

The Effect of Digital Competence and Coaching-Mentoring on Career Development Through Work Motivation at PT PLN Indonesia Power UBP Suralaya

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ABSTRACT

This study aims to analyze the influence of Digital Competence and Coaching-Mentoring on Career Development through Work Motivation among employees at PT PLN Indonesia Power UBP Suralaya. The study employs a quantitative approach with a causal research design. The sample consisted of 221 respondents selected using simple random sampling. Data were analyzed using the Partial Least Squares-Structural Equation Modeling (PLS-SEM) method with the assistance of the SmartPLS software. The results indicate that Digital Competence and Coaching-Mentoring have a significant positive effect on Work Motivation. Coaching-Mentoring and Work Motivation also have a significant positive effect on Career Development, whereas Digital Competence does not have a significant direct effect on Career Development. Work Motivation was found to mediate the relationship between Digital Competence and Coaching-Mentoring on Career Development. The research findings indicate that enhancing employees' career development is not solely determined by digital competence but also requires effective coaching-mentoring and high work motivation. This study reinforces the Human Capital Theory and Social Learning Theory in explaining employees' career development.

INTRODUCTION

In an era of digital transformation and increasingly competitive global markets, organizations are required to create competency-based career development systems that are adaptive to technological changes and oriented toward the sustainable development of human resources. De Vos and Van der Heijden (2022) explain that career development is a critical factor in enhancing work readiness, employee engagement, and organizational sustainability amid the evolving modern work environment. Furthermore, Akkermans et al. (2021) state that

effective career development can boost work motivation and employees' readiness to face organizational challenges in the era of digitalization. With effective career development, companies will have a workforce that is competent, adaptable, and capable of navigating changes in the work environment. Therefore, career development is a key factor in supporting organizational success, particularly for companies operating in the energy and electricity sectors, such as PT PLN Indonesia Power UBP Suralaya.

Ideally, employee career development should proceed optimally through competency enhancement, training, on-the-job coaching, and organizational support for employee skill development. However, in practice, the company's career development system has undergone policy changes. Previously, career advancement or promotions were largely determined by grade and length of service. Employees who had worked for approximately 3–4 years and underwent performance evaluations twice a year had a greater chance of automatically advancing in grade or receiving a promotion. This system was considered more stable because employees could predict their career progression based on length of service and performance evaluation results. However, current conditions indicate a shift in the career development system following the company's integration into the PLN Group. Promotions are no longer based solely on length of service and grade but must now go through a system of promotions, selection, and competency tests in accordance with PLN Group standards. These changes have made the career development process more competitive and unpredictable, requiring employees to possess stronger competencies, digital skills, and work readiness to compete for promotions. In reality, however, employee career development at PT PLN Indonesia Power UBP Suralaya still faces several obstacles.

Another phenomenon indicating the existence of problems is the change in the career development system at PT PLN Indonesia Power UBP Suralaya, which is an interesting phenomenon to study. Following its integration into the PLN Group, the career development system—which was previously based largely on length of service (grade) and routine performance evaluations—has shifted to a system centered on competencies, assessments, talent management, certification, and open selection. This change requires employees to possess higher competencies to compete for promotions and advance their careers.

This situation is further underscored by internal company data showing that the scores for the Employee Engagement Survey (ESS) and the Coaching Health Index (CHI) during the 2023–2025 period continue to fluctuate. In 2023, the ESS target was 88 with an actual result of 86; in 2024, the target was 87 with an actual result of 90; and in 2025, the target was 94 with an actual result of 93. Meanwhile, the CHI score for 2023 was targeted at 18 with an actual result of 19; for 2024, the target was 22 with an actual result of 16; and for 2025, the target was 14 with an actual result of 12. Although the ESS and CHI are not direct indicators of career development, both indicators are closely linked to the human resource development process. ESS reflects the level of employee engagement with the organization, which can be influenced by perceptions of career development opportunities, while CHI illustrates the

effectiveness of coaching and mentoring programs—which are integral components of employee career development.

Furthermore, the digital transformation underway within the PLN Group requires employees to be able to utilize various digital-based work systems and other operational applications. However, based on the organization's current state, there are still disparities in the level of digital technology proficiency among employees. Some employees are able to adapt quickly to the use of new technologies, while others still require guidance in operating the digital systems used in their daily work processes. This situation indicates that digital competency is a key factor influencing employees' readiness to navigate an increasingly competitive career landscape.

