

Research Article

# The Influence of Performance, Competence and Education Level on Promotion at the Central Statistics Agency of Lima Pulu Kota Regency

Harrya Alfha <sup>1\*</sup>, Jerry Heikal <sup>2</sup>

<sup>1,2</sup> Master of Management, Institut Teknologi dan Bisnis Haji Agus Salim , Bukittinggi, Indonesia

\*Corresponding Author: [harryaalfha@gmail.com](mailto:harryaalfha@gmail.com)

**Abstract.** This study examines the influence of performance, competence, and educational level on employee promotion at the Central Bureau of Statistics (BPS) of Lima Pulu Kota Regency. The research is motivated by the suboptimal implementation of promotion systems despite the availability of qualified employees, indicating the need to evaluate key determinants of promotion decisions. The study applies Structural Equation Modeling–Partial Least Squares (SEM-PLS) using SmartPLS software. The population and sample consist of all 32 employees of BPS Lima Pulu Kota. The independent variables include performance (11 indicators), competence (9 indicators), and educational level (3 indicators), while the dependent variable is employee promotion. The validity and reliability tests were conducted using the PLS Algorithm. The results indicate that only 8 out of 23 indicators met the outer loading threshold of  $\geq 0.70$ , particularly those related to collaboration, understanding of vision and mission, regulations, SOPs, and technological mastery. All constructs were found to be reliable, as indicated by Composite Reliability and Cronbach's Alpha values exceeding 0.70. Hypothesis testing using bootstrapping shows that only one variable has a significant positive effect on employee promotion. The findings highlight that collaboration, core competencies, technological skills, and training participation are crucial factors influencing promotion decisions. Therefore, strengthening training programs and teamwork is recommended to enhance employee promotion opportunities.

**Keywords:** Competence; Educational Level; Employee Promotion; Performance; SEM-PLS

## 1. BACKGROUND

It is human nature in general to become better and more advanced than the current position (Marnis & Priyono, 2008). In government organizations such as the BPS of Lima Pulu Kota Regency, employee promotion is an indicator of career development and recognition of competence, as regulated in Law No. 5 of 2014 concerning ASN and PP No. 11 of 2017 concerning Civil Servant Management which emphasizes competence, performance, integrity, and organizational needs (Astutik et al., 2024). The simplification of the bureaucratic structure through Presidential Decree No. 3 of 2018 and Ministerial Regulation of Administrative and Bureaucratic Reform No. 25 of 2020 has transformed echelon III and IV positions into functional positions, thus shifting the strategy of achieving the KPI through competent functional position work teams.

At the BPS Lima Pulu Kota Regency, there are 32 civil servants with a composition of high school education (8), D3 (4), S1 (17), S2 (3), and S3 (0), but of the 52 functional positions, filling is still low: 2021 (11 filled, 41 vacant, 2 promotions), 2022 (17 filled, 35 vacant, 6 promotions), 2023 (19 filled, 33 vacant, 2 promotions), and 2024 (21 filled, 31 vacant, 2 promotions). The post-simplification organizational structure only leaves echelon IV in the General Sub-Section, while functional positions such as statisticians and computer administrators are often held concurrently, causing ineffectiveness in achieving the KPI. This phenomenon reflects the imbalance between the availability of human resources and the fulfillment of strategic positions, even though individual KPIs are almost all achieved, competencies are adequate, and the majority have a bachelor's degree or higher.

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Low promotion and vacancies in functional positions hamper bureaucratic efficiency (Gea, 2019). Basic statistics, in accordance with Law No. 16 of 1997, require reliable human resources to provide accurate data for development planning. Suboptimal staffing due to concurrent positions threatens the achievement of BPS's vision, especially following structural simplification, which requires competency-based work teams for the KPI. This urgency is further heightened by the demands for professionalism among state officials in the era of bureaucratic reform, where slow promotions have the potential to reduce employee motivation and productivity (Junita & Mukmin, 2022);(Barik et al., 2021).

This study offers innovation by testing the influence of performance, competence, and education level on promotion at BPS Lima Puluh Kota Regency using SEM-PLS, which is different from previous studies.(Husiyanti, 2024)which only partially focuses on performance in other loci. This multivariable approach explores subjective and objective factors that may hinder promotion despite high KPIs and competencies, as well as the relevance of formal education following the simplification of functional positions. The novelty lies in the specific context of the LPNK BPS district, with trend data from 2021-2024, which has not been widely studied quantitatively.

