

# The effect of education, training, and promotion on employee performance through job satisfaction in the inspectorate of Tanjungpinang City and Bintan District

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## Abstract

**Purpose:** The purpose of this study is to examine the relationship between education, training, and promotion on employee performance, mediated by job satisfaction.

**Methodology:** The study utilizes a quantitative research methodology involving survey questionnaires administered to employees in the Inspectorate of Tanjungpinang City and Bintan District.

**Results:** The results demonstrate a positive relationship between education, training, promotion, and job satisfaction. Job satisfaction also mediates the relationship between these variables and employee performance. By identifying the impact of education, training, and promotion on job satisfaction and employee performance, this study provides insights for organizations to improve human resource management practices and optimize performance.

**Conclusions:** The findings highlight that education, training, and promotion significantly influence job satisfaction, which in turn enhances employee performance. Organizations must prioritize investment in these areas to create a motivated and productive workforce.

**Limitations:** This study is limited by the sample size and geographical scope, impacting the generalizability of the findings. Reliance on self-reported data may also introduce bias, and external factors beyond the study's control could affect outcomes.

**Contribution:** This research enriches scholarly discourse by offering a nuanced understanding of how education, training, and promotion collectively impact employee performance through job satisfaction. It also provides practical recommendations for organizational stakeholders to design policies and programs that support sustainable employee development and performance improvement.

**Keywords:** Education, Employee Performance, Job Satisfaction, Promotion, Training

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## 1. Introduction

Quality human resources are among the most important resources for organizations to improve employee performance. Therefore, organizations need to take steps to develop and improve the quality of their employees by increasing their knowledge, abilities, skills, and attitudes toward work. Employees are expected to always hone their knowledge, skills, and abilities to be better in accordance with the demands of the times, and can improve employee performance in the organization. Strong and

qualified human resources are prepared to advance government institutions and anticipate all the changes that will occur. Human resources are one of the most important assets in an institution, and they are also partners in carrying out institutional activities because they produce and carry out work..

As an integral part of the state apparatus, the apparatus of the state plays a crucial role in determining the success of government management and development. Therefore, it cannot be ignored that the human resource factor, particularly the age of personnel, is an essential consideration in achieving optimal performance in an organization. This is essential because the success of an organization in achieving its goals depends largely on the quality and capability of its human resources. The performance of employees is one of the key indicators of the success of an institution or agency, and to achieve optimal results, the management team's capability to understand the relationship between staff and employees and to provide guidance and motivation to employees is crucial.

One of the factors that contribute to the poor performance of civil servants is the need to prioritize education and training programs to improve and rectify the shortcomings, as well as enhance the performance of the civil apparatus in accordance with their professional duties, and possess an ethical work attitude that is disciplined, efficient, creative, productive, and accountable. The aforementioned statement indicates that with education and training consistently followed by civil servants, their performance can be improved. There are several types of training courses conducted by the Tanjungpinang-Bintan Regional Inspectorate Office and Bintan District. Various types of courses include job training, leadership training (PIM), technical training, and functional training; however, the number of training courses conducted annually is not ideal, and the training courses that are conducted do not always match the scope of their duties, resulting in the inability to improve the performance of civil servants.

In a formal tone, the problem of promotional inattention from senior management or superiors is not far from the attention of the leader. A leader can motivate good performance, even better than before, by recognizing improvements in work, because with the promotion of job positions, the organization and community can achieve their goals. However, there are still employees who have met the requirements but have not been promoted due to various factors, including evaluation by the management, personal relationships between the leadership and employees, and suitability of the job position.

Employees who experience job satisfaction can also increase their productivity. Several factors influence job satisfaction, including job compatibility, organizational support, the work environment, and supervisor behavior. Training and promotion also play roles in job satisfaction. If an employee feels dissatisfied, there may be several reasons, including a lack of appreciation, lack of opportunities for growth and development, and a poor work environment. According to [Handoko \(2000\)](#), job satisfaction is a pleasant emotional state that employees have towards their work, which is usually expressed as a positive attitude towards their work and everything they encounter in their work environment. Job satisfaction reflects employees' feelings towards their work and is usually associated with a sense of accomplishment from their work.

Based on above discussion, the researcher is interested in conducting a study titled "The Effect of Education, Training, and Job Promotion on Employee Performance through Job Satisfaction in the Inspection Office of Tanjungpinang City and Bintan.

## **2. Literature review**

### **2.1. Education**

Education is a place where individuals can develop a positive image that will help them unfold their full potential ([Putra & Suprapti, 2019](#)). The National Education Law Number 20 of 2003 has also explained that education is a conscious and organized effort to create a learning atmosphere and learning process that enables participants to actively develop their potential to have spiritual power, self-control, personality, morality, and skills that are required of them and society. According to [Ihsan \(1997\)](#), education is "human effort to develop and develop the potential of good manners and spirituality

according to the values that exist in society and culture that are developed in life and life that occur in the education process."Education is the process of learning the knowledge, skills, and habits of a group of people born from one generation to the next through teaching, training, and research. Education often occurs under the supervision of others but also allows for individual autodidacticism ([Pramono & Safarini, 2021](#)).

## **2.2. Training**

Training is an action taken by a company/agency to improve and develop the attitudes, behaviors, skills, and knowledge of employees. Training is related to the addition of general knowledge, and understanding of training is an action to improve the knowledge and skills of an employee to carry out a particular job. According to [R. R. Jackson, Pollard, Li, and Fijn \(2002\)](#), training is the process by which people achieve organizational goals through the assessment, implementation, and evaluation stages. Training, according to Bernadin and Russel cited by [Hussein, Gomes, Lubian, and Chamon \(2006\)](#) is an effort to improve employee performance in a particular company that is being responsible. Based on the opinions of experts, the definition of training is a process within an agency to improve employee performance. Training is part of human resource investment to improve work abilities and skills because it can improve employee performance. Training is a teaching and learning process that uses certain techniques and methods to improve employee skills and work abilities.

