Determinants of Job Performance (Study Case Regent's Office Langkat)

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Abstract
In the last few decades, human resource management (HR) has been the most important asset owned by a company. Human resource management is a very important and most responsible part of human resource management. So that employee performance can be optimal, it is necessary to have promotions as a company reward for the efforts made by employees. The results of this research are that Competence has a positive and insignificant effect on Job Performance with an original sample value of 0.251 and an ap value of 0.081. Competence has a positive and significant effect on Job Promotion with an original sample value of 0.567 and ap value of 0.000. Training has a positive and insignificant effect on Job Performance with an original sample value of 0.230 and ap value of 0.060. Training has a positive and significant effect on Job Promotion with an original sample value of 0.350 and ap value of 0.013. Job Promotion has a positive and significant effect on Job Performance with an original sample value of 0.478 and ap value of 0.000. Competency has a positive and significant effect on Job Performance through Position Promotion with an original sample value of 0.271 and ap value of 0.002. Training has a positive and significant effect on Job Performance through Position Promotion with an original sample value of 0.167 and ap value of 0.027.

Keywords: Training, Competency, Position Promotion, Job Performance

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Background

The operation of a company is greatly influenced by its human resources. That is why maintenance requires special attention to human resources. Modern companies today prioritize the maintenance of resources owned by the implementation of human resource management work programs. Efforts to maintain these human resources will return to the loyalty of each employee, work performance and competence related to job promotions that may be obtained by an employee. In recent decades, human resource management (HR) has been the most important asset owned by a company. Training and development are often heard in the world of work in companies, organizations, institutions, or even in health institutions. It can be assumed that training and development are very important for workers to work more masterfully and better at the work they hold or will hold in the future. Not too far in health institutions, training and development are often carried out as an effort to improve the performance of health workers who are considered unable to carry out their jobs due to the development of community needs in health. This is what encourages health institutions to facilitate training and career development for health workers in order to get good, effective and efficient performance results. Training is one of the important things to do to develop employee performance or human resources.

Training is generally carried out according to organized procedures. A company today always tries to implement the right training program for its employees. Human resource competency is possessed by each employee in the form of different behaviors. Human resource competency is related to the level of knowledge, skills, and basic behavior possessed by each individual employee. Competence is a provision and capital for employees to work professionally (Pramularso, 2018). It is necessary to process more qualified human resource competencies so that employees are able to carry out their work responsibilities optimally in order to meet the expectations and goals of the organization. Work performance is the most important part of an organization or in a company because an employee's ability is usually assessed based on the results achieved through the work performance carried out by the employee with a contribution based on the success indicators that have been set.

Work performance in a company has a significant influence in achieving and improving company performance. The success of a company in achieving its goals can be seen from the existence of high work performance. This work performance will later help the company in improving company performance. Work performance is said to be important, because it can be used to find out and assess the extent to which employees can carry out the tasks and work given by the company, but to get optimal work performance from employees is not easy, because it requires high awareness and a sense of responsibility from the employees themselves.

Basically, job promotion is one part of the placement program implemented by the company. Employee placement is done by making adjustments to the company's needs related to the design to get the right person in the right position (right man on the right place). Job promotions are carried out by companies to fill vacancies, this promotion is caused by various things ranging from old age retirement to employee resignation. For this reason, the company seeks existing employees who are considered to have the appropriate qualifications for the new position needed to be promoted. Job promotion is a policy of an institution or organization in order to improve organizational performance including the performance of its human resources. As explained by Government Regulation (PP) No. 100 of 2000 concerning the Appointment of Civil Servants in Structural Positions which the author has concluded, namely to achieve effectiveness and efficiency in carrying out tasks, there is no other alternative except to improve the quality of professionalism of civil servants, so to create the figure of the intended civil servant, it is necessary to establish norms for the appointment of civil servants in structural positions systematically and measurably to achieve objectivity and fairness in appointment.

Formulation of the problem

1. Does Training Have a Positive and Significant Influence on Job Promotion at the Langkat Regent's Office?
2. Does Competence have a positive and significant influence on Job Promotion at the Langkat Regent's Office?
3. Does training have a positive and significant effect on work performance at the Langkat Regent's Office?
4. Does Competence have a positive and significant influence on Work Performance at the Langkat Regent's Office?
5. Does Job Promotion Have a Positive and Significant Influence on Work Performance at the Langkat Regent's Office?
6. Does Training Have a Positive and Significant Influence on Work Performance through Job Promotion at the Langkat Regent's Office?
7. Does Competence have a positive and significant influence on Work Performance through Job Promotion at the Langkat Regent's Office?