Another phenomenon observed is that coaching and mentoring programs are not yet fully optimized. Although the company has implemented various employee training and development programs, their implementation has not been consistent or evenly distributed across all employees. The decline in CHI scores in 2024 and 2025 indicates that the effectiveness of coaching and mentoring still needs to be improved. Yet coaching and mentoring play a crucial role in helping employees enhance their competencies, receive career guidance, and prepare for competency-based promotion processes.

On the other hand, changes to the career development system also affect employee motivation. Some employees demonstrate high motivation to improve their competencies and participate in various self-development programs to meet the requirements for promotion. However, there are also employees who feel that career competition is becoming increasingly intense, leading to doubts about the career development opportunities they can achieve. This situation indicates varying levels of employee motivation in response to the changes in the career system implemented by the company.

Employee career development is influenced by various factors, both individual and organizational. Individual factors include work ability, competencies, work motivation, readiness to learn, and the ability to adapt to technological changes, while organizational factors include the promotion system, career guidance, coaching and mentoring, on-the-job training, and human resource development policies. According to van Laar et al. (2020), digital competencies are a key factor in supporting employee career development because digital skills influence an individual's readiness to adapt to technology-driven changes in the workplace. Research by Cismaru et al. (2023) also indicates that employees with strong digital competencies tend to have greater career development opportunities compared to those with low digital skills. Furthermore, coaching and mentoring are also critical factors in enhancing employees' career readiness, as these processes of professional guidance and on-the-job support can improve employees' competencies, experience, and decision-making abilities within the organization (Bozer & Jones, 2022).

Beyond digital competencies, coaching and mentoring are also crucial factors in supporting employees' career development and work motivation. Coaching and mentoring are guidance and support processes implemented by organizations to help employees improve

their professional skills, understand their career goals, and prepare for promotion opportunities. Research by Jones et al. (2021) explains that effective coaching and mentoring can significantly improve employees' work motivation, readiness for promotion, and career development. Another study by Ali et al. (2022) also shows that coaching and mentoring have a positive influence on work motivation and career development because the coaching process can boost employees' self-confidence and readiness to face workplace challenges.

Although various previous studies have examined the relationship between digital competencies, coaching and mentoring, career development, and work motivation, the research findings obtained still show inconsistencies. Studies by Khan et al. (2023), Cismaru et al. (2023), and Bozer and Jones (2022) indicate that digital competencies and coaching-mentoring have a positive and significant effect on employees' career development and work motivation. These findings suggest that improvements in digital competencies and workplace coaching can enhance employees' career readiness and motivation within an organization.

However, the study by Lee and Chen (2022) indicates that digital competencies do not always have a significant effect on work motivation because they are influenced by organizational culture and individual readiness to adapt to technological changes. Furthermore, Ahmed et al. (2021) state that coaching and mentoring have not been able to exert a significant influence on career development if not supported by a clear promotion system and organizational policies. These differing research findings indicate that there remains a research gap regarding the relationship between digital competencies and coaching and mentoring on work motivation through career development.

Furthermore, research on the influence of digital competencies and coaching-mentoring on work motivation through career development in the electricity sector—specifically at PT PLN Indonesia Power UBP Suralaya—remains relatively limited. Therefore, further research is needed to obtain more specific empirical results aligned with the organizational characteristics, digital transformation, and career development systems within energy sector companies.

Based on the phenomena observed at PT PLN Indonesia Power UBP Suralaya, previous studies have shown inconsistent results regarding the impact of digital competencies and coaching-mentoring on work motivation and career development. To clarify this research gap, the following research gap table is presented.

METHOD

This study is a causal-associative study using a quantitative approach. A causal-associative study aims to test the relationship between two or more variables—specifically, to identify the cause-and-effect relationship between independent and dependent variables. This study aims to examine the influence of career development and job satisfaction on employee engagement at PT. Indonesia Power Suralaya UBP Suralaya. The data collection technique involved a questionnaire administered to respondents to be completed based on their actual circumstances.

The population consists of all research subjects or objects that possess specific characteristics relevant to the study's objectives. According to Sugiono, the population is the domain of generalization comprising objects or subjects with specific qualities and characteristics defined by the researcher for study, from which conclusions are subsequently drawn.

