

## Public Service Management Based on Higher Education in the Context of Lecturer Career Development

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### ABSTRAK

*Manajemen Pelayanan Publik Berbasis Pendidikan Perguruan Tinggi dalam Konteks Pengembangan Karir Dosen adalah konsep yang mengintegrasikan prinsip-prinsip manajemen pelayanan publik dengan pendidikan tinggi untuk mendukung dan meningkatkan pengembangan karir dosen. Penelitian menguji pengaruh motivasi berprestasi, kompetensi dan kinerja terhadap pengembangan karir dosen perguruan tinggi swasta di Indonesia, serta kompetensi sebagai moderator. Sebanyak 210 kuesioner disebar ke lokasi penelitian, dan 192 (90%) dikembalikan. Seluruh data diolah menggunakan SEM PLS Smart4. Hasil menunjukkan motivasi berprestasi berpengaruh positif dan signifikan terhadap kinerja dosen. Selanjutnya kinerja dan kompetensi dosen akan berpengaruh positif dan signifikan terhadap pengembangan karir dosen swasta di Indonesia. Namun kompetensi dosen bukan merupakan faktor moderasi yang dapat meningkatkan atau memperlemah pengaruh motivasi berprestasi dosen terhadap kinerja. Begitu pula kompetensi dosen bukan merupakan faktor moderasi yang dapat meningkatkan atau memperlemah pengaruh kinerja dosen terhadap pengembangan karir dosen pada perguruan tinggi swasta di Indonesia.*

### ABSTRACT

Public Service Management Based on Higher Education in the Context of Lecturer Career Development is a concept that integrates the principles of public service management with higher education to support and improve lecturer career development. The research examines the influence of achievement motivation, competence and performance on the career development of lecturers at private universities in Indonesia, as well as competence as a moderator. A total of 210 questionnaires were distributed to research locations, and 192 (90%) were returned. All data was processed using SEM PLS Smart4. The results show that achievement motivation has a positive and significant effect on lecturer performance. Furthermore, the performance and competence of lecturers will have a positive and significant influence on the career development of private lecturers in Indonesia. However, lecturer competency is not a moderating factor that can increase or weaken the influence of lecturer achievement motivation on performance. Likewise, lecturer competency is not a moderating factor that can increase or weaken the influence of lecturer performance on lecturer career development at private universities in Indonesia.

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## INTRODUCTION

Public Service Management Based on Higher Education in the Context of Lecturer Career Development is a concept that integrates the principles of public service management with higher education to support and improve lecturer career development. Higher education is seen as an institution that not only focuses on education and research but also provides services to the public, including services to lecturers to help them develop academic and professional careers. Integrating public service management based on higher education, lecturers can be more effective in their roles as educators, researchers and public servants, which in turn improves the quality of education and the contribution of higher education to the wider community.

The career development of private university lecturers receives less attention in developing countries because more attention is given to the career development of lecturers in state

universities. In most developing countries, private universities are more second-class universities than public universities, which are the main choice for outstanding candidates to continue their studies at a higher level (Jatmiko, 2022). In connection with this situation, not much research has been carried out regarding the development of private universities in most developing countries such as Indonesia, including regarding the career development of lecturers in these universities.

The quality of private universities in developed countries can be said to be as good as the quality of state universities, some are even very well known, such as the Massachusetts Institute of Technology (MIT) and Harvard University (HARVARD). In Indonesia, private universities are still lagging behind state universities, although there are one or two private universities whose ranking is better than state universities.

Higher education in Indonesia is categorized as one of the national instruments which is the center for the maintenance and development of higher education as well as the preservation, guidance and development of science, technology and the arts of scientific society to improve the quality of life in society, nation and state (Permendikbudristek No.53, 2023). Together with state universities, private universities need to be seen as part of higher education in Indonesia which helps achieve national goals in developing the country's education, in addition to state universities.

In general, improving the quality of higher education certainly cannot be separated from improving the quality of its main resource, namely lecturers. They are teaching staff at universities (UU RI No.12, 2012) with the main tasks of Tri Dharma, namely, teaching, research and community service (UU-RI No.2, 1989). Muntohar (2023) said, if the lecturers are of good quality, then the quality of the university is also good, and vice versa. Whatever educational program is launched, if it is not supported by qualified lecturers then it will end up with unsatisfactory result. This happens because a good educational program requires lecturers who are also qualified. By having good and qualified lecturers, universities can implement good programs and curricula to guarantee the birth of graduates who excel and have special qualities (Permendikbud No. 53, 2023).

