# THE DETERMINANTS OF JOB PROMOTION AMONG CIVIL SERVANTS IN SOUTH SULAWESI: A PLS-SEM STUDY

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**A R T I C L E   I N F O**

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**A B S T R A C T**

*This study aims to examine the factors that influence the job promotion of state civil servants (PNS) in South Sulawesi. This research is classified as explanatory as it explains the causal effect between exogenous (education and training, organizational culture) and endogenous (performance and job promotion) variables. Due to the large population, the most appropriate sampling technique was purposive sampling. After the primary data collection process through questionnaires, there were 42 PNS Sul-Sel that met the criteria were netted and selected as respondents. Furthermore, based on the data characteristics, PLS-SEM data analysis was applied. The results showed that among the seven hypotheses tested, six were accepted, while one was rejected. Implications and suggestions are discussed further.*

**A B S T R A K**

*Penelitian ini bertujuan untuk menguji faktor-faktor yang mempengaruhi promosi jabatan aparatur sipil negara (PNS) di Sulawesi Selatan. Penelitian ini tergolong eksplanatori karena menjelaskan pengaruh sebab akibat antar variabel eksogen (pendidikan dan pelatihan, budaya organisasi) dan endogen (kinerja dan promosi jabatan). Karena populasi dalam penelitian ini sangat besar, maka teknik sampel yang paling tepat diambil ialah teknik purposive sampling. Setelah proses pengumpulan data primer melalui kuesioner, sebanyak 42 PNS Sulsel yang memenuhi kriteria terjaring dan ditetapkan sebagai responden. Selanjutnya, berdasarkan karakteristik data, analisis data PLS-SEM diterapkan. Hasil penelitian menunjukkan bahwa dari tujuh hipotesis yang diuji, enam diterima, sedangkan satu ditolak. Implikasi dan saran dibahas lebih lanjut.*

## INTRODUCTION

In the era of intense global competition, human resources (HR) are considered as one of the most important factors playing a major role in maintaining organizational sustainability, credibility and creating public trust (Pratama et al., 2015). As the basic capital of national development, the quality of human resources must always be developed and directed in order to achieve the expected goals. The great quality of human resources without the support of good quality will be a burden for the development of a nation. The development of civil servant (PNS) resources is very important because it can improve professional abilities, insight abilities, leadership abilities and service abilities so that eventually it will improve the performance of an apparatus (OECD, 2016).

One of the fundamental HR planning and development is education and training (Costen & Salazar, 2011). It aims to foster personality and develop human abilities, physically and spiritually, which lasts a lifetime, both inside and outside school, in the context of building HR unity, and a just and prosperous society based on Pancasila. While training is a part of education that applies in a relatively short time and with a method that prioritizes practice over theory. Karia, et al (2016) explained that training is positively related to job performance

of employees and in turn organizational performance is significantly determined by training imparted to the employees hence training is a vital facet of performance in an organization. This means that training is positively related to employee job performance and in turn organizational performance is significantly determined by the training provided to employees, so training is an important aspect of performance in an organization.

To provide competitiveness mental among PNS, ensuring organization culture is also crucial. Culture is the *core value* of thoughts, hopes, and beliefs that are true and are needed regularly as a habit in the life of a group of people in a particular *entity* or society. accepted for the achievement of organizational performance (Yousef, 2000). Organizational culture is built on the principles of good governance with the spirit of reform. The expected bureaucratic culture is like the Weberian bureaucracy which is known for implementing a rational, professional system. However, an organizational culture that includes an innovative spirit, initiative, result and benefit orientation, stability, cooperation and aggressiveness, so far have not shown any influence on bureaucratic reform (Hamid et al., 2020).

Kim et al. (2012) suggests the notion of performance or *performance* is a description of the level of achievement of the implementation of a program of activities or policies in realizing the goals, objectives, vision and mission of the organization, which is outlined through the strategic planning of an organization. Performance can be known and measured if an individual or group of employees already has the criteria or benchmark success standards set by the organization. Performance in carrying out its functions does not stand alone, but is always related to employee job satisfaction and the level of compensation given, and is influenced by individual skills, abilities and characteristics. The purpose of the performance appraisal is to determine the success or failure of a civil servant, and to find out the weaknesses and strengths of the civil servant concerned in carrying out his duties in office and awarding (Nuswantoro, 2017).

