

THE INFLUENCE OF COMPETENCE AND JOB ANALYSIS ON PERFORMANCE WITH CAREER AS AN INTERVENING VARIABLE AT THE OFFICE OF EDUCATION AND CULTURE MEDAN CITY

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Abstract

This study aims to analyze the influence of Competence and Job Analysis on Employee Performance with Career as a mediating variable at the Office of Education and Culture of Medan City. The research method used is a quantitative approach with data collection techniques through the distribution of questionnaires to a number of employees as respondents. Data analysis was performed using Partial Least Square (PLS) through the SmartPLS 3.0 application to test validity, reliability, and relationships between variables in the research model. The results show that Competence has a positive and significant effect on Career and Employee Performance. Job Analysis also has a positive and significant effect on Career and Employee Performance. Furthermore, Career is proven to have a positive and significant effect on Employee Performance. However, the mediation test results show that Career does not significantly mediate the effect of Job Analysis on Performance, while Career significantly mediates the effect of Competence on Employee Performance. Therefore, it can be concluded that improving employee competence and implementing effective job analysis play an important role in enhancing employee performance, with career development becoming a significant intermediary factor in the relationship between competence and performance at the Office of Education and Culture of Medan City.

Keywords: Competence, Job Analysis, Career, Employee Performance

INTRODUCTION

. Government institutions, especially those operating in the field of education and culture, are faced with increasingly high public demands for service quality. Improving the quality of education, cultural preservation, and accelerating digital transformation are strategic agendas that can only be realized through the support of employees who have superior competence, a deep understanding of tasks, and clear career development direction. Without proper HR management, the policies that have been designed will not be implemented optimally. The Office of Education and Culture of Medan City plays an important role in ensuring that education programs and cultural preservation run effectively. Medan City as a center for economic and cultural growth in North Sumatra demands public services that are fast, transparent, and responsive to national policy changes. These conditions make the quality of employee performance a crucial factor. Good performance not only reflects individual productivity but also the reputation and credibility of the institution in the eyes of the public. Therefore, various factors that influence employee performance need to be analyzed in depth, including competence, job analysis, and career development.

Competence is the main foundation for every employee to carry out tasks effectively. Competence not only involves technical knowledge and skills but also includes attitudes, values, and professional behavior appropriate to organizational needs. Employees with high competence tend to be more adaptive to change, able to solve problems creatively, and contribute to achieving work targets. In the context of public service, competence also influences public satisfaction because competent employees will provide appropriate, fast, and accurate services. In addition to competence, another factor that is equally important is job analysis. Job analysis is a systematic process to identify, describe, and define the tasks, responsibilities, and qualifications required for a job. Good job analysis results provide role clarity, minimize work overlap, and form the basis for workforce planning. Without accurate job analysis, mismatches between workload and employee abilities, inappropriate employee placement, and unclear performance

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standards often occur. These conditions will ultimately reduce productivity and cause job dissatisfaction. Furthermore, career development has a strategic role as a variable that can mediate the influence of competence and job analysis on performance. A well-managed career provides certainty of career paths and fair promotion opportunities, motivates employees to improve self-quality, and fosters loyalty to the organization. Employees who see clear career advancement opportunities tend to be enthusiastic about working, take the initiative to develop competence, and maintain performance at an optimal level. Conversely, if career paths are not transparent and unplanned, employees will lose motivation and feel unappreciated. Despite its importance, reality in the field often shows that the implementation of job analysis is not yet fully optimal. Some employees are placed in positions that are not entirely in line with their educational background or expertise. Additionally, career development opportunities are not yet equal, and promotion processes are sometimes not fully based on competence. This phenomenon has the potential to cause dissatisfaction, reduce work morale, and ultimately have a negative impact on the overall performance of the organization. Based on this description, it is important to conduct research that analyzes the influence of competence and job analysis on performance with career as an intervening variable at the Office of Education and Culture of Medan City. The results of this study are expected to make a real contribution to HR management in the government sector, especially in formulating competence development policies, improving job analysis, and designing measurable career paths. The research findings are also expected to be a reference for institutional leaders in making strategic decisions to increase productivity and service quality to the public.

