

The Influence of Career Advancement, Job Promotion, and Competence on Employee Performance Through Work Motivation as An Intervening Variable (A Study at Education Office of Kabupaten Jember)

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Abstract

This article delves into the intricate dynamics of Human Resource Management (HRM) in the Education Office of Jember Regency, with a specific focus on the interplay between career advancement, job promotion, employee competence, and employee performance. Drawing on the AMO (Ability, Motivation, Opportunity) framework, this research investigates the direct and indirect impacts of these factors through a comprehensive survey of 80 Education Office employees. The research findings reveal a significant positive influence of career advancement and job promotion on employee motivation and performance. The anticipated direct impact of employee competence on work motivation also proves to be significantly positive. These findings underscore the importance of structured career paths, promotions, and competence in shaping a motivated workforce and enhancing overall employee performance. This research contributes to bridging knowledge gaps in HRM practices and provides practical interventions for organizational improvement. The proposed insights offer a foundation for organizational leaders and HR practitioners to enhance employee motivation and performance holistically.

Keywords: career path, promotion, competency, motivation and performance.

Introduction

Human Resource Management (HRM) is a discipline involved in the management and utilization of human resources within an organization. According to experts, as stated by (Hasibuan, 2013), Human Resource Management is the management and utilization of resources existing in individuals. Another definition by (Hasibuan, 2013) describes management as the science and art of organizing the process of utilizing human resources and other resources effectively and efficiently to achieve a specific goal. In summary, management is a distinctive process consisting of planning, organizing, directing, and controlling actions carried out to determine and achieve predetermined goals through the utilization of human resources and other resources. (Rivai & Sagala, 2016) state that Human Resource Management is one of the fields of general management that includes aspects of planning, organizing, implementing, and controlling. Human Resource Management involves policies and practices in mobilizing human resources, including recruitment, screening, training, rewards, and evaluations, with the aim of achieving optimal work productivity/performance (Dessler, 2017).

Employee performance refers to the level of achievement of goals and work results produced by an individual in the context of their work (Cabarcos, Vázquez-

Rodríguez, & Quiñoá-Piñeiro, 2022). In general, employee performance includes productivity, work quality, initiative, and contributions to the achievement of organizational goals (Leitão, Pereira, & Gonçalves, 2019). A deep understanding of the factors influencing employee performance is crucial in managing an organization's human resources (Ravi, 2020).

Motivation is a critical factor that can significantly affect employee performance (Basu, 2023). Work motivation refers to internal or external drives that encourage individuals to achieve goals and improve their work quality (Diefendorff & Seaton, 2015). Individuals with high work motivation tend to be more committed, productive, and have a desire to continuously improve themselves (Girdwichai & Sriviboon, 2020). Strong motivation can drive employees to take initiative in developing skills and achieving their work targets (Girdwichai & Sriviboon, 2020). Therefore, understanding the dynamics of work motivation is key to optimizing employee performance (Lee & Raschke, 2016).

Career advancement is the professional development path that involves moving from an initial position to a higher position within an organization or industry (Greer & Kirk, 2022). Its relevance to performance lies in employees' motivation to increase productivity due to clear advancement opportunities (Naa et al., 2021). The advancement process usually requires skill development and knowledge, which, in turn, enhances an individual's ability to handle more complex tasks (Sakamoto, 2019). Performance evaluation often serves as the basis for career advancement, and with career advancement, employees face greater responsibilities (Bui, Shoaib, Vu, Nguyen, & Nhuận, 2021). Career advancement also serves as recognition for good contributions, creating an environment where rewards for high performance can enhance overall employee motivation and satisfaction (Madhani, 2020). Additionally, structured career development plans help employees plan the necessary steps to achieve their career goals (Madhavan, Venugopalan, Gupta, & Sisodia, 2023).

