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The Influence of Appraiser Competence, Appraiser Professional Education, and Technological Adaptability on Appraiser Career Development in the Digital Era at KJPP Firman Azis and Partners in West Java

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ABSTRACT

Purpose: This study aims to analyse the influence of appraiser competence, professional appraisal education, and technological adaptability on career development in the era of digital transformation at KJPP Firman Azis dan Rekan.

Design/methodology/approach: This research employs a quantitative approach with an explanatory research design. Primary data were collected through structured questionnaires using a Likert scale and analysed using multiple linear regression supported by classical assumption tests.

Findings: The results indicate that appraiser competence and technological adaptability have a positive and significant effect on career development. Professional appraisal education also contributes positively, both partially and simultaneously.

Research limitations/implications: This study is limited to a single public appraisal firm, which may restrict the generalisability of the findings to similar organisational contexts.

Practical implications: The findings suggest that management should strengthen digital competencies and professional education programs to enhance sustainable career development in the digital era.

Originality/value: This study integrates human capital theory and digital transformation perspectives within the context of the appraisal profession in Indonesia.

Paper type: Research paper

Keywords: Appraisal Competence, Career Development, Digital Transformation, Professional Education, Technological Adaptability

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I. INTRODUCTION

The rapid development of digital technology has fundamentally transformed various professional sectors, including the appraisal profession. Digital transformation, characterised by the utilisation of Artificial Intelligence (AI), Automated Valuation Models (AVM), Big Data Analytics, Cloud Computing, the Internet of Things (IoT), and digital valuation software, has significantly reshaped how appraisers collect data, conduct analysis, and produce valuation reports. This transformation not only enhances operational efficiency but also requires appraisers to possess more comprehensive competencies that integrate technical expertise with digital literacy. Empirical studies indicate that machine-learning and deep-learning models substantially improve the accuracy of AVM and accelerate the valuation process (Jafary, 2024; Baur et al., 2022). Furthermore, the integration of big data and spatial analytics enables valuation models to better capture market heterogeneity and produce more precise value estimations (Gao, 2022; Krämer et al., 2023). These technological advancements simultaneously demand higher professional competencies, particularly in understanding AI interpretability and algorithmic

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transparency (Numan, 2024). Globally, valuation practices are shifting from traditional manual approaches toward data-driven, real-time digital methodologies that are faster, more accurate, and more adaptive (El Jaouhari, 2024).

The increasing adoption of digital technology in the valuation industry is also supported by institutional reports. The Royal Institution of Chartered Surveyors reported that more than 65% of valuation firms worldwide have integrated digital technology into their standard operational processes (RICS, 2023). In addition, Kummerow and Chan (2022) confirm that the use of AVM and big data analytics can improve valuation efficiency by up to 40% while significantly reducing human error. These findings suggest that digital transformation is no longer optional but has become a strategic necessity for appraisers to remain relevant and competitive in the modern professional landscape.

Besides technological adaptation, another fundamental factor influencing the career development of appraisers is the completion of professional appraisal education. In Indonesia, career progression in the appraisal profession is strictly regulated, as stipulated in the Minister of Finance Regulation Number 101/PMK.01/2014, which establishes that career advancement from trainee appraiser to public appraiser is closely tied to professional certification and structured education. Field observations reveal that many technically skilled staff experience career stagnation due to incomplete professional education requirements. From a human capital perspective, education is not merely a formal requirement but a strategic investment that enhances individual productivity and career prospects. Becker (1993) argues that education increases workers' productivity, which subsequently improves income and career opportunities. Supporting this view, Lestari and Haryono (2021) demonstrate that education and training have a significant positive effect on career development. Specifically within the appraisal profession, Anggraini (2022) highlights that professional certification obtained through tiered education plays a more dominant role in determining promotion compared to work experience alone.

In addition to competence and professional education, technological adaptability has emerged as a critical determinant of career success in the digital era. Technological adaptability refers to the ability of individuals to accept, learn, and effectively apply new technologies in their work environment, especially in organisations facing rapid technological change (Díaz-Arancibia et al., 2024). Appraisers with high adaptability tend to exhibit higher productivity and are more capable of adjusting to digital work procedures, as digital transformation encourages flexible performance management systems that require adaptive responses (Cosa & Torelli, 2024). Conversely, low adaptability often leads to resistance, work pressure, and difficulties in adjusting to technological changes, particularly when organisational agility is limited (Syarkani, 2025).