Problem Formulation

Based on the background described above, the problem formulations in this research are as follows:

1. Does competence have a positive and significant effect on employee performance at the Office of Education and Culture of Medan City?
2. Does job analysis have a positive and significant effect on employee performance at the Office of Education and Culture of Medan City?
3. Does competence have a positive and significant effect on employee career at the Office of Education and Culture of Medan City?
4. Does job analysis have a positive and significant effect on employee career at the Office of Education and Culture of Medan City?
5. Does career have a positive and significant effect on employee performance at the Office of Education and Culture of Medan City?
6. Does competence have a positive and significant effect on employee performance with career as an intervening variable at the Office of Education and Culture of Medan City?
7. Does job analysis have a positive and significant effect on employee performance with career as an intervening variable at the Office of Education and Culture of Medan City?

Research Objectives

After formulating the problems, the objectives of this research are as follows:

1. To test and analyze the influence of competence on employee performance at the Office of Education and Culture of Medan City.
2. To test and analyze the influence of job analysis on employee performance at the Office of Education and Culture of Medan City.
3. To test and analyze the influence of competence on employee career development at the Office of Education and Culture of Medan City.
4. To test and analyze the influence of job analysis on employee career development at the Office of Education and Culture of Medan City.
5. To test and analyze the influence of career on employee performance at the Office of Education and Culture of Medan City.
6. To test and analyze the influence of competence on employee performance with career as an intervening variable at the Office of Education and Culture of Medan City.
7. To test and analyze the influence of job analysis on employee performance with career as an intervening variable at the Office of Education and Culture of Medan City.

Definition of Competence

According to Wibowo (2017) Competence is a person's ability based on skills and knowledge and supported by work attitudes and application in carrying out their duties and work responsibilities. According to Sedarmayanti

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(2019) Competence is the underlying characteristics of an individual in the form of knowledge, skills, and behavior that enable a person to produce superior performance in their work.

Competence Indicators

In her book *Manajemen Source Daya Manusia Reformasi Birokrasi dan Manajemen Pegawai Negeri Sipil* (2019), Sedarmayanti states that employee competence can be measured through the following aspects:

1. Knowledge Employee understanding of tasks, regulations, procedures, and information relevant to the job.
2. Skill Technical and non-technical abilities to perform work effectively and efficiently.
3. Attitude/Behavior Values, ethics, and ways of behaving that support work execution and interaction with co-workers and the public.
4. Motivation Internal drive to achieve, reach targets, and deliver the best work results.
5. Personal Character Integrity, responsibility, and positive personality that support the successful execution of duties.

Factors Affecting Competence

Sedarmayanti (2019) explains that employee competence levels are influenced by the following elements:

1. Education and Training Formal educational background and relevant training activities greatly determine the depth of employee knowledge and skills.
2. Work Experience Length of service, diversity of tasks, and intensity of involvement in work will enrich practical insights and abilities.
3. Motivation and Willingness to Learn Internal drive to continuously learn, innovate, and develop oneself influences the speed of competence improvement.
4. Organizational Environment Work culture, management systems, leadership style, and conducive work climate encourage employees to hone their abilities optimally.
5. Personal Ability Individual potential, such as intelligence, creativity, personality, and integrity, become basic factors supporting competence mastery.

Definition of Job Analysis

According to Wibowo (2017) Job analysis is a procedure to obtain, assess, and compile job information so that it can be used as a basis for HR planning, placement, and employee performance evaluation. According to Hasibuan (2018) Job analysis is a method to study and detail each job in depth to determine task descriptions, responsibilities, and qualifications required in an organization.

Job Analysis Indicators

Job Analysis Indicators according to (Wibowo, 2017) are as follows:

1. Job Description Detailed explanation of main tasks, responsibilities, and authority of each position.
2. Job Specification Requirements that must be possessed by the job holder, including education, experience, competence, and expertise.
3. Performance Standards Criteria or measures of work execution success to assess the level of employee achievement.
4. Working Conditions Information about the work environment, including working hours, job risks, and work relationships.
5. Job Relationships Structure of relationships with superiors, subordinates, and other related parties in the execution of work.

