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INDIVIDUAL CHARACTERISTIC ANALYSIS TOWARDS CAREER DEVELOPMENT AND ITS IMPACT ON THE LECTURER PERFORMANCE AT TECHNOLOGY UNIVERSITY OF SURABAYA

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Abstract. Lecturers of Technology University of Surabaya have not yet fully carried out the Tri Dharma activities because the lecturers' activities are still focused on education and teaching. There are still many lecturers who do Darma of research and dedication only for the shake of taking academic level. It has not been used as a target for the performance of the lecturers themselves. As a result, this makes the lecturers' performance less good. This study aims at examining and analyzing the effect of individual characteristics on career development and its impact on lecturer performance at Technology University of Surabaya. This study involved 50 respondents who were all permanent lecturers at Technology University of Surabaya. The influence between variables was tested using the Partial Least Square (PLS) test to assess the three hypotheses proposed in this study. The results confirmed that individual characteristics contributed to lecturer performance, individual characteristics affected career development, career development affected lecturer performance. It is recommended that Technology University of Surabaya improve the quality of career development in order to make it more successful in increasing research output and community service so that it will be improve lecturer performance. This study contributes to a better understanding of the influence of individual characteristics on career development and its impact on lecturer performance.

Keyword: Performance, Individual Characteristics, Career Development

1. Introduction

An important aspect that supports the success of national development is the availability of qualified human resources. The availability of the qualified human resources will be fulfilled with an adequate education system. Higher education as one of the instruments of national education is expected to become a center for the implementation and development of higher education as well as the maintenance, guidance and development of science, technology and or the arts. Higher education is also one of the scientific societies that can improve the quality of life in society, nation and state. National education goals as stated in Law no. 20 of 2003 concerning the National Education System (SISDIKNAS), is stated that the administration of national higher education applied in Indonesia is carried out by the government through State Universities (PTN), Official Higher Education (PTK), Religious Higher Education (PTA), or

1

Private Universities (PTS). One of the government's priorities in developing higher education is to improve the quality of higher education. Through the Minister of National Education, the government issued PP. 74 of 2008 concerning teachers and lecturers, which provides an explanation that lecturer certification is essentially an effort to improve the quality of national higher education.

Granting of professional certificates accompanied by the giving of professional allowances along with the implementation of monitoring and evaluation of the performance of professional lecturers is expected to actualize the goal of improving the quality of national higher education, by encouraging the achievement of basic lecturers' competences (pedagogic, social, personality, professional). A lecturer's position is a functional position in a tertiary institution. According to the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers, lecturers are professional educators and scientists with the main task of transforming, developing and disseminating knowledge, technology and art through education, research and community service (article 1 paragraph 2: page 3). Educators are educators who are specifically appointed with the main task of teaching in primary and secondary education called teachers and at the higher education level are called lecturers (RI Law No.13/2003). A lecturer is someone who is based on his education and expertise is appointed by higher education administrators with the main task of teaching in a university with the main task, authority and responsibility in the fields of education and teaching, research, and community service. The management of an organization requires suitability between the organization and the individuals who work for the organization. The suitability of individual existence in the organization can be seen from individual characteristics.

Individual characteristics are a form of the behavior of lecturers' performance and career actualization for lecturers (Robbins, 2012: 109-111). As stated by Nayantaka (2017: 91), the factors inhibiting performance are not only from outside, but also come from oneself (from the characteristics of each individual). Lecturer performance can also be influenced by individual characteristics, as well as the extent to which motivation can be driven so that each lecturer performs optimally. Lecturers who perform well are usually motivated to desire career development. Improving lecturer performance will have a positive impact on both the institution and the lecturers. In the study, it was concluded that individual characteristics had a positive and significant effect on employee performance. (Adamy *et al*, 2018; Kore *et al* 2019; Grobelna, 2019)

Another factor that is thought to affect lecturer performance is the career development. Career is a pattern of experience related to work throughout one's life. For a lecturer, a career is a reflection of success in his field because a career is a reflection of the responsibilities, desires, interests, skills and skills of each individual. In article 69 of Law No. 14/2005 concerning Teachers and Lecturers, it is stated that the coaching and development of lecturers include coaching and development of professions and careers. Lecturer professional guidance and development include pedagogic competence, personality competence, social competence, and professional competence. Coaching and professional development for lecturers are carried out through increasing academic positions, while the coaching and career development of the lecturers include assignments, and promotions.