## **2.3. Promotion**

Promotion is a motivation that encourages a person to actively participate in a company to become better and more advanced than their current position. Promotion plays an important role for every employee and is a dream that is always awaited because a promotion indicates that there is trust and recognition from the company of the ability and skills of the employee concerned to occupy a higher position ([Pramono & Indriyani, 2019](#)). If there is a promotion, employees will be motivated to work harder, be enthusiastic and disciplined, and improve work performance to achieve company goals optimally. Position Promotion is a movement from one position to another that has a higher status and responsibility and is usually accompanied by an increase in salary or other wages. The existence of a position promotion motivates employees to work more actively, enthusiastically, and disciplined, and improve work performance, thereby achieving optimal company goals.

## **2.4. Job Satisfaction**

Maslow's human needs theory can also be used to motivate employees in their work. Appropriate motivation can help employees feel more satisfied and fulfilled at work, resulting in a high level of job satisfaction. Job satisfaction is a significant factor in motivating employees to work harder and serves as a source of motivation for their work ([Pramono & Safarini, 2022](#)). Job satisfaction is achieved by enjoying the work process, receiving recognition and rewards, treatment, and having a favorable working environment. Employees who are more satisfied with their job will be more committed to their work and prioritize it over other services, even if the service is important. Therefore, it is important to prioritize job satisfaction to motivate employees and improve their performance.

## **2.5. Employee Performance**

Job satisfaction refers to an individual's feelings and attitudes towards their work environment, job role, colleagues, and overall level of personal contentment with their work experience. This is a critical aspect of workplace motivation and employee retention. Employees who are satisfied with their jobs are more likely to stay in their jobs, perform better, and be more productive ([Putra & Herawati, 2017](#)).

Several factors contribute to job satisfaction, including compensation packages, work-life balance, professional development opportunities, job security, the working environment, and company culture ([Pramono & Nopritama, 2020](#)). Additionally, the level of autonomy, responsibility, and recognition that an employee receives also plays a significant role in their job satisfaction.

Job satisfaction has numerous benefits for employees and employers. For employees, job satisfaction contributes to their overall well-being, work-life balance, and professional fulfillment. For employers, job satisfaction leads to increased productivity, reduced employee turnover rates, and improved

employee morale ([Zillah, Husniati, & Aziz, 2022](#)). However, job dissatisfaction can have harmful effects, including burnout and decreased productivity, leading to high rates of absenteeism and turnover. Therefore, employers must take the necessary steps to ensure that they maintain high levels of employee job satisfaction, including offering competitive salaries, providing opportunities for professional growth, and maintaining a positive company culture ([Pramono & Pratama, 2020](#)). By prioritizing job satisfaction, employers can foster an environment in which employees are motivated, engaged, and loyal to the organization.

## 2.6. Research Framework

Based on a review of the theoretical basis and previous research, a conceptual framework was prepared for this study, as shown in the following figure:

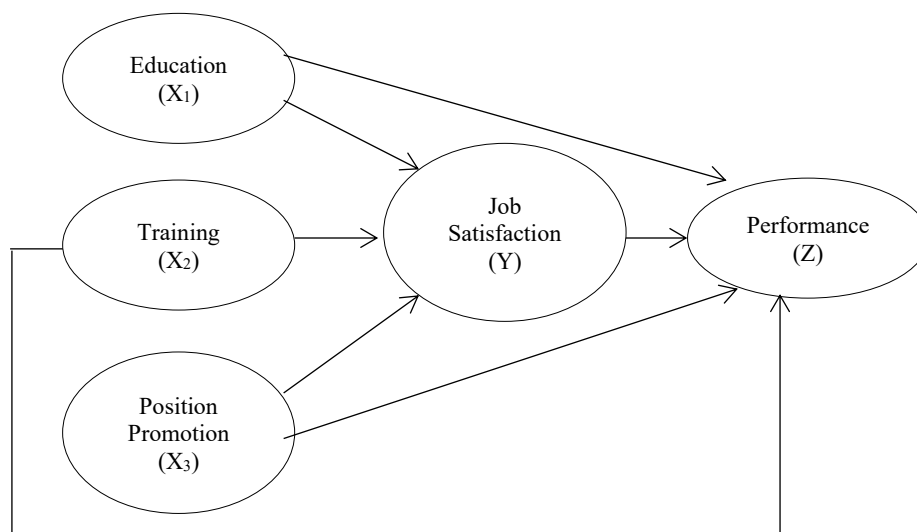


Figure 1. Research Framework

## 2.7. Hypotesis

### 2.7.1 Effect of education on job satisfaction

The relationship between education and job satisfaction has recently attracted researchers' interest. Education is typically considered one of the essential paths to success in life and career advancement, and it is believed to have a significant impact on job satisfaction ([Nwosu, Okafor, & Egbunike, 2023](#)). Many studies have been conducted over the years to investigate the effects of education and job satisfaction, and these studies have yielded varying results.

Education plays a significant role in job satisfaction because it enables people to develop the skills and knowledge required to perform their job roles effectively. Individuals with higher levels of education are more likely to secure better-paying jobs and have more control over their careers. Education also provides individuals with a better understanding of the demands of their job roles, which can lead to greater satisfaction. Moreover, education can help people develop a sense of self-efficacy, which can improve their job performance and satisfaction. Greater knowledge leads to greater confidence, which translates into greater job satisfaction.