Factors Affecting Job Analysis

Factors Affecting Job Analysis according to (Wibowo, 2017) are as follows:

1. Organizational Structure: The form and complexity of the organization will determine to what extent job details are needed and the relationships between positions.
2. Job Characteristics: Task variation, difficulty level, and job specialization affect the depth of job analysis.
3. Technology and Work Equipment: Changes in technology, work methods, and equipment used influence the content of job descriptions and specifications.
4. Organizational Policies and Strategy: Vision, mission, and HR management policies form the basis for compiling and updating job analysis results.

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5. Working Environment Conditions: Physical environment, organizational culture, and work relationships affect information needs in job analysis.
6. Quality of Data Sources: Accuracy and completeness of data from job holders, direct superiors, and organizational documents determine the accuracy of analysis.

Definition of Career

According to Sinambela (2016) Career is a series of positions or jobs that a person holds throughout their working life, which shows progress and development in their field of work. According to Rokhayati, et al. (2017) Career is a process that an individual goes through to understand the potential, interests, and opportunities they have and to set goals and steps to achieve sustainable professional progress.

Career Indicators

Career Indicators according to Sinambela (2016) are as follows:

1. Work Achievement - level of employee success in carrying out duties and responsibilities.
2. Loyalty - employee commitment to the organization/company.
3. Education and Training - educational background and participation in training that supports career advancement.
4. Work Experience - length and breadth of experience in relevant fields.
5. Proficiency/Ability - technical and non-technical skills and competencies possessed.

Factors Affecting Career

According Sinambela (2016, *Manajemen Source Daya Manusia*), several factors that influence employee career include:

1. Work Achievement

Level of employee success in carrying out tasks and achieving organizational targets. High achievement opens up opportunities for promotion or job advancement.

2. Loyalty

Commitment and loyalty to the organization, including willingness to cooperate and maintain the company's image.

3. Education and Training

Level of formal education and participation in relevant training increases competence, thereby expanding career development opportunities.

4. Work Experience

Length and breadth of experience in a particular field that adds practical skills and professional insights.

5. Proficiency/Competence

Technical and non-technical abilities possessed by employees to perform tasks effectively.

6. Responsibility

Willingness to take on greater duties and authority, showing readiness to occupy higher positions.

Definition of Performance

According to Gomes (2016) Performance is a record of production results from a specific job function during a certain period of time compared to established standards, targets, or goals. Rivai & Sagala (2017) Performance is the actual behavior displayed by each person as work achievement produced in accordance with their role in the organization.

Performance Indicators

Performance Indicators according to (Rivai & Sagala, 2017) are as follows:

1. Work Quality, Level of accuracy, neatness, and conformity of work results with predetermined standards.
2. Work Quantity, Amount of output produced in a certain period compared to set targets.
3. Timeliness, Ability to complete work according to schedule or even faster than planned time.
4. Initiative, Ability to take steps or actions without waiting for instructions, including creativity in solving problems.
5. Cooperation Ability Willingness and effectiveness in cooperating with co-workers or teams to achieve organizational goals.
6. Responsibility, Awareness and willingness of employees to bear and complete work according to given duties and authority.

Factors Affecting Performance

According Rivai & Sagala (2017, *Manajemen Source Daya Manusia untuk Perusahaan*, Edisi 3, Rajawali Pers), employee performance is influenced by a number of main factors:

1. Ability
 - a. Includes technical skills, knowledge, and competence relevant to the job.
 - b. The higher the ability, the greater the chance for optimal performance.
2. Motivation
 - a. Internal and external drives that generate work spirit.
 - b. Includes needs, desires, and incentives that spur target achievement.
3. Work Environment
 - a. Physical conditions (lighting, temperature, facilities) and non-physical (organizational climate, social relationships).
 - b. A good environment supports productivity and reduces stress.
4. Leadership
 - a. The leadership style of superiors influences the direction, support, and guidance of employees.
 - b. Effective leadership increases commitment and performance.
5. Discipline and Work Ethic
 - a. Level of compliance with organizational rules and ethics.
 - b. Good discipline creates order and efficiency.
6. Reward and Compensation System
 - a. Salary, incentives, and non-financial rewards motivate employees to work better.
7. Training and Development
 - a. Opportunities to participate in training increase skills and knowledge relevant to the job.