These three key variables—appraiser competence, professional appraisal education, and technological adaptability—are presumed to play a crucial role in shaping appraisers' career development in the digital era. Career development is no longer solely determined by tenure and certification but also by the ability to navigate digitally transformed work ecosystems. Digital competence has become a fundamental capability enabling professionals to contribute effectively to organisational transformation (Blanka, 2022). Appraisers with strong digital literacy and digital autonomy are more likely to demonstrate innovative work behaviour, which is highly valued by organisations and can accelerate professional recognition (PT Huu et al., 2023). Moreover, digital talent management practices increasingly emphasise technological capability and adaptability as key criteria for career advancement (Guerra et al., 2023). Digital competence also contributes to the formation of professional social capital, as digital communication and online collaboration enhance reputation, organisational trust, and opportunities for greater responsibilities (De la Hoz-Ruiz et al., 2025).

In the Indonesian context, the Indonesian Society of Appraisers (MAPPI) has initiated various programmes aimed at enhancing digital literacy, updating training curricula, and developing integrated valuation software. However, the implementation of digital transformation across Public Appraisal Service Offices (KJPP) remains uneven. Many appraisers still face challenges in adopting new technologies and require strengthening in both technical and analytical competencies. This condition aligns with El Jaouhari (2024), who notes that the adoption of digital valuation technologies across firms is often inconsistent due to differences in technological readiness and organisational capabilities. Similar patterns are observed in other professional service sectors undergoing digital transformation (Kraus et al., 2021; Vial, 2021). Numan (2024) further emphasises that modern appraiser competence includes the ability to operate AVM, utilise large datasets, and understand model interpretability, which remain significant challenges for many practitioners. Consequently, a digital adaptation gap persists within the appraisal work environment in Indonesia, as also highlighted by Santoso and Prasetyo (2023) regarding the relatively low level of digital literacy in the national property sector.

Low digital literacy can lead to delayed work processes, analytical errors, and an increased risk of valuation bias. Insufficient digital capability tends to intensify technostress, where professionals struggle to manage the pressure associated with intensive technology use, ultimately reducing performance (Bourlakis et al., 2023). Furthermore, digital literacy significantly influences perceived ease of technology use and work effectiveness. Individuals with limited digital literacy often face difficulties in validating and managing digital data systematically, thereby increasing the likelihood of analytical inaccuracies and bias (Nikou & Economides, 2022). In the long term, inadequate digital competence diminishes the ability of employees to respond to technological

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change or utilise advanced analytical tools, which may hinder productivity and slow the adoption of new digital processes (Kumar, 2024).

KJPP Firman Azis and Rekan, as a professional appraisal firm engaged in property, business, and asset valuation, is not exempt from these challenges. The firm has implemented internal digital transformation through the use of project management software, digital survey tools, market analysis applications, and automated reporting systems. Nevertheless, the level of technological mastery among appraisers varies considerably. Observational data indicate that while some appraisers are proficient in utilising digital tools, others still rely on conventional methods, which reduces efficiency and work speed.

As a professional service firm, KJPP Firman Azis and Rekan is required to maintain high valuation service quality. In the digital era, service quality is no longer measured solely by report accuracy but also by time efficiency, analytical speed, and the effective utilisation of digital data. Digital transformation in the real estate sector has been proven to enhance operational efficiency and accelerate valuation processes (Al-Haimi, 2025), while AI-based valuation models offer higher accuracy and efficiency compared to traditional methods (Toprakli et al., 2024). Conversely, appraisers who are unprepared to adopt digital technology may experience skill gaps, delays in task completion, decreased productivity, and potential misinterpretation of market data (Kasim et al., 2024), which can ultimately affect the firm's professional reputation.

Despite the growing importance of competence, professional education, and technological adaptability, empirical studies examining their combined influence on appraisers' career development, particularly in the Indonesian context, remain limited. Most previous research has focused primarily on technical competence without integrating the demands of modern digitalisation. Therefore, this study addresses this research gap by empirically analysing the influence of appraiser competence, professional appraisal education, and technological adaptability on career development in the digital era. Specifically, this research aims to explain how these factors contribute to the transformation of career development among appraisers at KJPP Firman Azis and Rekan and to formulate an integrated career development model that incorporates professional education and technological adaptation as strategic components in the digital professional environment.