The level of education attained is a major determinant of job satisfaction ([Putra, 2022](#)). Employees who have invested in their education by earning advanced degrees or certifications generally report higher job satisfaction than those with less education. This is because higher education increases job security, income potential, and career growth. Furthermore, individuals with higher education are more likely to possess job-related skills that employers seek. This means that well-educated people find it easier to get jobs that they enjoy and that are a good fit for their skills, experience, and interests..

In conclusion, education significantly impacts job satisfaction. Studies have shown that education and job satisfaction are positively correlated, with more educated individuals reporting higher job satisfaction than those with less education. Education provides people with the skills, knowledge, and confidence to succeed in their careers, translating into greater job satisfaction. However, it is important to note that education is just one of several factors that affect job satisfaction. Other factors, such as job security, work environment, work-life balance, and compensation, must also be considered to ensure optimal job satisfaction. Based on previous explanation, we propose the following hypothesis

*H<sub>1</sub>: Education has a positive effect on job satisfaction*

#### *2.7.2 Effect of training on job satisfaction*

The success of any organization depends not only on the skills and abilities of its employees but also on their job satisfaction. Thus, many organizations invest in employee training programs as part of their strategy to increase job satisfaction among employees. The purpose of this training is to develop the necessary skills and competencies that enable employees to perform their tasks effectively. In contrast, job satisfaction is the level of contentment and fulfillment that an employee experiences from their job.

The effect of training on job satisfaction was significant. When employees receive training that aligns with their job roles, they feel valued and supported by their employers. This contributes to an increase in job satisfaction. Knowing that their employer is willing to invest in their development also gives employees a sense of job security ([Putra & Cahyo, 2021](#)). This increased job security leads to higher job satisfaction and employee retention rates. Another way in which training increases job satisfaction is by providing employees with new perspectives and knowledge. This leads to increased confidence in performing tasks, which ultimately boosts job satisfaction. Additionally, training can introduce employees to new technologies and practices that make their work easier and faster ([Oktarendah & Putri, 2023](#)). Consequently, they are more productive, efficient, and effective in their roles, leading to a sense of fulfillment and accomplishment.

In conclusion, the correlation between training and job satisfaction has been widely acknowledged in the literature. Training programs provide employees with the necessary tools to succeed in their roles while also contributing to their overall well-being. Increased job satisfaction leads to higher employee retention rates, improved productivity, and higher levels of employee engagement. Therefore, organizations should continue investing in employee training programs to enhance job satisfaction among employees. Based on previous explanation, we propose the following hypothesis

*H<sub>2</sub>: Training has a positive effect on Job Satisfaction*

#### *2.7.3 Effect of promotion on job satisfaction*

Promotion plays a crucial role in enhancing employees' job satisfaction. It is a milestone achievement that reassures workers that their efforts and hard work are recognized and valued. Promotion offers a range of benefits, such as increased pay, better working conditions, higher status, and a more challenging work environment. Employees who experience promotional opportunities are more likely to feel motivated, engaged, and committed to their organizations.

One of the most significant effects of promotion is increased pay. The financial reward that comes with a promotion can significantly improve an employee's standard of living and alleviate financial stress. When an employee receives a promotion, it is evidence that the organization recognizes their hard work, dedication, and achievements, offering a sense of accomplishment that can boost self-esteem. Increased pay also demonstrates that employers value their contributions enough to reward them monetarily.

Another effect of promotion is on employees' sense of status in the organization. Promotion usually comes with a change in title, role, and responsibilities. Staff receive greater autonomy, involvement in decision-making, and leadership opportunities. The newly acquired higher status also meets a sense of pride, belonging, and recognition of their efforts in the organization, increasing their morale and sense of dignity, resulting in job satisfaction.



Promotion creates new challenges in an employee's work experience, with new roles, responsibilities, decision-making authority, and leadership opportunities. These new challenges offer employees an opportunity to show what they are capable of doing and boost their confidence levels. They can also learn new skills and gain knowledge and experience that enhance their career development, ultimately leading to greater job satisfaction.

Promotion can also affect employees' interactions with their colleagues ([Parela, 2022](#)). Employees who achieve promotions are often viewed as role models, leaders, or mentors by their colleagues. People perceive them as reliable and skilled, which can strengthen the trust and respect that their colleagues have for them. Through promotions, employees can expand their working relationships and networks, which improves overall job satisfaction. Based on previous explanation, we propose the following hypothesis

*H<sub>3</sub>: Promotion has a positive effect on job satisfaction*

#### *2.7.4 Effect of training on employee performance*

Training is an essential tool for the professional development of employees, especially in today's fast-paced business world, where new technologies, work processes, and systems are constantly emerging. Training is an effective way to enhance employees' skills, improve their performance, and increase their motivation ([Sulistyawati, Setyadi, & Nawir, 2022](#)). The impact of training on employee performance is significant, as it helps employees acquire new knowledge, skills, and competencies, which will enable them to contribute to the organization's success.

One of the immediate impacts of training on employee performance is increased productivity. The acquisition of new knowledge and skills motivates employees to perform better and become more efficient in their daily tasks. It is evident that employees who receive training, especially in areas such as technology, communication, and customer service, are more capable of performing their jobs effectively. Training is also an effective way to boost the confidence of employees ([Prinhandaka, Rohman, & Wijaya, 2023](#)). Confidence levels are instrumental in determining employees' performance. Employees who receive training will have a clear understanding of their job requirements, goals and objectives, and the skills required to achieve those goals. With a clear understanding of expectations, employees can perform their tasks with greater efficiency, accuracy, and confidence, leading to higher job satisfaction levels.