Conceptual Framework

The conceptual framework in this research can be seen as follows:

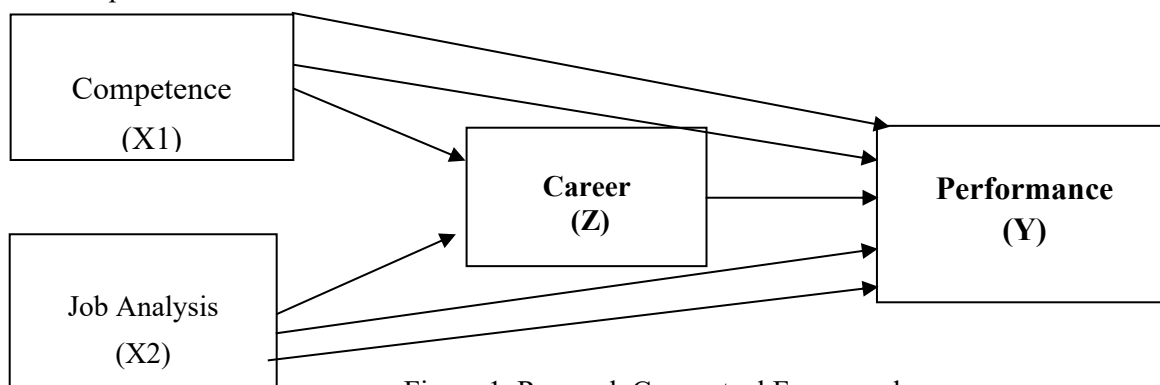


Figure 1. Research Conceptual Framework

Research Hypotheses

After obtaining the conceptual framework figure, the hypotheses in this research are as follows:

1. Competence has a positive and significant effect on Career at the Office of Education and Culture of Medan City.
2. Job Analysis has a positive and significant effect on Career at the Office of Education and Culture of Medan City.
3. Competence has a positive and significant effect on Performance at the Office of Education and Culture of Medan City.
4. Job Analysis has a positive and significant effect on Performance at the Office of Education and Culture of Medan City.
5. Career has a positive and significant effect on Performance at the Office of Education and Culture of Medan City.
6. Competence has a positive and significant effect on Performance through Career at the Office of Education and Culture of Medan City.
7. Job Analysis has a positive and significant effect on Performance through Career at the Office of Education and Culture of Medan City.

METHOD

This research uses a quantitative approach. According to Sugiyono (2018), quantitative research is a research method based on positivism philosophy, used to research specific populations or samples, sampling techniques are usually done randomly, data collection uses research instruments, data analysis is statistical, and aims to test predetermined hypotheses. This approach was chosen because the research aims to explain the causal relationship between competence and job analysis on employee performance with career as an intervening variable, thus requiring objective measurement and statistical testing.

Research Location and Time

The research was conducted at the Office of Education and Culture of Medan City, located at Jl. Pelita IV no 77, Medan Perjuangan District. This location was chosen because the office has an adequate number of employees relevant to the variables studied. The research time was planned for 3 months, starting from the preparation stage, instrument development, data collection, to analysis from September to November 2025.

Population and Sample

The population in this research is all employees of the Office of Education and Culture of Medan City. Sugiyono (2018) defines population as a generalization area consisting of objects or subjects that have certain qualities and characteristics set by the researcher to be studied and then conclusions are drawn. The population used is 75, among them: Personnel (22), Finance (20), Workforce Development (11), Elementary School Development (12), Junior High School Development (10) employees. A sample is part of the population that has certain characteristics and is considered to represent the whole. According to Sugiyono (2018), a sample is part of the number and characteristics possessed by the population. The sample used is 75 employees using a saturated sampling technique where the entire population becomes the sample.

Data Types and Sources

This research utilizes two types of data, namely primary data and secondary data. According to Sugiyono (2018), primary data is data obtained directly from the first source, such as individuals or groups, through interview, questionnaire, or observation methods. Primary data in this research is collected through the distribution of questionnaires to employees of the Office of Education and Culture of Medan City to obtain information regarding competence, job analysis, career, and performance. Furthermore, the research also uses secondary data. Sekaran and Bougie (2019) explain that secondary data is data that has been collected for other purposes and can be reused by researchers, for example official organizational documents, annual reports, or statistical archives. Secondary data is obtained from employee performance reports, personnel data, as well as relevant literature and previous research related to the research variables.