Research purposes

1. To determine the influence of training on job promotion at the Langkat Regent's Office.
2. To determine the influence of Competence on Job Promotion at the Langkat Regent's Office.
3. To determine the influence of training on work performance at the Langkat Regent's Office.
4. To determine the influence of Competence on Work Performance at the Langkat Regent's Office.
5. To determine the influence of Job Promotion on Work Performance at the Langkat Regent's Office.
6. To determine the influence of training on work performance through job promotion at the Langkat Regent's Office.
7. To determine the influence of Competence on Work Performance through Job Promotion at the Langkat Regent's Office.

Theoretical Framework
Work performance

According to Afandi (2018) performance/work achievement is the work result that can be achieved by a person or group of people in a company in accordance with their respective authorities and responsibilities in an effort to achieve organizational goals illegally, not violating the law and not contrary to morals and ethics. According to Bernardin (2017) achievement is a record of the results obtained from certain job functions or certain activities during a certain period of time.

Work Performance Indicators

According to Afandi (2018), the work performance indicators are as follows: The dimensions and performance indicators are:

A. Dimensions of work results consisting of three indicators, namely:
1. Quantity of work results
2. Quality of work results
3. Efficiency in carrying out tasks

B. Work behavior consisting of three indicators, namely:
1. Work discipline
2. Initiative
3. Accuracy

C. Personal characteristics consisting of three indicators, namely:

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1. Leadership
2. Honesty
3. creativity

Factors that influence Job Performance

According to Siagian (2018), the factors that influence work performance are as follows:

a. Encourage increased work performance.
b. As a basis for decision making in providing rewards.
c. For employee transfer purposes.
d. To prepare education and training programs.
e. Help employees determine their career plans and with the help of the personnel department, prepare career development programs.

Training

According to Wahyuningsih (2019) training is a process to improve employee competence and can train abilities, skills, expertise and knowledge. According to Khurotin & Afrianty (2018) training is a short-term cycle that uses structured and coordinated methods where non-managerial employees acquire technical knowledge and skills for specific purposes. The path taken by employees with a relatively short time and an organized schedule to improve or add employee knowledge and skills to a predetermined limit.

Training Indicators

According to Wahyuningsih (2019) there are 5 indicators in training, namely:

1. Training Objectives Training objectives must be realistic and can be conveyed in such a way that the training is conducted to develop work skills so that participants can increase their awareness of the work that must be done by the participants.
2. Materials In the form of work management, essays, work correspondence, work psychology, work discipline and ethics, and work reporting, teaching materials can be used.
3. Methods used In training, the methods used are teaching methods with a participatory approach such as group discussions, seminars, exercises, practice (demonstrations) and games, educational events, tests, group work visits and studies (comparative studies).
4. Participant Qualifications Participants are employees who have passed the qualification requirements, such as permanent employees and employees with recommendations from leaders.
5. Trainer qualifications Trainers/trainers providing training to participants must meet qualification requirements such as: having skills related to training materials, being able to generate inspiration and motivation in participants and using participatory methods.

Factors Affecting Training

According to Marwansyah (2018), the factors that influence human resource training are as follows:

1. Support from top management
2. Commitment of specialists and generalists in human resource management
3. Technological developments
4. Organizational complexity
5. Learning style
6. Performance of other HR management functions.

Competence

According to Sugiyanto and Santoso (2018) competence can show certain knowledge, skills, and attitudes of a profession in certain expertise characteristics, which are the characteristics of

a professional. Meanwhile, according to Faizal et.al (2018) competence is an individual characteristic that underlies a person's behavior in carrying out a job (performance), be it knowledge, skills, attitudes or motives, which will affect a person's performance.

Competency Indicators

According to Sugiyanto & Santoso (2018) there are six competency indicators, as follows:
1. Knowledge Awareness in the cognitive field. For example, an employee knows how to identify learning and how to conduct good learning according to existing needs effectively and efficiently in the company.
2. Understanding the depth of cognitive and affective owned by individuals. For example, an employee in carrying out learning must have a good understanding of the characteristics and conditions effectively and efficiently.
3. Ability/Skill Something possessed by an individual who carries out the task or work assigned to him. For example, an employee's ability to choose a work method that is considered more effective and efficient.
4. Attitude Feelings (happy-unhappy, like-dislike) or reactions to external stimuli. For example, reactions to economic crises, feelings about salary increases and so on.
5. Interest is a state in which a person pays attention to something, accompanied by a desire to know, possess, learn and prove.