Based on this definition, the population in this study consists of all 491 employees of PT PLN Indonesia Power UBP Suralaya, as shown in the table below

Table 1: Population Size

No	Job Category	Number of Employees (People)
1	General Manager	1
2	Assistant Manager	58
3	Engineering/Officer/Technician/Senior Officer/Senior Technician	114
4	Operators and Technicians	175
5	Administration and Support	27
6	Manager/Specialist	14
7	Supervisor/Team Leader	99
8	Senior Manager	3
Total		491

Source: Researcher's Data 2026

In this study, the sampling technique used was probability sampling with the simple random sampling method, which is a sampling technique that gives every member of the population an equal chance of becoming a research respondent. The population size in this study was 491 employees of PT PLN Indonesia Power UBP Suralaya

RESULTS AND DISCUSSION

The data collection process was carried out by the author through the distribution of questionnaires to employees of PT Indonesia Power Suralaya UBP Suralaya

Table 2 Results of Data Collection via Questionnaire

No	Questionnaires	Total
1	Target number of questionnaires	221
2	Number of questionnaires received	221

3	Percentage of questionnaires received	100%
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Source: Data processed in this study, 2026

Table 4.1 above shows that the sample size for this study was determined using the Slovin formula with a 5% margin of error, based on the population of 491 employees at PT PLN Indonesia Power UBP Suralaya. The sample size was determined to be 221 respondents. This number is considered to meet the minimum requirements for Structural Equation Modeling (SEM) analysis.

According to Ferdinand (2014), the recommended sample size for studies using the SEM approach ranges from 100 to 200 respondents. However, a larger sample size will provide a higher level of estimation accuracy when testing the research model. In this study, the sample size used was 221 respondents, thus meeting and exceeding the recommended minimum threshold.

Furthermore, Hair et al. (2022) state that in SEM-PLS analysis, sample size can be determined based on the number of indicators used in the research model. If a minimum of five times the number of indicators is used, the required sample size for this study is: deemed sufficient to conduct model testing, hypothesis testing, and analysis of relationships among variables in this study.

The data collected through the questionnaire distribution process were subsequently used for data analysis, hypothesis testing and discussion, descriptive statistical analysis, and inferential statistical analysis.

In this study, hypothesis testing for direct effects was conducted by examining the T-statistic and P-value results. The T-statistic and P-value values in SmartPLS were obtained through a bootstrapping process applied to the model that had passed the outer model test (with valid and reliable results) and the inner model test (with acceptable results). A hypothesis is considered accepted if the T-statistic value is greater than the critical T-value (1.960) or the P-value is less than 0.05. The results of the hypothesis testing are presented in Table 4.19 below:

Table 3 Hypothesis Testing

No	Relationship Between Variables	Original Sample	T-Statistic	P-values	Decision
1	Digital Competence → Work Motivation	0.387	4.908	0.000	Proven
2	Coaching and mentoring → Work motivation	0.579	7,791	0.000	Proven
3	Digital Competencies → Career Development	0.078	0.912	0.181	Not Significant
4	Coaching-mentoring → Career	0.224	2.549	0.005	Proven

	development				
5	Work Motivation → Career Development	0.660	7.074	0.000	Proven
6	Digital Competence → Career Development → Work Motivation	0.255	4.057	0.000	Proven
7	Coaching and mentoring → Career development → Work motivation	0.382	5.166	0.000	Proven

Source: Data processed in this study, 2026

Table 2 shows that the original sample of all variable relationships exhibits positive values. Furthermore, the significance tests for the seven hypotheses proposed in this study were accepted because the static T-value was greater than 1.960 and the P-value was less than 0.05, namely:

1. Hypothesis 1

The test results show that Digital Competence has a path coefficient (original sample) of 0.387, a T-statistic of 4.908, and a P-value of 0.000. The T-statistic is greater than 1.96 and the P-value is less than 0.05; therefore, Hypothesis 1 is accepted.

These results indicate that Digital Competence has a positive and significant effect on Work Motivation. This means that the better an employee's digital competence, the higher their work motivation in performing tasks. Mastery of digital technology, the ability to utilize information systems, and skills in using digital devices support increased work effectiveness, thereby enhancing employee motivation in achieving organizational goals.

2. Hypothesis 2

The test results show that Coaching-Mentoring has a path coefficient of 0.579, a T-statistic of 7.791, and a P-value of 0.000. Thus, Hypothesis 2 is accepted.

These results indicate that Coaching-Mentoring has a positive and significant effect on Work Motivation. The path coefficient value, which is higher than that of Digital Competence, indicates that Coaching-Mentoring makes a stronger contribution to enhancing employees' work motivation. Effective coaching, mentoring, and feedback programs can boost employees' work enthusiasm, self-confidence, and commitment in performing their duties.

