

The Effect of Job Promotion and Competence on Employee Performance through Career Development

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Abstract

The purpose of this study was to analyze and determine the effect of job promotion and employee competence on the performance of employees of the Bondowoso Regency Education Office through career development as an intervening variable. This research method is explanatory research with a quantitative approach. Data collection techniques consist of observation, questionnaires and literature studies. The population and sample of the study were 100 employees of the Bondowoso Regency Education Office. The data analysis technique was path analysis operated with the SPSS (Statistical Product and Service Solutions) version 24 application. Based on the results of the data analysis, it shows that job promotion and competence have a significant effect on the career development of employees of the Bondowoso Regency Education Office. Furthermore, job promotion, competence and career development have a significant effect on the performance of employees of the Bondowoso Regency Education Office. Finally, career development in this study was able to provide a mediating effect between the relationship between job promotion and competence on the performance of employees of the Bondowoso Regency Education Office. The implication of the study is that the Bondowoso Regency Education Office needs to evaluate the suitability of employee competence with the positions held in certain positions. This provides wider opportunities for career development of employees who have good competence and work skills. Apart from that, it is necessary to consider length of service and work performance to give promotions to employees.

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1. Introduction

Human resources are important assets and act as the main driving factor in the implementation of all activities or activities of the agency, so they must be managed properly through Human Resource Management (HRM). According to human resource management experts are as follows: According to Sulistyan et al. (2022), human resource management is the recruitment, selection, development, maintenance, and use of human resources to achieve both individual and organizational goals. Human Resource Management is the science and art of regulating the relationship and role of the workforce to actively and efficiently help realize the goals of the company, and society through employee performance. Performance is the result of work that has a strong relationship with the company's strategic goals, customer satisfaction, and contributes to the economy. Nursam (2017) defines performance as the level of achievement of results for the implementation of certain tasks. Company performance is the level of achievement of results in order to realize company goals. Performance management is all activities carried out to improve the performance of a company or organization, including the performance of each individual and work group in the company. Sulistyan et al. (2022) performance is the result of a process that refers to and is measured during a certain period based on previously determined provisions or agreements. Based on the performance theory

that has been explained, the object of research chosen is the Bondowoso Regency Education Office organization. Law Number 20 of 2003 concerning the National Education System states that Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. Education is very important in a large community of a country, where education is the spearhead for creating development and progress of the country itself. There is no doubt that the young generation of every country needs a large educational role. Without it, the young generation will wither and be left behind so that this will affect the quality of the country's progress or not, because the young generation is the backbone of the country.

National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In general, the purpose of education is the starting point for determining where education will be achieved, who will be the subject and object of education, and what results will be achieved, so that it will be clear what process and path must be taken to realize the purpose of education. The Bondowoso Regency Education Office based on Bondowoso Regent Regulation Number 89 of 2016, has functions consisting of: The Bondowoso Regency Education Office has the task of assisting the Regent in carrying out government affairs. In carrying out its duties, the Education Office has the following functions: preparing program plans in the fields of Early Childhood Education, Basic Education and Culture; Management of regional culture including maintenance, guidance, development, monitoring and preservation of culture and community traditions, types of arts, and history and antiquity; Implementation of Education financing/budgeting affairs; Implementation of planning, acceptance, development, coaching, improvement of educators and education personnel and employees in cultural groups; Implementation of granting operational permits and/or closing of the organization in the field of education and cultural management, in accordance with the policies stipulated by the regent based on the provisions of laws and regulations; Guidance and development of the organization of inclusive education; Preparation of financial reports including budget realization reports, balance sheets and notes to financial reports; Guidance, management and development of UPTD; Implementation of the results of the implementation of tasks given by the Regent; Implementation of other official duties given by the Regent according to their duties. In accordance with the main tasks and functions that exist, the description of the level of service of the Bondowoso Regency Education Office still has several performance problems that are not yet optimal. Several educational problems that need attention include those described as follows:

Table 1. Identification of Problems Based on OPD Service Duties and Functions

No	Problems of Education Development	Target program realization 100%
1	Increasing the availability of equivalency programs in obtaining educational services	84,6%
2	Certainty of obtaining quality basic education services and the development of noble character	82,9%
3	Availability of quality PAUD services	91,2%
4	Increasing educational facilities in efforts to implement management for the certainty of excellent educational services	80,7%
5	Regional culture and arts are reflected in various aspects of community life and the preservation of historical places and objects	79,8%

Source: Bondowoso Regency Education Office (2024)

Based on table 1, identification of problems based on tasks and functions at the Bondowoso Regency Education Office shows that the realization of the program is not optimal because it has not reached the expected target. Referring to the problems obtained by researchers on the research object, the phenomenon obtained is "Lack of effectiveness of employee performance in

carrying out their duties and functions". This phenomenon is an urgent research that researchers can do because the level of performance effectiveness measured by achievements has not reached the expected target, so in this study, researchers raise several important factors as solutions to the problems raised in order to improve performance consisting of job promotions and competencies that affect employee performance with career development as an intervening variable.