Promotion refers to the elevation or movement of an individual from a lower job position to a higher position in the organizational or company hierarchy (Putra, 2021). The job promotion process typically involves employee performance evaluation, assessment of skills and competencies, and consideration of organizational needs (Phin, 2015). Employees who show dedication, good performance, and the ability to handle additional responsibilities are often considered suitable candidates for promotion (Turner, 2020). Job promotion can provide recognition for achievements, enhance employee motivation, and create better career development opportunities (Haryono, Supardi, & Udin, 2020). This process can be carried out internally, where existing employees are promoted, or through external recruitment if the organization needs specific skills or experience for a particular position (Setyawati, PG, & Rianto, 2022).

The determination of strategic issues was formulated based on an evaluation of the organization and tasks, resources of the Regional Organization (OPD), service performance, and also external challenges or strategic issues emerging in society that require programmed/planned handling. Strategic issues are the current conditions that

**The Influence of Career Advancement, Job Promotion, and Competence on Employee Performance
Through Work Motivation as An Intervening Variable
(A Study at Education Office of Kabupaten Jember)**

have the potential to become obstacles in the development and implementation of the organization's main tasks, the achievement of development performance, and the improvement of services to the community. Therefore, their handling must be carefully designed, taking into account opportunities and challenges from the external side, such as economic and social development/growth at various levels. The identified issues include:

Table 1. Issues Based on the Tasks and Functions of the Kabupaten Jember Education Office

No.	Main Issues	Program Achievement Target (100%)
1	National Assessment implementation in elementary school units	100%
2	Academic and managerial services	41%
3	Validity and quality of data and reports	70%
4	Literacy of elementary school students	1.70%
5	Management information system in educational units	90%
6	Inclusive schools	0.02%
7	Gross Enrollment Ratio (GER) in elementary schools	97.3%
	Gross Enrollment Ratio (GER) in junior high schools	81.6%
8	Stunting rate in early childhood	7.14%
9	Implementation of independent learning	
	in elementary schools	85%
	in junior high schools	1.37%

Table 1. Problems in the Duties and Functions of the Kabupaten Jember Education Office show that the set targets have not been achieved. It is evident that the Kabupaten Jember Education Office has not met the predefined realization targets. Based on the identified issues, the researcher observed a research phenomenon related to performance, namely, "Lack of effectiveness in employee performance in carrying out their tasks and functions." In response to this phenomenon, the researcher aims to provide solutions by addressing several crucial factors assumed to enhance employee performance and minimize identified issues in the research object. These factors include the variables of career advancement, job promotion, and employee competence affecting employee performance through work motivation as an intervening variable.

Research (Adiyasa & Windayanti, 2019; Audina & Handayani, 2021; Hayati & Caniago, 2012; Muhammad & Abdullah, 2016; Siskayanti & Sanica, 2022), asserts that motivation plays a crucial role in improving employee performance. Other research findings, such as those involving (Aini, Herlambang, & Susbiyani, 2020; Dyahrini & Nugraha, 2022; Jackson & Wilton, 2016), indicate that career development has a significant correlation with employee performance. In the context of promotions, research by (Aini et al., 2020; Dyahrini & Nugraha, 2022; Jackson & Wilton, 2016) suggest that promotions play a crucial role in improving employee performance, with some studies even suggesting that job promotions can provide employees with new skills and competencies. (Carraccio et al., 2016) also state that employee competencies have a strong correlation with performance. Thus, overall, the research provides insights

into the relationship between motivation, career development, promotions, and competencies in enhancing employee performance.