Job promotion opportunities in an organization can occur due to vacancies, both in terms of rank and position. Ranking vacancies arise in the employment system as a rating point system, whereas vacancies in positions (jobs) are usually based on a staffing system, job classification. This is confirmed by (Hamid & Ashoer (2021), which states that promotion is a change of position, from one post to another and is evaluated based on the level of responsibility, job requirements or income. In addition, job promotion is a way to develop an employee's career. Reform of the promotion system for the position of the State Civil Apparatus is a process of changing efforts to realize a system of promotion of Civil Servants which is carried out openly through filling vacant positions competitively based on a merit system (Pratama et al., 2015). Structuring the resources of the State Civil Apparatus (PNS), in the spirit of Law Number 05 of 2104 concerning the State Civil Apparatus, is the process of filling and appointing Civil Servants (PNS) in a position in the context of position promotion carried out in an open and competitive *system* as an effort to improve the appointment of Civil Servants (PNS) in a structural position that was previously closed (*closed system*) and not competitive.

The illustration shows that the main key to facing various changes and increasing demands on the quality of service and performance of the state apparatus is improving the quality of human resources. This means that the competency development of civil servants' human resources is an asset (capital), as well as a human capital investment for government organizations. Human capital investment is the foundation for value creation that determines the success or failure of an organization in realizing its vision and strategy. In human capital

investment efforts, increasing competence through training programs and overall civil servants is a basic need that cannot be negotiable. Responsive, creative and proactive attitudes and behavior towards environmental change, are examples of several elements of human capital investment that will shape the figure of civil servants who have high resilience and competitiveness, also has a strong deterrent not to become a victim of the major changes that are happening.

The low quality of civil servant human resources (PNS) occurs because of the workload that does not put competence as a motto that must be adhered to by every employee, and the problems encountered in government agencies such as the distribution of employees who do not meet their needs, low work ethic and poor welfare. low and bureaucratic management in Indonesia which is considered very complicated and does not yet have a Standard Operating Procedure (SOP). There are still many personnel human resources who have performance that is not in accordance with their competencies in government institutions, so it is not surprising that in various government agencies, there is still a buildup of employees which results in inefficiency in their performance.

From the phenomena above, the weaknesses and strategies for developing civil servants faced by the National Civil Service Agency are also problems facing the Provincial Government of South Sulawesi. The Development of Civil Servant Resources in the Human Resources Development Agency of the South Sulawesi Provincial Government has experienced many improvements and improvements to infrastructure as well as in other fields such as the development of its HR. The number of civil servants of the South Sulawesi Provincial Government is 10,001 people, 5,106 men and 4,895 women, and 1,363 structural officials (Echelon I, II, III, and IV). The existing staffing capacity has been accompanied by the development and improvement of the competence of civil servants positions through improving the quality of public services and the professionalism of the human resources of the apparatus, including the development and improvement of education at the formal and non-formal levels. (https://sulselprov.go.id).

Based on the description above, it shows that the performance of government officials both at the central and regional levels is still a complicated problem, this is because the recruitment process for civil servants or promotion to positions as structural leaders/officials has not used performance standards as the main consideration, because there are still some strong influencing factors, which are actually not related to performance abilities but on the contrary, cause problems that are not small, such as the widespread practice of buying and selling positions, political factors, likes and dislikes, competencies that are not in accordance with the main tasks and functions/ unprofessional, and others . This problem will certainly hamper public service activities and the course of bureaucratic reform, so that it will automatically result in poor performance. Therefore, the issue of evaluating the performance of civil servants (PNS) in relation to promotions in government is still very important and interesting to study.

From the description of the phenomenon, the existing reality, the reference theory and the results of previous research, it is interesting for the author to examine the effect of education-training, and organizational culture on Performance Assessment and Position Promotion in PNS in the South Sulawesi Provincial government. This research will contribute ideas to the development of human resource management theory, especially those related to the development of human resources for civil servants. This research is expected to be useful

