

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

Eko Haryanto¹, Chablullah Wibisono², I Wayan Catrayasa³, Ngaliman Ngaliman⁴, Muhammad Gita Indrawan⁵

Universitas Batam, Batam, Indonesia¹⁻⁵

echoanistinoet007@gmail.com¹, chablullahwibisono@univbatam.ac.id², gitaindrawan@gmail.com⁵



Article History

Received on 3 Maret 2025

1st Revised on 11 Maret 2025

2nd Revised on 28 Maret 2025

Accepted on 1 April 2025

Abstract

Purpose: This study examines the relationship between education, training, and promotion on employee performance, mediated by job satisfaction.

Research methodology: This study uses a quantitative research methodology involving survey questionnaires administered to employees in the Inspectorate of Tanjungpinang City and Bintan District.

Results: This study is expected to show a positive relationship between education, training, promotion, and job satisfaction, with job satisfaction mediating their effect on employee performance. These findings aim to provide insights for organizations to enhance their HRM practices and optimize employee performance.

Conclusion: Education, training, and promotion positively influence employee performance through the mediation of job satisfaction. Strengthening HRM strategies that enhance job satisfaction is essential for optimizing organizational outcomes.

Limitations: Acknowledging constraints, this study recognizes limitations related to the sample size and geographical scope, which impact the generalizability of the findings. External factors beyond the control of this study may introduce variability.

Contribution: This research enriches scholarly discourse by offering a nuanced understanding of how education, training, and promotion collectively impact employee performance through the lens of job satisfaction. Practical recommendations are provided for the organizational stakeholders.

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

How to Cite: Haryanto, E., Wibisono, C., Catrayasa, I. W., Ngaliman, N., & Indrawan, M. G. (2025). The effect of education, training, and promotion on employee performance through job satisfaction in the inspectorate of Tanjungpinang City and Bintan District. *Global Academy of Business Studies*, 1(4), 225-241.

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 ([Ngaliman, Rafiza, & Khaddafi, 2025](#); [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 ([Bire, Radja, Silvester, & Tungga, 2024](#); [Pramono & Indriyani, 2019](#)). If there is a promotion, employees will be motivated to work harder, be enthusiastic, be 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, discipline, 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 in their 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 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 overall performance.

2.5. Employee Performance

Job satisfaction refers to an individual's feelings and attitudes towards their work environment, job role, colleagues, and their overall level of personal contentment with their work experience. It is a critical aspect of workplace motivation and employee retention. Employees who are satisfied with their jobs are more likely to stay in the job, perform better, and be more productive ([Putra & Herawati, 2017](#)). There are several factors that contribute to job satisfaction, including compensation packages, work-life balance, professional development opportunities, job security, the working environment, and the company culture ([Afriyani, Indrayani, Indrawan, Wibisono, & Ngiliman, 2023](#); [Pramono & Nopritama, 2020](#)). Additionally, the level of autonomy, responsibility, and recognition that an employee receives also plays a significant role in their job satisfaction level.

Job satisfaction has numerous benefits for both 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 better 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 employee 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 where 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 in this study, as shown in the following figure:

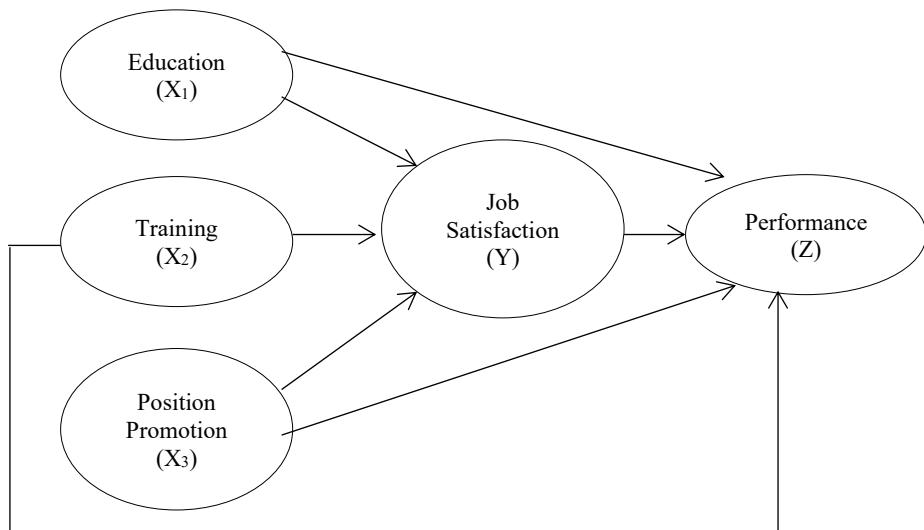


Figure 1. Research Framework

2.7. Hypothesis

2.7.1 Effect of education on job satisfaction

The relationship between education and job satisfaction has been a topic of interest for researchers in recent years. Education is typically considered one of the essential paths to success in life and career advancement, and for that, 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 found varying results. Education plays a significant role in job satisfaction because it enables people to develop skills and knowledge required to perform their job roles most effectively. People 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 their job roles' demands, which can lead to more satisfaction. Moreover, education can help people to develop a sense of self-efficacy, which can improve their job performance and satisfaction. With more knowledge comes more confidence, and this translates into greater job satisfaction.

The level of education one attains 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 levels of satisfaction with their jobs than those with less education. This is because higher education increases job security, income potential, and promotes career growth. Furthermore, individuals with higher education are more likely to have job-related skills that employers are looking for. This means that well-educated people find it easier to get jobs that they enjoy and are a good fit for their skills, experience, and interests..

In conclusion, education has a significant impact on 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, and this translates 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, also need to be

considered to ensure optimal job satisfaction levels. Based on previous explanation, we propose the following hypothesis

H₁: 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. The purpose of this training is to develop the necessary skills and competencies that enable the employees to perform their tasks effectively. Job satisfaction, on the other hand, is the level of contentment and fulfillment that an employee experiences from their job. The effect of training on job satisfaction is significant. When employees receive training that aligns with their job roles, they feel more valued and supported by their employers. This contributes to an increase in job satisfaction levels. Knowing that their employer is willing to invest in their development also gives employees a sense of security that their job is secure ([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 their 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](#)). As a result, 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 research studies. Training programs provide employees with the necessary tools to succeed in their role, while also contributing to their overall well-being. The increased job satisfaction leads to higher employee retention rates, improved productivity, and higher levels of employee engagement. As such, organizations should continue investing in employee training programs as a means of enhancing job satisfaction among their employees. Based on previous explanation, we propose the following hypothesis

H₂: Training has a positive effect on Job Satisfaction

2.7.3 Effect of promotion on job satisfaction

Promotion plays a crucial role in enhancing the job satisfaction of employees. It is a milestone achievement that reassures workers that their efforts and hard work have been recognized and valued. The 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 organization. The financial reward that comes with a promotion can significantly improve the 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 their self-esteem. Increased pay also demonstrates that their employer values their contributions enough to reward them monetarily.

Another effect of promotion is on the employee's sense of status in the organization. The 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 that result in job satisfaction. Promotion creates new challenges to an employee's work experience, with new roles, responsibilities, decision-making authority, and leadership opportunities. These new challenges offer an opportunity for an employee 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, which will ultimately lead to greater job satisfaction.

Promotion can also affect employees' interaction with their colleagues ([Parela, 2022](#)). Employees who achieve promotion 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 their colleagues have

for them. Through the opportunity provided by promotion, employees can expand their working relationships and network, which will improve the overall job satisfaction levels. Based on previous explanation, we propose the following hypothesis

H₃: 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 emerge constantly. Training is an effective way to enhance employee skills, improve their performance, and increase motivation ([Sulistyawati, Setyadi, & Nawir, 2022](#)). The impact of training on employee performance is significant, as it helps employees to 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 will motivate employees to do 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 duties effectively. Training is also an effective way to boost the confidence of employees ([Prinhandaka, Rohman, & Wijaya, 2023](#)). Confidence levels are instrumental in determining employee performance. Employees who receive training will have a clear understanding of their job requirements, goals and objectives, and the skills needed to achieve those goals. With a clear understanding of expectations, employees can perform their tasks with more efficiency, accuracy, and confidence, leading to higher job satisfaction levels.