Another benefit of training is the ability to adapt to changes and new technology. In today's fast-paced business world, new products, processes, and systems are constantly emerging. Organizations that provide their employees with training to adapt to these changes are more likely to succeed than those that do not. Employees trained in new technologies and work processes are more adaptable and ready to face future challenges.

Training also leads to better job satisfaction and increased retention of employees. Employees who receive training and acquire new skills tend to show more interest in their jobs. This results in a sense of fulfillment and purpose in their work. This leads to improved job satisfaction levels, which, in turn, leads to higher retention rates. Employees who receive training and experience its benefits are more likely to remain loyal to their organization.

In conclusion, training is an essential tool for employees' professional development. The impact of training on employee performance cannot be overstated. It helps employees acquire new knowledge, skills, and competencies that enable them to become more efficient, productive, and confident in their work. Organizations that provide their employees with training realize many benefits, including increased productivity, better adaptation to change, higher job satisfaction, and increased employee retention. Based on the previous explanation, we propose the following hypothesis:

*H<sub>4</sub>: Training has a positive effect on Employee Performance*

#### *2.7.5 Effect of promotion on employee performance*

Promotion is a key driver that motivates employees to work effectively and efficiently in any organization. Employee promotion can positively impact employee performance in several ways, including boosting motivation, improving job satisfaction, and reducing turnover rates. One of the main ways promotions can impact employee performance is by increasing motivation. When employees perceive an opportunity for promotion, they are more likely to exert more effort and perform better. They become more committed to their roles as they see the possibility of career advancement, which can motivate them to perform at higher levels.

Another aspect of promotion that can positively impact employee performance is improving job satisfaction. When employees are promoted, they feel a sense of recognition and accomplishment. This can increase job satisfaction and create a sense of loyalty to the organization itself. In turn, job satisfaction linked to promotion motivates employees to work harder, as they are proud of and more committed to the organization they work for.

Finally, promotions can significantly reduce employee turnover rates. When employees feel that their hard work and dedication are recognized, they are less likely to quit their jobs. Research has shown that employees who receive promotions tend to stay with their current organizations longer than those who do not. This reduced turnover rate can help companies save time and resources on recruitment and retain experienced staff who can add value to the organization. Based on previous explanation, we propose the following hypothesis

*H<sub>5</sub>: Promotion has a positive effect on Employee Performance*

#### *2.7.6 The Effect of job satisfaction on employee performance*

Job satisfaction is a critical factor that affects employees' behavior, productivity, and performance. According to research, employees who are satisfied with their jobs tend to be more committed and enthusiastic about their work, resulting in higher productivity, better performance, and improved job-related attitudes. When employees are happy with their jobs, it leads to a sense of fulfilment and encourages them to put in more effort towards achieving the goals of the company. Job satisfaction can also lead to employees being more innovative and creative in their work, resulting in more efficient business processes, improved quality of output, and better customer satisfaction. Moreover, satisfied employees are more likely to remain in their current positions for longer periods, reducing the costs of employee turnover for the organization. They also tend to miss fewer days of work, are more punctual, and maintain better relationships with colleagues.

In contrast, employees who are dissatisfied with their jobs tend to be less productive, less engaged in their work, and less committed to their organization. They may also experience negative effects, such as stress, frustration, and burnout, leading to more absences and lower-quality work output. Employers must understand that job satisfaction is not only influenced by financial incentives but also by other factors such as the work environment, workplace culture, opportunities for growth, job security, recognition, and work-life balance. Therefore, organizations must create a positive and motivating work environment for their employees to experience satisfaction and provide regular meaningful feedback to employees. Based on previous explanation, we propose the following hypothesis

*H<sub>6</sub>: Job Satisfaction has a positive effect on Employee Performance*

### **3. Research methodology**

#### **3.1. Research Sample**

This study uses an explanatory pattern (level of explanation), which explains the position of the variables studied and the relationship between one variable and another. Therefore, this study explains the effect of the variables Education (X1), Training (X2), and Position Promotion (X3) with Job Satisfaction as the Intervening variable (Y1) on Employee Performance (Y2).

In this study, based on [Sugiyono](#) Saturated Sampling is a sample selection technique if all members of the population are sampled. The sampling technique in this study uses the Saturated Sampling Technique, where all the population in this study is sampled. Therefore, the authors took the number of samples according to [Sugiyono](#) where all the population in this study was sampled, and the population was 110 people. The respondents in this study were 110 people. The sample used in this study was taken using a saturated sample technique, namely all employees at the Regional Inspectorate of Tanjungpinang City and Bintan Regency in 2023.

### 3.2 Operational Definition of Variables

According to [Sugiyono](#), the operational definition of a variable is an attribute, trait, or value of people, objects, or activities that have certain variations set by researchers to study and draw conclusions. The variables and their operations are described in the following table:

Table 1. Operational Definition

| No | Research Variables                   | Variable Definition   | Indicator  | Scale   | Sources   |
|----|--------------------------------------|---|--|---------|---|
| 1  | Education (X <sub>1</sub> )          | Education is the activity of maintaining and improving employee competence in order to achieve organizational effectiveness through career development and education and training.<br><br>( <a href="#">Suwatno &amp; Priansa, 2011</a> ) | 1) Educational background<br>2) Knowledge insight  | Ordinal | <a href="#">Sasmita, Faitullah, and Furqon (2023)</a> |
| 2  | Training (X <sub>2</sub> )           | Training is any effort to improve the performance of workers in a particular job that has become the responsibility of the company.<br><br>( <a href="#">Gustiana, Hidayat, &amp; Fauzi, 2022</a> )                                       | 1) Objectives and means of training,<br>2) Training materials must be in accordance with the objectives to be achieved,<br>3) Training methods must be in accordance with the level of ability of participating employees,<br>4) Training participants must meet the specified requirements, | Ordinal | <a href="#">A. A. P. Mangkunegara (2011)</a>          |
| 3  | Position Promotion (X <sub>3</sub> ) | A promotion is when an employee is moved from one job to another that is higher in pay, responsibility and or level..<br><br>( <a href="#">Rivai, 2016</a> )  | 1) Honesty possessed<br>2) Loyalty.<br>3) Level of Education / Work Achievement<br>4) Work Experience/Seniority  | Ordinal | <a href="#">Wahyudi (2019)</a>                        |



|   |                          |   |   |         |  |
|---|--------------------------|---|---|---------|--|
| 4 | Job Satisfaction (Y)     | Job satisfaction is closely related to the attitude of employees towards the work itself, the work situation, cooperation between leaders and fellow employees. | 1) Satisfaction with salary,<br>2) Satisfaction with promotion<br>3) Satisfaction with coworkers<br>4) Satisfaction with supervisor | Ordinal | <a href="#">M. Jackson and Grace (2018)</a>  |
| 5 | Employee Performance (Z) | Performance is the result of employee work seen from the aspects of quality, quantity, work time, and cooperation to achieve the goals set by the organization. | 1) Quality of Work<br>2) Work Quantity<br>3) Discipline at work<br>4) Initiative<br>5) Responsibility                               | Ordinal | <a href="#">A. A. P. Mangkunegara (2011)</a> |

([Riyestavani & Arifin, 2016](#))

([Nuryasman & Suryaman, 2018](#))

The use of questionnaire techniques aims to obtain data from respondents as research subjects, namely regarding the variables to be measured, including Discipline, Communication, Innovative Behavior, Work Motivation, Performance based on a Likert scale, with the highest score of 5 and the lowest score of 1. The score (value) of the respondent's answer is given with five alternative choices, namely, strongly agree (SS) with a score of 5, agree (S) with a score of 4, disagree (KS) with a score of 3, disagree (TS) with a score of 2, and strongly disagree (STS) with a score of 1. The level of measurement used was ordinal, where the numbers given contained a sense of level.

## 4. Results and discussions

### 4.1. Model Testing

Model testing was performed by analyzing reliability and Cronbach's alpha. The following are the results of the model testing.

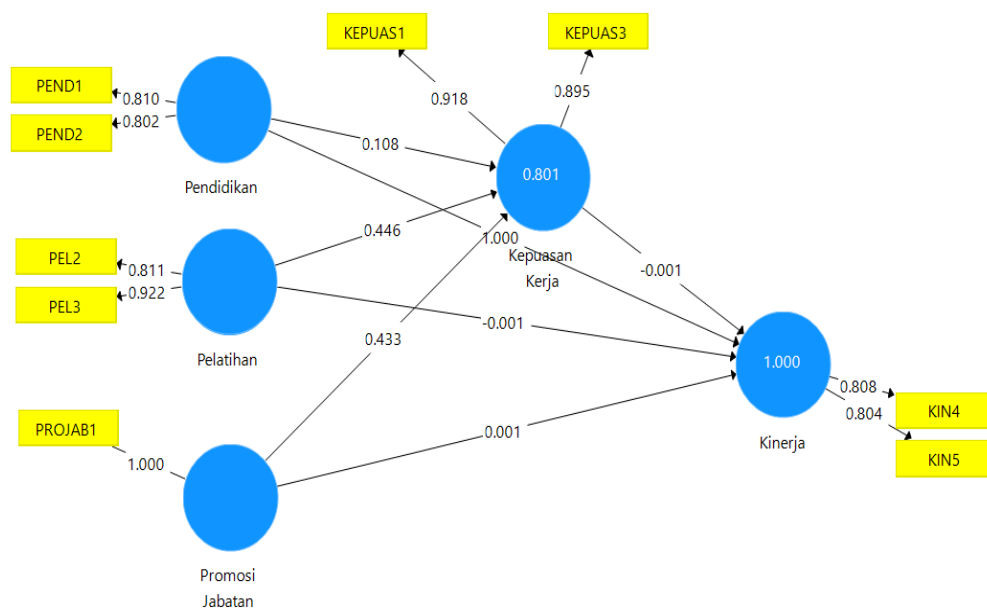
|                    | Cronbach's Alpha | rho_A | Composite Reliability | Average Variance Extracted (AVE) |
|--------------------|------------------|-------|-----------------------|----------------------------------|
| Job Satisfaction   | 0.783            | 0.791 | 0.902                 | 0.822                            |
| Performance        | 0.461            | 0.461 | 0.788                 | 0.650                            |
| Training           | 0.686            | 0.767 | 0.860                 | 0.755                            |
| Education          | 0.461            | 0.461 | 0.788                 | 0.650                            |
| Position Promotion | 1.000            | 1.000 | 1.000                 | 1.000                            |

Table 2. Starting Loading Factor

|         | Job Satisfaction | Performance | Training | Education | Position Promotion |
|---------|------------------|-------------|----------|-----------|--------------------|
| KEPUAS1 | 0.896            |             |          |           |                    |
| KEPUAS2 | 0.235            |             |          |           |                    |
| KEPUAS3 | 0.865            |             |          |           |                    |

|         |       |  |
|---------|-------|--|
| KEPUAS4 | 0.228 |  |
| KIN1    | 0.422 |  |
| KIN2    | 0.539 |  |
| KIN3    | 0.462 |  |
| KIN4    | 0.703 |  |
| KIN5    | 0.809 |  |
| PEL1    | 0.577 |  |
| PEL2    | 0.713 |  |
| PEL3    | 0.898 |  |
| PEL4    | 0.318 |  |
| PEND1   | 0.786 |  |
| PEND2   | 0.825 |  |
| PROJAB1 | 0.875 |  |
| PROJAB2 | 0.592 |  |
| PROJAB3 | 0.633 |  |
| PROJAB4 | 0.15  |  |

Because many loading factor values were  $<0.70$ , the indicators that did not meet the loading factor requirements were removed. The second model is presented after some indicators are removed.