to assist in determining the policy of developing human resources for apparatus in the South Sulawesi Provincial Government.
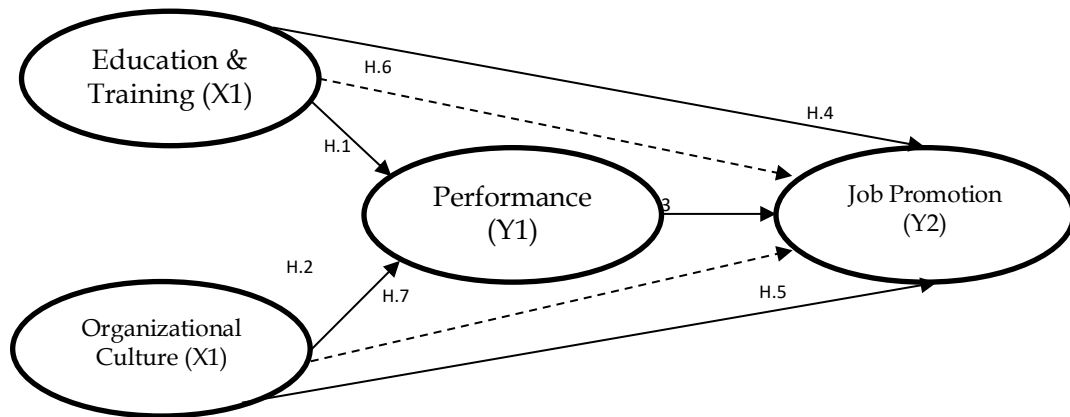


**Figure 1. Conceptual Framework Model**

Referring to the problem formulation that has been described previously, the proposed hypothesis is as follows:

H1: *Education and training have a positive and significant effect on performance appraisal*

H2: *Organizational culture has a positive and significant effect on performance appraisal*

H3: *Education and training have a positive and significant effect on promotion*

H4: *Organizational culture has a positive and significant effect on promotion*

H5: *Performance appraisal has a positive and significant effect on promotion*

H6: *Education and training have a positive and significant effect on promotion through performance appraisal*

H7: *Organizational culture has a positive and significant effect on promotion through performance appraisal*

**RESEARCH METHOD**

This study uses a quantitative and explanatory approach to explain the causal effect between variables (Creswell & Creswell, 2017). Based on the research framework, this research is classified into three groups of variables, namely the first group is education and training and organizational culture as the *independent variable*, performance appraisal as the *intervening variable,* and promotion as the dependent variable .The population was all Civil Servants (PNS) who served at the Office of the Regional Personnel Agency and the Human Resources Development Agency of the South Sulawesi Provincial Government, amounting to 1,363 people. By calculating the sample size, then using a sample technique taken based on purposive sampling technique. Purposive Sampling technique is a sampling technique with certain considerations (Kothari, 2004). The considerations used as guidelines for selecting the sample in the study are: 1) Structural officials who serve at the Regional Personnel Agency Office and the Office of the Apparatus HR Development Agency, as agencies that have main tasks and functions that are closely related to the variables used in this study; 2) Officials occupying structural positions of Echelon II, Echelon III and Echelon IV. Based on these

criteria, a sample of 42 respondents was determined, this number is considered representative because it includes and represents OPD who have main tasks related to staffing and human resource development. The data collection technique used is a questionnaire, which is a data collection instrument designed in the form of a statement and delivered to selected respondents in order to obtain primary data.

The data analysis method used in this research is data analysis using SmartPLS software version 2.0.m3. PLS (Partial Least Square) is a variant-based structural equation analysis (SEM) that can simultaneously test the measurement model as well as test the structural model. The measurement model is used to test the validity and reliability, while the structural model is used to test causality (testing hypotheses with predictive models). According to Hair et al. (2017), this method is appropriate for data reduction, namely determining the minimum number of factors needed to calculate the maximum position of the total variance represented in the original set of variables. This method is used with the assumption that the researcher knows that the number of unique variants and the *error variance* in the total variance is small. This method is superior because it can overcome the problem of *indeterminacy*, ie different factor scores are calculated from the resulting single factor model and *acceptable* data, namely data ambiguity due to unique variances and *error variances.*

In order to limit the problems in this research, it is necessary to formulate an operational definition for each variable. The operational definition is how to find and measure these variables in the field by formulating briefly and clearly and not giving rise to various interpretations.

**Table 1. Classification of Variables and Indicators**

| Symbol | Variables | Indicators and Symbols | Scale |
|---|---|---|---|
| $X_1$ | Education & training | ($X_{1.1}$) Identification of needs<br>($X_{1.2}$) Goal setting<br>($X_{1.3}$) Implementation<br>($X_{1.4}$) Evaluation | Likert scale |
| $X_2$ | Organizational culture | ($X_{2.1}$) Individual initiative<br>($X_{2.2}$) Integration<br>($X_{2.3}$) Support management<br>($X_{2.4}$) Reward system | Likert scale |
| $Y_1$ | Performance assessment | ($Y_{1.1}$) Work results<br>($Y_{1.2}$) Behavior<br>($Y_{1.3}$) Attributes & competencies<br>($Y_{1.4}$) Comparative | Likert scale |
| $Y_2$ | Job promotion | ($Y_{2.1}$) Working period<br>($Y_{2.2}$) Experience<br>($Y_{2.3}$) Training certificate<br>($Y_{2.4}$) Assessment transcript | Likert scale |