Another benefit of training is the ability to adapt to changes and new technologies. In today's fast-paced business world, new products, processes, and systems emerge constantly. Organizations that provide their employees with training to adapt to these changes are more likely to succeed than those that don't. 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 employee retention. Employees who receive training and have increased skills tend to show more interest in their jobs. It results in a sense of fulfillment and purpose in their work. It leads to improved job satisfaction levels, which, in turn, leads to higher retention rates. Employees who have received training and experienced their benefits are more likely to remain loyal to their organization.

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

H₄: Training has a positive effect on Employee Performance

2.7.5 Effect of promotion on employee performance

Promotion is one of the key drivers that motivate employees to work effectively and efficiently in any organization. Employee promotion can have a positive impact on employee performance in several ways, including boosting motivation, improving job satisfaction and reducing turnover rates. One of the main ways promotion can impact employee performance is by increasing motivation. When employees perceive that there is 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 be a source of motivation for higher performance levels.

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

work for and are more committed to it. Finally, promotions can have a significant effect on reducing employee turnover rates. When employees feel that their hard work and dedication are being recognized, they are less likely to quit their jobs. Research has shown that employees who receive promotions tend to stay with their current organization longer than those who do not. This reduced turnover rate can help companies not only to save time and resources on recruitment but also retain experienced staff who can add value to the organization. Based on previous explanation, we propose the following hypothesis

H₅: 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 an employee's behaviour, 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 attitude. 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, which can result 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 organisation. They also tend to miss fewer days of work, are more punctual, and maintain better relationships with their colleagues.

In contrast, employees who are dissatisfied with their jobs tend to be less productive, less engaged in their work, and less committed to the organisation. 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, the workplace culture, opportunities for growth, job security, recognition, and work-life balance. Therefore, organisations must create a positive and motivating work environment for their employees to experience satisfaction and provide meaningful feedback to employees regularly. Based on previous explanation, we propose the following hypothesis

H₆: 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 is an explanation of 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. So the authors took the number of samples according to [Sugiyono](#) where all the population in this study was sampled, the population was 110 people. Then 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 or trait or value of people, objects or activities that have certain variations set by researchers to study and then draw conclusions. The variables and their operations are described in the table as follows:

Table 1. Operational Definition

No	Research Variables	Variable Definition	Indicator	Scale	Sources
----	--------------------	---------------------	-----------	-------	---------

1	Education (X ₁)	Education is the activity of maintaining and improving employee competence in order to achieve organizational effectiveness through career development and education and training.	1) Educational background 2) Knowledge insight	Ordinal	<u>Sasmita, Faitullah, and Furqon (2023)</u>
2	Training (X ₂)	Training is any effort to improve the performance of workers in a particular job that has become the responsibility of the company.	1) Objectives and means of training, 2) Training materials must be in accordance with the objectives to be achieved, 3) Training methods must be in accordance with the level of ability of participating employees, 4) Training participants must meet the specified requirements,	Ordinal	<u>A. A. P. Mangkunegara (2011)</u>
3	Position Promotion (X ₃)	A promotion is when an employee is moved from one job to another that is higher in pay, responsibility and or level..	1) Honesty possessed 2) Loyalty. 3) Level of Education / Work Achievement 4) Work Experience/Seniority	Ordinal	<u>Wahyudi (2019)</u>
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, 2) Satisfaction with promotion 3) Satisfaction with coworkers 4) Satisfaction with supervisor	Ordinal	<u>M. Jackson and Grace (2018)</u>

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 2) Work Quantity 3) Discipline at work 4) Initiative 5) Responsibility	Ordinal	A. A. P. Mangkunegara (2011)
(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. 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 is ordinal, where the numbers given contain a sense of level.

4. Results and discussions

4.1. Model Testing

Model testing is done by analyzing reliability and Cronbach alpha. The following are the results of 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 there are still many loading factor values <0.70 , the removal of indicators that do not meet the loading factor requirements is carried out. Here is the second model after some indicators are removed.

