

# Career Success Private Lecture in Indonesia: Role Moderator Career Management for Career Success

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## Abstrak

Pada penelitian ini bertujuan untuk mengetahui peningkatan kesuksesan karir dosen swasta di Indonesia yang ditinjau dari jabatan fungsional. Permasalahan yang diangkat dalam penelitian ini adalah bagaimana kurangnya informasi yang spesifik dalam motivasi karir, manajemen karir serta kesuksesan karir. sehingga diharapkan penelitian ini bertujuan untuk mengetahui bagaimana peran career management dapat memoderasi kesuksesan karir di lingkup dosen swasta Indonesia, serta menjadi panduan praktis bagi management untuk mendukung pengembangan karir dosen di Indonesia. Dengan hal ini maka konteks moderasi untuk career success bertujuan untuk meningkatkan dukungan terhadap pengembangan karir dosen. Penelitian ini menggunakan metode kuantitatif dengan survei menggunakan Google Form terhadap 400 dosen PTS di Indonesia. Variabel yang diteliti adalah motivasi karir, manajemen karir, dan kesuksesan karir dengan menggunakan skala Likert 5 poin. Analisis dilakukan dengan menggunakan Structural Equation Modelling (SEM) untuk menguji hubungan variabel. Hasil dari penelitian ini adalah motivasi karir dan manajemen karir memiliki pengaruh yang signifikan terhadap kesuksesan karir dosen, namun manajemen karir tidak dapat berperan sebagai moderator antara motivasi karir dan kesuksesan karir. Institusi harus mengembangkan strategi untuk motivasi dan manajemen karir untuk meningkatkan kesuksesan karir dosen.

**Kata kunci** — motivasi karir, manajemen karir, dosen, kesuksesan karir, peran moderator

## Abstract

This research aims to determine the increase in career success of private lecturers in Indonesia in terms of functional positions. The problem raised in this research is the lack of specific information regarding career motivation, career management and career success. So it is hoped that this research aims to find out how the role of career management can moderate career success among Indonesian private lecturers, as well as being a practical guide for management to support the career development of lecturers in Indonesia. With this, the moderation context for career success aims to increase support for lecturer career development. This research uses a quantitative method with a survey using Google Form of 400 private university lecturers in Indonesia. The variables studied were career motivation, career management, and career success using a 5 point Likert scale. Analysis was carried out using Structural Equation Modeling (SEM) to test variable relationships. The results of this research are that career motivation and career management have a significant influence on lecturers' career success, but career management cannot act as a moderator between career motivation and career success. Institutions must develop strategies for motivation and career management to increase lecturers' career success.

**Keywords** — career motivation, career management, lecturers, career success, moderating role.

**Keywords**— MSMEs, Round Rotational Spinner Machine, production improvement, digital marketing

## 1. INTRODUCTION

The academic career of lecturers in Indonesia has unique and different characteristics compared to other professions. In this context, it is important to understand the dynamics that influence lecturers' career paths, especially in private educational institutions. Data shows that the number of lecturers in Indonesia continues to increase, but the challenge of achieving the highest positions, such as professor, is

still a significant issue. Only around 2.25% of the total lecturers succeeded in achieving the title of professor, indicating the need for more attention to career development and effective career management. In Indonesia, the role of lecturers is not only as teachers, but also as important career advisors for students and teaching staff. Based on data from the State Civil Service Agency Education Personnel Forum for the 2022/2023 Academic Year, as many as 165.84 thousand lecturers (45.33%) are lecturers without

degrees or degrees, and 109.39 thousand lecturers have the title of expert assistant (29.9%). It was concluded that almost 50% of lecturers still only have the status of teaching staff, this shows that there are still very few lecturers who have functional positions in Indonesia. This research aims to reveal the important role of career management as a moderator and the influence of career motivation on the career success of lecturers in Indonesia. A lecturer's career motivation largely comes from within. Intrinsic motivational strengths include the desire to contribute knowledge, be recognized in one's field, and develop research and teaching abilities. Meanwhile, the power of extrinsic motivation includes salary, promotions and other benefits (Amstrong, 2019; Lumbanraja, 2017). In Indonesia, career development has a significant impact on lecturers' academic performance (Putri & Suherman, 2016). Motivation and career strategy influence careers (Brown & Jones, 2019). The importance of lecturer motivation for academic development and job satisfaction (Chen & Wang, 2016).