In local government organizations, a crucial factor in improving performance is career development. Career development traditionally describes vertical growth or the benefits you get in a higher position. Career Development according to Paputungan (2016) the term career is defined as a journey of individual change in going through work experience with different positions in an organization. According to (Pranitasari et al., 2019) a career is an activity and experience related to work (such as tasks in a position, subjective interpretation of events related to a job and decisions) throughout a person's working life. One effort that can be made is to provide good performance, in order to be worthy of being given a job promotion. Giving a job promotion by an organization or agency is a form of appreciation or "reward" given to employees as a form of trust and recognition of the employee's ability and skills to occupy a higher position.

According to Manullang (2014), "Promotion means a promotion, namely receiving greater power and responsibility than previous power and responsibility". According to Nitisemito (2015), "Promotion is the process of moving employees from one position to another higher position which is always followed by higher duties, responsibilities and authority than the previous position". Priansa (2016), stated that job promotion occurs when employees are moved from one job to another job that is higher in pay, responsibility, and/or level. The job promotion given certainly takes into account the abilities or skills of the employee/staff.

Skills or abilities required by employees demonstrated by the ability to consistently provide adequate or high levels of performance in a job function. Competence lies within every human being and is always present in a person's personality that can predict behavior and performance broadly in all situations and work tasks (Triastuti, 2019). According to Agustian et al., (2018) explained that competence is an ability to carry out or do a job or task that is based on skills and knowledge and supported by the work attitude required by the job. Competence also shows the characteristics of knowledge and skills possessed or needed by each individual that enable them to carry out their duties and responsibilities effectively and improve professional quality standards in their work.

Based on the theoretical opinion above, however, in this study, researchers obtained several empirical study results that contradicted the theoretical results stated above, the research gap obtained was based on research (Aini et al., 2020; Alimuddin, 2017; Haryono et al., 2020; Uchekukwu Duru et al., 2023; Veronica et al., 2021), confirming that promotion plays an important role in improving employee performance, even with several studies showing that job promotions can provide employees with new skills and competencies. Carraccio et al., (2016) also stated that employee competence has a strong relationship with performance. However, research (Hidayat, 2021) concluded that competence has no effect on Employee Performance at PT. Surya Yoda Indonesia. Also, research (Puji Salvano et al., 2023) partially shows that competence has no effect on employee performance.

Furthermore, research by (Jayusman & Khotimah, 2016; Masduki et al., 2017; Mochklas & Mahardhika, 2018) shows that career development variables do not have a significant effect on employee performance, in line with the results of a study by (Awan et al., 2020). Specifically, (Jayusman & Khotimah, 2016; Yuliza et al., 2021) argue that job promotion does not have a significant effect on employee performance, while Alimuddin (2017) shows that the performance management system and employee competencies do not affect performance.

Based on the existing background, as well as relevant theories and empirics, supported by data on the identification of problems and the main tasks of the Bondowoso Regency Education Office employees, the formulation of the problem in this study is: how to improve employee performance so that effectiveness in improving work quality can be achieved through job promotion factors, employee competence, and career development that can be immediately fulfilled by Bondowoso Regency Education Office employees in serving the community as well as

educators and education personnel. The formulation of the problems raised are: (1) Does job promotion have a direct effect on the career development of Bondowoso Regency Education Office employees? (2) Does employee competence have a direct effect on the career development of Bondowoso Regency Education Office employees? (3) Does job promotion have a direct effect on the performance of Bondowoso Regency Education Office employees? (4) Does employee competence have a direct effect on the performance of Bondowoso Regency Education Office employees? (5) Does career development have a direct effect on the performance of Bondowoso Regency Education Office employees? (6) Does job promotion have an indirect effect on the performance of Bondowoso Regency Education Office employees through career development as an intervening variable? (7) Does employee competence have an indirect effect on the performance of employees at the Bondowoso Regency Education Office through career development as an intervening variable?

The purpose of this study was to test and analyze: the direct effect of job promotion on career development of employees of the Bondowoso Regency Education Office; the direct effect of employee competence on career development of employees of the Bondowoso Regency Education Office; the direct effect of job promotion on the performance of employees of the Bondowoso Regency Education Office; the direct effect of employee competence on the performance of employees of the Bondowoso Regency Education Office; the direct effect of career development on the performance of employees of the Bondowoso Regency Education Office; the indirect effect of job promotion on the performance of employees of the Bondowoso Regency Education Office through career development as an intervening variable; and the indirect effect of employee competence on the performance of employees of the Bondowoso Regency Education Office through career development as an intervening variable.

Hypothesis Development

The Effect of Job Promotion on Career Development

Manullang (2014) provides an explanation of "job promotion means a promotion, namely receiving greater power and responsibility than previous power and responsibility". In contrast, Bambang Wahyudi (2012) stated: "job promotion is a change in position or job title from a lower level to a higher level. This change will usually be followed by increased responsibility, rights and social status of a person" According to Hasibuan (2013), "Job promotion means a transfer that increases authority and responsibility to a higher level in an organization which is followed by greater obligations, rights, status and income".