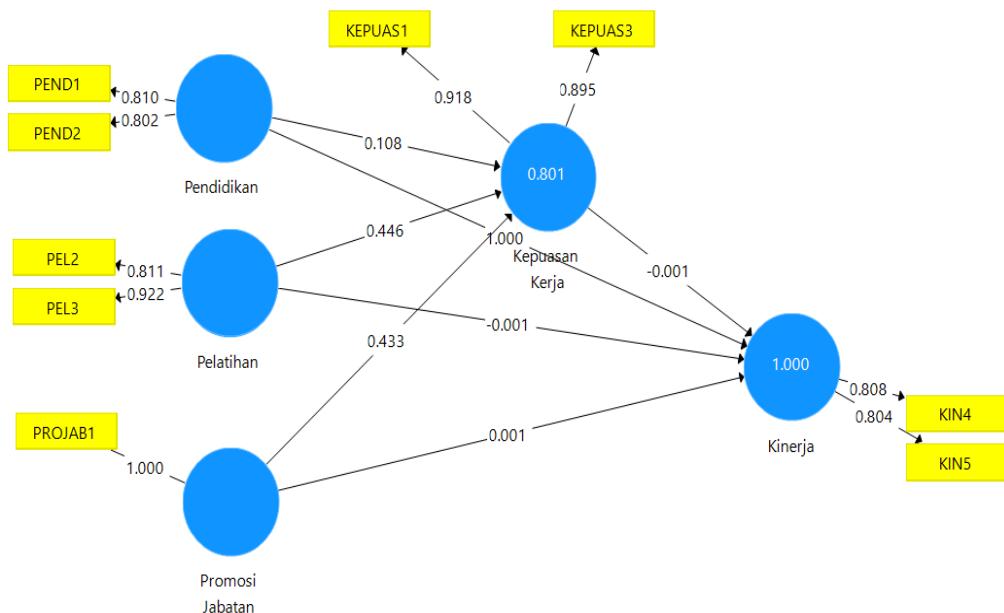


Figure 2. Final Model Loading Factor Value $> 0,70$

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	0.918	0.218	0.871	0.218	0.882
KEPUAS3	0.895	0.372	0.697	0.372	0.690
KIN4	0.275	0.808	0.185	0.810	0.193
KIN5	0.240	0.804	0.171	0.802	0.230
PEL2	0.598	0.091	0.811	0.091	0.523
PEL3	0.873	0.262	0.922	0.262	1.000
PEND1	0.275	0.808	0.185	0.810	0.193
PEND2	0.240	0.804	0.171	0.802	0.230
PROJAB1	0.873	0.262	0.922	0.262	1.000

Table 6. Fornell-Larcker

	Job Satisfaction	Performance	Training	Education	Position Promotion
Job Satisfaction	0.906				
Performance	0.320	0.806			
Training	0.870	0.221	0.869		
Education	0.320	1.000	0.221	0.806	
Position Promotion	0.873	0.262	0.922	0.262	1.000

The purpose of Fornell-Larcker criteria validity testing is to evaluate whether a characteristic from a construct is valid or not, 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 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, then the model has a problem because it affects the estimation of its statistical significance. This problem is called collinearity. The value used to analyze it is by looking at the Variance Inflation Factor (VIF) value. If the VIF value is greater than 5.00, then

there is a collinearity problem, and if the VIF value is <5.00, on the contrary, there is no collinearity problem.

4.5. Inner VIF Value

Table 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 have VIF values < 5.00, so there is 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 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 Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Job Satisfaction -> Performance	-0.001	-0.001	0.003	0.167	0.867
Training -> Job Satisfaction	0.446	0.445	0.138	3.225	0.001

Training Performance	->	-0.001	-0.001	0.003	0.218	0.828
Education Satisfaction	-> Job Satisfaction	0.108	0.105	0.049	2.221	0.027
Education Performance	->	1.000	1.000	0.000	2632.684	0.000
Position Promotion -> Job Satisfaction		0.433	0.434	0.147	2.944	0.003
Position Promotion -> Performance		0.001	0.002	0.004	0.264	0.792

4.9. Direct Determination between Satisfaction and Performance

Direct Determination 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 has 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. Through this job satisfaction, employees have an important meaning for self-actualization. Employees.

4.10. Direct Determination between Training and Job Satisfaction

The determination 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) increases. The determination has 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. The definition of training is 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 the prediction 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 which 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 thing 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 in order to improve the performance of civil servants. Meanwhile, training is a process, technique, and method of teaching and learning with the intention of transferring one's knowledge to others with predetermined

standards. Meanwhile, training is a teaching and learning process using certain techniques and methods to improve employees' skills and work abilities.