Lecturer career management in Indonesia faces many challenges, including intense competition in the academic world, the need to develop interdisciplinary skills, and the need to produce relevant and impactful scientific work. Effective career management strategies for lecturers include career planning management, building professional networks, and participating in training and development programs (Widodo, 2020; Pardjono, 2018). Career management that contributes to the career success of lecturers in Indonesia (Sari & Kurniawan, 2021). Santosa & Handoko (2019) show that career development programs contribute to the academic achievements of lecturers in Indonesia. There is a relationship between career management practices and high job satisfaction (Smith & Johnson, 2017). Previous research by Wibowo & Hidayat (2017) found that career management practices influence career satisfaction and turnover intention among lecturers in Indonesia. Kusumawardhani & Susanti (2022) show that the aspect of career resilience in achieving career success among lecturers in Indonesia is important. Career resilience contributes to achieving career success and job satisfaction (Nguyen & Pham, 2022). Effective career management strategies can improve academic outcomes and job satisfaction (Anderson & Taylor, 2018). Career management practices and their impact on job satisfaction and turnover intentions among faculty (Lee & Kim, 2021; Wang & Li, 2016). Considering the influence of career motivation on the career success of Indonesian lecturers, the moderating role of career management seems very important. Effective career management can optimize the positive effects of career motivation on lecturer performance, such as publishing scientific papers,

improving teaching quality, and making significant contributions to the development of educational institutions.

Although there has been a lot of research conducted on career motivation and career management in general, there is still a lack of specific information regarding the relationship between career motivation, career management and career success of lecturers in Indonesia. In particular, there is still little research investigating the moderating role of career management in linking career motivation with lecturer career success.

The novelty of this research is its focus on lecturers in Indonesia and the limited role of lecturers in career management. Through in-depth analysis and empirical research, this research is expected to provide detailed information about how career management can influence the impact of lecturers' career success and practical implications for lecturers' career development in Indonesia.

By filling this knowledge gap, it is hoped that this research can explore the moderating role of career management in the career success of lecturers in Indonesia, with a focus on private educational institutions. Through a quantitative approach and in-depth data analysis, it is hoped that this research can provide new insights into the key factors that influence lecturers' career success and how career management can be optimized to support their professional development.

## 2. METHOD

This research uses quantitative methods using scientific principles, namely objective, empirical, measurable and systematic. The data collection method uses surveys because the completion time is faster, there are instruments for data collection and can measure the relationship between variables. Quantitative research methods are used because they make it easier to generalize and replicate research results (Creswell & Creswell, 2017). Questionnaire via Google Form link.

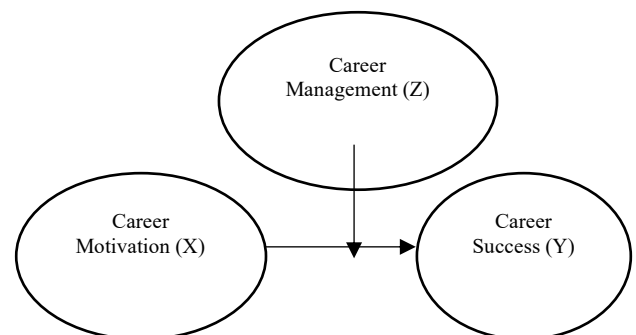


Figure 1. Conceptual Framework

The total sample is 400 permanent foundation lecturers registered in the Higher Education Database spread throughout Indonesia. The structural equation modeling (SEM) method is used to test the relationship between variables. A conceptual image of this model is shown in Figure 1.