The distribution of State and Private University Lecturers based on Functional Position is further presented in Table 1 below. It can be seen that in state universities with the percentage of higher ranking, the number of people is greater, namely Head Lectors (68%) and Professors (77%) compared to Lecturers in Private Universities where Head Lectors (32%) and Professors (23%).

**Table 1.**  
**Functional Positions for Lecturers in State and Private Universities in 2020**

No.	Functional Position	State University Lecturers		Private University Lecturers		Total
		Total	%	Total	%	
1	Without Position	14,815	15	82,920	85	97,735
2	Expert Assistant	16,241	23	54,699	77	70,940
3	Lector	26,191	43	34,991	57	61,182
4	Associate Professor	18,795	68	8,905	32	27,700
5	Professor	4,611	77	1,386	23	5,997
TOTAL		80,653	31	182,901	69	263,554

Source: Ministry of Education and Culture Higher Education Statistics 2020, processed

**Research Issue.** Some of the main problems faced by lecturers at private universities which make them lag behind the careers of lecturers at state universities in Indonesia are: (1) The challenges

in career development. Lecturers at private universities may face challenges in their career development, including limited opportunities for promotion, increased salary, or attaining higher academic recognition. This can reduce the motivation and retention of talented lecturers in private universities. With this, it is estimated that there is a high possibility that the achievement motivation of private university lecturers will influence lecturer performance. (2) The differences between Recognition and Reputation. Public universities often have a better reputation and higher recognition in the academic world. This can open the door for lecturers at state universities to be involved in international collaborations, large-scale research projects, and prestigious academic awards. With this, the performance of lecturers at private universities has a big influence on lecturers' careers. (3) Strict academic requirements. State universities usually have stricter academic requirements for recruiting lecturers. They often require a doctorate or at least a master's degree with substantial teaching experience. On the other hand, some private universities may be more flexible in hiring lecturers, which can affect the quality of teaching and research at those institutions. With this, the competence of private university lecturers has a big influence on the relationship between motivation and lecturer performance.

The more specific targets of this exploration are: (1) Studying, testing and analyzing the relationship between motivational constructs and lecturer work performance where the theory of this relationship is justified in the research (2) context of private university lecturers in Indonesia who have several unique criteria compared to lecturers at state universities. (3) Analyzing the relationship between work performance constructs and lecturers' opportunities for career development. (4) Next, the competency construct was studied, tested and analyzed as a moderator construct of the relationship between motivation and lecturer performance.

Research Importance. (1) Helping the smooth development of private university lecturers' careers can be the same as the careers of state university lecturers in Indonesia. (2) And from a practical side, it is hoped that it can provide a better understanding of the career development factors of private university lecturers in Indonesia.

## **Literature Review**

### **Public service theory**

Public service theory includes various concepts and frameworks that aim to understand how public services are provided and managed to meet society's needs. The following are some of the main theories in public services: 1) Bureaucratic Theory: Max Weber is the main figure behind bureaucratic theory, which emphasizes hierarchical organizational structures, clear rules and procedures, and strict division of work to increase efficiency and order in public administration. 2) Scientific Administration Theory: Frederick Taylor, introduced this concept, which emphasizes efficiency and productivity through scientific methods in work management, including the study of time and motion and the proper division of tasks. 3) Public Choice Theory: This theory focuses on how individuals in the public sector make decisions based on their personal interests, similar to how they behave in the market. This theory explores how incentives and market mechanisms can increase efficiency in public services. 4) New Public Management (NPM) Theory: NPM is an approach that adopts private sector management practices in the public sector. It emphasizes efficiency, effectiveness, accountability, and results orientation, as well as the application of managerial techniques such as contracts, competition, and performance measurement. 5) Governance Theory: Governance emphasizes the importance of networks, collaboration and partnerships between the public, private and civil society sectors in the provision of public services. This approach views public services as the result of interactions between various actors and levels of government. 6) New Public Service

Theory: - Developed by Denhardt & Denhardt, this theory emphasizes that the main goal of public service is to serve citizens, not just meet managerial or efficiency targets. It emphasizes citizen participation, transparency, and accountability. 7) Equity and Social Justice Theory: This theory highlights the importance of justice and equality in public services, with a focus on how public services can be accessed fairly by all levels of society, especially marginalized groups. 8) Public Responsiveness Theory: This theory emphasizes the importance of responsiveness in public services, namely the ability of the government and bureaucracy to respond to the needs and aspirations of the community quickly and appropriately.