*Source: Research Result, 2021*

**RESULT AND DISCUSSION**
**Respondents**

**Table 2. Respondents Profile**

| Attributes | F | (%) |
|---|---|---|
| **Gender** | | |

| | | |
|---|---|---|
| Man | 26 | 62 |
| Woman | 16 | 38 |
| **Age** | | |
| 31 – 40 | 12 | 28.5 |
| 41– 50 | 12 | 28.5 |
| 51 - 60 | 18 | 43 |
| **Education level** | | |
| Undergraduate | 21 | 50 |
| Level 2 | 21 | 50 |
| **Echelon** | | |
| II | 2 | 4.8 |
| III | 10 | 23.8 |
| IV | 30 | 71.4 |
| **Working Experience** | | |
| 5 – 12 | 8 | 19.0 |
| 13 – 20 | 10 | 23.8 |
| 21 – 28 | 10 | 23.8 |
| 29 – 36 | 12 | 28.6 |
| 37 | 2 | 4.8 |

*Source: Research Result, 2021*

**Evaluation of the Measurement Model (*Outer Model*)**

Evaluation of construct validity is done by calculating convergent validity and discriminant validity. Convergent validity is known through *the loading factor.* An instrument is said to meet the convergent validity test if it has a loading factor above 0.7 (Hair, et al., 2019). The results of the convergent validity test are presented in Table 3. Based on the table above, it can be seen that all items that measure the variables of education, training, organizational culture, performance appraisal and promotion, have a value greater than 0.7. Thus, the item is declared valid to measure the variable.

Discriminant validity is calculated using *cross loading* with the criterion that if the *loading value of* an item in a corresponding variable is greater than the loading value of an item on another variable, then the item is declared valid in measuring the corresponding variable (Hair, et al., 2019).. The results of the calculation of *cross loading* are presented in Table 4. Based on the measurement of *cross loading* in the table above, it can be seen that all of the items measuring the variables of education, training, organizational culture, performance appraisal and promotion, resulted in loading values. which is greater than the loading value on other variables. Thus, it can be stated that each item is able to measure the latent variable corresponding to the item.

Calculations that can be used to test construct reliability are *discriminant reliability (AVE)* , *Cronbach alpha* and *composite reliability* . The test criteria state that if *discriminant reliability (AVE)* is greater than 0.5, *Cronbach's alpha* is greater than 0.6 and *composite reliability* is greater than 0.7 then the construct is declared reliable (Hair, et al., 2019). The results of the calculation of *discriminant reliability (AVE)*, *Cronbach alpha* and *composite reliability* can be seen through the summary presented in the following table: Based on the table above, it can be seen that the value of *discriminant reliability (AVE)* on the education and training variables is 0.734, the organizational culture variable is 0.752, the variable of Performance Appraisal is 0.694, and the variable of promotion is 0.690. These results show a value greater than 0.5. Thus, based on the

calculation of *discriminant reliability (AVE)* all items are declared reliable in measuring the latent variable. Then the *composite reliability value* on the Education and Training variable is 0.917, the organizational culture variable is 0.924, the Performance Appraisal variable is 0.901, and the job promotion variable is 0.899. These results show a value greater than 0.7. Thus, based on the calculation of *composite reliability,* all items are declared reliable in measuring the latent variable. Furthermore, the value of *Cronbach's Alpha on the* Education and Training variables is 0.878, the organizational culture variable is 0.890, the Performance Appraisal variable is 0.853, and the promotion variable is 0.850. These results show a value greater than 0.6. Thus, based on the calculation of *Cronbach's Alpha, all* sub-variables were declared reliable in measuring the latent variables.