Based on several expert opinions that have been developed, as well as support from previous research conducted by: Marpaung, & TanjungY. (2023). Yunita, (2021). Aini, et al. (2020) concluded that job promotion has a significant effect on career development. So the hypothesis in this study is as follows:

H1. Job promotion has a significant effect on career development

The Influence of Employee Competence on Career Development

According to (Priansa, 2017) competence is a characteristic that underlies a person related to the effectiveness of individual performance in their work or the basic characteristics of an individual that has a causal relationship or as a cause and effect with the criteria used as a reference. Competence lies in the inner part of every human being and is always present in a person's personality that can predict behavior and performance broadly in all situations and work tasks (Triastuti, 2019). According to Agustian et al., (2018) explained that competence is an ability to carry out or do a job or task that is based on skills and knowledge and supported by the work attitude required by the job. Competence also shows the characteristics of knowledge and skills possessed or needed by each individual that enable them to carry out their duties and responsibilities effectively and improve professional quality standards in their work

Based on several expert opinions that have been developed, as well as support from previous research conducted by: Marpaung & TanjungY. (2023). Yunita, (2021). Aini, et al. (2020) concluded that employee competence has a significant effect on career development. So the hypothesis in this study is as follows:

H2. Employee competence has a significant effect on career development.

The Influence of Job Promotion on Employee Performance

According to Kadarisman (2014), job promotion is an activity of moving employees from one position to another position that has a higher status and responsibility. In general, this promotion is followed by an increase in compensation (salary and others), although this is not always the case. Meanwhile, according to Fahmi (2016), job promotion is an increase in an employee's position from a previous position to a higher position. From the statements above, it can be concluded that job promotion is marked by a change in position to a higher level. This change gives rise to increased responsibility, rights, status, and authority, as well as greater status and greater income accompanied by increased other facilities. With promotion, it means showing evidence of recognition of achievements above the average of other employees.

Based on several expert opinions that have been developed, as well as support from previous research conducted by: Halim, (2023). Febrianti, & Asmike, (2023). Sarmin, et al. (2022). Aini, et al. (2020). Walalangi, (2018) concluded that job promotion has a significant effect on employee performance. So the hypothesis in this study is as follows:

H3. Job promotion has a significant effect on employee performance.

The Influence of Employee Competence on Employee Performance

According to Wibowo (2015) "Competence is an ability to carry out a job that is based on skills and knowledge and supported by the work attitude required by the job". According to Elizar and Tanjung, (2018) competence is "The capacity that exists in a person that can make that person able to fulfill what is required by the job in an organization so that the organization is able to achieve the expected results". The definition of competence according to Government Regulation No. 101 of 2000 quoted by Sandy (2013) "Competence is the ability and characteristics possessed by a civil servant in the form of knowledge, behavioral attitudes required in his duties and positions (article 3).

Based on several expert opinions that have been developed, as well as support from previous research conducted by: Azhari, & Asniwati, (2023). Febrianti, & Asmike, (2023). Kusumastuti, & Edris, (2022). Arifin, et al. (2021). Aini, et al. (2020) concluded that employee competence has a significant effect on employee performance. So the hypothesis in this study is as follows:

H4. Employee competence has a significant effect on employee performance.

The Influence of Career Development on Employee Performance

According to Papatungan (2016), career development is defined as a journey of individual change in going through work experiences with different positions in an organization. According to (Pranitasari et al., 2019), a career is an activity and experience related to work (such as tasks in a position, subjective interpretation of events related to a job and decisions) throughout a person's working life. That career development can be defined as a condition that describes an increase in a person's status in an organization and the career path that already exists in the related organization. According to Sutrisno (2017), career development is personal improvements made to achieve a career plan. Career development means that the organization/company/leader has prepared a previous plan on what needs to be done to develop employee careers while working.

Based on several expert opinions that have been developed, as well as support from previous research conducted by: Azhari, & Asniwati, (2023). Halim, (2023). Febrianti, & Asmike, (2023). Kusumastuti, & Edris, (2022). Arifin, et al. (2021). Aini, et al. (2020) concluded that career development has a significant effect on employee performance. So the hypothesis in this study is as follows:

H5. Career development has a significant effect on employee performance

The Influence of Job Promotion on Employee Performance through Career Development

According to Manullang (2014), "Job promotion means a promotion, namely receiving greater power and responsibility than previous power and responsibility". According to Nitisemito (2015), "Promotion is the process of transferring employees from one position to

another higher position which is always followed by higher duties, responsibilities and authority than the position previously held". Priansa (2016), stated that job promotion occurs when employees are transferred from one job to another job that is higher in pay, responsibility, and/or level. Meanwhile, according to Wirawan (2015), job promotion is an award by giving a promotion or a higher position than before. According to Badriyah (2015), promotion is an award with a promotion in an organization or agency, both in government and non-government (private). This is what many workers strive for in order to be better than their previous position and for the sake of improving the social situation.