Factors that influence Competence

In (Aisyah, et al, 2021) there are several factors that can influence competence, namely:
1. Beliefs and Values The beliefs and values a person has about themselves or others influence their behavior. This behavior influences a person's belief in their own competence. When people believe they are creative and innovative, they will not try to find new or different ways of doing things.
2. Skills Skills influence an individual's competence because skills and competence are related to each other in a particular field.
3. Experience To be able to master various competencies requires experience in leading people, group communication, problem solving, and so on.
4. Personality A person's personality can change over time. Therefore, personality can affect a person's abilities such as creating correlations and solving problems.
5. Motivation Motivation is one of the factors that influence competence. Encouragement given by superiors to their subordinates through awards, support, recognition and attention to their subordinates can motivate subordinates to improve their skills.
6. Emotional Issues Emotional issues can limit a person's ability to manage competence. Emotional issues are expressed, such as fear of making mistakes, feeling unpopular or not belonging to a group. This can hinder motivation and initiative, making skill development difficult.
7. Intellectual Ability Intellectual ability includes the ability to think conceptually and analytically. These abilities can affect a person's ability to understand competence.
8. Organizational Culture A person's skills in various functions related to efficiency, work motivation, and employee relations, such as employee recruitment and selection, reward systems, organizational philosophy are things that can influence organizational culture.

Job Promotion

According to Pandi (2018) Job satisfaction is an effectiveness or emotional response to various aspects of work. A set of employee feelings about whether or not their work is enjoyable. According to (Rahayu, 2017) Job promotion is the transfer of employees from one position to a higher position and is followed by higher duties, responsibilities and authority than the position previously held.

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Job Promotion Indicators

According to Pandi (2018), the formulation of general indicators taken into account in the job promotion process is as follows:

1. Communicative
2. Intellectual
3. Have a good vision
4. Achievement
5. Discipline
6. Cooperation
7. Honesty
8. Loyalty

Factors influencing Job Promotion

According to Afandi (2018), job promotions are influenced by several things, namely:

1. Work Discipline
2. Loyalty
3. Education
4. Work Skills
5. Work Performance
6. Work Culture
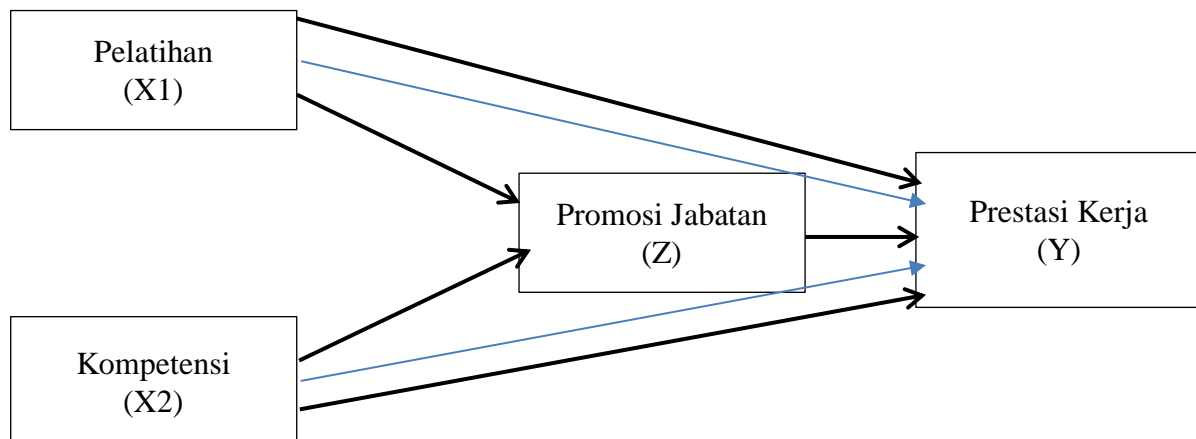7. Honesty

Conceptual Framework

Figure 1 . Conceptual Framework

Hypothesis

H1: Training has a positive and significant effect on Job Promotion at the Regent's Office The Land of the Rising Sun.