**Table 3. Convergent Validity Test Results**

| Outer Loading | Original Sample (O) | Sample Mean (M) | Standard Error (STERR) | T Statistics (|O/STERR|) |
|---|---|---|---|---|
| X1.1 <- Education and Training | **0.881** | 0.884 | 0.016 | 55.869 |
| X1.2 <- Education and Training | **0.864** | 0.866 | 0.019 | 46,216 |
| X1.3 <- Education and Training | **0.788** | 0.779 | 0.061 | 12,999 |
| X1.4 <- Education and Training | **0.890** | 0.887 | 0.028 | 31,672 |
| X2.1 <- Organizational Culture | **0.889** | 0.887 | 0.025 | 35,630 |
| X2.2 <- Organizational Culture | **0.871** | 0.872 | 0.027 | 32,888 |
| X2.3 <- Organizational Culture | **0.873** | 0.873 | 0.026 | 34,232 |
| X2.4 <- Organizational Culture | **0.835** | 0.836 | 0.025 | 33,211 |
| Y1.1 <- Performance Appraisal | **0.854** | 0.854 | 0.024 | 36,225 |
| Y1.2 <- Performance Appraisal | **0.837** | 0.836 | 0.039 | 21,232 |
| Y1.3 <- Performance Appraisal | **0.822** | 0.818 | 0.046 | 18,044 |
| Y1.4 <- Performance Appraisal | **0.820** | 0.816 | 0.040 | 20,294 |
| Y2.1 <- Job Promotion | **0.843** | 0.840 | 0.035 | 24,286 |
| Y2.2 <- Job Promotion | **0.851** | 0.849 | 0.028 | 30.536 |
| Y2.3 <- Job Promotion | **0.779** | 0.777 | 0.054 | 14,340 |
| Y2.4 <- Job Promotion | **0.847** | 0.849 | 0.032 | 26.841 |

*Source: Research Result, 2021*

**Table 4. Discriminant Reliability Test Results**

| | AVE | Composite Reliability | R Square | Cronbachs Alpha |
|---|---|---|---|---|
| Education and training | 0.734 | 0.917 | | 0.878 |
| Organizational culture | 0.752 | 0.924 | | 0.890 |
| Performance assessment | 0.694 | 0.901 | 0.518 | 0.853 |
| Job Promotion | 0.690 | 0.899 | 0.626 | 0.850 |

*Source: Research Result, 2021*

**Table 5. Cross Loadings**

| | Education and training | Organizational culture | Performance assessment | Job Promotion |
|---|---|---|---|---|
| X1.1 | **0.881** | 0.390 | 0.437 | 0.401 |
| X1.2 | **0.864** | 0.278 | 0.375 | 0.346 |
| X1.3 | **0.788** | 0.387 | 0.444 | 0.431 |

| | | | | |
|------|-------|-------|-------|-------|
| X1.4 | **0.890** | 0.574 | 0.492 | 0.518 |
| X2.1 | 0.466 | **0.889** | 0.522 | 0.531 |
| X2.2 | 0.437 | **0.871** | 0.458 | 0.480 |
| X2.3 | 0.492 | **0.873** | 0.476 | 0.578 |
| X2.4 | 0.430 | **0.835** | 0.508 | 0.476 |
| Y1.1 | 0.399 | 0.403 | **0.854** | 0.499 |
| Y1.2 | 0.330 | 0.332 | **0.837** | 0.488 |
| Y1.3 | 0.350 | 0.375 | **0.822** | 0.533 |
| Y1.4 | 0.553 | 0.366 | **0.820** | 0.627 |
| Y2.1 | 0.596 | 0.410 | 0.420 | **0.843** |
| Y2.2 | 0.634 | 0.272 | 0.392 | **0.851** |
| Y2.3 | 0.579 | 0.584 | 0.682 | **0.779** |
| Y2.4 | 0.654 | 0.623 | 0.559 | **0.847** |

*Source: Research Result, 2021*

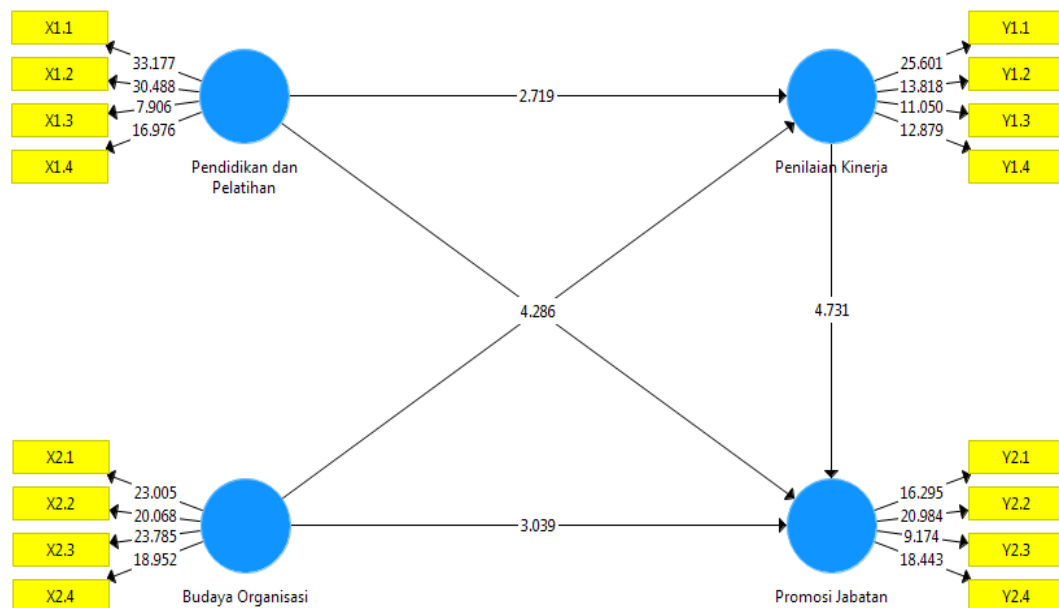**Evaluation of the Structural Model (*Inner* Model)**