Career development can describe how the performance of a lecturer in the institution is. This is in line with the results of Arijanto's (2019) research which showed the influence of career development on employee performance. This is supported by Napitupulu *et al* (2017) who concluded that career development has a positive direct effect on performance. Career development does not only mean promotion to a higher position, but also means an encouragement or motivation to move forward in working in an organization. if a person's

career runs well, meaning that the the development will have an impact on the career of a lecturer.

Technology University of Surabaya as one of the private universities in Surabaya has a vision "Becoming a healthy and qualified university, playing an active role in national development and producing human beings with noble character, mastering science and technology, intelligent and skilled". Seeing the developments and changes happened, it is necessary to organize the human resources as qualified educators. Educators should have academic qualifications, namely at least a Master's degree in accordance with their field of expertise and have the ability as the spirit of the implementation of the Tri Dharma of Higher Education. The quality of the graduates produced cannot be separated from the quality of the learning process through the lecturers' performance.

Based on a preliminary survey conducted at Technology University of Surabaya, the problems in lecturer performance were reviewed by Tri Dharma of Higher Education. In the problems of teaching activities, it was found that the availability of teaching materials in the terms of textbooks, handouts, clear and systematic modules was minimal. In addition, based on the results of the analysis of the evaluation questionnaire in the even semester of the 2019/2020 academic year, data could be drawn that from the total number of lecturers at the University of Technology Surabaya which were recorded as many as 35 permanent lecturers, 15 lecturers (42.8%) were assessed good, while the remaining 20 lecturers (57.2%) were assessed sufficient. These results are certainly still far from the expectations of the academic community in improving the quality of learning at the University of Technology Surabaya

The decline of lecturer performance can also be seen from the number of research produced by lecturers at the University of Technology Surabaya which is still far from expectation, 35 permanent lecturers should produce 70 researches annually with the assumption that each lecturer produces 2 researches in one year. In 2015, of the total number of lecturers, only 35 lecturers produced 33 researches or 47%. In 2016 they produced 40 researches or 57%, in 2017 they produced 50 researches or 71%. Even though there is an increase every year, it has not yet reached 2 researches per year for each lecturer.

From the description above, this research on the performance of lecturers at the University of Technology Surabaya is interesting to conduct. Therefore, the researchers are interested in examining the individual characteristics of career development and their impact on lecturer performance at the University of Technology Surabaya

2. Literature Review

Individual Characteristics

Each individual has characteristics as an identity attached to him, which is different from other individuals'. These traits can be inherited from birth or the result of interactions with the environment during his life. Traits are formed through interactions with other individuals outside of themselves. Both of these things, namely innate or the result of interaction with the environment are the basis for the formation of the characteristics of each individual. The formation of the individual character will be difficult to change when the individual is an adult.

Employees in an organization or company as individuals faced with job activities will show differences in individual characteristics of each of these employees. Individual characteristics as employees can be seen from their work ability, motivation, initiative, creativity and others that can affect their work performance. There are four individual characteristics as employees

in relation to their work, namely characteristics: biographical, ability, personality and learning (Robbins, 2012: 78).

Career Development

Career development is an effort to change or enhance an employee's career from another position in a different space and class. Gibson (1994: 77) explains that career planning and development is the movement of individuals into and out positions, jobs, and occupation which is a common procedure in organizations. Career development is an activity to carry out career planning in order to improve personal life in the future so that their life will be better. Mondy (2008: 243) states that career development is a formal approach that organizations use to ensure that people with the right qualifications and experience are available if needed.

According to Nawawi (2010: 289), career development is an effort that is carried out formally and sustainably with a focus on increasing and raising the ability of a worker. According to Handoko (2014: 123), career development is personal improvements that a person makes to achieve a career plan. According to Hasibuan (2012: 31), career development indicators consist of: 1) Education. 2) Training. 3) Mutations. 4) Job Promotion. 5) Service Period.