Data Collection Techniques

Data collection is carried out using two main techniques, namely **questionnaires** and **documentation studies**.

1. Questionnaire

According to Arikunto (2019), a questionnaire is a data collection technique carried out by providing a set of written questions or statements to respondents to answer. This research instrument is arranged with a Likert scale of 1-5 reflecting the level of respondent agreement. The questionnaire was chosen because it is able to collect large amounts of data efficiently and allows for quantitative analysis.

2. Documentation Study

According to Sugiyono (2018), documentation is a data collection technique by studying records, archives, reports, or written documents relevant to the research object. Documentation studies are conducted to obtain secondary data, such as personnel reports, organizational structure, and employee performance records at the Office of Education and Culture of Medan City.

Data Analysis Technique with SmartPLS

The collected data was analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS) with the help of SmartPLS software. According to Hair et al. (2019), SEM-PLS is a multivariate analysis method that can be used to test complex causal relationships between latent variables, both reflective and formative, and is able to accommodate data with relatively small sample sizes and non-normal distribution.

The reasons for choosing SmartPLS in this research are:

1. **Ability to Test the Measurement Model (Outer Model)** This stage aims to assess construct validity and reliability. Tests performed include:
 - a. Convergent validity through loading factor values and Average Variance Extracted (AVE). Indicators are valid if loading factor ≥ 0.7 and AVE ≥ 0.5 (Hair et al., 2019).
 - b. Discriminant validity using the Fornell-Larcker criterion, where the square root of AVE must be greater than the correlation between constructs.
 - c. Reliability is measured through Composite Reliability (CR) and Cronbach's Alpha, with criteria ≥ 0.7 .
2. **Testing the Structural Model (Inner Model)** This stage tests the relationship between latent variables according to the hypotheses. Analysis is performed by:
 - a. Measuring the R-Square value to see the model's predictive ability.
 - b. Assessing path coefficients and t-statistics through the bootstrapping procedure with 5,000 resamples. The relationship between variables is significant if the p-value < 0.05 .
 - c. Calculating Effect Size (f^2) to determine the magnitude of the influence of each construct.
3. **Testing the Mediation Effect (Career as an Intervening Variable)** SmartPLS allows testing of indirect effects using the bootstrapping method to assess mediation significance. According to Preacher and Hayes (2018), the mediation effect is significant if the indirect path has a p-value < 0.05 .

RESULTS AND DISCUSSION

Outer Model Analysis

Outer model or also called measurement model is part of Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis that functions to describe the relationship between latent variables (constructs) with indicators or manifest variables. This model explains how each construct is measured through its indicators.

Convergent Validity

Convergent validity is one of the tests in the outer model that aims to determine the extent to which the indicators of a construct have a level of similarity in measuring the same concept. In other words, convergent validity tests whether each indicator truly represents the measured latent variable. The validity results can be seen in the outer loading table in the SmartPLS software. The outer loading table contains numbers or values that indicate the similarity between indicators and construct variables. Indicators are said to be reliable if they have a value greater than 0.7 in explaining the construct variable. The structural model illustration is depicted in the upcoming figure for this research.