The conceptual framework in this research is

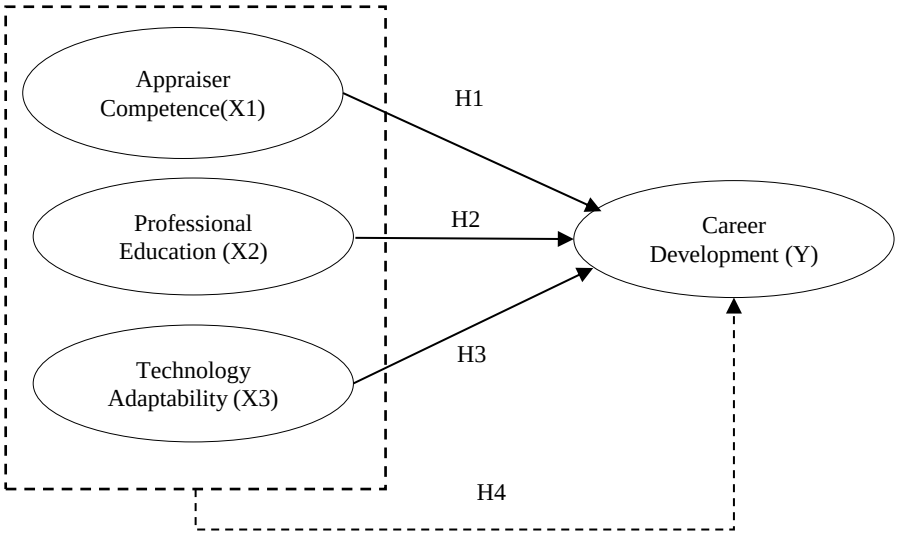

Figure 1 Conceptual framework

The hypotheses proposed in this study are:

H1: Appraiser Competencehas a significant effect on Career Development

H2: Professional Education has a significant effect on Career Development

H3: Technology Adaptability has a significant effect on Career Development

H4: Assessor Competence, Professional Education, and Technology Adaptability simultaneously have a significant effect on Career Development

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II. METHODS

This research was conducted at KJPP Firman Azis dan Rekan, a Public Appraisal Service Office engaged in property, business, and asset valuation services. The study took place from January to March 2025, covering the stages of instrument preparation, data collection, data processing, and statistical analysis. The selection of this location was based on the firm's ongoing digital transformation and the relevance of its organisational environment to the variables examined in this study, namely appraiser competence, professional appraisal education, technological adaptability, and career development in the digital era.

This study employed a quantitative research approach with an explanatory research design. The quantitative approach was chosen to examine the causal relationships between independent variables and the dependent variable through statistical testing. The explanatory design aims to explain the influence of appraiser competence, professional appraisal education, and technological adaptability on career development. The theoretical foundation of this research is grounded in human capital theory and digital transformation perspectives, which emphasise that education, competence, and technological adaptability are strategic assets influencing individual career progression in modern professional organisations.

The population in this study consisted of all appraisers and appraisal staff working at KJPP Firman Azis dan Rekan. Due to the relatively limited number of employees, the sampling technique used was a saturated sampling (census) method, in which all members of the population were included as research respondents. This approach ensures that the data collected accurately represent the organisational conditions and minimise sampling bias.

The primary data used in this study were collected through structured questionnaires distributed directly to respondents. The questionnaire was designed using a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) to measure respondents' perceptions of each research variable. The research instrument consisted of four main constructs: (1) Appraiser Competence, measured through indicators of technical skills, analytical ability, professional knowledge, and digital skills; (2) Professional Appraisal Education, measured through formal education level, professional training participation, and certification attainment; (3) Technological Adaptability, measured through ability to adopt digital tools, flexibility in using new systems, and responsiveness to technological change; and (4) Career Development, measured through promotion opportunities, career progression, skill enhancement, and professional recognition.

In addition to primary data, secondary data were obtained from internal organisational documents, regulatory references related to the appraisal profession, and supporting literature relevant to digital transformation and career development. These data were used to strengthen the research framework and ensure contextual relevance with the professional appraisal environment.

Before conducting the main analysis, the research instrument was tested for validity and reliability. The validity test was conducted using the Pearson Product Moment correlation method to ensure that each questionnaire item accurately measured the intended construct. Meanwhile, the reliability test was carried out using Cronbach's Alpha coefficient to assess the internal consistency of the instrument. An instrument was considered reliable if the Cronbach's Alpha value exceeded 0.70, indicating acceptable measurement stability.