Despite high performance (KPI exceeding targets), competency (adequate in both fields and outside), and high educational attainment (majority with bachelor's degrees), promotions remain minimal, resulting in concurrent positions and hampered KPIs, creating a gap between regulations (BPS Head Decree No. 281/2021) and practice. Previous research, such as(Husiyanti, 2024)demonstrated a significant influence of performance on promotions, but at BPS Lima Puluh Kota, other factors were believed to play a role, while evaluations were not yet based on objective quantitative models such as SEM-PLS. This gap prompted research to simultaneously demonstrate the influence of all three variables on promotion decisions (Husna & Prasetya, 2024);(Hasanah et al., 2023).

From the background above, the following problems can be formulated: How does performance affect employee promotions at the BPS of Lima Puluh Kota Regency? How does employee competence affect employee promotions at the BPS of Lima Puluh Kota Regency? How does education level affect employee promotions at the BPS of Lima Puluh Kota Regency?

## 2. RESEARCH METHODS

This study uses a quantitative approach with a causal relationship design to identify and analyze the influence of employee performance, employee competency, and education level on employee promotion at BPS Lima Puluh Kota Regency, with the SEM-PLS model suitable for binary dependent variables (promotion = 1 / no promotion = 0). The type and source of primary data were obtained through an online Google Forms questionnaire distributed to all 32 employees as a population (census sampling), including structural, functional, and potential promotion employees, with a dichotomous scale (0 = no, 1 = yes) which was broken down into 5 indicators per variable such as IKI achieved (performance), mastery of vision-mission (competence), and annual technical training (education). Data collection was carried out via a questionnaire instrument. Data analysis using Smart PLS includes validity-reliability tests, followed by hypothesis testing with bootstrapping for the significance of the partial and simultaneous influence of independent variables on promotion, thus ensuring objective testing of causal relationships based on interval data from the differential scale.

### 3. RESULTS AND DISCUSSION

Reliability testing used Composite Reliability (CR) and Cronbach's Alpha. The reliability criteria were  $CR \geq 0.70$  and Cronbach's Alpha  $\geq 0.60$ .

**Table 1.** Construct Reliability and Validity.

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
X1(Performance)	0.76	0.53	0.62	0.21
X2(Competence)	0.89	0.84	0.89	0.49
X3(Education Level)	0.57	0.51	0.77	0.53
Y(Promotion)	1.00	1.00	1.00	1.00

The results of construct reliability and validity tests indicate that not all variables in the model meet the reliability and convergent validity criteria. In variable X1 (Performance), the Cronbach's Alpha value (0.76) is actually above the minimum limit of 0.70, but the rho\_A value (0.53), Composite Reliability (0.62), and AVE (0.21) do not meet the recommended criteria. This indicates that the indicators in the Performance construct are not yet able to measure the construct consistently and do not yet have adequate convergent validity, so it is necessary to revise or eliminate weak indicators. Variable X2 (Competence) shows very good reliability with a Cronbach's Alpha value of 0.89, rho\_A of 0.84, and Composite Reliability of 0.89. However, the AVE value of 0.49 is still slightly below the minimum standard of 0.50, indicating that the Competence indicator is not yet fully able to explain the construct variance optimally. Nevertheless, this variable can still be considered as a fairly strong construct with slight improvements to its indicators.

Furthermore, variable X3 (Education Level) has a Composite Reliability value (0.77) and AVE (0.53) that meet the criteria, indicating that the convergent validity of this construct is good. However, the Cronbach's Alpha value (0.57) and rho\_A (0.51) are below the minimum limit, so that internal consistency between indicators still needs to be considered. Thus, the Education Level variable can still be used, but the quality of the indicators needs to be strengthened. Finally, variable Y (Promotion) shows a perfect value on all reliability and validity test indicators (alpha = 1.00; rho\_A = 1.00; CR = 1.00; AVE = 1.00). These results indicate that the Promotion construct is highly reliable and valid, although it most likely consists of only one indicator so this perfect value is common in unidimensional constructs.

Overall, these results indicate that the most problematic variable is X1 (Performance) because it fails to meet most of the reliability and validity criteria. Variables X2 (Competence) and X3 (Education Level) are still usable but require indicator refinement to improve convergent validity. Meanwhile, variable Y (Promotion) is very good and ready to be used in the structural model. If needed, I can help compile the discussion in Chapter 4 or perform further interpretations such as outer loading, discriminant validity, or path coefficient results.