Each of these theories provides a different perspective in understanding how public services can be optimized to achieve desired goals and meet people's needs effectively and efficiently.

Public sector theory in the context of education often discusses the role and responsibilities of government in providing and regulating education to ensure equitable and quality access. Some relevant theories include: 1. Economic Theory of Education. 2. Social Welfare Theory. 3. Education Financing Theory. 4. Education Policy Theory. 5. Public Choice Theory. 6. Theory of Justice in Education. Government usually plays a role in: Regulations and Standards, Financing, Monitoring and Evaluation, and Service Provision. In the Indonesian context, education policy often focuses on efforts to equalize access to education, improve the quality of education, and improve teacher welfare.

### **Lecturer's Career Development**

Career development is a process of promotion to lecturers, who will place themselves in a better situation in the organization to the maximum possible level or develop their career to the maximum (Dubrin 2001). Career development shows an increase in employee status in an organization according to their respective fields of work (Robbins & Judge, 2009). In private universities, based on UURI No.4, 2005, lecturers have the right to receive promotions and awards according to their academic achievements. It is hoped that the appreciation system related to aspirations and motivation among lecturers can become one way to develop academic management in every higher education institution.

In Indonesia, it was found that the lack of personal development and career development had an effect on work performance for lecturers in private universities, Garaika (2020). Meanwhile Patton et al. (2014), stated the opposite, namely that work performance influences career development. This shows two different points of view and research needs to continue to look at the direction of the relationship between these two variables. The lack of individual development in private universities is unpleasant information, especially in Indonesian universities where lecturers here are said to have very heavy burdens compared to lecturers in state universities, even though according to the burdens set by the authorities, they are the same (Muntohar, 2023).

### **Performance**

Performance is the result of work, both quality and quantity, achieved by a person in carrying out tasks according to the responsibilities given (Avey, J. B., Reichard, R. J., Luthans, F., & Mhatre, K. H., 2011). According to Hasibuan (2007), work performance is the work results achieved by employees in carrying out the tasks assigned to them based on skills, experience, and seriousness and punctuality. Work performance is influenced by

three factors, namely an employee's competence and interest, ability and acceptance of explanations of task delegation and an employee's level of motivation.

The performance of lecturers can be evaluated through various aspects, including teaching, research, community service, and involvement in other academic activities. Here are some common indicators used to assess lecturer performance: (1) Teaching: Quality of course materials, Teaching methods, Interaction with students, Evaluations from students, Curriculum development. (2) Research: Publication in scientific journals, Presentations at conferences, Research funding and grants, Research collaboration with other institutions, Impact of research. (3) Community Service: Involvement in community service programs, Professional consulting, Outreach and training for the community. (4) Academic Activities: Participation in academic committees, Development of study programs, Mentorship for students and junior lecturers, Involvement in professional organizations. (5) Professional Development: Participation in training and workshops, Advancement of academic qualifications, Membership in professional associations.

Good lecturer performance is not judged by one aspect alone but is a combination of all these factors. Comprehensive assessment helps in the career development of lecturers and the overall improvement of education quality.

### **Motivation**

Organizations need to provide opportunities to improve their employees' careers to avoid unhealthy conditions in the organization such as high turnover and low absenteeism rates. Employees need to be motivated and plan their career development in line with individual desires and organizational desires. (Pardee, R. L. ,1990). Thus, individuals who have a career development plan will be more motivated at work and achieve faster career progress until they reach the maximum level. Lecturers must be motivated to become professors, the highest position in the academic world, and universities want to have as many professors as possible to raise the status of their higher education.

The motivation of lecturers to teach and conduct research can be influenced by various factors. Some common factors include: (1) Professional Goals: The desire to achieve career goals, gain promotions, or attain academic recognition can be primary motivators. (2) Personal Development: Many lecturers are driven by the desire to continually learn and grow intellectually. (3) Intrinsic Satisfaction: Teaching and conducting research can provide intrinsic satisfaction, such as a sense of accomplishment and pride. (4) Contribution to Knowledge: The drive to contribute to the advancement of knowledge and make a positive impact through research. (5) External Recognition: Recognition from colleagues, institutions, and society can enhance motivation. (6) Supportive Work Environment: Support from colleagues, adequate facilities, and supportive institutional policies can increase lecturers' motivation. (7) Financial Motivation: Financial incentives, such as competitive salaries and research bonuses, can influence lecturers' motivation. (8) Prophetic Leadership: Leadership that inspires, sets a good example, and supports the development of ethical and moral values.