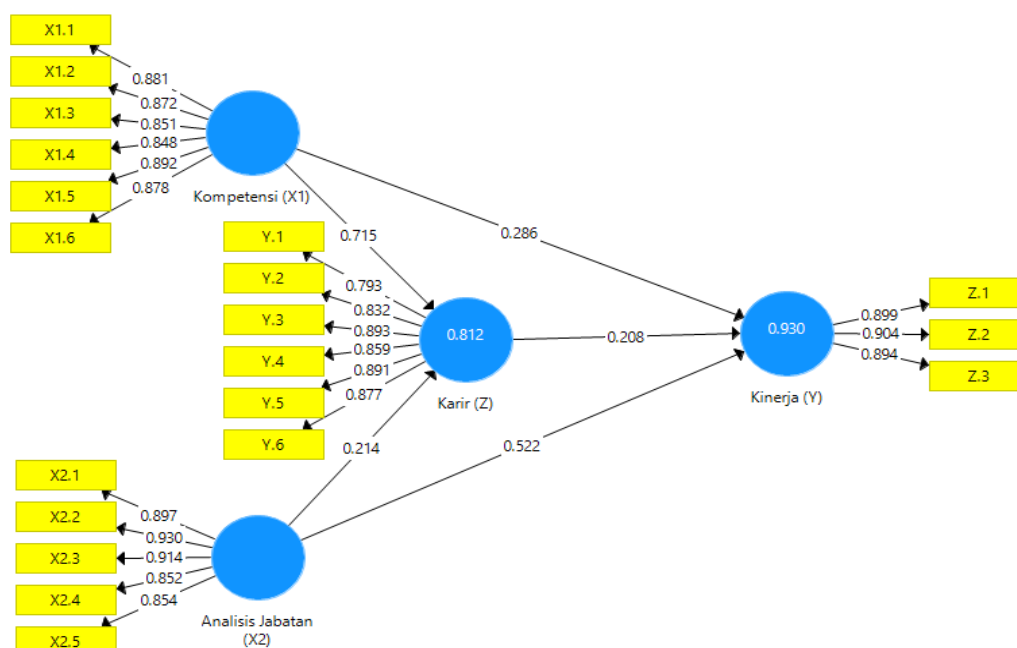


Figure 2. Outer Model

Source: Smart PLS 3.3.3

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Smart PLS output for loading factor provides results in the following table: Outer Loadings

In this research, there is an equation and that equation consists of two substructures for substructure 1

$$Z = b1X1 + b2X2 + e1$$

$$Z = 0,715 + 0,214 + e1$$

For substructure 2

$$Y = b3X1 + b4X2 + b5Z + e2$$

$$Y = 0,286 + 0,522 + 0,208 + e2$$

Table 1. Outer Loadings

	Job Analysis (X2)	Career (Z)	Performance (Y)	Competence (X1)
X1.1				0,881
X1.2				0,872
X1.3				0,851
X1.4				0,848
X1.5				0,892
X1.6				0,878
X2.1	0,897			
X2.2	0,930			
X2.3	0,914			
X2.4	0,852			
X2.5	0,854			
Y.1		0,793		
Y.2		0,832		
Y.3		0,893		
Y.4		0,859		
Y.5		0,891		
Y.6		0,877		
Z.1			0,899	
Z.2			0,904	
Z.3			0,894	

Source: Smart PLS 3.3.3

Furthermore, the overall high loading factor values indicate that each indicator is able to explain its construct well and consistently. This indicates that the variables Competence, Job Analysis, Performance, and Career have been measured precisely by the indicators used in the research. Therefore, it can be concluded that all constructs in this research meet the Convergent Validity criteria, because each indicator has a strong correlation with its respective construct, and all loading factor values > 0.70. This means that the measurement model (outer model) has been valid convergently and can proceed to the Discriminant Validity and Construct Reliability testing stages.

Discriminant validity

Discriminant validity is part of the outer model evaluation in Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis that aims to ensure that each construct used in the research is truly different from one another. In other words, discriminant validity tests the extent to which a construct is unique and does not overlap with other constructs. See the table provided below:

Table 2. Discriminant Validity

	Job Analysis (X2)	Career (Z)	Performance (Y)	Competence (X1)
X1.1	0,655	0,780	0,788	0,881
X1.2	0,710	0,787	0,758	0,872
X1.3	0,712	0,798	0,799	0,851
X1.4	0,798	0,746	0,796	0,848
X1.5	0,782	0,816	0,824	0,892
X1.6	0,690	0,733	0,770	0,878
X2.1	0,897	0,702	0,822	0,719
X2.2	0,930	0,727	0,871	0,765
X2.3	0,914	0,756	0,834	0,746
X2.4	0,852	0,708	0,817	0,732
X2.5	0,854	0,709	0,790	0,745
Y.1	0,582	0,793	0,678	0,676
Y.2	0,729	0,832	0,742	0,742
Y.3	0,658	0,893	0,760	0,773
Y.4	0,702	0,859	0,770	0,788
Y.5	0,792	0,891	0,848	0,844
Y.6	0,689	0,877	0,755	0,762
Z.1	0,851	0,738	0,899	0,752
Z.2	0,876	0,744	0,904	0,789
Z.3	0,780	0,906	0,894	0,901