The data analysis technique used in this study was multiple linear regression analysis, supported by classical assumption tests including normality, multicollinearity, and heteroscedasticity tests. These tests were conducted to ensure that the regression model met the statistical requirements for unbiased estimation. The regression model was formulated to examine the partial and simultaneous effects of appraiser competence, professional appraisal education, and technological adaptability on career development in the digital era. Hypothesis testing was performed using the t-test to analyse partial effects and the F-test to evaluate simultaneous effects, with a significance level of 5% ($\alpha = 0.05$).

From a theoretical perspective, this methodological framework extends the conceptual discussion presented in the Introduction by operationalising human capital and digital adaptability into measurable empirical variables. The calculation process in this research involved transforming ordinal Likert-scale data into quantitative scores, followed by statistical computation using software-based analysis to obtain regression coefficients, significance values, and the coefficient of determination (R^2). This calculation provides a practical empirical development derived from the theoretical assumption that higher competence, stronger professional education, and better technological adaptability will contribute positively to career development within digitally transforming professional organisations.

III. RESULTS AND DISCUSSION

A. Results

This study involves four main variables: appraiser competence (X1), professional appraisal education (X2), technological adaptability (X3), and career development (Y). Appraiser competence (X1) is measured through

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indicators of technical skills, analytical ability, understanding of valuation regulations, and digital literacy in appraisal practices. Based on the descriptive statistics, the mean score of the competence variable is 4.12, indicating that respondents generally perceive their competence level as high in supporting professional duties in the digital era.

Professional appraisal education (X2) refers to the level of formal education, participation in professional training, and ownership of professional certifications relevant to the appraisal profession. The descriptive analysis shows that this variable has an average score of 3.98, which suggests that respondents have a relatively good level of engagement in professional education and continuous learning activities.

Technological adaptability (X3) reflects the ability of appraisers to adopt and utilise digital technologies, valuation software, and information systems in their work. The mean value of this variable is 4.05, indicating that most respondents demonstrate a high level of adaptability toward technological changes within the appraisal industry.

Career development (Y) is the dependent variable, measured through indicators such as promotion opportunities, professional recognition, skill enhancement, and increased responsibilities. The descriptive results show an average score of 4.08, which indicates that career development among employees is perceived to be in the good category and influenced by competence, education, and technological readiness.

The validity test was conducted using the Pearson Product Moment correlation by comparing the r-count values with the r-table value (r-table = 0.361 at $\alpha = 0.05$, $n = 30$). The results show that all questionnaire items for each variable have r-count values ranging from 0.548 to 0.823, which are higher than the r-table value of 0.361. Specifically, the competence variable items have r-count values between 0.612 and 0.801, professional appraisal education ranges from 0.576 to 0.789, technological adaptability ranges from 0.548 to 0.823, and career development ranges from 0.603 to 0.815. Therefore, all instrument items are declared valid and suitable for further analysis.

The reliability test was performed using Cronbach's Alpha coefficient. The results indicate that the competence variable has a Cronbach's Alpha value of 0.882, professional appraisal education 0.861, technological adaptability 0.874, and career development 0.893. Since all Cronbach's Alpha values exceed the minimum threshold of 0.70, it can be concluded that the research instrument has high internal consistency and is reliable for measuring the research constructs.

The normality test was conducted using the Kolmogorov-Smirnov test. The test results show a significance value (Asymp. Sig.) of 0.200, which is greater than 0.05. Additionally, the Normal P-P Plot indicates that the residual points are distributed closely along the diagonal line. These results confirm that the residual data are normally distributed and the normality assumption is fulfilled.

The multicollinearity test was evaluated using Tolerance and Variance Inflation Factor (VIF) values. The results show that the tolerance values for competence, professional appraisal education, and technological adaptability are 0.642, 0.701, and 0.658 respectively, all above the threshold of 0.10. Meanwhile, the VIF values are 1.557 (X1), 1.426 (X2), and 1.520 (X3), which are all below 10. These findings indicate that there is no multicollinearity among the independent variables in the regression model.

The heteroscedasticity test was conducted using the Glejser test. The significance values for competence, professional appraisal education, and technological adaptability are 0.312, 0.427, and 0.289 respectively, all greater than 0.05. The scatterplot of residuals also shows a random distribution without a clear pattern. This confirms that the regression model does not suffer from heteroscedasticity.