H2: Competence has a positive and significant influence on job promotion in the office. Regent of Langkat.

H3: Training has a positive and significant effect on Work Performance at the Langkat Regent's Office.

H4: Competence has a positive and significant effect on Work Performance at the Langkat Regent's Office.

H5: Job Promotion has a positive and significant effect on Work Performance at the Langkat Regent's Office.

H6: Training has a positive and significant effect on Work Achievement through Job Promotion at the Langkat Regent's Office.

H7: Competence has a positive and significant effect on Work Performance through Job Promotion at the Langkat Regent's Office.

Research methods
Types of research
According to Sugiyono (2019), quantitative descriptive, which is consistent with research variables, focuses on actual problems and phenomena that are occurring, and presents research results in the form of meaningful numbers. This study aims to determine the influence of the variables studied

Population and Sample
Population
The population of this study was 138 employees. According to Sugiyono (2019), population is a generalization area consisting of objects/subjects that have certain quantities and characteristics determined by researchers to be studied and then conclusions drawn.

Sample
According to Sugiyono, (2019) a sample is a characteristic or part of the number owned by the population. Determination of the sample in this study by taking the size of the sample that can be done statistically or by research estimation without forgetting the nature of its representation in the sample queue must reflect the nature of the population. The sample used in this study will be explained after taking a sample using the Selovin formula, then the sampling with the Slovin sampling technique is as follows:

$$n = \frac{N}{1+N(e)2}$$

$$= \frac{138}{1 + 138(0.05)^2}$$

$$= \frac{138}{1 + 138(0.0025)}$$

$$= \frac{138}{1+1,345}$$

$$= \frac{138}{2,345}$$

$$= 59 \text{ samples}$$

After drawing a sample using the Slovin formula, the result obtained was 59, so the sample that will be used is 59 employees.

Place and Time of Research
This research was conducted at the Langkat regent's office on Jalan T. Amir Hamzah no.1 Stabat. This research was conducted for 3 months to obtain accurate research results and data.

Method of collecting data
This study uses a questionnaire technique, the questionnaire is given to respondents who are samples to fill in the statements that have been listed, According to Sugiyono, (2019) in terms of methods or data collection, data collection techniques can be done by distributing questionnaires. Therefore, the data collection method used by researchers is a questionnaire.

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According to Sugiyono, (2019) a questionnaire is a data collection technique that involves presenting a series of written questions or statements to respondents.

Data Analysis Methods
Data Processing Methods

Data processing in this study used smartPLS SEM (Partial *Least Square – Structural Equation Modeling*) Software. PLS is able to explain the relationship between variables and is able to perform 29 analyzes in one test. The purpose of PLS is to help researchers confirm theories and to explain whether or not there is a relationship between latent variables. According to Imam Ghozali (2016) the PLS method is able to describe latent variables (not directly measurable) and is measured using indicators. Researchers use *Partial Least Square* because this study examines each existing indicator so that researchers can calculate the data in detail. In statistical analysis of data using the SEM PLS method. The following are the PLS method analysis techniques:

A. Outer model analysis

According to Husein (2015) outer model analysis is carried out to ensure that the measurements used are suitable for measurement (valid and reliable). There are several calculations in this analysis:

1. Convergent validity is the factor loading value on the latent variable with its indicators. The expected value is > 0.7.
2. Discriminant validity is the crossloading value of factors that are useful for determining whether a construct has adequate discriminant. The method is to compare the value of the intended construct which must be greater than the value of the other construct.
3. Composite reliability is a measurement that if the reliability value is > 0.7 then the construct value has a high reliability value.
4. Average Variance Extracted (AVE) is the average variance which is at least 0.5.
5. Cronbach alpha is a calculation to prove the results of composite reliability where the minimum value is 0.6.

B. Inner model analysis

In this model analysis is to test the relationship between latent constructs. There are several calculations in this analysis:

R Square is the coefficient of determination in endogenous constructs. According to Chin (1998) in Sarwono (2015) explains "the criteria for the limits of the R square value in three classifications, namely 0.67 as substantial; 0.33 as moderate and 0.19 as weak".