Source: Smart PLS 3.3.3

The Discriminant Validity test aims to ensure that each construct in the research model is truly different from one another. Based on the cross loading results, all indicators have the highest loading value on their respective constructs compared to other constructs. Indicators on the Competence variable (X1) have loading values between 0.848-0.892, Job Analysis variable (X2) between 0.852-0.930, Performance variable (Y) between 0.793-0.893, and Career variable (Z) between 0.894-0.904. All of these values are higher than correlations with other constructs.

Composite reliability

Reliability and convergent validity testing is conducted to ensure that each construct in the model has good internal consistency and is able to explain its indicators precisely. Evaluation is done through Cronbach's Alpha, Composite Reliability (CR), and Average Variance Extracted (AVE) values. Based on the results of data processing with SmartPLS, the following results are obtained:

Table 3. Construct Reliability and Validity

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Job Analysis (X2)	0,934	0,950	0,792
Career (Z)	0,928	0,944	0,736
Performance (Y)	0,881	0,926	0,808
Competence (X1)	0,936	0,949	0,758

Source: Smart PLS 3.3.3

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Based on Table 3, it can be seen that all Cronbach's Alpha and Composite Reliability values exceed 0.70, so it can be concluded that all constructs have very good internal consistency. This is in accordance with the opinion of Hair et al. (2019) who state that Cronbach's Alpha and CR values ≥ 0.70 indicate adequate construct reliability. Meanwhile, the Average Variance Extracted (AVE) values for the four constructs also show results greater than 0.50, ranging from 0.736 to 0.808. This indicates that each construct is able to explain more than 50% of the variance. Therefore, it can be concluded that all research variables, namely Competence (X1), Job Analysis (X2), Performance (Y), and Career (Z), have met the criteria for good reliability and convergent validity. This means that all indicators used in this research are consistent and able to accurately represent the latent constructs.

Inner Model Analysis

Inner Model or Structural Model analysis is used to determine the relationship between latent variables in the research, namely the causal relationship between independent, intervening, and dependent constructs. Inner model testing aims to see how large the influence between variables proposed in the hypotheses is, as well as to evaluate the R-Square (R^2) value, path coefficients, and significance tests (t-statistic and p-value).

Coefficient of Determination (R^2)

In this research, the endogenous variables tested include Career (Z) and Performance (Y). The R^2 values obtained from data processing results using SmartPLS 3 are as follows:

Table 4. R Square Results

	R Square	Adjusted R Square
Career (Z)	0,812	0,807
Performance (Y)	0,930	0,927

Source: Smart PLS 3.3.3

The R^2 value for Career of 0.812 indicates that 81.2% of the variation in the Career variable (Z) can be explained by the Competence (X1) and Job Analysis (X2) variables. The remaining 18.8% is explained by other factors outside this research model. The Adjusted R^2 value of 0.807 strengthens that the result is stable and reliable after being adjusted for the number of predictor variables. The R^2 value for Performance of 0.930 indicates that 93.0% of the variation in the Employee Performance variable (Y) can be explained by Competence (X1), Job Analysis (X2), and Career (Z) as mediating variables. The Adjusted R^2 value of 0.927 shows that the model has a very high level of reliability and is able to explain almost all the variation in the performance variable. Therefore, it can be concluded that the structural model used has a very strong explanatory power, meaning that the relationships between variables in this research are theoretically and empirically appropriate.