By understanding these various motivational factors, educational institutions can design better policies and work environments to support and enhance lecturers' motivation.

### **Competence**

Competency is also important because according to Ivancevich, J. M., & Matteson, M. T. (1984). competence is the ability to do or carry out a job that is based on skills and knowledge and

supported by the work attitude required by the job. Competence is also very important to achieve organizational goals effectively and efficiently.

The competencies of lecturers encompass various aspects that are essential to ensure the quality of education provided. Here are some key competencies that lecturers must possess: (1) Pedagogical Competence: Ability to plan, implement, and evaluate the learning process, Mastery of effective teaching methods and strategies, Ability to use technology in teaching. (2) Professional Competence: Deep understanding of the subject matter being taught, Continuous self-development through research and scientific publications, Keeping up with the latest developments in their field of expertise. (3) Social Competence: Ability to communicate well with students, colleagues, and the community. Ability to work in teams and participate in academic and social activities. Showing empathy and concern for the needs and development of students. (4) Personal Competence: High integrity and professional ethics, demonstrate responsibility, discipline, and commitment to their duties, Being a good role model for students in terms of morals and ethics. (5) Research and Publication Competence: Ability to design and conduct quality research, Ability to write and publish research findings in reputable scientific journals, Involvement in the scientific community and contributing to the development of knowledge. (6) Managerial Competence: Ability to manage and organize academic and administrative activities, Ability to plan and manage study programs or faculties effectively, Ability to lead and make appropriate decisions within their scope of duties.

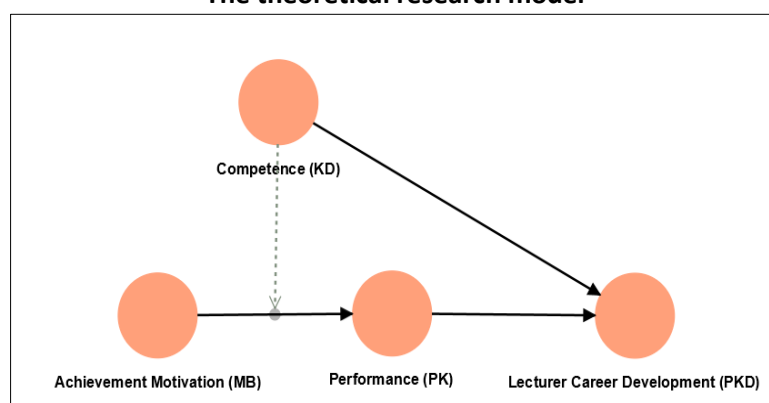
The enhancement of lecturer competencies is usually facilitated through various training sessions, workshops, seminars, and continuous professional development programs.

## RESEARCH METHODS

### The Theoretical Model of Research

In accordance with the theory of Robbins & Judge, (2009), lecturer career development (PKD) is the dependent variable, while Achievement Motivation (MB) and Performance (PK) are independent variables. Apart from that, it is also a mediator variable between Achievement Motivation (MB) and Performance (PK). Theoretically, the model is presented in Figure 1 below.

**Figure 1.**  
**The theoretical research model**



Source: previous research journal, 2023

### Research Hypothesis

H1: Achievement motivation has positive and significant effect on work performance

H2: Job performance has positive and significant effect on lecturer career development.

H3: Lecturer competency has positive and significant effect on lecturer career development

H4: Lecturer Competence Factor is mediator between the relationship between achievement motivation and lecturer career development

### Sampling

Hair (1998), the sample size using SEM is effective in samples of 150 - 450. Santoso (2013) says that for SEM models with up to five variables and each variable is explained by three or more indicators, a sample size of 100 - 150 is considered sufficient. Therefore, this research will use a sample size of 160 respondents.

In this research, sampling from the population was carried out in two stages. The first stage, selecting provincial areas using the stratified random sampling method. Ten of the 33 provinces in Indonesia have been selected. The second stage, the selection of the number of samples in each province was carried out with a systematic random sample of 160 (Sekaran U, 2000).