(Caillier, 2014) found that experts have not fully explored the extent to which motivators such as public service motivation and mission valence interact with leadership practices to influence employee performance, indicating a gap in research. Similar findings emerged in research by (Faizal, Sulaeman, & Yulizar, 2019; Rosmaini & Tanjung, 2019; Yuliani, Liswandi, & Darwis, 2021), stating that motivation does not have a significant influence on someone's performance and career development. Furthermore, research by (Jayusman & Khotimah, 2016) indicates that the career development variable does not have a significant impact on employee performance, aligning with the results of (Awan, Habib, Shoaib Akhtar, & Naveed, 2020). Specifically, (Jayusman & Khotimah, 2016; Yuliza, Desri, & Nasfi, 2021) argue that job promotions do not have a significant influence on employee performance, while (Alimudin, 2017) shows that performance management systems and employee competencies do not affect performance. Despite the understanding of the importance of human resource management and its relationship with performance, there are still knowledge gaps that need to be further explored. Observing the knowledge gaps, this research adopts the AMO (Ability, Motivation, Opportunity) framework as a theoretical approach to address these gaps, where Ability includes employees' capabilities, Motivation encompasses work motivation, and Opportunity involves the opportunities provided by the organization (Blumberg & Pringle, 1982). Therefore, this research is expected to make a significant contribution to filling the knowledge void in Kabupaten Jember's Education Office and provide specific guidance for human resource management practices in a similar context.

Methods

The research method employed in this study includes both descriptive and verificative methods. Descriptive method, as defined by (Sugiyono, 2017), is a research approach that endeavors to collect data, critically analyze the gathered information, and draw conclusions based on the facts observed during the research period or the current time. Verificative method is a research approach aimed at understanding the relationship between two or more variables or a method used to test the validity of a hypothesis (Sugiyono, 2014). Data collection was carried out by distributing questionnaires through Google Forms (gform) and involved all employees of the Education Office in Kabupaten Jember, with a total of 80 individuals.

Hypothesis testing was conducted using Variance-based Structural Equation Modeling (SEM) or Partial Least Squares (SEM-PLS) with the Warp PLS 6.0 program. SEM-PLS is employed for exploratory research, meaning that the PLS approach is more suitable for predictive purpose (Sholihin & Ratmono, 2013). The model of hypothesis testing is:

**The Influence of Career Advancement, Job Promotion, and Competence on Employee Performance
Through Work Motivation as An Intervening Variable
(A Study at Education Office of Kabupaten Jember)**

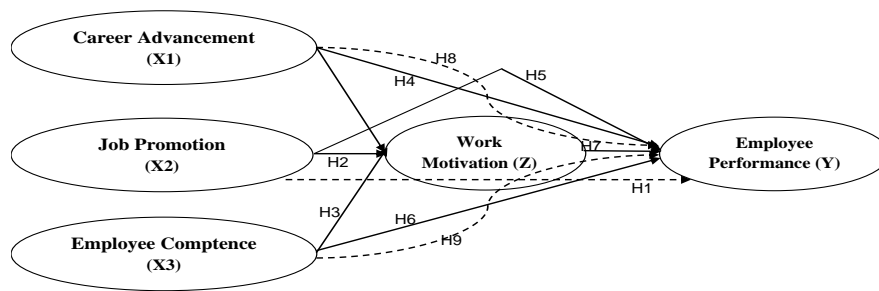


Figure 1. Model of Hypotesis Testing

RESULTS AND DISCUSSIONS

Table 2. Direct Path Coefficient Values

No.	Hypothesis	Path Coefficients	P Values	Description
1.	Career advancement -> Motivation	0.322	0.001	Significant
2.	Promotion -> Motivation	0.218	0.012	Significant
3.	Competence -> Motivation	0.320	0.001	Significant
4.	Career advancement -> Performance	0.268	0.002	Significant
5.	Promotion -> Performance	0.266	0.003	Significant
6.	Competence -> Performance	0.334	0.001	Significant
7.	Motivation -> Performance	0.200	0.013	Significant

The analysis reveals significant positive influences in several key relationships. Firstly, there is a substantial and statistically significant positive impact of career advancement on motivation (0.322, $p = 0.001$), indicating that as individuals progress in their careers, their motivation tends to increase. Similarly, promotions have a significant positive effect on motivation (0.218, $p = 0.012$), suggesting that the elevation in job positions plays a role in enhancing motivation. Additionally, competence exhibits a notable positive influence on motivation (0.320, $p = 0.001$), emphasizing the importance of skill and capability in fostering motivation. Moving on to performance outcomes, the study indicates that career advancement (0.268, $p = 0.002$), promotions (0.266, $p = 0.003$), and competence (0.334, $p = 0.001$) all have significant positive impacts on employee performance. These findings imply that advancing in one's career, receiving promotions, and possessing relevant competencies contribute positively to overall job performance. Furthermore, motivation itself significantly influences performance (0.200, $p = 0.013$), reinforcing the idea that motivated employees tend to exhibit better job performance.