Hypothesis Testing

Hypothesis testing is conducted to determine the influence between variables in the structural model that has been formulated previously. This testing is done by looking at the path coefficient values, t-statistic values, and p-value (significance) in the SmartPLS 3 output. The hypothesis is considered accepted if the T-Statistics value is > 1.96 and the P-Value is < 0.05 . This is the Path Coefficients output for direct effects:

Table 5. Path Coefficients (Direct Effects)

	Original Sample (O)	T Statistics (O/STDEV)	P Values	Results
Job Analysis (X2) -> Career (Z)	0,214	1,926	0,027	Accepted
Job Analysis (X2) -> Performance (Y)	0,522	8,241	0,000	Accepted
Career (Z) -> Performance (Y)	0,208	2,776	0,003	Accepted
Competence (X1) -> Career (Z)	0,715	6,862	0,000	Accepted
Competence (X1) -> Performance (Y)	0,286	3,350	0,000	Accepted

Source: Smart PLS 3.3.3

The results from Table 5 contain hypothesis results, so the explanation is as follows:

1. Job Analysis (X2) → Career (Z)
The path coefficient value is 0.214, t-statistic 1.926, and p-value 0.027 (< 0.05) indicates that Job Analysis has a positive and significant effect on Career. This means that the better the implementation of job analysis in the organization, the greater the opportunities for employees to develop their careers.
2. Job Analysis (X2) → Performance (Y)
The coefficient value of 0.522 with t-statistic 8.241 > 1.96 and p-value 0.000 < 0.05 indicates that Job Analysis has a positive and significant effect on Employee Performance. This shows that clarity of role, responsibilities, and job descriptions can increase the effectiveness and work results of employees.
3. Career (Z) → Performance (Y)
The coefficient value of 0.208, t-statistic 2.776 > 1.96, and p-value 0.003 < 0.05 indicates that Career has a positive and significant effect on Employee Performance. This means that the higher a person's career development, the better their performance in carrying out organizational tasks and responsibilities.
4. Competence (X1) → Career (Z)
The coefficient value of 0.715, t-statistic 6.862 > 1.96, and p-value 0.000 < 0.05 indicates that Competence has a positive and significant effect on Career. In other words, the higher the employee competence in terms of skills, knowledge, and professional attitude, the greater their opportunities to develop in their careers.
5. Competence (X1) → Performance (Y)
The coefficient value of 0.286, t-statistic 3.350 > 1.96, and p-value 0.000 < 0.05 indicates that Competence has a positive and significant effect on Employee Performance. This means that employees with high competence tend to have better abilities in achieving targets and optimal work results.

Table 6. Path Coefficients (Indirect Effects)

	Original Sample (O)	T Statistics (O/STDEV)	P Values	Results
Job Analysis (X2) -> Career (Z) -> Performance (Y)	0,045	1,440	0,075	Rejected
Competence (X1) -> Career (Z) -> Performance (Y)	0,149	2,614	0,005	Accepted

Source: Smart PLS 3.3.3

6. Job Analysis (X2) → Career (Z) → Performance (Y)
The path coefficient value of 0.045, t-statistic 1.440 < 1.96, and p-value 0.075 > 0.05 indicates that Career (Z) is not able to significantly mediate the effect of Job Analysis on Employee Performance. This means that the influence of Job Analysis on Performance is stronger directly than through Career. In other words, clarity of work tasks and responsibilities is sufficient to improve performance without needing to go through career advancement first.
7. Competence (X1) → Career (Z) → Performance (Y)
The path coefficient value of 0.149, t-statistic 2.614 > 1.96, and p-value 0.005 < 0.05 indicates that Career (Z) significantly mediates the relationship between Competence and Employee Performance. This means that high employee competence can encourage career advancement, and ultimately has a positive impact on performance. Thus, Career acts as a partial mediation variable between Competence and Performance.

CONCLUSION

After obtaining the results and explaining the hypothesis results, the conclusions are as follows:

1. Job Analysis (X2) has a positive and significant effect on Career (Z) at the Office of Education and Culture of Medan City.
2. Job Analysis (X2) has a positive and significant effect on Performance (Y) at the Office of Education and Culture of Medan City.
3. Career (Z) has a positive and significant effect on Performance (Y) at the Office of Education and Culture of Medan City.
4. Competence (X1) has a positive and significant effect on Career (Z) at the Office of Education and Culture of Medan City.

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5. Competence (X1) has a positive and significant effect on Performance (Y) at the Office of Education and Culture of Medan City.
6. Career (Z) does not significantly mediate the effect of Job Analysis (X2) on Performance (Y) at the Office of Education and Culture of Medan City.
7. Career (Z) significantly mediates the effect of Competence (X1) on Performance (Y) at the Office of Education and Culture of Medan City.

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