Overall, the classical assumption tests demonstrate that the regression model satisfies the requirements of normality, absence of multicollinearity, and homoscedasticity. Therefore, the model is statistically appropriate and robust for analysing the influence of appraiser competence, professional appraisal education, and technological adaptability on career development in the digital transformation context.

After all prerequisite tests were fulfilled, multiple linear regression analysis was carried out to determine the direction of the relationship and the magnitude of the influence of the independent variables (X1, X2, X3) on the dependent variable (Y).

Table 1 Results of Multiple Linear Regression Analysis (Coefficients)

Regression Model	*Unstandardized Coefficients (B)*	*Std. Error*	*Standardized Coefficients (Beta)*	*t-count*	*Significance (Sig.)*
(Constant)	*-10.347*	*1.718*		*-6.024*	*0.000*

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Appraiser Competence(X1)	*0.645*	*0.052*	*0.578*	*12.312*	*0.000*
Professional Education (X2)	*0.465*	*0.044*	*0.499*	*10.671*	*0.000*
Technology Adaptability (X3)	*0.338*	*0.053*	*0.296*	*6.331*	*0.000*

Based on Table 1 above, the regression equation formed is as follows:

This equation can be interpreted as follows:

1. Constant (a) = -10.347: A negative constant value indicates that if the variables of Appraiser Competence, Appraiser Professional Education, and Technology Adaptability are zero (non-existent), then the Career Development value will decrease or have a negative value. This logically illustrates that without competence, educational certification, and technological capabilities, an appraiser's career cannot develop or even cease to exist.
2. Appraiser CompetenceRegression Coefficient (b_1) = 0.645: A positive coefficient value indicates a unidirectional relationship. This means that for every 1 unit increase in the Assessor Competency score, Career Development will increase by 0.645 units, assuming other variables remain constant. This variable has the highest Beta value (0.578), indicating that competence is the most dominant factor in influencing careers.
3. Regression Coefficient of Appraiser Professional Education (b_2) = 0.465: A positive coefficient value indicates that every 1 unit increase in participation in Professional Education for Appraisers will increase Career Development by 0.465 units.
4. Technology Adaptability Regression Coefficient (b_3) = 0.338: This positive coefficient value means that every 1 unit increase in Technology Adaptability will contribute to an increase in Career Development of 0.338 units.

Proof of the hypothesis is carried out through Partial Test (t Test) and Simultaneous Test (F Test).

The statistical t-test is used to determine the effect of each independent variable individually on the dependent variable. The testing criteria are if the Sig. value is < 0.05 and the calculated t-value is > t-table, then the hypothesis is accepted.

1. The Influence of Appraiser Competenceon Career Development (Hypothesis 1)
   Based on Table 4.7, the Appraiser Competencevariable obtained a t-value of 12.312 with a significance level of 0.000. Because the significance value of 0.000 < 0.05, H1 is accepted.*Conclusion:*There is a positive and significant influence of Appraiser Competenceon career development. This proves that the higher the technical competence of an assessor, the faster their career development will be.
2. The Influence of Appraiser Professional Education on Career Development (Hypothesis 2)
   The Appraiser Professional Education variable obtained a t-value of 10.671 with a significance level of 0.000. Since the significance value of 0.000 < 0.05, H2 is accepted.*Conclusion:*There is a positive and significant influence of Appraiser Professional Education on Career Development. Compliance and participation in MAPPI's tiered education have been shown to be important determinants of career advancement.
3. The Effect of Technology Adaptability on Career Development (Hypothesis 3)
   The Technology Adaptability variable obtained a t-value of 6.331 with a significance level of 0.000. Since the significance value of 0.000 < 0.05, H3 is accepted.*Conclusion:*There is a positive and significant influence of Technology Adaptability on Career Development. The ability to adapt to digital tools significantly contributes to an appraiser's career success.

The F test is used to determine whether the variables of Assessor Competence, Assessor Professional Education, and Technology Adaptability jointly influence Career Development.