Loading Factor Value  $> 0,70$   
Figure 2. Final Model

Table 3. Final Loading Factor

|         | Job Satisfaction | Performance | Training | Education | Position Promotion |
|---------|------------------|-------------|----------|-----------|--------------------|
| KEPUAS1 | 0.918            |             |          |           |                    |
| KEPUAS3 | 0.895            |             |          |           |                    |
| KIN4    |                  | 0.808       |          |           |                    |
| KIN5    |                  | 0.804       |          |           |                    |

|         |       |
|---------|-------|
| PEL2    | 0.811 |
| PEL3    | 0.922 |
| PEND1   | 0.810 |
| PEND2   | 0.802 |
| PROJAB1 | 1.000 |

#### 4.2. Average Variance Extracted

AVE Value > 0,5.

Table 4. AVE Value

|                    | Cronbach's Alpha | rho_A | Composite Reliability | Average Variance Extracted (AVE) |
|--------------------|------------------|-------|-----------------------|----------------------------------|
| Job Satisfaction   | 0.783            | 0.791 | 0.902                 | 0.822                            |
| Performance        | 0.461            | 0.461 | 0.788                 | 0.650                            |
| Training           | 0.686            | 0.767 | 0.860                 | 0.755                            |
| Education          | 0.461            | 0.461 | 0.788                 | 0.650                            |
| Position Promotion | 1.000            | 1.000 | 1.000                 | 1.000                            |

#### 4.3. Discriminant Validity

Cross Loading Value > 0,70

Table 5. Cross Loading Value

|         | Job Satisfaction | Performance  | Training     | Education    | Position Promotion |
|---------|------------------|--------------|--------------|--------------|--------------------|
| KEPUAS1 | <b>0.918</b>     | 0.218        | 0.871        | 0.218        | 0.882              |
| KEPUAS3 | <b>0.895</b>     | 0.372        | 0.697        | 0.372        | 0.690              |
| KIN4    | 0.275            | <b>0.808</b> | 0.185        | 0.810        | 0.193              |
| KIN5    | 0.240            | <b>0.804</b> | 0.171        | 0.802        | 0.230              |
| PEL2    | 0.598            | 0.091        | <b>0.811</b> | 0.091        | 0.523              |
| PEL3    | 0.873            | 0.262        | <b>0.922</b> | 0.262        | 1.000              |
| PEND1   | 0.275            | 0.808        | 0.185        | <b>0.810</b> | 0.193              |
| PEND2   | 0.240            | 0.804        | 0.171        | <b>0.802</b> | 0.230              |
| PROJAB1 | 0.873            | 0.262        | 0.922        | 0.262        | <b>1.000</b>       |

Table 6. Fornell-Larcker

|                    | Job Satisfaction | Performance  | Training     | Education    | Position Promotion |
|--------------------|------------------|--------------|--------------|--------------|--------------------|
| Job Satisfaction   | <b>0.906</b>     |              |              |              |                    |
| Performance        | 0.320            | <b>0.806</b> |              |              |                    |
| Training           | 0.870            | 0.221        | <b>0.869</b> |              |                    |
| Education          | 0.320            | 1.000        | 0.221        | <b>0.806</b> |                    |
| Position Promotion | 0.873            | 0.262        | 0.922        | 0.262        | <b>1.000</b>       |

The purpose of the Fornell-Larcker criterion validity testing is to evaluate whether a characteristic from a construct is valid, which is done by comparing the square root of the average variance extracted (AVE) with the highest correlation coefficient between a variable and another variable. If the square root of the AVE is greater than 0.781 for all variables, they are considered valid.

#### 4.4. Collinearity Value

Collinearity testing requires comparing the correlation between latent variables/constructs, whether it is strong or not. If there is a strong correlation, the model has a problem because it affects the estimation of its statistical significance. This problem is known as collinearity. The value used for the analysis was the Variance Inflation Factor (VIF). If the VIF value is greater than 5.00, then there is a collinearity problem, and if the VIF value is <5.00, there is no collinearity problem.

#### 4.5. Inner VIF Value

Tabel 7. Inner VIF Value

|                    | Job Satisfaction | Performance | Training | Education | Position Promotion |
|--------------------|------------------|-------------|----------|-----------|--------------------|
| Job Satisfaction   |                  | 5.023       |          |           |                    |
| Performance        |                  |             |          |           |                    |
| Training           | 6.715            | 7.716       |          |           |                    |
| Education          | 1.077            | 1.136       |          |           |                    |
| Position Promotion | 6.858            | 7.8         |          |           |                    |

#### 4.6. Outer VIF Value

Table 8. Outer VIF Value

|         | VIF   |
|---------|-------|
| KEPUAS1 | 1.709 |
| KEPUAS3 | 1.709 |
| KIN4    | 1.098 |
| KIN5    | 1.098 |
| PEL2    | 1.376 |
| PEL3    | 1.376 |
| PEND1   | 1.098 |
| PEND2   | 1.098 |
| PROJAB1 | 1.000 |

All indicators had VIF values < 5.00; therefore, there was no collinearity problem.