3. Hypothesis 3

The test results show that Digital Competence has a path coefficient of 0.078, a T-statistic of 0.912, and a P-value of 0.362. These values do not meet the criteria for

accepting the hypothesis because the T-statistic is less than 1.96 and the P-value is greater than 0.05. Therefore, Hypothesis 3 is rejected.

These results indicate that Digital Competence does not have a significant effect on Career Development. This finding suggests that an increase in digital competence does not directly determine employees' career development. It is possible that other factors—such as organizational policies, promotion systems, length of service, technical competence, or performance evaluations—play a more dominant role in determining career development.

4. Hypothesis 4

The test results show that Coaching-Mentoring has a path coefficient of 0.224, a T-statistic of 2.549, and a P-value of 0.011. Thus, Hypothesis 4 is accepted.

These results indicate that Coaching-Mentoring has a positive and significant effect on Career Development. This suggests that the better the coaching and mentoring processes implemented by an organization, the greater the opportunities for employees to advance their careers through improved competencies, work experience, and readiness to take on greater responsibilities.

5. Hypothesis 5

The test results show that Work Motivation has a path coefficient of 0.660, a T-statistic of 7.074, and a P-value of 0.000. Thus, Hypothesis 5 is accepted.

These results indicate that Work Motivation has a positive and significant effect on Career Development. The path coefficient value of 0.660 is the highest among all direct relationships in the research model, indicating that Work Motivation is the most dominant factor in driving employees' career development. Employees with high motivation tend to demonstrate better performance, are more proactive in developing their skills, and are better prepared to take on greater responsibilities.

6. Hypothesis 6

The test results show that the indirect effect of Digital Competence on Career Development through Work Motivation has a coefficient value of 0.255, a T-statistic of 4.057, and a P-value of 0.000. Therefore, Hypothesis 6 is accepted.

This finding indicates that Work Motivation mediates the effect of Digital Competence on Career Development. Although the direct effect of Digital Competence on Career Development is not significant, an increase in digital competence can first enhance work motivation, which ultimately contributes to improved career development. Thus, Work Motivation acts as a mediator in this relationship.

7. Hypothesis 7

The test results show that the indirect effect of Coaching-Mentoring on Career Development through Work Motivation has a coefficient of 0.382, a T-statistic of 5.166, and a P-value of 0.000. Thus, Hypothesis 7 is accepted.

The results indicate that work motivation mediates the effect of coaching and mentoring on career development. Effective coaching and mentoring programs can enhance employees' work motivation, which in turn promotes career development. This suggests that work motivation is a key mechanism that explains how coaching and mentoring impact career development.

Based on the bootstrapping test results, six hypotheses (H1, H2, H4, H5, H6, and H7) were accepted, while one hypothesis (H3) was rejected. Overall, the research results show that Work Motivation plays a very important role in the research model, both as an endogenous variable and as a mediating variable. Furthermore, coaching and mentoring exert a stronger influence on work motivation than digital competence, while work motivation is the variable with the greatest direct influence on career development.

Furthermore, to determine whether the career development and work motivation variables can act as intervening variables in mediating the effects of digital competence and coaching-mentoring on career development, an indirect effect test was conducted using the bootstrapping procedure in the SmartPLS application

Table 4: Indirect Effect Output

No	Relationships Among Variables	Original Sample	T-statistic	P-values	Decision
1	Digital Competence → Career Development → Work Motivation	0.255	4.057	0.000	Proven
2	Coaching and mentoring → Career development → Work motivation	0.382	5.166	0.000	Proven

Source: Data processed in this study, 2026

Based on the test results in Table 4.20, it is evident that there are two indirect relationships tested in this study. The test results show that the relationship between digital competence and career development via work motivation has an original sample value of 0.255, a T-statistic of 4.057, and a P-value of 0.000. Since the T-statistic is greater than the P-value, it can be concluded that work motivation significantly mediates the effect of digital competence on career development. Thus, Hypothesis H6 is accepted.

Furthermore, the relationship between coaching and mentoring and career development through work motivation yielded an original sample value of 0.382, a T-statistic of 5.166, and a P-value of 0.000. These values indicate that the T-statistic is greater than and the P-value is

smaller than 0.05; thus, it can be concluded that work motivation significantly mediates the influence of coaching-mentoring on career development; thus, hypothesis H7 is accepted

DISCUSSION

After conducting statistical tests, the next step is to discuss and further analyze the results of this study as follows:

The Effect of Digital Competence on Work Motivation

The results of the hypothesis testing show that digital competence has a positive and significant effect on the work motivation of employees at PT PLN Indonesia Power UBP Suralaya. This finding indicates that digital competence is one of the factors capable of enhancing employees' work motivation. Mastery of digital technology enables employees to work more effectively, adapt more quickly to technological advancements, and more easily utilize the information systems employed by the company to support business processes. These capabilities not only improve the efficiency of task completion but also foster employees' self-confidence, job satisfaction, and enthusiasm to deliver their best performance for the organization.