### Distribution of Questionnaire

Two hundred and ten (210) questionnaires were distributed to respondents, which is 75% of the required sample size (160). One hundred ninety-two (192), or 90% of the questionnaires were returned, and all were usable for analysis. Measurement of the dependent variable and independent variables uses a Likert scale; 1 = strongly disagree and 5 = strongly agree (Sugiono, 2013).

### Data Processing

Data processing with PLS Smart SEM (Structural Equation Model) statistical analysis, consists of stages, first, measurement model test, and second, structural model test (Ghozali, 2021).

## RESULTS AND DISCUSSIONS

### Measurement Model Test

Convergent validity is assessed based on the loading factor of the indicator that measures the variable. Outer loading results after removing indicators whose value is <0.70, namely KD8, PK1, PK2, and PK 9 as in table 3.2 below.

**Table 2.**  
**Measurement Test (after deletion)**

		Indicator	Outer Loading	Cronbach's Alpha	Composite reliability	Average Variance Extracted (AVE)
Competence (KD)	KD1		0.813	0.930	0.941	0.615
	KD10		0.754			
	KD11		0.777			
	KD2		0.790			
	KD3		0.785			
	KD4		0.745			
	KD5		0.855			

	Indicator	Outer Loading	Cronbach's Alpha	Composite reliability	Average Variance Extracted (AVE)
	KD6	0.810			
	KD7	0.712			
	KD9	0.794			
Achievement Motivation (MB)	MB1	0.716	0.927	0.938	0.580
	MB10	0.703			
	MB11	0.791			
	MB12	0.792			
	MB2	0.733			
	MB3	0.777			
	MB4	0.761			
	MB5	0.811			
	MB6	0.715			
	MB8	0.789			
	MB9	0.778			
Performance (PK)	PK10	0.853	0.919	0.933	0.609
	PK11	0.815			
	PK12	0.772			
	PK3	0.735			
	PK4	0.784			
	PK5	0.762			
	PK6	0.756			
	PK7	0.759			
Lecturer Career Development (PKD)	PK8	0.779	0.947	0.954	0.652
	PKD10	0.784			
	PKD11	0.837			
	PKD12	0.770			
	PKD2	0.841			
	PKD3	0.807			
	PKD4	0.821			
	PKD5	0.766			
	PKD6	0.851			
	PKD7	0.789			
	PKD8	0.836			
	PKD9	0.777			

Source: SEM PLS Smart4. 2023

Next, in the table 2 above we will see Construct Reliability and Validity, namely; The Average Variance Extracted (AVE) value for all constructs is  $> 0.50$ . Likewise, the Composite Reliability value for all constructs is  $> 0.70$ , and Cronbach's Alpha  $> 0.70$ .

Table 3 below shows the HTMT values also with acceptable status because all HTMT values are  $< 0.90$ .



**Table 3.**  
**Discriminant Validity - HTMT**

	KD	MB	PK	PKD	KD x MB
KD					
MB	0.863				
PK	0.702	0.704			
PKD	0.486	0.531	0.617		
KD x MB	0.682	0.617	0.574	0.417	

Source: SEM PLS Smart4. 2023

Furthermore, below in Table 4 shows Fornell Larcker's analysis also with acceptable status.

**Table 4.**  
**Discriminant Validity - Fornell-larcker**

	KD	MB	PK	PKD
KD	0.784			
MB	0.804	0.761		
PK	0.658	0.665	0.780	
PKD	0.473	0.515	0.591	0.808

Source: SEM PLS Smart4. 2023

Overall, it can be seen in Table 5 Model Fit below that SRMR < 0.08 and NFI > 0.70, so the Measurement Model is acceptable for measurement and can be continued at the next stage, namely the Structural Model.