Based on several expert opinions that have been developed, as well as support from previous research conducted by: Aini, et al. (2020) concluded that job promotion has a significant effect on employee performance through career development. So the hypothesis in this study is as follows:

H6. Job promotion has a significant effect on employee performance through career development.

The Influence of Employee Competence on Employee Performance through Career Development

According to Wibowo (2016) competence is an ability to carry out or perform a job or task based on skills and knowledge and supported by a work attitude required by the job. Thus, competence shows skills or knowledge characterized by professionalism in a particular field as something that is most important, as the superiority of the field. Competence as a person's ability to produce at a satisfactory level in the workplace, including a person's ability to transfer and apply these skills and knowledge in new situations and increase the agreed benefits. Competence also shows the characteristics of knowledge and skills possessed or needed by each individual that enable them to carry out their duties and responsibilities effectively and increase the standard of quality of professionalism in their work. Employee competence is a to carry out work or tasks based on skills and knowledge and supported by a work attitude required by the job. The skills or abilities required by employees are demonstrated by the ability to consistently provide adequate or high levels of performance in a job function. Competence is a terminology that is often heard and spoken by many people. We often hear or even say the terminology in various uses, especially related to human resource development. Some interpret competence as equivalent to ability or skill, others interpret it as equivalent to skills, knowledge and higher education. For more details, several definitions of competence will be explained (Priansa, 2017).

Based on several expert opinions that have been developed, as well as support from previous research conducted by: Kusumastuti, & Edris, (2022). Aini, et al. (2020) concluded that employee competence has a significant effect on employee performance through career development. So the hypothesis in this study is as follows:

H7. Employee competence has a significant effect on employee performance through career development.

2. Methods

This research is a quantitative research. The population in this study were 100 employees at the Bondowoso Regency Education Office. The sampling technique used was a saturated sample, so that the number of samples taken was 100 people. The variables in this study consisted of independent variables (job promotion and employee competence), intervening (career development), and dependent (employee performance). The indicators used to measure job promotion are seniority, educational qualifications, work performance, level of loyalty, honesty, and sociability (Ardana, 2012). The indicators used to measure competence are motives, traits, self-concept, knowledge, and skills (Wibowo, 2014). Career development is measured by fair treatment in careers, concern from superiors, information about various promotion opportunities, and interest in being promoted (Siagian, 2012). Employee performance is measured by quality, quantity, timeliness, effectiveness, and efficiency (Sulistyan et al., 2020).

The data source used is primary data in the form of questionnaires given to all employees of the Bondowoso Regency Education Office. Data analysis techniques are in the form of descriptive analysis, instrument tests in the form of validity tests (greater than 0.30) and reliability (greater than 0.60), classical assumption tests in the form of multicollinearity tests (Tolerance more than 0.1 and VIF less than 10) heteroscedasticity tests (pictures of dots spread unevenly) and normality tests (pictures of dots spread around the diagonal line and follow the direction of the diagonal line), path analysis (This analysis is assisted by SPSS software, with the provision of the F test at a value of $p \leq 0.05$ as the level of significance F, while for the t test the level of significance $p \leq 0.05$ where it is used to see the significance of the influence between variables).

3. Results and Discussion

3.1. Results

The respondents of this study were 100 employees of the Bondowoso Regency Education Office. The characteristics of the respondents were distinguished based on gender, age and education. These characteristics were obtained from the respondents' answers to the questionnaire that had been given. The characteristics of these respondents were made into a table by the researcher to facilitate assessment or drawing conclusions.

Table 2. Respondent Characteristics

No	Karakteristik	Percentage (%)
1	Gender	
	Man	61
	Woman	39
2	Age	
	20-30 Year	21
	31-40 Year	32
	41-50 Year	29
	51-60 Year	14
3	Years of service	
	0-10 Year	17
	11-20 Year	27
	21-30 Year	30
	31-30 Year	24

Source: Data Processed (2024)

Based on table 2, it is known that out of 100 respondents, 61.0% or 61 were male and 39.0% or 39 were female. The age of employees of the Bondowoso Regency Education Office, between 20 - 30 years old is 21.0% or 21 people, between 31 - 40 years old is 32.0% or 32 people, between 41 - 50 years old is 29.0% or 29 people then between 51 - 60 years old is 14.0% or 14 people. The length of service of employees of the Bondowoso Regency Education Office, between 0 - 10 years is 17.0% or as many as 17 people, the length of service between 11 - 20 years, is 27.0% or as many as 27 people, the length of service between 21 - 30 years is 30.0% or as many as 30 people then the length of service between 31 - 40 years is 24.0% or as many as 24 people.

Instrument Testing

The results of the instrument testing show that each indicator used has a calculated r value greater than 0.30, this means that the indicators used in this research variable are feasible or valid to be used as data collectors. The test results also show that each variable has a Cronbach Alpha value greater than 0.60. So it can be concluded that all variables used in this study are reliable.