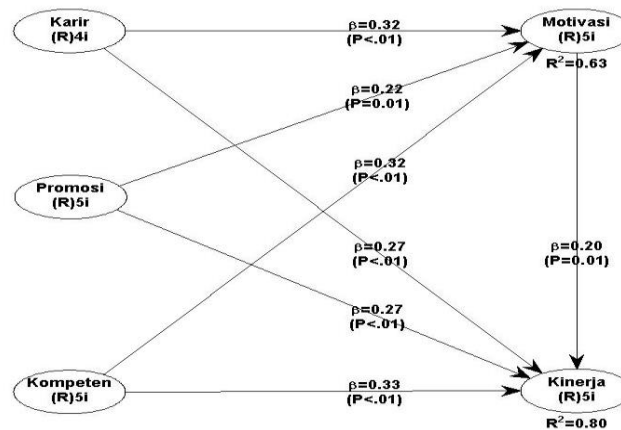


Figure 2. Result of Hypotesis Model Testing

The additional insights from Figure 2 underscore the collective explanatory power of variables x1, x2, and x3 on z, with a coefficient of determination (R^2) of 0.63. This suggests that these variables collectively explain 63% of the variability in z. Moreover, the collective explanatory power of variables x1, x2, x3, and z on y is substantial, with a coefficient of determination (R^2) of 0.80, indicating that these variables collectively account for 80% of the variability in y. These results provide valuable insights for understanding the dynamics between career-related factors, motivation, and performance in the context of the Kabupaten Jember Education Office.

Table 3. Indirect Effect Path Coefficient Values

No.	Hypothesis	Path Coefficients	P Values	Description
Career qAdvancement -> Motivation ->				
1.	Performance	0.064	0.023	Significant
2.	Promotion -> Motivation -> Performance	0.044	0.028	Significant
3.	Competence -> Motivation -> Performance	0.064	0.024	Significant

The indirect effect path coefficient values are presented in table 3, examining the relationships between career advancement, promotion, competence, motivation, and performance. The hypotheses explore the indirect impact of career-related factors on job performance through the mediating variable of motivation. The first hypothesis, "Career Advancement -> Motivation -> Performance," reveals a significant indirect effect with a path coefficient of 0.064 and a p-value of 0.023. This suggests that as individuals progress in their careers, the subsequent increase in motivation contributes significantly to enhanced job performance. Similarly, the second hypothesis, "Promotion -> Motivation -> Performance," demonstrates a significant indirect effect, with a path coefficient of 0.044 and a p-value of 0.028. This implies that promotions positively influence job performance through their impact on employee motivation. The third hypothesis, "Competence -> Motivation -> Performance," also indicates a significant

**The Influence of Career Advancement, Job Promotion, and Competence on Employee Performance
Through Work Motivation as An Intervening Variable
(A Study at Education Office of Kabupaten Jember)**

indirect effect, with a path coefficient of 0.064 and a p-value of 0.024. This suggests that the development of competence has a positive impact on job performance, mediated by increased motivation. Overall, the findings underscore the importance of motivation as a mediating factor in the relationship between career-related factors and job performance. The results provide valuable insights into the dynamics of these relationships within the context of the study.

Discussion

Based on the first hypothesis, career advancement has a significant impact on work motivation. After conducting testing and data analysis, the results indicate that career advancement significantly influences the work motivation of employees in the Education Office of Jember Regency, confirming the acceptance of H1. This could be attributed to various aspects related to career advancement that impact work motivation, such as job conditions, work time utilization, target achievement, and the work environment. This is supported by the results of descriptive analysis, which indicate that respondents generally agree or give positive responses to the aspects of career advancement in the Education Office of Jember Regency. The findings of this research align with supporting theories, and there is a significant similarity with previous studies conducted by (Alfian, Adam, & Ibrahim, 2018), stating that career advancement significantly influences work motivation.