This research consists of 3 variables that will be studied, namely career motivation (X) with 19 questionnaires, career management (Z) with 6 questionnaires and career success (Y) with 25 questionnaires. The questionnaire was measured using 5 Likert scale criteria, namely: STS (strongly disagree) score 1, TS (disagree) score 2, KS (disagree) score 3, S (agree) score 4, and SS (strongly agree) score 5. Through the use of Smart-PLS, the structural equation modeling (SEM) method is used to analyze the proposed relationships between the constructs under study. In the social sciences, SEM is a form of multivariate analysis. This analysis uses statistical techniques that examine a number of variables that reflect measures of people, organizations, events, activities, and circumstances simultaneously (Hair Jr et al., 2017). The SEM methodology uses two stages, namely Measurement Indicators (Outer Model); Building Reliability & Validity, Convergent Validity and Discriminant Validity as well as Structural Models (Inner Models); R-square and hypothesis testing.

### Review Stage

Career motivation plays an important role in determining success, especially in terms of carrying out and fulfilling work as a lecturer. This motivation is often influenced by internal and external variables (Amstrong, 2019; Lumbanraja, 2017). His primary interests stem from his desire to build his academic endeavors, gain recognition in his field, and develop his research and teaching skills. Extrinsic motivation includes external rewards such as salary, promotions, and other benefits.

The impact of career motivation on the academic performance of lecturers in Indonesia has been widely researched. Putri & Suherman (2016) emphasize the important role of career motivation in lecturer learning. This motivation not only motivates people to succeed in their responsibilities, but also motivates them to pursue and develop their careers. Brown & Jones (2019) explored the relationship between motivation, career strategy, and career success in more depth. Their research shows how effective career strategies driven by strong motivation contribute on long-term academic success. They say that people with clear career goals and good career management tend to achieve higher levels of success and satisfaction in their careers.

Chen & Wang (2016) emphasize the important role of career motivation in improving academic performance and job satisfaction. Chen & Wang's

research generally illustrates that motivated lecturers will engage in continuous learning, develop teaching materials, and provide verifiable information in their areas of expertise. This is consistent with the understanding that intrinsic motivation which is based on the desire to work with fewer restrictions and more commitment than extrinsic motivation is expected to increase job satisfaction and performance. The relationship between career motivation and career success is multi-dimensional and complex. Career success is not only determined by work performance, but also includes various dimensions such as growth, job satisfaction, and contribution to the academic community. All of this research together creates a profile that emphasizes the importance of career motivation in modeling academic careers.

**Hypothesis 1:** Career motivation has a significant effect on career success.

The conditions for success in academia are a highly competitive environment, the need to acquire expertise from multiple disciplines, and the pressure associated with academic work to report impactful research. Appropriate lecturer career management tactics are thorough career planning, frequent involvement and involvement in work-related instruction and training programs, and professional relationships that support work (Widodo, 2020; Pardjono, 2018).

Research by Sari & Kurniawan (2021) agrees that lecturer development initiatives in Indonesia positively influence lecturers' career progress and opportunities. The relationship between these career strategies and the professional success and well-being of lecturers can be validated by research by Smith & Johnson (2017) and Wibowo & Hidayat (2017) which found that effective career management is positively correlated with job satisfaction and negatively related to job turnover intentions. In addition, lecturers' academic performance and job satisfaction are increasing through strategic career management which is supported by research conducted by (Anderson & Taylor, 2018). In addition, Lee & Kim (2021) and Wang & Li (2016) investigated the influence of different career management practices on lecturers' job satisfaction and job turnover intentions. Their research results show that career management is significantly related to job satisfaction and negatively correlated with turnover.

**Hypothesis 2:** Career management has a significant effect on career success.

Anderson & Taylor (2018) show that effective career management practices can improve academic outcomes and job satisfaction among educators. This

indicates that good career management can support the achievement of career success, such as publishing more productive scientific papers and improving the quality of teaching.