Table 3. Results of Research Instrument Testing

No	Item	r _{hitung}	Cronbach's Alpha	Description
1	X1.1	0,744	0,847	reliable
	X1.2	0,752		reliable
	X1.3	0,775		reliable
	X1.4	0,794		reliable
	X1.5	0,618		reliable
	X1.6	0,834		reliable
2	X2.1	0,785	0,821	reliable
	X2.2	0,766		reliable
	X2.3	0,732		reliable
	X2.4	0,804		reliable
	X2.5	0,736		reliable
3	Z1	0,814	0,843	reliable
	Z2	0,778		reliable
	Z3	0,790		reliable
	Z4	0,830		reliable
4	Y1	0,866	0,908	reliable
	Y2	0,864		reliable
	Y3	0,881		reliable
	Y4	0,860		reliable
	Y5	0,804		reliable

Source: Data Processed (2024)

Based on Table 4.13, it can be observed that each indicator used has a calculated r-value greater than 0.30. This means that the indicators employed in this research variable are valid and suitable for data collection. The test results also show that each variable has a Cronbach's Alpha value greater than 0.60. Therefore, it can be concluded that all variables used in this study are reliable.

Path Analysis

Calculation of Direct Effect Path Coefficients

This section outlines each path in the model using path analysis. The tested paths indicate the direct and indirect effects of job promotion (X1) and employee competence (X2) on career development (Z) and employee performance (Y) in the Bondowoso Education Department. Determining the significance of each path will reveal whether the proposed hypotheses are accepted or rejected. The path coefficient values are shown in the following table:

Table 4. Path Coefficient Values for Direct Effects

No.	Independent Variable	Dependent Variable	Beta (β)	t-value	ρ -value	Remarks
1.	Promotion	Career Development	0,731	6,105	0,000	Significant
2.	Competence	Career Development	0,455	3,464	0,000	Significant
3.	Promotion	Employee Performance	0,396	3,859	0,000	Significant
4.	Competence	Employee Performance	0,397	4,555	0,000	Significant
5.	Career Development	Employee Performance	0,162	2,191	0,000	Significant

Source: Data Processed (2024)

- a. Effect of Job Promotion (X1) on Career Development (Z)
Based on Table 4, the beta (β) value for the effect of job promotion (X1) on career development (Z) is 0.731 with a ρ -value of 0.000. Since the ρ -value is smaller than α (0.000 < 0.05), it indicates a significant effect of job promotion (X1) on career development (Z).
- b. Effect of Employee Competence (X2) on Career Development (Z)
Based on Table 4, the beta (β) value for the effect of employee competence (X2) on career development (Z) is 0.455 with a ρ -value of 0.006. Since the ρ -value is smaller than α (0.006 < 0.05), it indicates a significant effect of employee competence (X2) on career development (Z).

- < 0.05), H0 is rejected, indicating a significant effect of employee competence (X2) on career development (Z).
- Effect of Job Promotion (X1) on Employee Performance (Y)
Based on Table 4, the beta (β) value for the effect of job promotion (X1) on employee performance (Y) is 0.396 with a ρ -value of 0.000. Since the ρ -value is smaller than α (0.000 < 0.05), H0 is rejected, indicating a significant effect of job promotion (X1) on employee performance (Y).
 - Effect of Employee Competence (X2) on Employee Performance (Y)
Based on Table 4, the beta (β) value for the effect of employee competence (X2) on employee performance (Y) is 0.397 with a ρ -value of 0.000. Since the ρ -value is smaller than α (0.000 < 0.05), H0 is rejected, indicating a significant effect of employee competence (X2) on employee performance (Y).
 - Effect of Career Development (Z) on Employee Performance (Y)
Based on Table 4, the beta (β) value for the effect of career development (Z) on employee performance (Y) is 0.162 with a ρ -value of 0.031. Since the ρ -value is smaller than α (0.031 < 0.05), H0 is rejected, indicating a significant effect of career development (Z) on employee performance (Y).

Structural Model

This section explains the calculation of the direct and indirect effects of job promotion (X1) and employee competence (X2) on employee performance (Y), mediated by the intervening variable of career development (Z). The path diagram displaying the results of the path coefficient analysis is presented as follows:

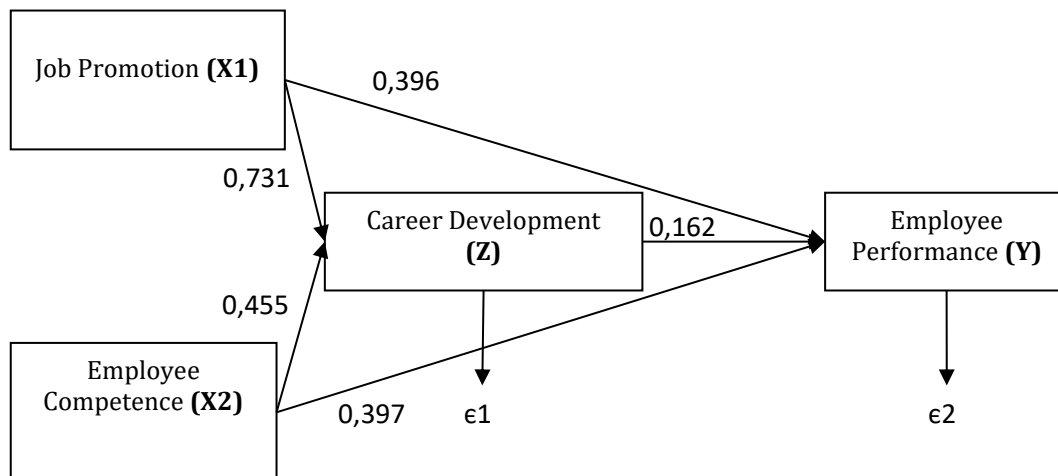


Figure 1. Path Analysis Results
Source: Data Processed (2024)

Z Satisfaction = 0.731 Job Promotion + 0.455 Employee Competence.

Y Employee Performance = 0.396 Job Promotion + 0.397 Employee Competence + 0.162 Career Development.

The path analysis in equation form is presented as follows:

The effect of X1 on Y.

Direct; X1 → Y = 0,396
 Indirect; X1 → Z → Y = (0,731) . (0,162) = 0,118
 Total Effect; 0,396 + 0,118 = 0,514

The effect of X2 on Y.

Direct; X2 → Y = 0,397
 Indirect; X2 → Z → Y = (0,455) . (0,162) = 0,074
 Total Effect; 0,397 + 0,074 = 0,471

Calculation of Indirect Effect Path Coefficients

The indirect effect is assessed by examining the results of the paths taken. If all the paths are significant, the indirect effect is also considered significant; conversely, if any path is non-significant, the indirect effect is deemed non-significant. The path coefficients for the indirect effects are presented in Table 5.

Table 5. Path Coefficients for Indirect Effects

Independent Variable	Intervening Variable	Dependent Variable	Standardized Coefficient	Remarks
X1	Z	Y	0,118*)	Significant
X2	Z	Y	0,074**)	Significant

Source: Data Processed (2024)

Based on the calculation of path coefficients, the total effect of job promotion (X1) on employee performance (Y) is 0.514, consisting of a direct effect of 0.396 and an indirect effect of 0.118. The total effect of employee competence (X2) on employee performance (Y) is 0.471, with a direct effect of 0.397 and an indirect effect of 0.074.

The indirect effect of job promotion (X1) on employee performance (Y) through the intervening variable of career development (Z) is 0.118, which is smaller than the direct effect of job promotion (X1) on employee performance (Y), which is 0.396. Conversely, the indirect effect of employee competence (X2) on employee performance (Y) through career development (Z) is 0.074, which is less than the direct effect of employee competence (X2) on employee performance (Y), which is 0.397.

From the calculations, the independent variable with the strongest influence on career development is job promotion, at 0.731. The independent variable with the strongest effect on employee performance is employee competence, at 0.397. Additionally, the independent variable that affects employee performance (Y) through the intervening variable of career development (Z) is employee competence, at 0.118.

3.2. Discussion

Effect of Job Promotion on Career Development

Based on the first hypothesis, job promotion has a significant impact on career development. The testing and data analysis confirmed that job promotion significantly affects the career development of employees in the Bondowoso District Education Office, validating the hypothesis (H1). This effect can be attributed to several factors related to job promotion that influence career development.

One key aspect is work experience, which is often a primary consideration in promotions. Employees with longer work experience tend to have a deeper understanding of their duties and responsibilities, as well as a broader professional network. This seniority is often linked to the skills acquired over years of experience, enhancing their ability to contribute to both organizational development and personal career growth.

In addition to seniority, educational qualifications and work performance also play crucial roles. Educational qualifications indicate that an employee possesses the necessary knowledge and skills for higher positions. Meanwhile, work performance reflects an employee's ability to meet targets and deliver satisfactory results. Both aspects serve as benchmarks for evaluating whether an employee is deserving of a promotion to a higher role. When promotions are granted based on qualifications and performance, career development becomes more focused and aligned with individual capabilities.

Other influencing factors include loyalty, integrity, and sociability. Loyalty reflects an employee's commitment to the organization, which is often rewarded with promotions. Integrity is crucial, as it forms the foundation of effective leadership. Sociability, or the ability to interact and cooperate well with colleagues, is also important since promotions to higher positions typically require strong managerial and leadership skills. The combination of these factors explains why job promotion significantly influences career development; promoted employees tend to possess the attributes necessary for success in greater responsibilities.

Furthermore, this study's findings align with previous research conducted by Marpaung & Tanjung (2023), Yunita (2021), and Aini et al. (2020), which concluded that job promotion significantly affects career development.

Effect of Employee Competence on Career Development

According to the second hypothesis, employee competence significantly impacts career development. The testing and data analysis confirmed that employee competence has a significant effect on the career development of employees at the Bondowoso District Education Office, validating the hypothesis (H2). This influence can be attributed to various aspects related to employee competence that positively impact career development.