#### 4.7. Inner Model

##### 4.7.1 R-Square value

Table 9. R-Square Value

|                  | R Square | R Square Adjusted |
|------------------|----------|-------------------|
| Job Satisfaction | 0.801    | 0.795             |
| Performance      | 1.000    | 1.000             |

The results of the coefficient of determination (R-Square) analysis show that the exogenous constructs (X1, X2, and X3) affect variable Y by 79.5% and variable Z by 100%. The adjusted R Square value is more than 67%, so the influence of all exogenous constructs on variables Y and Z is strong.

#### 4.8. Direct Effect

Table 10. Direct Effect

|  | Original<br>Sample<br>(O) | Sample<br>Mean (M) | Standard<br>Deviation<br>(STDEV) | T Statistics<br>( O/STDEV ) | P Values |
|--|---------------------------|--------------------|----------------------------------|-----------------------------|----------|
| Job Satisfaction -><br>Performance         | -0.001                    | -0.001             | 0.003                            | 0.167                       | 0.867    |
| Training -> Job<br>Satisfaction            | 0.446                     | 0.445              | 0.138                            | 3.225                       | 0.001    |
| Training -><br>Performance                 | -0.001                    | -0.001             | 0.003                            | 0.218                       | 0.828    |
| Education -> Job<br>Satisfaction           | 0.108                     | 0.105              | 0.049                            | 2.221                       | 0.027    |
| Education -><br>Performance                | 1.000                     | 1.000              | 0.000                            | 2632.684                    | 0.000    |
| Position Promotion -<br>> Job Satisfaction | 0.433                     | 0.434              | 0.147                            | 2.944                       | 0.003    |
| Position Promotion -<br>> Performance      | 0.001                     | 0.002              | 0.004                            | 0.264                       | 0.792    |

#### **4.9. Direct Determination between Satisfaction and Performance**

The direct relationship between satisfaction and performance has a negative path coefficient value of 0.001 and a T Statistics value of  $0.167 < 1.656$  (not significant). This shows the prediction that if the value of the satisfaction variable (Y) increases, the performance variable (Z) will not increase. The determination had a probability value (p-value) of  $0.867 > 0.05$ . The results of the direct determination (direct effect) of the satisfaction variable on performance prove that this variable is not in accordance with the theory which states that Job Satisfaction is a pleasant or unpleasant emotional state with which employees view their work. Job satisfaction reflects a person's feelings about their job, which usually appears in the positive attitude of employees towards work and everything faced in their work environment.

Job satisfaction expresses the amount of conformity between a person's expectations about his job, which can be in the form of job performance provided by the company and the rewards given for his work. In essence, a person is encouraged to move because employees hope that this will bring better conditions for them. Through job satisfaction, employees have an important meaning for self-actualization. Employees.

#### **4.10. Direct Determination between Training and Job Satisfaction**

The relationship between training and job satisfaction has a positive path coefficient of 0.446 and a T Statistics value of  $3.225 > 1.656$  (significant). This indicates that if the value of the Training variable (X2) increases, the Job Satisfaction variable (Y) will also increase. The determination had a probability value (p-value) of  $0.001 < 0.05$ . The results of the direct determination (direct effect) of the Training variable on Job Satisfaction prove that training is an activity carried out by the company/agency to improve and develop the attitudes, behavior, skills, and knowledge of employees in accordance with the wishes of the company/agency concerned. Training is related to the addition of general knowledge to the model. Training is defined as an action to increase the knowledge and skills of an employee to carry out a specific job.

#### **4.11. Direct Determination between Training and Performance**

Training on Performance has a negative path coefficient value of 0.001 and a T Statistics value of  $0.218 < 1.656$  (not significant). This shows that if the value of the training variable (X2) increases, the performance variable (Z) does not increase. The determination has a probability value (p-value)

of  $0.828 > 0.05$ . The results of the direct determination (direct effect) of the Training variable on Performance prove that it is not in accordance with the theory that states that Training is part of human resource investment to improve work abilities and skills because it can thus improve employee performance ([A. P. Mangkunegara & Prabu, 2005](#)). The same is also written in Government Regulation No. 101 of 2000 concerning civil servant training, namely, education and training is defined as the process of organizing teaching and learning to improve the performance of civil servants. Training is a process, technique, and method of teaching and learning with the intention of transferring knowledge to others with predetermined standards. Training is a teaching and learning process that uses certain techniques and methods to improve employees' skills and work abilities.

#### ***4.12. Direct Determination between Education and Job Satisfaction***

The direct relationship between Education and Job Satisfaction has a positive path coefficient value of 0.108 and a T Statistics value of  $2.221 > 1.656$  (significant). This shows the prediction that if the value of the Education variable (X1) increases, the Job Satisfaction variable (Y) will also increase. The determination had a probability value (p-value) of  $0.027 < 0.05$ . The results of the direct determination (direct effect) of the Education variable on Job Satisfaction prove in accordance with the theory that education and training are efforts to develop human resources, especially to develop intellectual abilities and human personality. Therefore, to obtain maximum results in employee development, it is necessary to have an education and training program that is in accordance with position analysis so that employees know the objectives of the education and training they are carrying out. Education and Training for the State Civil Apparatus (ASN) position, hereinafter referred to as training, is a teaching and learning process that aims to improve ASN competencies. says, 'Education and training is every effort made to improve performance by providing learning opportunities for workers so that every job they are responsible for.