From the definitions of several writers above, it can be concluded that career development is an effort that must be made by an employee through good work performance so that management increases the degree of his position through a better career path in accordance with the predetermined career path. The ideal career path is if a person can gradually take various different levels from lower to higher positions.

The purposes of Dubrin's career development are as follows; a) to aid in achieving individual and organizational goals; b) to indicate concern for welfare of individuals; c) to help individuals realize their potential; d) to strengthen the relationship between the individual and the organization; e) to demonstrate social responsibility; f) to aid affirmative action (eeo) programs; g) to reduce turnover and personnel costs; h) to reduce managerial and professional absences; i) to encourage the long-range point of view.

Performance

Performance is the achievement or accomplishment of work results achieved by employees based on predetermined standards and assessment measures. Several theories about performance include the opinion of Robbins (2012: 171) which states that: "Employee performance is an interaction between ability, motivation and opportunity". Performance is a set of results achieved and refers to the level of achievement and implementation of a job requested (Stolovitch, 2012: 114). Performance is a function of motivation and ability (Blanchard, 2011: 125). While Bernardin (2006: 379) states that: "Performance is the record of the outcome resulted in a specific work function or activity during a certain period of time". The intended performance is: "The quantity and quality of tasks completed by individuals, groups and organizations". (Schermerhorn, 2008: 328).

In measuring performance, the thing that needs to be considered is measuring based on relevant criteria and is the most important aspect of the job. According to Mondy (2005: 257), in determining performance criteria, it is necessary to pay attention to: a) Traits (Character): including attitudes, appearances and initiatives, b) Behavior: including leadership, development, cooperation, cooperation and service, and c) Competencies, including strategic contribution, business knowledge, personal credibility. By referring to the three criteria mentioned above, performance can be measured and meet the quality and quantity standards as expected in the organization.

The duties of lecturers as educators are to carry out the Tri Darma which consists of: a) Education and teaching, b) Research and development, c) Community service. Lecturer duties and lecturer performance standard indicators are described in the following table:

Table1. Lecturer Duties

Lecturer Duties	Lecturer Performance Standards
Education and Teaching	1. Creative endeavors 2. Impact of change 3. Discipline 4. Exemplary 5. Openness to criticism
Research and Development of Science	1. Scientific productivity 2. Meaning and Usefulness 3. Innovative Efforts 4. Consistency 5. Work targets
Community Service	1. Implementation of community service activities 2. Change 3. Community support 4. Communication skills 5. The ability to cooperate

Source: Teacher Certification Guidebook for Lecturers in 2017

In the field of education, lecturer performance is related to teaching, guiding and training students' skills. The performance of lecturers in the field of research includes lecturer activities in various scientific activities, such as conducting research activities or scientific activities, compiling scientific papers, writing textbooks, or translating books or other people's work, making designs, presenting papers in scientific forums, and writing scientific book. The performance of lecturers in relation to community service includes various activities aimed at supporting development at various levels of society, as well as activities that link research results and mastery of scientific disciplines in the field of education and the development of research.

Research Model

Based on the description above, a research model can be designed as follows:

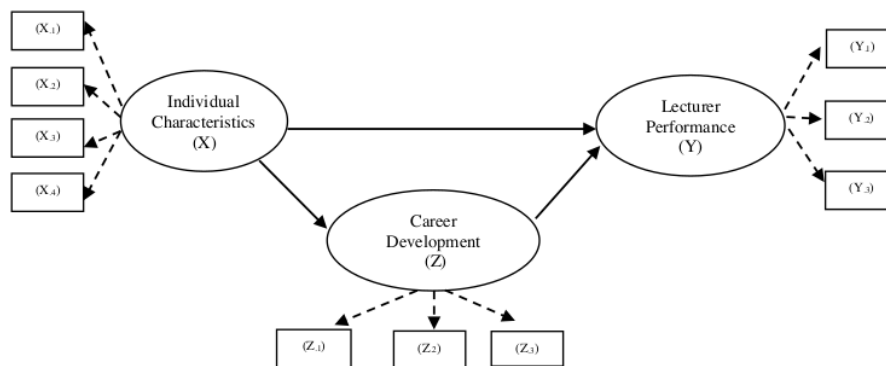


Figure 1. Research Model

Descriptions:

□ = Indicator

○ = Laten variables

→ = Connention line and effect

- -> = Dimintion line (gauge)

Hypothesis

Based on the background of the problem and the research model above, the following research hypothesis can be formulated:

Hypothesis 1 : Individual characteristics have a significant effect on the career development of lecturers.

Hypothesis 2 : Individual characteristics have a significant effect on lecturer performance.

Hypothesis 3 : Lecturer career development has a significant effect on lecturer performance.

3. Method

This research was an explanatory study based on quantitative data, with research variables consisting of: Individual Characteristics (X1), Lecturer Career Development (Z), and Lecturer Performance (Y). The data was collected through primary information sources using a research instrument in the form of a questionnaire, consisting of several closed questions to determine the effect of individual characteristics on career development and lecturer performance, as well as the effect of career development on lecturer performance at the University of Technology Surabaya. The research questionnaire was given to all 51 permanent lecturers at the University of Technology Surabaya, who had sufficient knowledge about the problems in this study. The researchers provided explanations to the respondents about the purpose of carrying out this research, gave suggestions to respondents to answer each question objectively, and convinced them about the confidentiality of the answers from each respondent. Of the 51 questionnaires filled out by the respondents, there was 1 questionnaire with incomplete answers and was not included as research data, so the number of valid questionnaires was 50, with a response rate of 98%. From the results of data collection, it is known that 56% was male and 44% was female. Based on the age, the majority of respondents was over 50 years old at 44%, followed by respondents aged over 31-40 years at 30%, respondents aged 41-50 years by 20% and the rest over 21-30 years old as many as 6%. Meanwhile, for the education level, the majority of respondents had a master degree at 92%, followed by 8% had a doctoral degree. Based on the functional positions of lecturers, the majority of respondents had functional assistant positions of experts by 88%, the rest of them was respondents with the positions of lector and head of lector respectively by 6%.

Analysis Technique

This study employed Partial Least Square (PLS) analysis to test the three hypotheses proposed in this study. PLS is a method for constructing predictable models. PLS was first developed by Wold as a general method to estimate the path model using latent variables with multiple indicators. PLS is also an indeterminacy factor for a powerful analysis method because it does not assume that the data must be measured at a certain scale, the number of samples is small (Jogianto, 2013: 11). Initially, Partial Least Square came from social science. This model was developed as an alternative for situations where the theoretical basis for the design of the model was weak or the available indicators did not meet the reflexive

measurement model. Besides, being able to be used as theoretical confirmation, PLS can also be used to build relationships where there is no theoretical basis or to test propositions.

The use of PLS in structural equations to test theory or theory development for predictive purposes. According to Ghozali (2013: 5), in situations where research has a strong theoretical basis, theory testing or theory development is the main objective of research, and covariance based methods (Generalized Least Squares) are more appropriate. However, the indeterminacy of the estimated factor score will lose the accuracy of the prediction from the theory test. For predictive purposes, the PLS approach is more suitable. Since the approach to estimating latent variables is considered a linear combination of indicators it avoids the problem of indeterminacy and provides a definite definition of the component of the score.

PLS is an approach which is more appropriate for prediction purposes, this is especially in the conditions where the indicators are formative. With the latent variable in the form of a linear combination of the indicators, the prediction of the value of the latent variable can be easily obtained, so that predictions of the latent variables that it affects can also be easily done (Ghozali 2013: 10).