4.12. Direct Determination between Education and Job Satisfaction

Direct Determination 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) increases. The determination has 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 which states 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 the 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 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 have 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). The 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 the knowledge, skills, and abilities of employees, thereby improving their professionalism in carrying out their work. This, in turn, contributes to the achievement of organizational goals. Furthermore, education and training provide employees with the opportunity to develop themselves and improve their effectiveness in performing their duties. As a result, employees are more likely to be stable in their jobs and can contribute to the overall success of the organization.

4.14. Direct Effect between Promotion and Job Satisfaction

The results of the regression analysis indicate a positive path coefficient value of 0.433 for the promotion variable (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 an increase in job satisfaction. The determination has a p-value of 0.003 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 a salary increase or other forms of compensation. The existence of a promotion opportunity is expected to motivate employees to work harder, exhibit greater enthusiasm, improved discipline, and enhance their 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, and agency leaders should be able to recognize this and respond accordingly based on the specific circumstances and conditions of each agency.

4.16. Indirect Effect

Table 11. Indirect Effect

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

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 Inspectorate of Tanjungpinang City and Bintan District. The results show that all three factors combined have a substantial impact on job satisfaction, and thus immensely contribute to the 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 the employees' job performance. This means that a skilled and knowledgeable workforce, coupled with regular opportunities for training and career advancement, have a positive impact on employees' productivity and performance.

Therefore, organizations must prioritize investment in the education, training, and promotion of their 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 also ensures the career advancement of employees. In conclusion, this study serves as a vital reminder that education, training, and promotion are critical in enhancing employee performance. It is, therefore, essential for organizations to prioritize their focus on these areas to ensure that their workforce is consistently motivated, productive, and delivering optimal results.

5.2. Limitations

One of the significant limitations of this study was the use of a sample of all employees in the Inspectorate of Tanjungpinang City and Bintan District. This factor limits the generalizability of the findings to other populations, rendering 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. Additionally, the study only focused on the impact of education, training, and promotion on employee performance and job satisfaction. Other factors such as 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 Bintan District. For instance, Human Resource managers can use the study's results to create policies that prioritize employee education and training and promotion to boost job satisfaction and performance. The study also highlights the need for organizations to review their training program regularly to ensure that they meet their employees' evolving needs. Additionally, the study emphasizes

the importance of career advancement to motivate employees, improve their job satisfaction and retain 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, there is still room for further research. For instance, future studies can focus on other factors that may influence job satisfaction and performance, such as 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

References

Afriyani, N., Indrayani, I., Indrawan, M. G., Wibisono, C., & Ngaliman, N. (2023). The influence of training, discipline, and innovation on the performance of members of the Regional National Crafts Council (Dekranasda) in Tanjungpinang City: A quantitative study. *Journal of Multidisciplinary Academic Business Studies*, 1(1), 53-69. doi:<https://doi.org/10.35912/jomabs.v1i1.1780>

Bire, C. M. D., Radja, M. R., Sylvester, A., & Tungga, A. R. A. (2024). Obstacles to the enforcement of sovereignty in the land border area of the Unitary State of Republic Indonesia (NKRI) with the Republic Democratic Timor Leste (RTDL). *Journal of Multidisciplinary Academic Business Studies*, 1(3), 185-194. doi:<https://doi.org/10.35912/jomabs.v1i3.2148>

Gustiana, R., Hidayat, T., & Fauzi, A. (2022). Pelatihan Dan Pengembangan Sumber Daya Manusia (Suatu Kajian Literatur Review Ilmu Manajemen Sumber Daya Manusia). *Jurnal Ekonomi Manajemen Sistem Informasi*, 3(6), 657-666 <https://doi.org/10.31933/jemsi.v3i6>.

Handoko, T. H. (2000). Manajemen sumber daya manusia. Yogyakarta: bpfe, 52.

Hussein, M. S., Gomes, P., Lubian, J., & Chamon, L. C. (2006). New manifestation of the dispersion relation: Breakup threshold anomaly. *Physical Review C*, 73(4), 044610.