C. Hypothesis testing

In his book Husein (2015) hypothesis testing can be seen from the t-statistic value and probability value. For hypothesis testing, namely by using statistical values, then for alpha 5% the t-statistic value used is 1.96. So the criteria for accepting or rejecting the hypothesis are Ha is accepted and H0 is rejected when the t-statistic > 1.96. To reject or accept the hypothesis using probability, Ha is accepted if the p value < 0.05.

Results and Discussion
Outer Model Analysis

Measurement model testing (outer model) is used to determine the specifications of the relationship between latent variables and their manifest variables, this testing includes convergent validity, discriminant validity and reliability.

1. **Convergent Validity**

This test is seen from the loading factor, the value limit is 0.7, and the value limit. Average Variance Extracted (AVE) is 0.5, if it is above that value it is said to be valid. This means that the value for the indicator is said to be valid, if the indicator explains the construct variable with a value > 0.7. The structural model in this study is shown in the following figure:
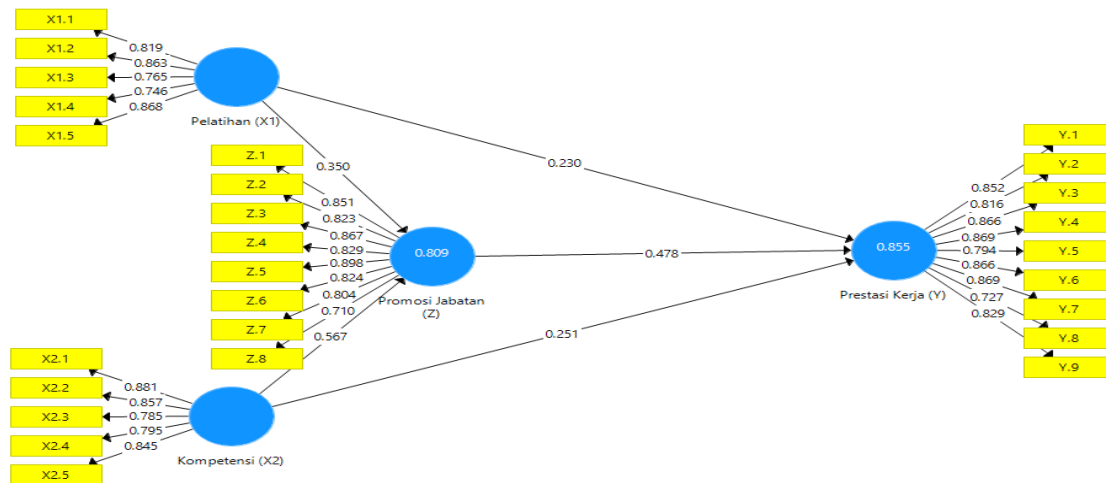
Figure 2 . Outer Model

Smart PLS output for loading factor gives the results in the following table: Outer Loadings In this study there is an equation and the equation consists of two substructures for substructure 1

$Z = b_1 X_1 + b_2 X_2 + e_1$
$Z = 0.350 X_1 + 0.567\ X_2 + e_1$
For substructure 2
$Y = b_2 X_1 + b_3 X_2 + b_4 Z + e_2$
$Y = 0.230 X_1 + 0.251 X_2 + 0.478\ Z + e_2$

Table 1. Outer Loadings

	Competence (X2)	Training (X1)	Work Performance (Y)	Job Promotion (Z)
X1.1		0.819		
X1.2		0.863		
X1.3		0.765		
X1.4		0.746		
X1.5		0.868		
X2.1	0.881			
X2.2	0.857			
X2.3	0.785			
X2.4	0.795			
X2.5	0.845			
Y.1			0.852	
Y.2			0.816	
Y.3			0.866	
Y.4			0.869	
Y.5			0.794	
Y.6			0.866	
Y.7			0.869	
Y.8			0.727	
Y.9			0.829	
Z.1				0.851
Z.2				0.823

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Z.3				**0.867**
Z.4				**0.829**
Z.5				**0.898**
Z.6				**0.824**
Z.7				**0.804**
Z.8				**0.710**

Source: Smart PLS 3.3.3

In table 1 above, the value of each variable is stated that the indicator in each variable is higher than 0.7, which means that each indicator item has a value higher than 0.7 so that the data is declared valid and can continue to further research.