Based on the second hypothesis, job promotion has a significant impact on work motivation. After conducting testing and data analysis, the results indicate that job promotion significantly influences the work motivation of employees in the Education Office of Jember Regency, confirming the acceptance of H2. This is due to aspects related to job promotion that have positively impacted the work motivation of employees in the Education Office of Jember Regency. These aspects of job promotion include motives, nature, self-concept, knowledge, and skills. This is supported by the results of descriptive analysis, which indicate that respondents generally agree or give positive responses to the aspects of job promotion in the Education Office of Jember Regency. The findings of this research align with supporting theories, and there is a significant similarity with previous studies conducted by (Haryono et al., 2020) stating that job promotion significantly influences work motivation.

Based on the third hypothesis, employee competence does not have a significant impact on work motivation. After conducting testing and data analysis, the results indicate that employee competence does not significantly influence the work motivation of employees in the Education Office of Jember Regency, confirming the rejection of H3. This is due to aspects related to employee competence that have a negative impact on the work motivation of employees in the Education Office of Jember Regency. These aspects of employee competence include the mismatch of employee competence with career advancement, habits, regulations, and values. This is supported by the results of descriptive analysis, which indicate that some respondents strongly disagree with the indicator of work habits based on awareness of the rights and obligations of

employees. Employees feel that not all habits are based on awareness of rights and obligations but rather on the fulfillment of needs alone. Respondents also feel that rules are not made to cultivate employee competence in orderliness and discipline but rather to exert additional pressure on employees through the deduction of Additional Employee Income (TPP). The findings of this research contradict the results of studies by (Kurniawan, Yunus, & Abd. Majid, 2017), stating that employee competence significantly influences work motivation.

Based on the fourth hypothesis, career advancement has a significant impact on employee performance. After testing and analyzing the data, the results indicate that career advancement significantly influences the performance of employees in the Education Office of Jember Regency, confirming the acceptance of H4. This could be due to aspects related to career advancement that have been able to create employee performance. These aspects of career advancement include ideology, socio-economic factors, socio-cultural factors, developments in science and technology (IPTEK), and psychology. The results of the descriptive analysis of the career advancement variable show that respondents generally give positive answers to each indicator. The most dominant agreed-upon indicator is work conditions (X1.1), where respondents feel that each employee understands their job description, making their activities less burdensome. This suggests that the organization pays sufficient attention to employee training and development. Clear and well-understood job conditions can reduce excessive career advancement. When tasks and responsibilities are clear, employees can perform their duties more efficiently and effectively, avoiding overlap or duplication of work and confusion in performing their tasks. Additionally, the dominant agreement response to this indicator indicates that respondents feel the current work conditions are sufficiently supportive and not overly burdensome. The findings of this study are consistent with supporting theories, and there are similar significant results with previous research conducted by (Alfian et al., 2018; Alwi & Suhendra, 2020; Hasnah, Azis, & Idris, 2018; Wahyuni & Irfani, 2019), all stating that career advancement significantly influences employee performance.

Based on the fifth hypothesis, job promotion has a significant impact on employee performance. After testing and analyzing the data, the results indicate that job promotion significantly influences the performance of employees in the Education Office of Jember Regency, confirming the acceptance of H5. This could be due to aspects related to job promotion that have been able to increase the productivity of employees in the Education Office of Jember Regency. The findings of this study align with supporting theories, and there are similar significant results with previous research conducted by (Aini et al., 2020), stating that job promotion significantly influences employee performance.

Based on the sixth hypothesis, employee competence has a significant impact on employee performance. After conducting testing and data analysis, the results indicate that employee competence significantly influences the performance of employees in the Education Office of Jember Regency, confirming the acceptance of H6. This influence

**The Influence of Career Advancement, Job Promotion, and Competence on Employee Performance
Through Work Motivation as An Intervening Variable
(A Study at Education Office of Kabupaten Jember)**

can be attributed to various factors associated with employee competence that have effectively enhanced the overall productivity of employees in the Education Office of Jember Regency. The findings of this study align with supportive theories and show significant similarities with previous research conducted by (Adha, Qomariah, & Hafidzi, 2019), emphasizing that employee competence significantly influences employee performance.