Ihsan, H. F. (1997). *Dasar-dasar kependidikan*: Penerbit Rineka Cipta.

Jackson, M., & Grace, D. (2018). The Science of Machiavellianism. In *Machiavelliana* (pp. 114-153): Brill.

Jackson, R. R., Pollard, S. D., Li, D., & Fijn, N. (2002). Interpopulation variation in the risk-related decisions of *Portia labiata*, an araneophagous jumping spider (Araneae, Salticidae), during predatory sequences with spitting spiders. *Animal Cognition*, 5, 215-223 <https://doi.org/10.1007/s10071-002-0150-y>.

Mangkunegara, A. A. P. (2011). Manajemen sumber daya manusia perusahaan.

Mangkunegara, A. P., & Prabu, A. (2005). Evaluasi kinerja sumber daya manusia. Bandung: Refika Aditama, 61-68.

Ngaliman, N., Rafiza, R., & Khaddafi, M. (2025). Analysis of customer satisfaction of regional drinking water company Tirta Mulia Karimun the Riau Islands. *Journal of Multidisciplinary Academic Business Studies*, 2(1), 57-67. doi:<https://doi.org/10.35912/jomabs.v2i1.3510>

Nuryasman, M., & Suryaman, E. A. (2018). The influence of organizational culture and work motivation toward employee performance (case study on employees of pt inoac polytechno indonesia). *Jurnal Manajemen*, 22(1), 74-90 <https://doi.org/10.24912/jm.v22i1.314>.

Nwosu, K. C., Okafor, E. G., & Egbunike, C. F. (2023). Monetary policies and economic management: Evidence from Sub-Saharan Africa. *Studies in Economy and Public Policy*, 1(1), 15-26 <https://doi.org/10.35912/sepp.v1i1.1495>.

Oktarendah, F., & Putri, M. A. (2023). Analisis Pengaruh Lingkungan Kerja dan Motivasi Kerja terhadap Kinerja Karyawan CV. Lembaga Palembang. *Reviu Akuntansi, Manajemen, dan Bisnis*, 3(1), 63-77 <https://doi.org/10.35912/rambis.v3i1.2357>.

Parela, E. (2022). Pengaruh Pengembangan kompetensi dan Pengembangan Kompetensi terhadap Budaya Kerja Pegawai pada Kantor Kecamatan Semaka Kabupaten Tanggamus. *Jurnal Relevansi: Ekonomi, Manajemen dan Bisnis*, 6(1), 42-56 <https://doi.org/10.61401/relevansi.v6i1.76>.

Pramono, A., & Indriyani, R. (2019). Pengaruh Motivasi dan Kompetensi Terhadap Kinerja Pegawai pada PDAM Way Rilau Bandar Lampung. *Jurnal Relevansi: Ekonomi, Manajemen dan Bisnis*, 3(1), 20-29 <https://doi.org/10.61401/relevansi.v3i1.29>.

Pramono, A., & Nopritama, M. (2020). Pengembangan Karir Dan Motivasi Kerja Serta Implikasinya Terhadap Kinerja Pegawai (Studi Kasus pada Dinas Tenaga Kerja dan Transmigrasi Kabupaten Way Kanan). *Jurnal Relevansi: Ekonomi, Manajemen dan Bisnis*, 4(2), 42-87 <https://doi.org/10.61401/relevansi.v4i2.45>.

Pramono, A., & Pratama, R. R. G. P. (2020). Pengaruh Kompetensi Pegawai dan Komitmen Organisasi Terhadap Kinerja Pegawai pada Dinas Perindustrian dan Perdagangan Kabupaten Pesawaran. *Jurnal Relevansi: Ekonomi, Manajemen dan Bisnis*, 4(2), 1-13 <https://doi.org/10.61401/relevansi.v4i2.42>.

Pramono, A., & Safarini, N. (2021). Pengaruh Disiplin Dan Lingkungan Kerja Terhadap Kinerja Karyawan Pada Pt. Bank Lampung Kantor Cabang Pembantu Pringsewu. *Jurnal Relevansi: Ekonomi, Manajemen dan Bisnis*, 5(2), 14-29 <https://doi.org/10.61401/relevansi.v5i2.55>.

