result & Discussion

In this study, all hypotheses have a positive and significant effect. The results of the analysis conclude that team building, employee empowerment and career development have a positive and significant effect on employee competency and organizational culture learning. As well as learning organizational culture can moderate the influence of team building, employee empowerment, career development on employee competence.

- H_1: Team building interventions improve individual cognitive outcomes such as teamwork competence and affective outcomes such as trust and team potential, whereas at the team level, the results are effective coordination and communication [21]. Shuffler [22] in their meta-analysis found that building effective teams increases affective outcomes (beliefs, attitudes and self-confidence) and cognitive outcomes (knowledge shared among team members) in employees.

- H_2: When someone feels empowered, they are better able to carry out their responsibilities because they have control over their workload, receive support from their coworkers, feel more appreciated for their accomplishments, and receive fair treatment.[23]. Fernandez [24], in their empirical study found that there is a positive relationship between employee empowerment and employee attitudes and behavior.

- H_3: According to McGraw [25], the successful implementation of employee career management processes significantly increases workplace competence and strengthens work efficiency. Career development initiatives provide greater autonomy and transparency, within and outside of career development programs, considering a variety of talents and knowledge-building opportunities [26].

- H_4: According to Van den Bossche [27], "An organizational variable that can affect team members' knowledge and problem-solving skills is organizational learning culture". Increasing the competency of team members based on organizational learning culture can affect the level of cooperation or performance between team members, which in turn can affect team effectiveness [28].

- H_5: In a recent study, Joo & Shim [29] have discovered a strong relationship between organizational learning culture and good employee behavior. Their research demonstrates that having a high learning culture and a sense of empowerment will have a significant impact on employee behavior..

- H_6: van der Rijt [30] determined that a perceived organizational learning culture can be an important organizational framework that can enhance positive career management outcomes. Effective career management supported by an organization's learning culture enables employees to enhance their career and job-related skills and knowledge. Moon & Choi [31] believe that organizational career development supported by a learning atmosphere may have a beneficial impact on the growth of employee skills.

5. Conclusion

The results of the analysis conclude that team building, employee empowerment and career development have a positive and significant effect on employee competency and organizational culture learning. As well as learning organizational culture can moderate the

effect of team building, employee empowerment, career development on employee competence. This study supports research from Sulistiasih [32] which suggests that employee empowerment can increase employee competencies, team building has a significant positive effect on employee competencies [33]; [34]. Potnuru [13] found that organizationalal learning culture can moderate the relationship between team building and employee empowerment in employee competencies, while research conducted by Parle [35] found results that organizationalal learning culture does not have a significant moderating relationship significant difference between HRD practices on employee competencies.

Acknowledgments

References

[1]   F. B. Nivlouei, "Electronic Human Resource Management System: The Main Element in Capacitating Globalization Paradigm," *Int. J. Bus. Soc. Sci.*, vol. 5, no. 2, pp. 147–159, 2014.

[2]   T. J. Chermack and B. K. Kasshanna, "The use and misuse of swot analysis and implications for hrd professionals," *Hum. Resour. Dev. Int.*, vol. 10, no. 4, pp. 383–399, 2007, doi: 10.1080/13678860701718760.

[3]   D. Froehlich, M. Segers, and piet van den Bossche, "Antecedents and Outcomes of Workplace Incivility," *Comput. Complex.*, vol. 25, no. 1, pp. 29–57, 2014, doi: 10.1002/hrdq.

[4]   T. Torres-Coronas and M. Arias-Oliva, "Encyclopedia of human resources information systems: challenges in e-HRM," vol. II, 2009.

[5]   B. Wenerfelt, "A resource based view on the firm," *Strategic Management Journal*, vol. 5, no. 2. pp. 171–180, 1984.

[6]   R. . Cardy and T. . Selvarajan, "Competencies: alternative frameworks for competitive advantage," *Bus. Horiz.*, vol. 49, no. 3, pp. 235–245, 2006.

[7]   J. . Semeijn, B. I. Van Der Heijden, and A. Van Der Lee, "Multisource ratings of managerial competencies and their predictive value for managerial and organizational effectiveness," *Hum. Resour. Manage.*, vol. 53, no. 5, pp. 773–794, 2014.

[8]   E. Sutrisno, *Manajemen Sumber Daya Manusia*, Edisi 8. Jakarta: Prenada Media Group, 2017.

[9]   M. Škerlavaj, J. . Song, and Y. Lee, "Organizational learning culture, innovative culture and innovations in South korean firms," *Expert Syst. withApplications*, vol. 37, no. 9, pp. 6390–6403, 2010.

[10]   B. Yang, K. . Watkins, and V. . Marsick, "The construct of the learning organization: dimensions, measurement, and validation," *Hum. Resour. Dev. Q.*, vol. 15, no. 1, pp. 31–55, 2004.

[11]   U. R. Hira Maulida, "Effect of Competence and Career Development on Turnover and It's Impact on Productivity," *J. Manaj.*, vol. 24, no. 1, p. 59, 2020, doi: 10.24912/jm.v24i1.618.

[12] S. Misra and K. B. L. Srivastava, "Team-building Competencies, Personal Effectiveness and Job Satisfaction: The Mediating Effect of Transformational Leadership and Technology," *Manag. Labour Stud.*, vol. 43, no. 1–2, pp. 109–122, 2018, doi: 10.1177/0258042X17753178.