**Figure 2. SEM-PLS Structural Model (Inner Model)**

*Goodness of fit Model* is used to determine the magnitude of the ability of endogenous variables to explain the diversity of exogenous variables, or in other words to determine the magnitude of the contribution of exogenous variables to endogenous variables. *Goodness of fit Model* in PLS analysis is done by using *Q-Square predictive relevance (Q²). Q-Square predictive relevance (Q²)* is worth 0.820 or 82%. This can indicate that the diversity of the variables of promotion can be explained by the variables of education and training, organizational culture, and performance appraisal, an overall of 82%, or in other words the contribution of education and training variables, organizational culture, and overall performance appraisal to the variables promotion of 82%, while the remaining 18% is the contribution of other variables that are not discussed in this study.

Hypothesis testing in SEM-PLS explains that the size of the significance of the support for the hypothesis can be used to compare the values of the T-table and T-statistics. If the T-

statistic is higher than the T-table value, it means that the hypothesis is supported or accepted. In this study for the 95 percent confidence level (or < 0.05) then the T-table value for the two - *tailed hypothesis* is > 1.96. The results of testing the influence between latent variables are shown in the following table:

**Table 6. Summary of Hypothesis Testing Results**

| Hyp. | Inde. | Medi. | Dep. | Direct | Indirect | T Stats. | P Value | Results | Note. |
|------|-------|-------|------|--------|----------|----------|---------|---------|-------|
| H1 | Education and training | - | Performance assessment | 0.296 | - | 2,719 | 0.007 | Significant | Accepted |
| H2 | Organizational culture | - | Performance assessment | 0.439 | - | 4,287 | 0.000 | Significant | Accepted |
| H3 | Education and training | - | Job Promotion | 0.137 | - | 1,487 | 0.139 | Not Significant | Rejected |
| H4 | Organizational culture | - | Job Promotion | 0.302 | - | 3.039 | 0.003 | Significant | Accepted |
| H5 | Performance assessment | - | Job Promotion | 0.516 | - | 4,731 | 0.000 | Significant | Accepted |
| H6 | Education and training | Performance assessment | Job Promotion | 0.137 | 0.196 | 2,178 | 0.031 | Sig. Mediate | Accepted |
| H7 | Organizational culture | Performance assessment | Job Promotion | 0.302 | 0.242 | 2,750 | 0.007 | Sig. Mediate | Accepted |

*Significance Level: T-statistic > 1.96; p value < 0.05*

## Discussion

### Effect of education and training on performance appraisal

Answering the formulation of the problem and the first hypothesis can be seen from the results of the analysis in table 6. The table shows that education and training have a positive and significant impact on performance appraisal with a path coefficient of 0.296. This result is evidenced by the presence of a t-statistic of 2.719 which is greater than the t-table value of 1.96. This means that the more often an apparatus participates in training and the results are applied to the implementation of the main tasks and functions, the more the results of his performance appraisal will be improved, which in turn will improve organizational performance. The results of descriptive statistics show that the indicator that has the highest average of the education and training variables is the need identification indicator, which is then followed by targeting indicators, evaluation indicators, and implementation indicators. The data illustrates that respondents, in this case are structural officials, agree that the identification of participants' needs for the material to be presented at the implementation of the training is very important and must be the main concern of organizing an education and training program, so that the results of the training can support in carrying out the work. , according to the main tasks and functions of the training participants. This means that training is positively related to employee job performance and in turn organizational performance is significantly determined by the training provided to employees, so training is an important aspect of performance in an organization. Training teaches new or current employees the basic skills they need to carry out their jobs. Training is also an effort to equip knowledge, develop work competencies, increase abilities, increase productivity and improve welfare.