Table 2 Simultaneous Test Results (ANOVA)

s	*Sum of Squares*	*df*	*Mean Square*	*F-count*	*Significance (Sig.)*
Regression	*2309.255*	*3*	*769.752*	*106.696*	*0.000*

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Residual	*1053.305*	*146*	*7.214*
Total	*3362.560*	*149*	

Based on Table 4.8, the F-count value is 106.696 with a significance level of 0.000. Because the significance value of 0.000 is much smaller than 0.05, H4 is accepted.*Conclusion:*Simultaneously (together), the variables of Appraiser Competence, Appraiser Professional Education, and Technology Adaptability have a significant influence on Appraiser Career Development at KJPP Firman Azis and Partners in West Java. This regression model is also declared feasible (*Goodness of Fit*) to use.

The coefficient of determination is used to measure the extent to which the model is able to explain the variation in the dependent variable.

Table 3 Coefficient of Determination (Model Summary)

Model	*R (Correlation)*	*R Square(Determination)*	*Adjusted R Square*	*Std. Error of the Estimate*
1	*0.829*	*0.687*	*0.680*	*2.686*

Table 4.9 shows the R Square (R) value.^{2}) of 0.687. This figure can be interpreted that 68.7% of the variation or change that occurs in the Appraiser Career Development variable can be explained by variations in the Appraiser Competence, Appraiser Professional Education, and Technology Adaptability variables. Meanwhile, the remaining 31.3% (100% - 68.7%) is influenced or explained by other variables not included in this research model. The determination value approaching 70% indicates that this research model is classified as strong (*substantial*) in predicting career development.

B. Discussion

The interpretation of the research results is based on inferential statistical analysis that links the empirical findings to the theoretical framework. This discussion aims to validate whether the proposed model is consistent with established human resource management theories and compare it with previous research. An in-depth explanation of the influence of appraiser competence, professional education, and technology adaptability on career development at KJPP Firman Azis and Partners is outlined below.

1. The Influence of Appraiser Competenceon Career Development

The results of the first hypothesis test (H1) convincingly show that Appraiser Competencehas a positive and significant influence on Career Development, with the highest regression coefficient value of 0.645 and a t-test of 12.312. This statistical dominance confirms that the competency variable is the strongest predictor (*strongest predictor*) in career determination at KJPP Firman Azis and Partners compared to education or technology.

Analytical, this high influence indicates that management places Hard Skills (mastery of assessment methods) and Regulatory Understanding (SPI/KEPI) as absolute parameters in promotion decisions. In a trust-based assessment industry (*trust-based industry*), the risk of valuation errors is very fatal. Therefore, an appraiser who does not demonstrate adequate technical competence in Market Analysis and value calculations will not be trusted to take on greater responsibilities (*Job Enrichment*), even though he has a long working period.

This finding supports*Competency Theory*(Iceberg Model) from Spencer and Spencer (1993), but with a specific emphasis that in the appraisal profession, the aspects of knowledge and technical expertise (*visible competencies*) is a non-negotiable prerequisite. In contrast to Sutrisno's (2019) findings in the manufacturing sector which prioritized motivation, the results of this study confirm that in the professional services sector,*knowledge-intensive*like KJPP, technical competence is the main asset (*intangible asset*) which determines the bargaining power and career path of an individual.

2. The Influence of Appraiser Professional Education on Career Development

The results of the second hypothesis test (H2) show that Appraiser Professional Education has a positive and significant influence on Career Development, with a regression coefficient value of 0.465 and a significance of 0.000. This figure indicates a strong linear relationship: the higher the level of appraiser participation in formal, tiered education, the more open the opportunities for their vertical mobility within the organizational structure of KJPP Firman Azis and Rekan.

Analytical, these findings confirm that in a tightly regulated industry (*regulated profession*), the Tiered Participation Indicator (PDP/PLP) and Certification Motivation are not merely complementary insights, but

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absolute legal requirements. Certification obtained from professional education serves as a license that authorizes an appraiser to sign reports independently (as a Public Appraiser). Without completing this education, an employee—no matter how technically competent—will experience*career plateau*(stagnation) due to being hampered by regulatory limitations in the Minister of Finance Regulation (PMK) which requires certain educational qualifications for higher levels of office.

This finding supports*Human Capital Theory*from Becker (1964), who views education as an investment in productivity, as well as the concept*Credentialism*from Randall Collins (1979), who stated that certificates function as a social selection tool for access to elite positions. For the management of KJPP Firman Azis and Rekan, professional educational attainment is considered an indicator of compliance (*compliance*) and long-term commitment. Employees who consistently engage in Continuous Learning (PPL) are considered to have high professional integrity and are therefore prioritized for promotion over those who are passive.