Pramono, A., & Safarini, N. (2022). Pengaruh Pengembangan Sumber Daya Manusia dan Motivasi Kerja terhadap Kualitas Sumber Daya Manusia pada Dinas Sosial Kabupaten Pesawaran. *Jurnal Relevansi: Ekonomi, Manajemen dan Bisnis*, 6(2), 45-56 <https://doi.org/10.61401/relevansi.v6i2.70>.

Prinhandaka, D. J. P., Rohman, I. Z., & Wijaya, N. H. S. (2023). Supportive leadership and employee creativity: Will Leader-Member Exchange mediate the relationship? *Annals of Management and Organization Research*, 4(1), 35-45 <http://repositorybaru.stieykpnn.ac.id/id/eprint/1590>.

Putra, N. P. (2022). Pengaruh Kepemimpinan dan Motivasi Kerja terhadap Kinerja Pegawai pada Dinas Pengendalian Penduduk dan Keluarga Berencana Kota Bandar Lampung. *Jurnal Relevansi: Ekonomi, Manajemen dan Bisnis*, 6(2), 14-29 <https://doi.org/10.61401/relevansi.v6i2.67>.

Putra, N. P., & Cahyo, S. B. (2021). Pengaruh Komitmen Organisasi Dan Motivasi Kerja Terhadap Kinerja Karyawan Pada Pt. Juang Jaya Abdi Alam Kabupaten Lampung Selatan. *Jurnal Relevansi: Ekonomi, Manajemen dan Bisnis*, 5(2), 62-75 <https://doi.org/10.61401/relevansi.v5i2.58>.

Putra, N. P., & Herawati, H. (2017). Pengaruh Kepemimpinan Dan Lingkungan Kerja Terhadap Kinerja Karyawan Pada PT. Provis Garuda Service Di Pelabuhan Bakauheni Lampung Selatan. *Jurnal Relevansi: Ekonomi, Manajemen dan Bisnis*, 1(1), 16-29 <https://doi.org/10.61401/relevansi.v1i1.8>.

Putra, N. P., & Suprapti, R. (2019). Pengaruh Kepemimpinan Terhadap Kinerja Pegawai pada Dinas PUPR Kabupaten Pesawaran. *Jurnal Relevansi: Ekonomi, Manajemen dan Bisnis*, 3(1), 39-44 <https://doi.org/10.61401/relevansi.v3i1.31>.

Reyestayani, B., Arifin, H. Y., & MM, N. (2016). Work Environmental And Compensation On Nurse's Job Satisfaction And Its Implication On Extra Role Behavior In E Farina Eaham Hospital <https://doi.org/10.23969/trikonomika.v15i2.386>.

Rivai, V. (2016). Manajemen sumber daya manusia untuk perusahaan.

Sasmita, E., Faitullah, N. M., & Furqon, M. (2023). The Influence Of Work Achievement, Education, Loyalty, And Honesty On Position Promotion At Pt. Segara. *Jurnal of Management*, 11(3) <http://jurnal.unpal.ac.id/index.php/jm>.

Sugiyono, P. Dr. 2019. Metode Penelitian Kuantitatif, Kualitatif, Dan R&D. Kedua. ed. *MT Dr. Ir. Sutopo. S. Pd. Bandung: Alfabeta, CV*.

Sulistyawati, N., Setyadi, I. K., & Nawir, J. (2022). Pengaruh Lingkungan Kerja, Budaya Organisasi dan Kepemimpinan Transformasional terhadap Kepuasan Kerja Karyawan Millenial. *Studi Ilmu Manajemen dan Organisasi*, 3(1), 183-197 <http://repository.upnvy.ac.id/id/eprint/13088>.

Suwatno, H. d., & Priansa, D. J. (2011). Manajemen SDM dalam organisasi Publik dan Bisnis. *Bandung: Alfabeta*.

Wahyudi, I. (2019). Pengembangan pendidikan.

Zillah, F., Husniati, R., & Aziz, A. (2022). Pengaruh Pelatihan, Pengawasan, dan Disiplin Kerja terhadap Kinerja Karyawan. *Studi Ilmu Manajemen dan Organisasi*, 3(1), 213-232 <https://doi.org/10.35912/simo.v3i1.677>.