These research results are supported by a descriptive analysis showing that the Digital Competence variable falls into the "high" category. The indicator with the highest descriptive value shows that employees possess strong abilities in understanding, operating, and utilizing digital technology to support their work. This indicates that the majority of employees have successfully adapted to the digital transformation implemented by the company. Mastery of this technology facilitates the completion of tasks more effectively and efficiently, thereby boosting employee work motivation.

On the other hand, the results of the descriptive analysis for the Work Motivation variable also fell into the high category. This reflects that the majority of employees have a strong drive to perform at their best, achieve set targets, and contribute to the organization's success. This high level of work motivation indicates that employees are driven not only by intrinsic factors—such as the desire to excel and develop their skills—but also by extrinsic factors, including organizational support, the work environment, and career development opportunities. Therefore, the high level of Digital Competence possessed by employees contributes to increased Work Motivation in performing their daily tasks.

Based on these results, it can be concluded that digital competency has a positive and significant effect on the work motivation of employees at PT PLN Indonesia Power UBP Suralaya. This means that the better employees' ability to understand, operate, and utilize digital technology, the higher their work motivation. This finding reinforces the Human Capital Theory, which states that improving the quality of human resources through mastery of digital competencies can boost work motivation—a key factor in supporting the achievement of organizational goals.

The Effect of Coaching and Mentoring on Work Motivation

The results of this study indicate that coaching and mentoring are key factors in enhancing employees' work motivation. Effective coaching helps employees understand their job objectives, improves their ability to complete tasks, and provides clear guidance on achieving work targets. Meanwhile, mentoring provides employees with the opportunity to gain experience, knowledge, and guidance from supervisors or more experienced colleagues, thereby boosting their self-confidence and readiness to face various workplace challenges. These conditions ultimately drive an increase in employee motivation to perform better and make optimal contributions to the organization.

The findings of this study are also supported by the results of a descriptive analysis, which show that the Coaching-Mentoring variable falls into the "high" category. This indicates that the majority of respondents assess the implementation of coaching and mentoring at PT PLN Indonesia Power UBP Suralaya as having been carried out effectively. Employees feel they receive guidance, development, feedback, and support from their supervisors in completing their work and developing their competencies. These conditions create a conducive work environment that boosts employees' enthusiasm and motivation in carrying out their duties.

On the other hand, the results of the descriptive analysis of the Work Motivation variable also fell into the high category, indicating that the majority of employees possess a strong drive to achieve work targets, improve performance, and make their best contributions to the organization. This high level of Work Motivation is closely linked to organizational support through the implementation of continuous coaching and mentoring. Thus, the results of the descriptive analysis reinforce the findings of the hypothesis testing, which indicate that coaching and mentoring positively contribute to an increase in employees' Work Motivation.

When compared to the Digital Competence variable, the research results show that Coaching-Mentoring has a greater influence on Work Motivation. This is evident from the path coefficient value for Coaching-Mentoring, which is 0.579, while that for Digital Competence is 0.387. These findings indicate that the factors of guidance, direction, and support provided by the organization contribute more strongly to increasing employee motivation than the improvement of digital competencies alone. In other words, in addition to possessing strong competencies, employees also need organizational support through coaching and mentoring to further enhance their work motivation.

Based on these results, it can be concluded that Coaching-Mentoring has a positive and significant effect on the work motivation of employees at PT PLN Indonesia Power UBP Suralaya. The better the organization implements coaching and mentoring, the higher the employees' motivation to perform their jobs. These research findings reinforce Social Learning Theory and Human Capital Theory, which affirm that the processes of learning, guidance, and human resource development are critical factors in boosting work motivation. In addition to contributing to the advancement of knowledge, these findings also offer practical implications for PT PLN Indonesia Power UBP Suralaya to continue strengthening

its coaching and mentoring programs as part of its human resource development strategy to enhance work motivation and support the achievement of organizational goals.