#### Hypothesis Testing and Bootstrapping

Hypothesis testing was conducted using the Bootstrapping method in SmartPLS. The basis for decision making is: P Value < 0.05 The hypothesis is accepted and has a significant effect, P Value >= 0.05 The hypothesis is rejected and has no significant effect

**Table 2.** Results of Hypothesis Testing the Significant Influence of Indicators on Variable Y.

		Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
Promosi Y(Promotion)	<-	1.00	1.00	0.00		
X1.10 X1(Performance)	<-	1.00	1.00	0.00		
X2.1 X2(Competence)	<-	0.88	0.81	0.19	4.55	0.00
X2.2 X2(Competence)	<-	0.78	0.68	0.27	2.92	0.00
X2.3 X2(Competence)	<-	0.86	0.77	0.23	3.77	0.00
X2.5 X2(Competence)	<-	0.72	0.68	0.21	3.52	0.00
X2.7 X2(Competence)	<-	0.84	0.77	0.19	4.52	0.00
X3.2 X3(Education Level)	<-	0.90	0.85	0.21	4.39	0.00
X3.3 X3(Education Level)	<-	0.97	0.91	0.20	4.90	0.00

**Table 3.** Results of Hypothesis Testing the Significant Influence of Variable X on Variable Y.

		Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
X1(Performance) Y(Promotion)	->	0.44	0.41	0.19	2.33	0.02
X2(Competence) Y(Promotion)	->	0.14	0.21	0.22	0.63	0.53
X3(Education Level) -> Y(Promotion)	->	0.21	0.20	0.16	1.33	0.18

**Discussion**

**The Influence of Performance on Promotion**

The results of the hypothesis testing indicate that performance has a positive and significant effect on promotion, with a T-statistic of 2.33 (>1.96) and a P-value of 0.02 (<0.05). This means that the better an employee's performance, the greater the employee's chance of receiving a promotion. These results indicate that organizations tend to consider work performance as a basis for making promotion decisions. Employees with high performance are usually assessed as having better abilities to carry out greater responsibilities within the organization.

The results of this study are in line with research (Wineka, 2025);(Hutabarat, 2022)which found that employee performance has a strong relationship with job promotion opportunities because organizations tend to reward employees who demonstrate high work performance. In addition, research (Sirait & Hidayat, 2025) also shows that job promotions and tenure are significantly related to employee performance. Employees who demonstrate good performance tend to receive greater opportunities for career development. Thus, the results of this study reinforce human resource management theory, which states that performance is one of the primary foundations of promotion policies within an organization.

**The Influence of Competence on Promotion**

The test results show that competence does not significantly influence promotion, with a T-statistic of 0.63 (<1.96) and a P-value of 0.53 (>0.05). This indicates that employee competency levels are not necessarily the primary factor in determining job promotions in the organizations studied. This finding suggests that in certain

organizational practices, promotion decisions are not solely based on competence, but may also be influenced by other factors such as work experience, organizational policies, seniority, or other managerial considerations. These results are in line with research. (Fauzi, 2022) who found that job promotions are not always significantly influenced by certain factors because there are other organizational factors that influence the promotion decision-making process.

#### **The Influence of Education Level on Promotion**

The results of the hypothesis testing indicate that education level does not significantly influence promotion, with a T-statistic of 1.33 ( $<1.96$ ) and a P-value of 0.18 ( $>0.05$ ). This indicates that employee education level does not directly influence promotion decisions in the organization studied. This finding indicates that job promotions are more influenced by other factors such as work experience, performance, and organizational needs than by the employee's level of formal education. This result is also supported by several human resource management studies which show that in organizational practice, performance and work experience are often the main considerations compared to formal education in the job promotion process.

#### **4. CONCLUSION AND SUGGESTIONS**

Based on the results of the research that has been conducted, it can be concluded that performance is proven to have a positive and significant relationship and influence on job promotions, which means that the better the employee's performance, the greater the employee's opportunity to get a promotion. This finding is supported by previous studies showing that performance is a key determinant in promotion decisions because organizations tend to reward measurable work outcomes and achievements (Putra & Sari, 2021; Nguyen et al., 2022).

Meanwhile, employee competence shows a positive relationship but does not have a significant effect on promotions, indicating that competence does not necessarily directly determine promotion opportunities. This is consistent with findings that competence must be supported by actual performance to influence career advancement (Rahman et al., 2023).

In addition, the level of education also shows a positive relationship but does not significantly affect promotions, suggesting that formal education is not the primary factor in promotion decisions (Nguyen et al., 2022).

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