3. The Influence of Technology Adaptability on Career Development

The results of the third hypothesis test (H3) show that Technology Adaptability has a positive and significant effect on Career Development, with a regression coefficient value of 0.338 and a significance of 0.000. Although this coefficient value is lower than technical and educational competencies, its significance proves that in today's digital era, the ability to adapt to technology is no longer just an added value, but a core competency (*core competency*) which determines the career acceleration of an appraiser.

Empirically, these findings confirm that Learning Agility and Digital Implementation indicators have a significant impact on daily performance. Assessors at KJPP Firman Azis and Partners quickly masteds*oftware*new assessments and utilizing digital databases (*Big Data*) has proven to be able to complete assessment reports more efficiently and accurately than her colleagues who still use manual methods. This efficiency has a direct impact on individual performance assessments, which management uses as a basis for awarding promotions.

This finding is in line with the concept*Adaptive Performance*from Pulakos et al. (2000), which states that the ability to learn new technology (*Learning New Technologies*) is a critical dimension in adaptive performance. In addition, it also supports*Technology Acceptance Model (TAM)*from Davis (1989), where employees who have a positive perception of the usefulness of technology (*perceived usefulness*) such as the use of AVM (*Automated Valuation Models*) and GIS (*Geographic Information Systems*) tend to have higher productivity. In the context of an industry that is being disrupted by*PropTech*, these adaptive assessors are viewed by management as strategic assets deserving of faster career development.

4. The Simultaneous Influence of Competence, Education, and Adaptability on Career Development

The results of the fourth hypothesis testing (H4) through the F test show an F-count value of 106,696 with a significance level of 0.000, which proves that Appraiser Competence, Appraiser Professional Education, and Technology Adaptability simultaneously have a positive and significant effect on Career Development. The magnitude of this combined influence is indicated by the coefficient of determination (R^2) of 68.7%, which indicates that the career development model at KJPP Firman Azis and Rekan is largely determined by the integrity of the three variables together, while the remaining 31.3% is influenced by other factors outside the research model.

Analytical, these findings confirm that the career success of appraisers in the current era cannot be achieved partially, but rather requires a complete professional profile (*holistic profile*). Appraiser Competence acts as a technical foundation to ensure the accuracy of value opinions, Professional Education provides legal legitimacy in the form of certification required by regulations for signature authority, and Technology Adaptability functions as an accelerator of work efficiency through mastery*oftware*digital. The synergy of these three variables supports the theory*Resource-Based View (RBV)*from Barney (1991), where employees who have a combination of high technical skills, complete certification legality, and digital skills are rare assets and have strategic value for the company, so that the management of KJPP Firman Azis and Rekan provides appreciation in the form of accelerated job promotions to individuals who meet these integrative criteria.

IV. CONCLUSION

Study This produce conclusion quantitative and qualitative. Conclusion quantitative based on the results data testing using SPSS 25.0 shows that from 30 respondents child School Sunday GMIT Getsemani Tarus which fills *Google form* consisting of of 10 men and 20 women found that as many as 56.7% of respondents or 17 children school GMIT Getsemani Tarus week has levels *self-esteem* is in the category moderate and 43.3% of respondents or 13 children school GMIT Getsemani Tarus week has levels *self-esteem* is in the category high. Meanwhile, in

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terms of qualitative concluded that churches and schools Sunday need partner with parents and also workers expert like counselors and psychologists, so that efforts going to formation *self-esteem* healthy in children PAR can achieved. From the results research, found that churches and schools week, need do evaluation in a way periodically on service pastoral care and counseling for PAR children, because services that have been given during This Still simple and felt not optimal and effective answer need children.

In addition to the findings, research it also recommends a number of matter For be noticed, and as much as possible followed up by the church, namely church need provide adequate training for pastoral counselor, pastoral counselor can cooperate with psychologist For more cases church complex need promote service pastoral counseling to parents and children of PAR. In addition, the effectiveness service pastoral care and counseling is necessary evaluated in a way periodically, even room special pastoral care and counseling is needed as receptacle representative for church, pastors and leaders For do activity pastoral care and counseling for congregation and PAR children with problem *self-esteem,* as well as *p* news voice shepherd in a way periodically, become one of the recommendation important from results study this, so that you can help PAR children with problem *self-esteem.*

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