Additionally, Smith & Johnson (2017) found that there was a positive relationship between career management practices and high job satisfaction among lecturers. This confirms that effective career management can help lecturers plan strategic steps in their career journey, including identifying professional development opportunities and managing challenges that arise in the academic profession. From the description above, the relationship between career motivation, career management and career success can be linked.

Hypothesis 3: Career management moderates career motivation and career success.

### 3. RESULT AND DISCUSSION

#### Measurement Indicator (Outer Model)

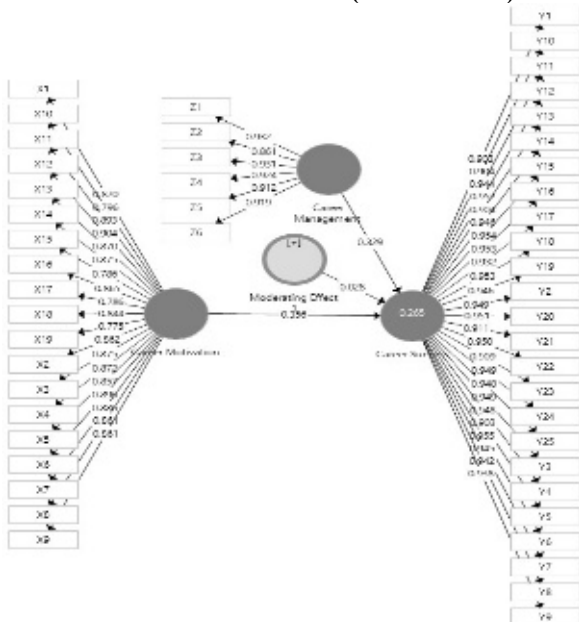


Figure 2. PLS Analysis Diagram

Each sign in Figure 2 of the PLS analysis diagram above shows an outer loading that is greater than 0.7. Construct Reliability and Construct Validity Determining the dependency of latent variable development is the goal of component reliability evaluation. Evaluated using dependency constructs to satisfy the need for dependability. It should be more than 0.70. The Cronbach Alpha coefficient shows the level of dependence of this evaluation.

The study of Memon et al. (2017) emphasized the importance of using Cronbach Alpha and Combined Reliability as evaluation methods to analyze important components of metrics with confidence as stated by (Sarstedt et al., 2019). When the predicted Cronbach alpha value and combined reliability value are greater than 0.7, reliability is

considered to have been established (Ghozali & Latan, 2015).

Table 1. Construct Reliability and Construct Validity

Dimensions	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Career Management	0.960	0.973	0.968	0.834
Career Motivation	0.980	0.982	0.981	0.731
Career Success	0.994	0.994	0.995	0.879
Moderating Effect	1.000	1.000	1.000	1.000

The table provided shows that each construct has a Cronbach alpha value of more than 0.7, which indicates that the construct is reliable. Thus, each construct can be considered trustworthy. The dependency of the career management latent variable was confirmed when Cronbach's alpha of 0.960 exceeded the threshold of 0.7. All factors show consistency in this pattern with numbers higher than 0.7.

To establish convergent validity, factor dimensions must show a reasonable level of correlation according to guidelines (Ghozali & Latan, 2015). The AVE value and reflexive index are used to evaluate the convergent validity of the model. As emphasized by Sarstedt et al. (2019), AVE must meet or exceed 0.5, which means it must explain 50% or more of the variance in the construct. Each latent variable in the table has an AVE value greater than 0.5. For example, the latent variable career motivation shows an AVE of 0.731 above the limit of 0.5, which indicates that the variable is convergent. This standard was routinely used for a number of additional factors all of which showed AVE values higher than 0.5.