2. *Discriminant Validity*

Further research to find out valid data in terms of *Discriminate Validity*, aims to find out whether the cross loading value is greater than other latent variables so as to determine the results of indicators that are highly correlated with their constructs. The following table shows the cross loading results from the validity test as follows:

Table 2. *Discriminant Validity*

	Competence (X2)	Training (X1)	Work Performance (Y)	Job Promotion (Z)
X1.1	0.726	**0.819**	0.717	0.711
X1.2	0.736	**0.863**	0.765	0.764
X1.3	0.704	**0.765**	0.693	0.653
X1.4	0.719	**0.746**	0.651	0.639
X1.5	0.863	**0.868**	0.741	0.773
X2.1	**0.881**	0.810	0.731	0.775
X2.2	**0.857**	0.820	0.854	0.887
X2.3	**0.785**	0.715	0.717	0.687
X2.4	**0.795**	0.731	0.646	0.649
X2.5	**0.845**	0.754	0.722	0.669
Y.1	0.724	0.761	**0.852**	0.723
Y.2	0.722	0.696	**0.816**	0.737
Y.3	0.809	0.750	**0.866**	0.830
Y.4	0.724	0.732	**0.869**	0.726
Y.5	0.683	0.603	**0.794**	0.693
Y.6	0.809	0.750	**0.866**	0.830
Y.7	0.743	0.743	**0.869**	0.819
Y.8	0.640	0.756	**0.727**	0.611
Y.9	0.780	0.787	**0.829**	0.760
Z.1	0.860	0.801	0.813	**0.851**
Z.2	0.723	0.672	0.663	**0.823**
Z.3	0.745	0.829	0.832	**0.867**
Z.4	0.711	0.742	0.765	**0.829**
Z.5	0.825	0.770	0.816	**0.898**
Z.6	0.657	0.636	0.732	**0.824**
Z.7	0.655	0.633	0.686	**0.804**

Z.8	0.682	0.658	0.626	**0.710**

Source: Smart PLS 3.3.3

In table 2 above, there is a cross loading factor for the Competence variable. The value of each indicator is greater than the cross loading on other variables. For the cross loading factor, the Training variable has a value for each indicator that is greater than the cross loading value on other variables. For the cross loading factor, the Work Performance variable has a value for each indicator that is greater than the cross loading value on other variables. Each indicator has a value that is greater than the cross loading of other variables, for the cross loading factor of the Job Promotion variable Each indicator has a value that is greater than the cross loading of other variables so that it can be concluded that there is a valid value in a discriminant manner.

3. Composite Reliability

In composite reliability research to see each variable with its reliability value and if the variable value is greater than 0.60 then the research is considered reliable and if below 0.60 and 0.7 then it is not reliable there are several blocks to determine whether the research is reliable or not and valid or not including the Coranbach alpha value, composite reliability and AVE value can be seen in the table below:

Table 3. Construct Reliability and Validity

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Competence (X2)	**0.890**	**0.919**	**0.694**
Training (X1)	**0.871**	**0.907**	**0.662**
Work Performance (Y)	**0.944**	**0.953**	**0.694**
Job Promotion (Z)	**0.934**	**0.945**	**0.685**

Source: Smart PLS 3.3.3

Each variable in the table above has a value better than 0.7 in the Cronbach alpha column, indicating that the reliability data of the variable is consistent. Because the data is more than 0.6, it can be explained that each variable is considered reliable in the Composite Reliability column, the value of which is greater than 0.6. Each variable in the AVE column has a value greater than 0.7, indicating that the data is valid according to the AVE standard. Because all variables in the reliability, AVE, and Cronbach alpha columns have values greater than 0.7 and 0.6, respectively, all are considered valid and reliable.

Inner Model Analysis

Structural model evaluation (inner model) is conducted to ensure that the basic model created is strong and accurate. The stages of examination conducted in the primary model assessment are seen from several markers, namely:

1. Coefficient of Determination (R2)

Based on the data processing that has been carried out using the SmartPLS 3.0 program, the R Square value is obtained as follows:

Table 4. R Square Results

	R Square	Adjusted R Square
Work Performance (Y)	0.855	0.847

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Job Promotion (Z)	0.809	0.802

Source: Smart PLS 3.3.3

The R square value of the Job Performance variable is 0.855, meaning that the influence of Competence, Training and Job Promotion is 0.855, if expressed as a percentage of 85.5%, the rest is in other variables. The R square value of the Job Promotion variable is 0.809, meaning that the influence of Training and Competence on Job Promotion is 0.809 or 80.9% and the rest is in other variables.