Based on the seventh hypothesis, work motivation significantly influences employee performance. After conducting testing and data analysis, the results indicate that work motivation has a significant impact on the performance of employees in the Education Office of Jember Regency, confirming the acceptance of H7. This influence can be attributed to various factors associated with work motivation that are relevant to the performance of employees in the Education Office of Jember Regency. The findings of this study align with supportive theories, and there are significant similarities with previous research conducted by (Adiyasa & Windayanti, 2019), all stating a significant influence of work motivation on employee performance.

Based on the eighth hypothesis, commitment has an impact on employee performance through work motivation. After conducting testing and data analysis, the results indicate that commitment influences employee performance through work motivation in the Education Office of Jember Regency, confirming the acceptance of H8. The test results show an indirect influence of career advancement (X1) on the variable employee performance (Y) through the intervening variable work motivation (Z) by 0.064, which is smaller than the direct influence of career advancement (X1) on the variable employee performance (Y), which is 0.268. These results support the findings of previous research, as concluded by (Alfian et al., 2018; Hasnah et al., 2018; Wahyuni & Irfani, 2019), stating that employee competence has a significant impact on performance through work motivation as an intervening variable.

Based on the ninth hypothesis, job promotion has an impact on employee performance through work motivation. After conducting testing and data analysis, the results indicate that job promotion influences employee performance through work motivation in the Education Office of Jember Regency, confirming the acceptance of H9. The test results show an indirect influence of the job promotion variable (X2) on employee performance (Y) through the intervening variable work motivation (Z) by 0.044, which is smaller than the direct influence of the job promotion variable (X2) on employee performance (Y), which is 0.266. These results support the findings of previous research, as concluded by (Pramukti, 2019), stating that job promotion has a significant impact on performance through work motivation as an intervening variable.

Based on the tenth hypothesis, employee competence has an impact on employee performance through work motivation. After conducting testing and data analysis, the results indicate that employee competence does not have a significant impact on employee performance through work motivation in the Education Office of Jember Regency, as H10 is rejected. The test results show an indirect influence of the employee competence variable (X2) on employee performance (Y) through the intervening

variable work motivation (Z) by 0.064, which is smaller than the direct influence of the employee competence variable X2) on employee performance (Y), which is 0.334. These results contradict the findings of previous research (Sugiono, Darmadi, & Efendi, 2021), stating that employee competence has a significant impact on performance.

Conclusion

The research outcomes illuminate the complex dynamics within the Education Office of Jember Regency concerning career advancement, job promotion, employee competence, work motivation, and performance. Clear empirical support was found for the positive influence of career advancement, job promotion, and competence on both work motivation and employee performance. The findings underscore the significance of structured career paths and promotions in fostering a motivated workforce and improving overall employee performance. Competence development programs may benefit from a more nuanced approach that aligns with factors that motivate employees. The study emphasizes the interconnectedness of these factors and suggests practical interventions for organizational enhancement.

In conclusion, the study provides actionable insights for organizational leaders and human resource practitioners, offering a foundation for enhancing employee satisfaction, motivation, and overall performance within the Education Office of Jember Regency. The suggested interventions aim to bridge existing gaps and contribute to the sustainable growth of both employees and the organization.

**The Influence of Career Advancement, Job Promotion, and Competence on Employee Performance
Through Work Motivation as An Intervening Variable
(A Study at Education Office of Kabupaten Jember)**

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**The Influence of Career Advancement, Job Promotion, and Competence on Employee Performance Through Work Motivation as An Intervening Variable
(A Study at Education Office of Kabupaten Jember)**

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**The Influence of Career Advancement, Job Promotion, and Competence on Employee Performance
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