4. Result and Discussion

3. Outlier Evaluation

Outliers are observation or data that have unique characteristics that seem quite different from other observations and appear in the form of extreme values for a single variable or a combination or multivariate variable (Hair, 2014: 93). Evaluation of multivariate outliers (between variables) is necessary to do because even though the analyzed data show no outliers at the univariate level, these observations can become outliers when they are combined each other. The distance between Mahalanobis for each observation can be calculated and will show an observation of the average of all variables in a multidimensional space (Tabachnick, 2013: 121). The test for multivariate outliers was carried out using the Mahalanobis distance at a level of $p < 1\%$. Mahalanobis distance was evaluated using χ^2 (chi squared) in degrees of freedom for the number of variables used in this study. The outlier test results are shown in the following table:

3. Table 1. Outlier Data Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	12,78	36,94	25,50	5,867	50
Std. Predicted Value	-2,167	1,950	,000	1,000	50
Standard Error of Predicted Value	5,431	9,593	6,947	,989	50
Adjusted Predicted Value	10,00	45,03	25,60	7,008	50
Residual	-29,941	26,910	,000	13,345	50
Std. Residual	-2,002	1,799	,000	,892	50
Stud. Residual	-2,256	2,048	-,003	1,000	50
Deleted Residual	-38,030	34,873	-,096	16,800	50
Stud. Deleted Residual	-2,388	2,140	-,005	1,019	50
Mahal. Distance	5,478	19,175	9,800	3,165	50
Cook's Distance	,000	,125	,023	,027	50
Centered Leverage Value	,112	,391	,200	,065	50

a. Dependent Variable: No.

Source: Processed Data

The detection towards the multivariate outliers was carried out using the Mahalanobis Distance criteria at a level of $p < 0.001$. Mahalanobis distance was evaluated using χ^2 in degrees of freedom for the number of variables used in the study. If a case having Mahalanobis distance were greater than the chi-square value at a significance level of 0.001, then there would be multivariate outliers. *Mahal Value*. Distance Maximum of respondent data was 19.175 where the value was SMALLER than *Mahal* Distance Maximum outlier set was 29.588, which means that the data had no outliers, thus it can be said that this data had good quality and could be continued for further processing, with a sample of 50 respondents.

Interpretation of PLS Results

Testing the Measurement Model (Outer Model).

The next step was to assess the outer model (Measurement Model) by looking at the outer loading factor discriminant validity and composite reliability of the construct.

1. *Outer Loading*, the first test results with PLS produced the following outer loading:

Tabel 2. Outer Loading

	Factor Loading (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Error (STERR)	T Statistics (O/STERR)
X1 < INDIVIDUAL CHARACTERISTICS	0,930153	0,928649	0,014369	0,014369	64,734816
X2 < INDIVIDUAL CHARACTERISTICS	0,925868	0,925875	0,012543	0,012543	73,815086
X3 < INDIVIDUAL CHARACTERISTICS	0,944312	0,943900	0,011201	0,011201	84,306253
X4 < INDIVIDUAL CHARACTERISTICS	0,913077	0,912699	0,015883	0,015883	57,487533
Y1 < LECTURER PERFORMANCE	0,934160	0,934462	0,011750	0,011750	79,504150
Y2 < LECTURER PERFORMANCE	0,937504	0,936887	0,010952	0,010952	85,603622
Y3 < LECTURER PERFORMANCE	0,921346	0,921067	0,012530	0,012530	73,532351
Z1 < CAREER DEVELOPMENT	0,933428	0,932201	0,012838	0,012838	72,709814
Z2 < CAREER DEVELOPMENT	0,941415	0,940993	0,011602	0,011602	81,139572
Z3 < CAREER DEVELOPMENT	0,919773	0,919485	0,012983	0,012983	70,842645

Source: Processed Data

The validity indicator measured by the Loading Factor Value of the variable to the indicator was greater than 0.5 and / or the T-Statistic value was greater than 1.96 (Z value at $\alpha = 0.05$). Factor Loading is a correlation between indicators and variables, if it were greater than 0.5 then the correlation was considered valid and if the T-Statistic value were greater than 1.96 then the correlation was considered significant.

Based on the outer loading table above, all variable indicators have a loading factor (original sample estimate) greater than 0.50 and / or significant (the T-Statistic value is more than the Z value $\alpha = 0.05$ (5%) = 1.96), thus the estimation results of all indicators in the Individual Characteristics variable, career development and lecturer performance met convergent validity or good validity.