The Influence of Digital Competence on Career Development

The results of the hypothesis testing indicate that digital competencies do not have a significant effect on the career development of employees at PT PLN Indonesia Power UBP Suralaya. This finding suggests that although employees possess strong digital skills, these competencies have not yet become a primary factor considered in the career development process. Career development at PT PLN Indonesia Power UBP Suralaya is believed to be more influenced by other factors, such as performance evaluations, work experience, technical competencies, leadership, work achievements, organizational policies, and the company's needs regarding job placement and promotions. Therefore, proficiency in digital technology has not yet directly increased employees' opportunities for career advancement.

The results of the descriptive analysis indicate that the Digital Competence variable falls into the high category, suggesting that the majority of employees possess strong abilities in using digital technology, operating information systems, and leveraging technology to support their work. This situation reflects that the digital transformation at PT PLN Indonesia Power UBP Suralaya has been accompanied by an improvement in employees' digital capabilities. However, this high level of Digital Competence has not yet been directly followed by an improvement in career development.

On the other hand, the results of the descriptive analysis of the Career Development variable also fell into the high category, indicating that employees have a positive perception of career development opportunities within the company. Nevertheless, the results of the hypothesis testing show that Career Development is not directly determined by Digital Competence. This suggests that the company's career development system places greater emphasis on comprehensive assessments, meaning that digital competence serves only as one supporting competency rather than the sole basis for career development decisions.

On the other hand, the results of this study indicate that Digital Competence has a significant effect on Career Development through Work Motivation, as demonstrated in the mediation hypothesis test. This suggests that the influence of Digital Competence on Career Development is more effective when it first leads to an increase in Work Motivation. Thus, Work Motivation acts as a mediating variable that bridges the relationship between Digital Competence and Career Development.

Based on these results, it can be concluded that Digital Competence does not have a direct effect on the career development of employees at PT PLN Indonesia Power UBP Suralaya. Nevertheless, Digital Competence still plays a strategic role in enhancing work motivation, which in turn impacts career development. This finding has practical implications: companies must not only improve employees' digital competencies through training and technological development but also strengthen systems for enhancing work

motivation, performance evaluation, and other competency development initiatives so that employees' digital skills can optimally contribute to their career development.

The Impact of Coaching and Mentoring on Career Development

The results of this study indicate that coaching and mentoring are human resource development strategies that contribute to enhancing employees' career development. Through the coaching process, employees receive guidance, feedback, and support that help improve their ability to perform their jobs effectively. Meanwhile, the mentoring process provides employees with the opportunity to learn from their mentors' experiences, develop professional competencies, broaden their perspectives, and prepare themselves to take on greater responsibilities. These conditions provide employees with essential preparation to enhance their readiness to participate in career development processes within the organizational environment.

The results of the descriptive analysis indicate that the Coaching-Mentoring variable falls into the "high" category, suggesting that the majority of respondents gave positive evaluations of the implementation of coaching and mentoring at PT PLN Indonesia Power UBP Suralaya. Employees reported receiving continuous guidance, maintaining good communication with their supervisors, receiving feedback on their work performance, and receiving support in developing their competencies. These conditions indicate that the organization has implemented a coaching process that supports the improvement of human resource quality.

On the other hand, the Career Development variable also falls into the high category, indicating that employees hold a positive perception of the career development opportunities provided by the company. These results suggest that the organization has provided opportunities for employees to enhance their competencies, participate in training, and secure promotion opportunities in line with organizational needs and employee performance. Thus, the effective implementation of Coaching-Mentoring serves as one of the factors supporting the creation of a better career development process.

When compared to the Digital Competence variable, Coaching-Mentoring demonstrates a greater direct influence on Career Development. This is evident from the path coefficient value for Coaching-Mentoring, which is 0.224, whereas Digital Competence is only 0.078 and is not statistically significant. These findings indicate that, in the context of PT PLN Indonesia Power UBP Suralaya, the processes of employee coaching, mentoring, and development contribute more tangibly to career development than simply improving digital skills.

Nevertheless, the path coefficient value of 0.224 indicates that the direct effect of Coaching-Mentoring on Career Development is at a lower level compared to the effect of Work Motivation on Career Development, which has a coefficient of 0.660. This suggests that the implementation of Coaching-Mentoring not only exerts a direct influence on Career Development but also reinforces Career Development by enhancing Work Motivation. This is

evidenced by the mediation hypothesis test, which shows that Coaching-Mentoring has a significant indirect effect on Career Development through Work Motivation.