2. Hypothesis Testing

As suggested by this review, the next step is to evaluate the relationship between idle builds after evaluating the deep model. To perform speculative testing in this review, T-Statistics and P-Values are checked. It is stated openly whether the P-Values are less than 0.05 and the T-Insights value is greater than 1.96. The direct impact of the Path Coefficient is as follows.

Table 5 . *Path Coefficients* (Direct Effect)

	Original Sample (O)	T Statistics (| O/STDEV |)	P Values	Results
Competence (X2) -> Work Performance (Y)	0.251	1,399	**0.081**	**Rejected**
Competence (X2) -> Job Promotion (Z)	0.567	3,668	**0,000**	**Accepted**
Training (X1) -> Work Performance (Y)	0.230	1,556	**0.060**	**Rejected**
Training (X1) -> Job Promotion (Z)	0.350	2,232	**0.013**	**Accepted**
Position Promotion (Z) -> Job Performance (Y)	0.478	4,881	**0,000**	**Accepted**

In table 5 above, there is a direct influence of each influence between the variables and all accepted hypotheses and the explanation is as follows:
1. Competence has a positive and insignificant effect on Work Performance with an original sample value of 0.251 and p values of 0.081, meaning that if competence increases, it does not necessarily mean that work performance increases, conversely, if competence decreases, it does not necessarily mean that work performance decreases.
2. Competence has a positive and significant effect on Job Promotion with an original sample value of 0.567 and p values of 0.000, meaning that if competence increases, job promotion increases, conversely, if competence decreases, job promotion decreases.
3. Training has a positive and insignificant effect on Work Performance with an original sample value of 0.230 and p values of 0.060, meaning that if training increases, work performance does not necessarily increase, conversely, if training decreases, work performance does not necessarily decrease.
4. Training has a positive and significant effect on Job Promotion with an original sample value of 0.350 and p values of 0.013, meaning that if training increases, job promotion also increases, conversely if it decreases, job promotion also decreases.
5. Job Promotion has a positive and significant effect on Work Performance with an original sample value of 0.478 and p values of 0.000, meaning that if job promotion increases, work performance also increases, conversely, if it decreases, work performance also decreases.

Table 6. Path Coefficients (Influence No Direct)

	Original Sample (O)	T Statistics (| O/STDEV |)	P Values	Results
Competence (X2) -> Job Promotion (Z) -> Work Performance (Y)	0.271	2,961	**0.002**	**Accepted**
Training (X1) -> Job Promotion (Z) -> Work Performance (Y)	0.167	1,939	**0.027**	**Accepted**

In table 6 above, there is a direct influence of each influence between the variables and all accepted hypotheses and the explanation is as follows:

1. Competence has a positive and significant effect on Work Performance through Job Promotion with an original sample value of 0.271 and p values of 0.002, meaning that job promotion is an intervening variable because it is able to indirectly influence it positively and significantly.
2. Training has a positive and significant effect on Work Performance through Job Promotion with an original sample value of 0.167 and p values of 0.027, meaning that job promotion is an intervening variable because it is able to have a significant effect.

Conclusion
1. Competence has a positive and insignificant effect on Work Performance with an original sample value of 0.251 and p values of 0.081.
2. Competence has a positive and significant effect on Job Promotion with an original sample value of 0.567 and p values of 0.000.
3. Training has a positive and insignificant effect on Work Performance with an original sample value of 0.230 and p values of 0.060.
4. Training has a positive and significant effect on Job Promotion with an original sample value of 0.350 and p values of 0.013.
5. Job Promotion has a positive and significant effect on Work Performance with an original sample value of 0.478 and p values of 0.000.
6. Competence has a positive and significant effect on Work Performance through Job Promotion with an original sample value of 0.271 and p values of 0.002.
7. Training has a positive and significant effect on Work Performance through Job Promotion with an original sample value of 0.167 and p values of 0.027.

Suggestion
1. It is hoped that this research will be used as input for organizations to become better and change their mistakes.
2. It is hoped that this research will be used as reference material for new research with new titles and can be developed further.
3. Organizations must be able to improve employee competency well.
4. Organizations must conduct training properly and correctly to get good results.
5. Organizations must be ambitious to move up in the workforce.
6. Organizations must be able to achieve success in all their work.

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