Discriminant validity

Discriminant validity on reflexive indicators can be seen in cross-loading. Another way to assess discriminant validity is by comparing the square root of average variance extracted (AVE) for each variable with the correlation value between variables. The model has high discriminant validity if the AVE root for each variable is greater than the correlation between constructs (Ghozali, 2008). If the root value of AVE is higher than the correlation between other variables, then it can be considered that these results indicate high discriminant validity.

Table 3. Average Variance Extract (AVE)

	AVE
LECTURER PERFORMANCE	0,866815
INDIVIDUAL CHARACTERISTICS	0,861963
CAREER DEVELOPMENT	0,867844

Source: Processed Data

The next measurement model was the Average Variance Extracted (AVE) value, where the value showed the amount of indicator variance contained by the latent variable. Convergent AVE value was greater than 0.5 which indicated the adequacy of good validity for latent variables. The reflective indicator variable can be seen from the Average variance extracted (AVE) value for each construct (variable). A good model was required if the AVE value of each construct were greater than 0.5.

The test results showed that the AVE value for all constructs (variables) including individual characteristics, career development and lecturer performance was above 0.5 so that it can be concluded that all of the validity variables were **Good**.

Composite Reliability

Composite reliability is an index that shows the extent to which a measuring tool can be trusted to be relied on. If a tool is used twice to measure the same symptoms and the measurement results obtained are relatively consistent, then the tool is reliable. In other words, reliability shows the consistency of the measuring device in the same symptoms. The complete results can be seen in the following table:

Table 4. Reliability of Data

	Composite Reliability
LECTURER PERFORMANCE	0,951277
INDIVIDUAL CHARACTERISTICS	0,961500
CAREER DEVELOPMENT	0,951688

Source: Processed Data

The reliability of the construct was measured by the value of composite reliability. The construct was reliable if the value of the composite reliability were above 0.70, then the indicator was considered consistent in measuring its latent variables. The test results showed that all constructs, namely the individual characteristics, career development and lecturer performance variables, had a composite reliability value greater than 0.70, so that all of these variables were considered **reliable**.

Analisis of PLS Model

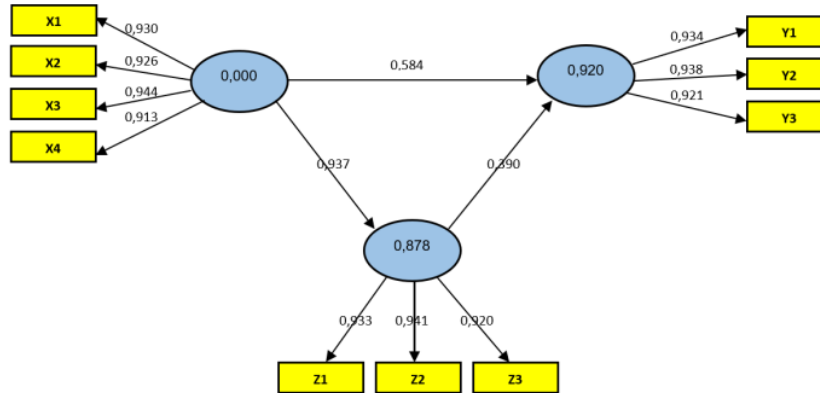


Figure 2. PLS Output Path Diagram

On the picture above, it shows the values of the indicators towards the latent variables, so that it was known that the Individual Characteristics indicator was the indicator which was most influencing towards the latent variable. Individual Characteristics factors also had a greater direct influence on lecturer performance than through intervening, namely career development.

Inner Model (Structural Model Testing)

Testing of the structural model was carried out by looking at the R-Square value which was a goodness-fit test of the model. Inner model testing can be seen from the R-square value in the equation between latent variables. The value of R^2 explains how much the exogenous (independent / free) variable in the model is able to explain the endogenous (dependent / dependent) variables.