Based on these results, it can be concluded that coaching and mentoring have a positive and significant effect on the career development of employees at PT PLN Indonesia Power UBP Suralaya. The more effective the implementation of coaching and mentoring, the greater the opportunities for employees to develop their competencies, improve their job readiness, and gain career development opportunities. These findings reinforce Human Capital Theory and Social Learning Theory, which affirm that guidance, mentoring, and the learning process within an organization are critical factors in supporting career development. Therefore, PT PLN Indonesia Power UBP Suralaya needs to continue strengthening its coaching and mentoring programs in a structured, sustainable, and competency-based manner to produce high-performing human resources and support the success of employees' career development.

The Influence of Work Motivation on Career Development

The results of this study indicate that Work Motivation is the most dominant factor influencing Career Development compared to other variables in the research model. This is evident from the path coefficient value of 0.660, which is the highest among all direct effects in the structural model. This finding indicates that employees with high work motivation tend to demonstrate commitment, responsibility, a drive to excel, and a strong desire to develop their competencies. These characteristics serve as crucial assets for the organization in providing career development opportunities to employees.

The results of the descriptive analysis show that the Work Motivation* variable falls into the high category, indicating that the majority of respondents have a strong drive to work optimally, achieve organizational targets, improve work performance, and make their best contribution to the company. This high level of work motivation reflects employees' awareness of the need to continuously improve themselves and actively participate in achieving organizational goals.

On the other hand, the Career Development variable also received a high rating, indicating that employees have a positive perception of the career development opportunities provided by the company. Employees believe that the organization provides opportunities to enhance their competencies through training, assignments, learning, and promotion opportunities based on ability and performance. This suggests that high work motivation encourages employees to take advantage of the various development opportunities provided by the company, thereby fostering career growth.

The results of this study show that employees with high work motivation tend to be more proactive in improving their competencies, more open to change, and more willing to accept greater responsibilities. Motivated employees also demonstrate better performance, exhibit high work discipline, and are able to adapt to organizational demands. Therefore,

work motivation is a crucial factor in supporting successful career development at PT PLN Indonesia Power UBP Suralaya.

When compared to other variables in the research model, Work Motivation has the greatest direct influence on Career Development, at 0.660. This value is higher than the direct influence of Digital Competence (0.078) or Coaching-Mentoring (0.224) on Career Development. This indicates that the success of employee career development at PT PLN Indonesia Power UBP Suralaya is not solely determined by technical skills or organizational guidance but is significantly influenced by employees' internal drive to work, achieve, and continuously develop themselves.

Based on these results, it can be concluded that Work Motivation has a positive and significant effect on the career development of employees at PT PLN Indonesia Power UBP Suralaya. The higher an employee's work motivation, the greater the opportunity to enhance competencies, demonstrate superior performance, and secure career development opportunities. These findings reinforce Human Capital Theory and Social Learning Theory, which affirm that motivation is a key factor driving individuals to develop their potential so they can achieve career success. Therefore, PT PLN Indonesia Power UBP Suralaya needs to continue fostering a work environment that enhances employee motivation through a fair rewards system, opportunities for competency development, ongoing training, and transparent, performance-based career paths.

The Influence of Digital Competencies on Career Development Through Work Motivation

The results of this study indicate that digital competencies do not directly enhance career development but can enhance it by increasing work motivation. These findings suggest that employees' digital skills do not automatically increase their career development opportunities. Digital competencies first boost employees' motivation to work more effectively, develop their skills, increase productivity, and demonstrate optimal performance. This increased motivation then becomes a driving factor in creating career development opportunities. In other words, the benefits of digital competencies for career development will be maximized when accompanied by an increase in employees' work motivation.

The results of the descriptive analysis show that the Digital Competence variable falls into the high category, reflecting that employees already possess strong abilities in utilizing digital technology to support their work. The Work Motivation variable also falls into the high category, indicating that employees have a strong drive to perform at their best and achieve organizational goals. Similarly, the Career Development variable falls into the high category, indicating that the organization has provided career development opportunities for employees. These descriptive results reinforce the finding that improving Digital Competence will have a greater impact on Career Development if it can enhance employees' Work Motivation.

The practical implication of these research findings is that PT PLN Indonesia Power UBP Suralaya must not only enhance employees' digital competencies through technology training but also establish systems capable of boosting work motivation, such as performance-based rewards, opportunities to participate in competency development programs, coaching, mentoring, and the provision of clear and transparent career development pathways. Thus, employees' digital competencies can be translated into high work motivation and ultimately contribute to career development.