One important aspect is motivation; employees with a strong drive to learn and develop themselves tend to take the initiative in achieving organizational goals. This motivation encourages employees to enhance their skills and capacities, ultimately strengthening their chances of obtaining promotions or greater responsibilities in their careers.

Another critical aspect is personality and self-concept. Employees who demonstrate accuracy and consistency in responding to situations show a high level of competence, particularly in making quick and accurate decisions. Additionally, those with a strong self-concept or high self-confidence are generally more effective in facing job challenges. This self-assurance allows them to remain calm and focused in high-pressure situations, which is essential for higher positions.

Moreover, knowledge and skills are fundamental components of employee competence that greatly influence career development. Specific knowledge in the field of education enables employees to perform their tasks more effectively and efficiently. Meanwhile, both physical and mental skills, such as analytical and conceptual thinking, are key indicators of workplace competence. Employees who possess this knowledge and these skills are better equipped to handle various job challenges, which in turn enhances their career advancement opportunities.

The findings of this study align with previous research conducted by Rudi Setiawan and Etty Puji Lestari (2016), Iswahyudi (2017), Nadhifa Faisal and IGusti Ayu Manuati Dewi (2019), Tiara Putri Usmany, Djamhur Hamid, Hamidah Nayati Utami (2016), and Tita Isni Alvina and Indi Djastuti (2018), all of which concluded that employee competence significantly influences career development.

Effect of Promotion on Employee Performance

According to the third hypothesis, promotions significantly affect employee performance. The data analysis confirmed that promotions have a significant impact on the performance of employees at the Bondowoso District Education Office, validating the hypothesis (H3). This influence can be attributed to various aspects related to promotions that enhance employee performance.

One key factor is seniority, where employees with more work experience possess a deeper understanding of organizational processes and culture. This experience enables them to work more efficiently and effectively after promotion, as they are already familiar with organizational dynamics and can leverage their knowledge to improve performance.

Additionally, educational qualifications and work achievements are important aspects that influence the impact of promotions on performance. Educational qualifications indicate that an employee has a strong knowledge base to understand and execute more complex tasks. Work achievements, on the other hand, reflect an employee's ability to meet targets and deliver satisfactory results in previous roles. When promotions are based on qualifications and achievements, promoted employees are more likely to have the necessary skills and knowledge to tackle new challenges, thereby enhancing their performance in higher positions.

Other contributing factors include loyalty, honesty, and sociability. High loyalty demonstrates a strong commitment to the organization, which can motivate employees to work harder after being promoted. Honesty is essential in building trust, which is crucial in higher roles, especially when decisions have broad implications. Sociability, or the ability to collaborate and communicate effectively, is also important, as promotions often place employees in positions that require enhanced leadership and teamwork. The combination of all these factors

explains how promotions can create a more productive work environment and improve employee performance.

The findings of this study align with previous research conducted by Halim (2023), Febrianti & Asmike (2023), Sarmin et al. (2022), Aini et al. (2020), and Walalangi (2018), all of which concluded that promotions significantly influence employee performance.

Effect of Employee Competence on Employee Performance

According to the fourth hypothesis, employee competence significantly affects employee performance. The results of the data analysis confirm that employee competence has a significant impact on the performance of employees at the Bondowoso District Education Office, thus validating the hypothesis (H4). This influence can be attributed to various aspects of employee competence that have contributed to improving employee performance.

Overall, the competence of employees at the Bondowoso District Education Office is considered relatively high. The highest ratings were given to knowledge and skills, indicating that employees possess a solid knowledge base and strong skills in performing their tasks. Motivation for self-development and a positive self-concept also received favorable evaluations, suggesting that employees have a strong internal drive for continuous improvement. Personal traits such as accuracy and consistency were also highlighted as important components of competence.

However, there is still room for improvement, particularly in self-concept and motivation, where some employees received moderate evaluations. In general, this data shows that the Bondowoso District Education Office has a competent workforce with significant potential for further development.

These findings align with previous studies by Rudi Setiawan and Etty Puji Lestari (2016), Iswahyudi (2017), Tiara Putri Usmany, Djahmur Hamid, Hamidah Nayati Utami (2016), Deni Sulistiawan, Sukisno S. Riadi, Siti Maria (2017), and Widyanto Eko Susetyo, Amiartuti Kusmaningtyas, and Hendro Tjahjono (2014), all of which concluded that employee competence has a direct, positive, and significant impact on employee performance.

Effect of Career Development on Employee Performance

Based on the fifth hypothesis, career development has a significant effect on employee performance. The results of data analysis confirm that career development significantly influences the performance of employees at the Bondowoso District Education Office, validating the hypothesis (H5). This can be attributed to several aspects of career development that positively impact employee performance.

One key factor is the sense of fairness in career opportunities. When employees feel they are treated fairly in terms of promotions and skill development opportunities, they are more motivated to perform well. This perception of fairness encourages employees to work harder and more efficiently, ultimately improving their overall performance.