Table 2. Heterotrait-Monotrait (HTMT)

Dimensions	Career Management	Career Motivation	Career Success
Career Management	0.358		
Career Motivation	0.411	0.431	
Career Success	0.556	0.518	0.280

Discriminant Validity To ensure the reflection of the reflex index of structural strength, discriminant validity analysis was carried out. The main assumption of this assessment is that there must be a strong relationship between the index and structure (Ghozali & Latan, 2015). Fornell-Larcker criteria and cross-loading values were shown to be less sensitive than HTMT values in discriminant validity tests conducted in SmartPLS. The multitrait-multimethod matrix is the basis of the measurement methodology

of this approach. To guarantee discriminant validity, the HTMT value should be much lower than 0.9 (Henseler et al., 2015). According to the HTMT table, each HTMT value is less than 0.9. which means that each component shows discriminant validity.

**Structural Model (Inner Model)**

As soon as the inferred model meets the requirements of the external model. The internal model of the structural framework comes into view. After that, the corresponding R-square values of the variables are considered.

**Table 3.** R-Square

Dimensions	R-Square
Career Success	0.265

As seen in the table above, the R-Square value for the career success variable is 0.265, which indicates that 26.5% of the variance in career success can be caused by career motivation and career management. The results of the hypothesis test are as follows:

**Table 4.** Hypothesis Testing

Relationship	Original sample	Sample Mean	Standard Deviation	T Statistic	P Values
Career Motivation → Career Success	0.356	0.338	0.124	2.870	0.002
Career Management → Career Success	0.329	0.319	0.109	3.019	0.001
Career Management Moderating Effect 1 → Career Success	0.028	0.022	0.035	0.796	0.213

**Hypothesis 1:** Career motivation has a significant effect on career success.

The findings from this test show that there is an influence of career motivation on career success with a significant t-statistic value of 0.356 and a P-value of 0.002 or  $P < 0.05$ . The findings from this test show that career motivation has a significant and positive effect on career success. Career success increases as lecturers' career motivation increases. So, hypothesis (H1) can be accepted.

**Hypothesis 2:** Career management has a significant effect on career success.

The findings of this test show that there is an influence of career management on career success with a significant t-statistic value of 0.329 and a P-value of 0.001 or  $P < 0.05$ . The findings from this test show that career management has a significant and positive effect on career success. Career success

increases as career management improves. So, hypothesis (H2) can be accepted.

**Hypothesis 3:** Career management moderates career motivation and career success.

The findings from this test show that career management cannot moderate career motivation and career success with a t-statistic value of 0.028 and a P-value of 0.213 or  $P > 0.05$ . So, hypothesis (H3) can be rejected.

**Career motivation has a significant effect on career success.**

Career motivation does have a significant influence on the career success of a lecturer. This is evident from the respondents' statements which show that belief in recognition of good performance and eligibility for promotion in accordance with competency is an important factor in encouraging career motivation and achieving success in an academic career. In this context, we will discuss further the influence of career motivation on lecturer career success, supported by related literature, as well as new suggestions based on the results of respondents' statements.

First of all, career motivation is an internal drive that encourages a person to achieve goals related to his career. However, in Locke & Latham's (1990) research, respondents' statements that they felt confident in their good performance was an example of extrinsic motivation which functions as an additional inspirational factor so that lecturers do not stop there. A second source of motivation for a career is how they see themselves in this field. The more lecturers have a strong professional identity, the more likely they are to want to raise their professional performance to a higher level to achieve achievement and success in their academic careers. Career motivation does have a significant influence on the career success of a lecturer. This is evident from the respondents' statements which show that belief in recognition of good performance and eligibility for promotion in accordance with competency is an important factor in encouraging career motivation and achieving success in an academic career. In this context, we will discuss further the influence of career motivation on lecturer career success, supported by related literature, as well as new suggestions based on the results of respondents' statements.

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lecturers have a strong professional identity, the more likely they are to want to raise their professional performance to a higher level to achieve achievement and success in their academic careers.