### The influence of organizational culture on performance appraisal

Answering the formulation of the problem and the second hypothesis can be seen from the results of the analysis in table 6. The table shows that organizational culture has a positive and significant influence on performance appraisal with a path coefficient of 0.439. This result is evidenced by the presence of a t-statistic of 4.287 which is greater than the t-table value of 1.96. This means that organizational culture contributes to performance appraisal within the South Sulawesi provincial government. The results of descriptive statistics show that the indicators that have the highest average of organizational culture variables are management support indicators which are then followed by integration indicators, individual initiative indicators, and reward system indicators. The data illustrates that the respondents in this case are structural officials of the South Sulawesi provincial government agree that with the support of professional management, it will also give birth to a decision on evaluating the performance of the apparatus objectively, not subjectively.

### *The Effect of Education and Training on Position Promotion*

Answering the formulation of the problem and the third hypothesis can be seen from the results of the analysis in table 6. The table shows that education and training have a positive but not significant effect on promotion with a path coefficient of 0.137. This result is evidenced by the presence of a t-statistic of 1.487, smaller than the t-table value of 1.96 . This means that Education and Training has a positive effect on promotion coefficient, meaning that if the level of education and training is higher, it should be able to affect the chances of getting a promotion, but not significant, this is probably due to the respondents' responses in this case the structural officials who consider that Education and Training Does not affect Position Promotion, because it is possible that there are other items/factors that are more influential without high Education and Training, for example political factors, proximity/kinship, and others. The results of descriptive statistics show that the indicator that has the highest average of the education and training variables is the need identification indicator, which is then followed by targeting indicators, evaluation indicators, and implementation indicators. The data illustrates that, respondents in this case are structural officials agree that identification of the needs of prospective training participants should be prioritized in planning an education and training program, especially related to the materials and methods applied, adapted to the field of work handled, so that every training should be has its own specifications, so that it is right on target. In addition, there is also an obligation for heads of agencies to assign appropriate training participants between the type of training and the field of duty of the civil servants concerned. Meanwhile, the indicator that has the highest average of the variable of job promotion performance is work experience, followed by work performance indicators, then indicators of performance appraisal transcripts, and education and training certificate indicators. These results indicate that even without a high level of education and training, the promotion of officers' positions can be carried out because of the support of other factors or indicators, which were not observed in this study.

### *The Influence of Organizational Culture on Job Promotion*

Answering the formulation of the problem and the fourth hypothesis can be seen from the results of the analysis in table 6. From the table it shows that Organizational Culture has a positive and significant influence on Job Promotion with a path coefficient of 0.302. This result is evidenced by the presence of a t-statistic of 3,039 more Large Organizational Cultures than the t-table value of 1,96. The table shows that Organizational Culture directly has a positive

and significant influence on the Promotion of PNS Positions in the South Sulawesi Provincial Government. This means that, the better the organizational culture in applying the rules for improving the career of civil servants based on the applicable laws and regulations, the more professional in the implementation of promotions. The results of descriptive statistics show that the indicators that have the highest average of organizational culture variables are management support indicators which are then followed by integration indicators, individual initiative indicators, and reward system indicators. The data illustrates that the respondents in this case are structural officials agree that with management support in the organizational culture, it can be ensured that the organization is run professionally, starting from planning based on the needs and problems faced, organizing with the principle of *the right man and the right place* so that the promotion of positions is really based on careful consideration, namely the appropriate placement of human resources between the competencies possessed and the needs of the position. Furthermore, it will have an impact on the quality implementation of the main tasks and functions, and in the end, supervision or *controlling* results in a conclusion that the performance of structural officials shows an increase due to the implementation of the principles of efficiency and effectiveness in managing all resources owned by the organization, in accordance with the principles and objectives of management. , which in turn will help improve organizational performance. From the explanation above, it is clear that the indicators of management support make a major contribution to the formation of organizational culture variables, so the stronger the management support in the South Sulawesi provincial government organization, the greater the influence in the process of professional promotion, so that it will improve individual and organizational performance.