Direct support from supervisors is another crucial element of career development that enhances employee performance. Supervisors who show care and actively support their subordinates' careers create a positive and conducive work environment for professional growth. This support may come in the form of guidance, training, or opportunities to develop new skills. When employees feel supported by their superiors, they tend to be more enthusiastic about their work and more committed to achieving higher performance levels.

Additionally, access to information about promotion opportunities and a strong interest in being promoted play a significant role in influencing performance. When employees have clear and open access to information about promotion paths, they can better plan their careers and strive to meet the necessary targets for advancement. A high level of interest in promotion also drives employees to continuously improve their performance, seeing their hard work as an investment in career growth.

In the Bondowoso District Education Office, career development is perceived positively by the majority of employees. Fair treatment in career progression and access to promotion opportunities received the highest ratings, indicating that employees value transparency and fairness in the career development process. Supervisor involvement in career planning was also

rated positively, though there is room for improvement in this area. Interest in promotion varied more widely, reflecting personal factors that influence career aspirations. Overall, the data suggests that the Bondowoso District Education Office has implemented a solid career development system, though there are areas for improvement, particularly in supervisor engagement and addressing individual employee needs.

These findings align with previous studies by Azhari & Asniwati (2023), Halim (2023), Febrianti & Asmike (2023), Kusumastuti & Edris (2022), Arifin et al. (2021), and Aini et al. (2020), all of which concluded that career development has a significant effect on employee performance.

The Effect of Job Promotion on Employee Performance Through Career Development

Based on the sixth hypothesis, job promotion affects employee performance through career development. The data analysis shows that the indirect effect of job promotion (X1) on employee performance (Y) through the intervening variable of career development (Z) is 0.118, which is smaller than the direct effect of job promotion (X1) on employee performance (Y), which is 0.396. The total effect of job promotion (X1) on employee performance (Y) is 0.514, consisting of a direct effect of 0.396 and an indirect effect of 0.118.

It can be concluded that job promotion (X1) influences employee performance (Y) through career development (Z), but the impact is smaller compared to the direct effect. This suggests that career development does not provide a strong mediating effect between job promotion and employee performance in the Bondowoso District Education Office.

The Effect of Employee Competence on Employee Performance Through Career Development

Based on the seventh hypothesis, employee competence affects employee performance through career development. The data analysis reveals that the indirect effect of employee competence (X2) on employee performance (Y) through the intervening variable of career development (Z) is 0.074, which is smaller than the direct effect of employee competence (X2) on employee performance (Y), which is 0.397. The total effect of employee competence (X2) on employee performance (Y) is 0.471, consisting of a direct effect of 0.397 and an indirect effect of 0.074.

It can be concluded that employee competence (X2) influences employee performance (Y) through career development (Z), but the impact is smaller compared to the direct effect. This indicates that career development does not provide a strong mediating effect between employee competence and employee performance at the Bondowoso District Education Office.

4. Conclusion

Based on the findings presented in Chapter IV, the conclusions of this study are as follows:

1. The results confirm that job promotion has a positive and significant effect on the career development of employees at the Bondowoso District Education Office.
2. The results show that employee competence has a positive and significant effect on career development among employees of the Bondowoso District Education Office.
3. The results indicate that job promotion has a positive and significant impact on employee performance at the Bondowoso District Education Office.
4. The findings reveal that employee competence positively and significantly affects the performance of employees at the Bondowoso District Education Office.
5. The study shows that career development has a positive and significant influence on employee performance at the Bondowoso District Education Office.
6. The indirect effect of job promotion on employee performance through career development is smaller than the direct effect.
7. The indirect effect of employee competence on performance through career development is greater than the direct effect.

Implications

Based on the findings that job promotion, employee competence, and career development significantly impact employee performance at the Bondowoso District Education Office, several strategic implications and recommendations can be applied to improve human resource management and overall organizational performance.

The study indicates that job promotion directly contributes to enhancing employee performance. This suggests that promotion policies should be designed and implemented transparently, fairly, and performance-based. Transparency in the promotion process fosters trust among employees, ensuring that promotion decisions are based on objective criteria such as work achievements, educational qualifications, and loyalty. This reduces favoritism and motivates employees to work harder and more effectively to meet promotion criteria.

The significant effect of employee competence on performance underscores the importance of continuous training and development programs. Competency development should not only focus on technical skills but also on managerial, leadership, and interpersonal skills. Organizations need to identify key competencies that are crucial for specific tasks and design training programs that directly address these needs. Enhancing employee competence will improve their readiness to take on higher positions and face new challenges, ultimately supporting the organization's strategic goals.

The strong influence of career development on employee performance highlights the need for a more structured approach to career management. This includes the creation of personalized long-term career plans based on assessments of competencies, interests, and employee potential. The organization must ensure that employees have regular and clear access to information about promotion opportunities and available career paths. A structured career development system provides employees with clear direction in advancing their skills and preparing for greater responsibilities in the future.

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