**Enrichment of Identification:** To achieve career success, institutions can strengthen the identification and reward system for the good performance of lecturers from organizations or institutions.

**Cultivating Professional Identity:** This can be done through tutor support with mentors who will assist them in building their professional identity; in addition to fostering an academic community among themselves where they can exchange ideas based on the knowledge and experience gained so far.

**Facilitate Access to Skills Acquisition and Development Opportunities:** It is recommended that more opportunities be provided to lecturers such as training programs, workshops or even mentorships that will enable them to learn new skills.

**Personal Career Design:** Lecturers should be encouraged to create individual plans for their careers in which they outline goals intended for the development of skills among others that will qualify them for desired promotions in the future. -  
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**Personal Career Design:** Lecturers should be encouraged to create individual plans for their careers in which they outline goals intended for the development of skills among others that will qualify them for desired promotions in the future. advance his career. Cohen & Karras' (2018) study emphasizes the importance of formal mentoring programs provided by institutions in helping lecturers in managing and advancing their careers. These programs offer guidance and support in career planning, as well as

access to resources and development opportunities critical to faculty growth.

In contrast, job rotation through better job transfer is a strategy that leads to new experiences, increased skills, and understanding of various aspects of the job. Research by Brown & Jones (2019) shows that job rotation can help teachers gain a broader understanding of their field of work and increase their ability to adapt to changes in the work environment. advance his career. Cohen & Karras' (2018) study emphasizes the importance of formal mentoring programs provided by institutions in helping lecturers in managing and advancing their careers. These programs offer guidance and support in career planning, as well as access to resources and development opportunities critical to faculty growth.

### **Career management cannot moderate career success**

In examining the role of career management as a moderator between career motivation and career success of a lecturer, it is necessary to understand that career management cannot always act as a moderator in every context or condition. Certain factors and conditions can make career management ineffective as a moderator, even though it is important to know that career management still has a significant role in helping lecturers achieve career success. In this context, conditions will be discussed where career management cannot act as a moderator, supported by related literature, as well as new suggestions based on the results of respondents' statements.

Career management cannot act as a moderator if there is no adequate support and infrastructure from the institution or organization to provide guidance, support and career development opportunities to lecturers. Rousseau's (2016) search highlights the importance of organizational support in creating a work environment that helps one's career development. Furthermore, in some cases, professional administration cannot act as a moderator if there is no agreement or compatibility between the motivation of the professional character and the dreams of the company or group where the lecturer works. When someone's professional dreams are no longer in line with the vision and mission of the institution, professional administration can become ineffective in achieving sustainable professional success (Eby et al., 2019). Career management cannot moderate career success.

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**Career Development Flexibility:** In order for faculty members' diverse needs to be met in connection with the program, the program must offer options such as mentoring programs or position rotation opportunities where they can gain new skills.

All the methods described above are intended to make career management more effective within the institution; enabling lecturers to achieve higher levels of professional success while creating an environment that encourages continued growth in their work.

#### 4. CONCLUSION

The conclusion of this research is that career motivation and career management have a very big influence on the career success of lecturers, but career management cannot act as a moderator between career motivation and career success. The managerial implication of these findings is that institutions are expected to focus on creating techniques that increase career motivation and one-on-one career management to increase lecturers' career success.

In terms of career motivation, institutions are expected to consider paying attention to awareness and reward packages that are more useful for motivating extrinsic motivation in higher education. Strengthening expert identification is also needed through centralized assistance and guidance. Increasing access and opportunities to develop new competencies can also increase lecturers' intrinsic motivation.

In terms of career management, institutions are expected to strengthen formal mentoring programs, development of individual career plans, and flexibility

in career development to meet various lecturer preferences and needs. Encouraging daily contrast and commentary is also important to ensure faculty receive appropriate guidance in their career development.

The above techniques enable institutions to create a work environment that helps improve the skills and advancement of lecturers, which in turn will improve their overall performance and contribution in the context of training and research.

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