Based on these results, it can be concluded that Work Motivation fully mediates the influence of Digital Competence on the career development of employees at PT PLN Indonesia Power UBP Suralaya. This finding indicates that digital competencies will have a greater impact on career development if they can enhance employees' work motivation. Therefore, the company needs to integrate digital competency development with strategies to boost work motivation so that investments in human resource development yield optimal results for both individuals and the organization.

The Effect of Coaching-Mentoring on Career Development Through Work Motivation

The results of this study show that the implementation of effective coaching and mentoring not only has a direct impact on career development but also enhances career development by increasing employees' work motivation. This is supported by previous test results indicating that coaching and mentoring have a positive and significant effect on work motivation

These findings indicate that the coaching and mentoring programs implemented by the company are capable of boosting employee motivation through guidance, coaching, feedback, and support in completing their work. Employees who receive ongoing guidance will have higher self-confidence, better understand organizational goals, and be motivated to improve their competencies and work performance. These conditions ultimately contribute to increased opportunities for employee career development.

The results of the descriptive analysis show that the Coaching-Mentoring variable falls into the high category, indicating that the majority of respondents assess the coaching and mentoring processes at PT PLN Indonesia Power UBP Suralaya as having been carried out effectively. Employees receive clear guidance, constructive feedback, and opportunities to discuss and learn from supervisors and more experienced mentors. Meanwhile, the Work Motivation and Career Development variables also fall into the high category, thereby reinforcing the hypothesis test results that effective implementation of coaching and mentoring can boost work motivation, which ultimately leads to enhanced career development.

The indirect effect coefficient of 0.382, which is greater than the direct effect of 0.224, indicates that improvements in Career Development through coaching and mentoring will yield more optimal results when accompanied by an increase in employees' Work Motivation. This finding indicates that the success of coaching and mentoring programs depends not only

on the coaching process itself but also on the program's ability to inspire employees to continue learning, improve their competencies, and achieve better work performance.

Based on these research results, it can be concluded that work motivation acts as a partial mediator in the relationship between coaching and mentoring and the career development of employees at PT PLN Indonesia Power UBP Suralaya. This means that coaching and mentoring can enhance career development both directly and through increased work motivation. Therefore, PT PLN Indonesia Power UBP Suralaya needs to continue strengthening its coaching and mentoring programs so that they are structured, consistent, and oriented toward competency development and increased employee motivation. In this way, the company can cultivate a high-performing workforce that is prepared to face organizational challenges while supporting the success of sustainable career development.

CONCLUSION

Based on the research results outlined above, the following conclusions can be drawn with reference to the research questions:

1. Digital Competence has a positive and significant effect on Work Motivation. The research results show that the better an employee's digital competence, the higher their work motivation in carrying out tasks and responsibilities. The ability to utilize digital technology, information systems, and work-supporting applications can enhance work effectiveness, self-confidence, and employee enthusiasm in achieving organizational goals.
2. Coaching and mentoring have a positive and significant effect on work motivation. The coaching and mentoring programs implemented by the company are able to increase employee work motivation through the provision of guidance, coaching, feedback, and ongoing support. The research results show that coaching and mentoring are variables that have a greater influence on work motivation than digital competence.
3. Digital Competence does not have a significant effect on Career Development. Although employees possess strong digital competence, this ability has not yet become a factor that directly determines career development. This indicates that career development at PT PLN Indonesia Power UBP Suralaya is also influenced by other factors, such as performance evaluations, work experience, technical competence, organizational policies, and employees' readiness to take on greater responsibilities.
4. Coaching and mentoring have a positive and significant effect on career development. The better the implementation of coaching and mentoring, the greater the opportunity for employees to improve their competencies, broaden their work experience, and prepare themselves for higher career levels.
5. Work Motivation has a positive and significant effect on Career Development. Work Motivation is the variable with the greatest direct influence on Career Development. Employees with high motivation tend to demonstrate better performance, show

commitment to the organization, and are more active in developing their competencies, thereby having a greater chance of achieving career advancement.

6. Work Motivation fully mediates (full mediation) the effect of Digital Competence on Career Development. Digital Competence does not have a direct effect on Career Development but exerts a significant influence through increased Work Motivation. These findings indicate that the benefits of Digital Competence for Career Development will be maximized when accompanied by an increase in employees' work motivation.
7. Work Motivation partially mediates the effect of Coaching-Mentoring on Career Development. Coaching-Mentoring influences Career Development both directly and indirectly through Work Motivation. This indicates that effective coaching and mentoring not only enhance employees' competencies but also boost work motivation, which ultimately strengthens career development.

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