### *The Effect of Performance Appraisal on Position Promotion*

Answering the formulation of the problem and the fifth hypothesis can be seen from the results of the analysis in table 6. From the table, it shows that Performance Assessment has a positive and significant influence on Job Promotion with a path coefficient of 0.516. This result is evidenced by the presence of a t-statistic of 4.731 which is greater than the t-table value of 1.96. This means that the better the results of the Performance Assessment of the South Sulawesi Provincial Government Civil Servants, the greater the opportunity for the occurrence of Position Promotion. The results of descriptive statistics show that the indicators that have the highest average of the performance appraisal variables are work performance indicators, followed by behavioral indicators, attribute and competency indicators, and comparative indicators. This shows that the better the work of a structural official, the higher the results of his performance appraisal. From the explanation above, it is clear that the performance indicators make a big contribution to the formation of the performance appraisal variable, so the more qualified the work of a structural official in the organizational world, the greater the opportunity he has to get a promotion.

### *The Effect of Education and Training on Job Promotion through Performance Appraisal*

Answering the formulation of the problem and the sixth hypothesis can be seen from the results of the analysis in table 6. The table shows that intelligence education and training has a positive and significant effect on promotion through performance appraisal, with a path coefficient of 0.137. This result is evidenced by the presence of a t-statistic of 2.178 which is greater than the t-table value of 1.96. This means that education and training have a positive and significant effect on promotion through performance appraisal. The indirect relationship

between Education and Training with Job Promotion is positive, indicating that Performance Appraisal makes a significant contribution to the relationship between Education and Training and Job Promotion. This finding indicates that the more training that is attended by officials in accordance with their main duties and responsibilities, the greater the chance of getting a promotion if it is supported by a good performance appraisal from the aspect of quality and quantity, because one of the elements in the performance appraisal is the result of the training that makes officers can work more professionally. The results of descriptive statistics show that the indicator that has the highest average of the education and training variables is the need identification indicator, which is then followed by targeting indicators, evaluation indicators, and implementation indicators. While the highest indicator of the variable of promotion is work experience, followed by work performance indicators, then indicators of performance appraisal transcripts, and education and training certificate indicators, which means that the more work experience an employee has, the greater his chances of getting a promotion. Based on the explanation above, it illustrates that the variables of education and training have an effect on promotion through performance appraisal as outlined through the linkages between the indicators. Identification of needs is the first indicator that reflects the variables of education and training. Apparatus who attend training that is in accordance with the need to carry out their main duties and functions will be able to work more professionally so that of course it will improve their performance which will directly affect the results of performance appraisals, which is one of the main requirements for promotion.

### *The Influence of Organizational Culture on Position Promotion through Performance Appraisal*

Answering the formulation of the problem and the seventh hypothesis can be seen from the results of the analysis in table 6. The table shows that organizational culture has a positive and significant influence on promotion through performance appraisal with a path coefficient of 0.302. This result is evidenced by the presence of a t-statistic of 2.750 which is greater than the t-table value of 1.96. This means that organizational culture has a positive and significant influence on promotion through performance appraisal. The indirect relationship between organizational culture and promotion is positive, indicating that performance appraisal contributes significantly to the relationship between organizational culture and promotion. The results of descriptive statistics show that the indicators that have the highest average of organizational culture are indicators of management support which are then followed by indicators of integration, indicators of individual initiative, and indicators of the reward syste. While the indicator that has the highest average of the promotion variables is work experience, followed by work performance indicators, then performance appraisal transcript indicators, and education and training certificate indicators, which means that the more work experience an employee has, the greater his chances of getting a promotion. And the indicator that has the highest average of the variables successive performance appraisals are performance indicators, followed by behavioral indicators, attribute and competency indicators, and comparative indicators. Based on the explanation above, it illustrates that the organizational culture variable has an effect on the promotion variable through the performance appraisal variable, which is outlined through the relationship between the indicators. Variable performance appraisal through work results indicators that describe the ability of a structural official in carrying out his main duties, both from the aspect of quantity and from the aspect of quality,

able to play a good role in the relationship between variables organizational culture through management support indicators with promotion variables through work experience indicators.

**CONCLUSION**

     Based on the research, it can be stated several things that become recommendations for this research to the Provincial Government of South Sulawesi, especially the BKD and BPSDM offices as follows: Every training activity implementation should be preceded by an integrated plan between the implementer and the participant's origin institution so that the link between the requirements of the participants can be fulfilled by the participant 's origin institution , especially the relationship between the material and the main tasks and functions. It is very necessary to conduct a performance evaluation by the direct supervisor of each apparatus that has attended the training, so that it can be seen what the *outcome* of each training and education that is followed, as an effort to implement efficiency and effectiveness in the administration of government. For every apparatus that will be promoted in a position there is a certain type of education and training that should be the main requirement, as capital in carrying out duties as a leader at a higher level.

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