#### ***4.13. Direct Determination between Education and Performance***

The results of the direct determination between Education and Performance yielded a positive path coefficient value of 1.000 and a T-statistics value of 2632.684, which is greater than the critical value of 1.656, indicating a statistically significant relationship. This suggests that an increase in the value of the education variable (X1) is positively associated with an increase in the performance variable (Z). This determination is further supported by a p-value of 0.000, which is less than the significance level of 0.05.

According to the theory, the purpose of education and training is to enhance employees' knowledge, skills, and abilities, thereby improving their professionalism in carrying out their work. This, in turn, contributes to achieving organizational goals. Furthermore, education and training provide employees with the opportunity to develop themselves and improve their effectiveness in performing their work duties. Consequently, employees are more likely to be stable in their jobs and contribute to the overall success of the organization.

#### ***4.14. Direct Effect between Promotion and Job Satisfaction***

The regression analysis results indicate a positive path coefficient value of 0.433 for promotion (X3) and job satisfaction (Y), with a t-statistics value of 2.944 greater than 1.656, indicating a statistically significant relationship. This suggests that an increase in the value of the promotion variable is positively associated with increased job satisfaction. The determination has a p-value of 0.003, which is less than 0.05, indicating that the results are statistically significant. These findings support the theory that promotion serves as a motivational factor that encourages employees to actively participate in the company to improve their skills and advance their careers. The promotion variable represents a change in position with increased status and responsibility, often accompanied by salary increases or other forms of compensation. The existence of a promotion opportunity is expected to motivate employees to work harder, exhibit greater enthusiasm, improve discipline, and enhance performance.

#### ***4.15. Direct Effect between Promotion and Job Performance***



The results of the analysis indicate that promotion has a significant positive impact on performance, with a path coefficient value of 0.001 and a t-statistics value of 0.264 (which is less than 1.656, indicating that it is not statistically significant). This suggests that if the value of the Position Promotion variable (X3) increases, the Performance variable (Z) is also expected to increase. The determination has a p-value of 0.792, which is greater than 0.05, indicating that the theory stating that promotion is accompanied by greater responsibility and higher income is inconsistent with the direct determination of the Position Promotion variable on performance. Job promotion is a driving force that can increase employees' enthusiasm and passion for work. Agency leaders should recognize this and respond accordingly, based on the specific circumstances and conditions of each agency.

#### 4.16. Indirect Effect

Table 11. Indirect Effect

|   | Original<br>Sample<br>(O) | Sample<br>Mean (M) | Standard<br>Deviation<br>(STDEV) | T Statistics<br>( O/STDEV ) | P Values |
|---|---------------------------|--------------------|----------------------------------|-----------------------------|----------|
| Training -> Job<br>Satisfaction -><br>Performance           | 0.000                     | -0.001             | 0.002                            | 0.149                       | 0.882    |
| Education -> Job<br>Satisfaction -><br>Performance          | 0.000                     | 0.000              | 0.000                            | 0.136                       | 0.892    |
| Position Promotion -><br>Job Satisfaction -><br>Performance | 0.000                     | -0.001             | 0.001                            | 0.172                       | 0.863    |

## 5. Conclusion

### 5.1. Conclusion

In conclusion, this study highlights the significant influence of education, training, and promotion on employee job satisfaction and performance in the Inspectorates of Tanjungpinang City and Bintan District. The results show that all three factors combined have a substantial impact on job satisfaction and thus contribute immensely to employees' overall performance.

The findings further reveal that education, training, and promotion are vital drivers of employee performance, as all these factors have a 100% joint influence on employees' job performance. This means that a skilled and knowledgeable workforce, coupled with regular opportunities for training and career advancement, has a positive impact on employee productivity and performance.

Therefore, organizations must prioritize investment in the education, training, and promotion of employees to improve job satisfaction and increase overall performance. This will require setting up a robust program that creates a culture of learning, provides opportunities for development and career growth, and ensures employees' career advancement. In conclusion, this study serves as a vital reminder that education, training, and promotion are critical for enhancing employee performance. Therefore, organizations must prioritize their focus on these areas to ensure that their workforce is consistently motivated, productive, and delivers optimal results.

### 5.2. Limitations

One of the significant limitations of this study was the use of a sample of all employees in the Tanjungpinang City and Bintan District Inspectorate. This factor limits the generalizability of the findings to other populations, making it challenging to apply the study's conclusions to other organizations in different settings. Another limitation is the dependence on self-reported data, which may result in bias and unreliable results due to recall bias. Additionally, this study only focused on the impact of education, training, and promotion on employee performance and job satisfaction. Other factors, such as the work environment and job security, were not considered in this study.

### 5.3. Implications

The study's findings have significant practical implications for organizations in Tanjungpinang City and the Bintan District. For instance, Human Resource managers can use the study's results to create policies that prioritize employee education, training, and promotion to boost job satisfaction and performance. The study also highlights the need for organizations to regularly review their training programs to ensure that they meet their employees' evolving needs. Additionally, this study emphasizes the importance of career advancement in motivating employees, improving their job satisfaction, and retaining top talent.

### 5.4. Further Study

While this study provides valuable insights into the impact of education, training, and promotion on employee performance and job satisfaction, further research is still needed. Future studies should focus on other factors that may influence job satisfaction and performance, such as the work environment, job security, and employee engagement. Additionally, future studies can explore the impact of education and training on specific job roles or departments to provide more targeted interventions for Human Resource managers. Lastly, future researchers can use longitudinal studies to evaluate the long-term impact of education, training, and promotion on employee job satisfaction and

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