[13] R. K. G. Potnuru, C. K. Sahoo, and R. Sharma, "Team building, employee empowerment and employee competencies: Moderating role of organizational learning culture," *Eur. J. Train. Dev.*, vol. 43, no. 1–2, pp. 39–60, 2019, doi: 10.1108/EJTD-08-2018-0086.

[14] S. Snell and G. Bohlander, *Principles of Human Resources Management*. Australia: South-Western, 2010.

[15] L. W. Rue, N. A. Ibrahim, and L. L. Byars, *Human Resource Management*, Eleventh E. New York: Mc-Graw Hill Education, 2016.

[16] J. W. Newstorm, *Organizational Behavior: Human Behavior at Work, Fourteenth Edition*. New York: McGrawHill Education, 2015.

[17] W. C. Murray and M. R. Holmes, "Impacts of employee empowerment and organizational commitment on workforce sustainability," *Sustain.*, vol. 13, no. 6, 2021, doi: 10.3390/su13063163.

[18] A. H. Arifin, H. Raza, J. Saputra, and A. Puteh, "the Influence of Performance Assessment and Employee Career Development Towards Employee Performance: a Study on …," *Talent Dev. Excell.*, vol. 12, no. 1, pp. 1040–1055, 2020, [Online]. Available: https://repository.widyatama.ac.id/xmlui/handle/123456789/12041

[19] G. Dessler, *Resource Management Thirteenth Edition (Thirteenth).*, 13th ed. Tokyo: Pearson Prentice Hall, 2013.

[20] L. P. Sinambela, *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara, 2017.

[21] S. I. Tannenbaum, J. E. Mathieu, E. Salas, and D. Cohen, "Teams Are Changing : Are Research and Practice Evolving Fast Enough ? Teams Are Changing : Are Research and Practice Evolving Fast Enough ? Group for Organizational Effectiveness," *Ind. Organ. Psychol.*, vol. 5, no. 2012, pp. 2–24, 2015.

[22] M. . Shuffler, D. DiazGranados, and E. Salas, "There is a science for that: team development interventions in organizations," *Curr. Psychol. Sci.*, vol. 20, no. 6, pp. 365–372, 2011.

[23] O. Janssen, "The barrier effect of conflict with superiors in the relationship between employee empowerment and organizational commitment," *Work Stress*, vol. 18, no. 1, pp. 56–65, 2004.

[24] S. Fernandez, "Employee Empowerment_Testing Causal Model," *Am. Soc. Public Adm.*, vol. 73, no. 3, p. 490, 2013, doi: 10.1111/puar.12049.he.

[25] P. McGraw, "A Review of Human Resource Development Trends and Practices in Australia: Multinationals, Locals, and Responses to Economic Turbulence," *Adv. Dev. Hum. Resour.*, vol. 16, no. 1, pp. 92–107, 2014, doi: 10.1177/1523422313509572.

[26] H. D.T., *Careers in and out of Organizations*. Sage, 2002.

[27] P. Van den Bossche, W. . Gijselaers, M. Segers, and P. . Kirschner, "Social and cognitive factors driving teamwork in collaborative learning environments team learning beliefs and behaviors," *Small Gr. Res.*, vol. 37, no. 5, pp. 490–521, 2006.

[28] J. . Hollenbeck, D. . DeRue, and R. Guzzo, "Bridging the gap between I/O research and HR practice: Improving team composition, team training, and team task design," *Hum. Resour. Manage.*, vol. 43, no. 4, pp. 353–366, 2004.

[29] B. K. (Brian) Joo and J. H. Shim, "Psychological empowerment and organizational commitment: The moderating effect of organizational learning culture," *Hum. Resour.*

Dev. Int., vol. 13, no. 4, pp. 425–441, 2010, doi: 10.1080/13678868.2010.501963.

[30] J. van der Rijt, P. Van den Bossche, M. W. . van de Wiel, M. S. . Segers, and W. H. Gijselaers, "The role of organizational characteristics in feedback seeking behavior in the initial career stage," *Hum. Resour. Dev. Int.*, vol. 15, no. 3, pp. 283–301, 2012.

[31] J. . Moon and S. B. Choi, "The impact of career management on organizational commitment and the mediating role of subjective career success: the case of Korean R&D employees," *J. Career Dev.*, vol. 44, no. 3, pp. 191–208, 2017.

[32] Sulistiasih, "Strategi pemberdayaan dalam meningkatkan kompetensi karyawan perusahaan swasta," *J. Ekon.*, vol. 2, pp. 73–78, 2019.

[33] D. A. Aga, N. Noorderhaven, and B. Vallejo, "Transformational leadership and project success: The mediating role of team-building," *Int. J. Proj. Manag.*, vol. 34, no. 5, pp. 806–818, 2016, doi: 10.1016/j.ijproman.2016.02.012.

[34] S. Braun, C. Peus, S. Weisweiler, and D. Frey, "Transformational leadership, job satisfaction, and team performance: A multilevel mediation model of trust," *Leadersh. Q.*, vol. 24, no. 1, pp. 270–283, 2013, doi: 10.1016/j.leaqua.2012.11.006.

[35] K. C. Parle, R. K. G. Potnuru, and C. K. Sahoo, "HRD practices, employee competencies and organizational effectiveness: role of organizational learning culture," *J. Asia Bus. Stud.*, vol. 15, no. 3, pp. 401–419, 2021, doi: 10.1108/JABS-06-2020-0237.