Table 5. Inner weight

	Path Coefficient (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Error (STERR)	T Statistics (O/STERR)
INDIVIDUAL CHARACTERISTICS -> LECTURER PERFORMANCE	0,583963	0,577299	0,087245	0,087245	6,693370
INDIVIDUAL CHARACTERISTICS -> CAREER DEVELOPMENT	0,936803	0,936041	0,014163	0,014163	66,143432
CAREER DEVELOPMENT -> LECTURER PERFORMANCE	0,390111	0,396279	0,085766	0,085766	4,548554

Source: processed data

1. Individual characteristics affected lecturer performance with a path coefficient of - 0.583963, it was acceptable where the T-Statistic value = 6.693370 was greater than the Z value $\alpha = 0.10$ ($10\% = 1.645$). So, it was **Significant**.

2. Individual characteristics affected career development with a path coefficient of 0.936803, it was acceptable where the T-Statistic value = 66.143432 was greater than the Z value $\alpha = 0.10$ (10%) = 1.645. So, it was **Significant**.
3. Career development affected lecturer performance with a path coefficient of -0.390111, it was acceptable where the T-Statistic value = 4.548554 was greater than the Z value $\alpha = 0.10$ (10%) = 1.645. So, it was **Significant**.

Discussion

Individual Characteristics towards Lecturer Performance

Based on the research results, it shows that there was a significant influence between individual characteristics on lecturer performance. These results support research (Adamy *et al*, 2018; Kore *et al* 2019; Grobelna, 2019; sumantri *et al* 2017), that individual characteristics contribute to employee performance. Lecturers with good character could always have a direct effect on improving performance, so that the hypothesis in this study was accepted. The results showed that the better individual characteristics would have a direct effect on improving performance, and were supported by work experience and work ability. The abilities measured in this study were teaching abilities and scientific insights. As a lecturer who provided knowledge, the more important aspects were teaching ability and scientific insight. In the skill dimension of using a computer, it showed that the mastery of technology was more owned and the lecturers lacked of language skills supporting the understanding of foreign language journals and text books. In the dimension of age and years of work, both age and years of work were important to support work. With the increasing of age, the maturity and maturity would increase as well. With the longer time of work, the experience would become more varied and more extensive.

Individual Characteristics towards Lecturer Career Development

Based on the research results, it shows that there was a significant influence between individual characteristics on Career Development. This shows that the individual characteristics of the lecturer characterized one person with another differently because each individual had different potentials and needs. Therefore, the campus was required to understand individual behavior so that it was suitable with organizational goals. This study supports Daryanto (2014) research that individual characteristics have a relationship with career development Based on this conditions, the campus should strive to continue to improve the individual characteristics of each lecturer in order to improve performance and obtain better career development. This result is in line with the theory stated by Sumarsono (2012: 227) which states that the factors that influence career development are individual characteristics. Furthermore Handoko (2014: 130) states that career development is an employee's personal effort (individual characteristics) to achieve a career plan.

Career Development towards Lecturer Performance

Based on the research results, it indicated that there was a significant influence between Career Development on Lecturer Performance. These results prove that the increase in career development is significant for the improvement of lecturer performance. If career development increases, lecturer performance will also increase. Career development is an important factor in improving performance (lee *et al*, 2018; Egan *et al.*, 2006; Hite, 2008), that career development interventions are statistically significant to improve performance, this is in line with the assumption of this study that career development is achieved through partnerships between individuals and individuals. organization.

4 The results of this study supported the research of Rahadytya ⁵ *et al.*, (2020) that career development partially had a direct effect on employee performance. The results of this study provided empirical evidence and practical implications for leaders, line managers, and human resource managers responsible for employee career development when they planned career development interventions with the aim of improving employee performance.

5. Conclusion

Based on the test results using PLS analysis to test the effect of several variables on lecturer performance, the following conclusions can be drawn as follows:

- a) Individual characteristics contribute to lecturer performance, the better individual characteristics will have a direct effect in improving performance.
- b) Individual characteristics affect career development. This shows that good individual characteristics in achieving a career plan is needed.

Career development affects lecturer performance. This shows that if career development increases, lecturer performance will also increase.

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