**Tabel 5.**  
**Model Fit**

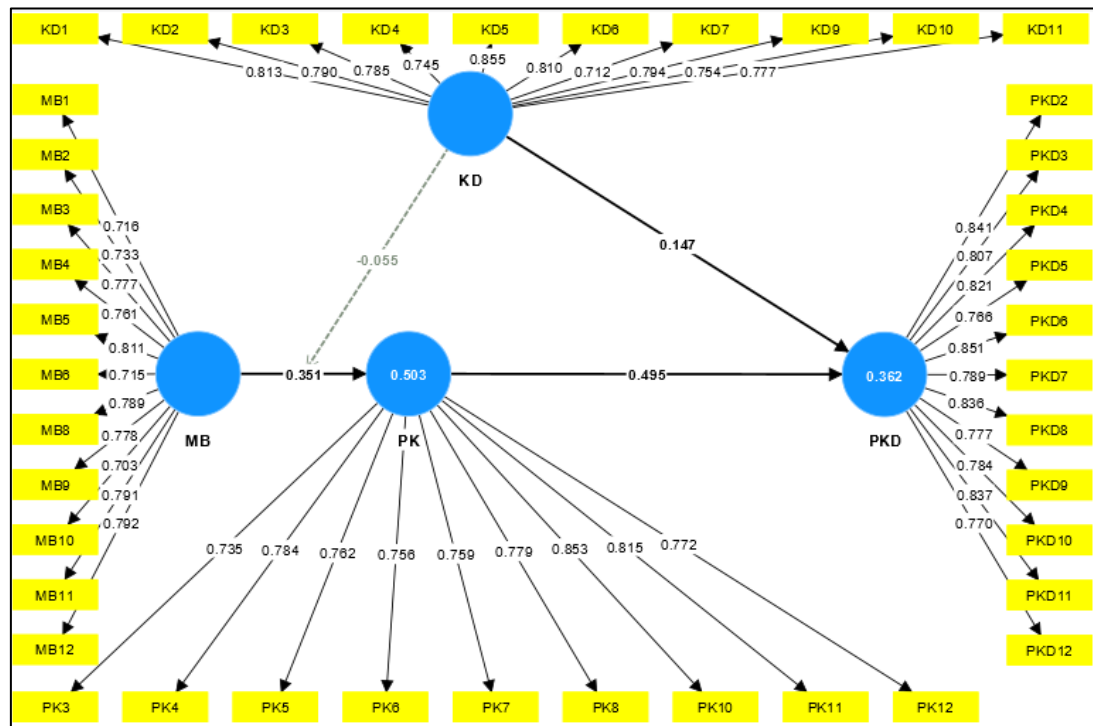
	Saturated model	Estimated model	Ruler of Thumb
SRMR	0.073	0.078	SRMR < 0.08
d_ULS	4.564	5.207	
d_G	2.271	2.39	
Chi-square	2091.83	2084.743	Kecil
NFI	0.708	0.709	NFI > .90

Source: SEM PLS Smart4. 2023

### Structural Model Test

The second part of the PLS-SEM analysis is structural analysis known as the inner model (Imam Ghazali, 2021). The structural model evaluation was analyzed using the PLS-SEM algorithm and bootstrapping (Willy Abdillah, 2021). The results of the structural evaluation of the PLS SEM model are presented in the image below:

**Figure 1.**  
**Structural Model**



Source: SEM PLS Smart4. 2023

### Testing the Path Coefficient

In summary, the results of the direct relationship hypothesis testing that has been carried out include path coefficient analysis and analysis of the significance of the relationship between supporting factors of exogenous variables and endogenous variables. Table 6 below shows the bootstrap results for testing the hypothesis of unidirectional relationship and based on the research objectives.

**Table 6.**  
**Summary of Measurement Model Assessment (Path Analysis)**

H	Connection	Beta	T value	P value	Decision
H1	KD → PK	0.259	2.621	0.009	Accepted
H2	KD → PKD	0.147	1.878	0.060	Not accepted
H3	MB → PK	0.351	3.877	0.000	Accepted
H4	PK → PKD	0.495	4.915	0.000	Accepted
H5	KD x MB → PK	-0.055	1.255	0.210	Not accepted

Note: \* $p < 0.05$  ( $t > 1.96$ ). MB=Achievement Motivation, KD=Lecturer Competency, PK=Performance Achievement, and PKD=Lecturer Career Development.

Source: SEM PLS Smart4. 2023

**Hypothesis 1:** predicts positive and significant influence between Lecturer Competence on work performance. The research results show that there is a significant influence between lecturer competence and lecturer work performance ( $p=0.009 < 0.05$ ,  $\beta=0.259$ ,  $t=2.621 > 1.96$ ). Therefore, hypothesis 3 is supported.

**Hypothesis 2:** predicts positive and significant influence between lecturer competence on

lecturer career development. The research results showed that there was no significant influence between lecturer competency on lecturer career development ( $p=0.06>0.05$ ,  $\beta=0.147$ ,  $t=0.1,878<1.96$ ). Therefore, hypothesis 2 is not supported.

**Hypothesis 3:** predicts positive and significant influence between achievement motivation and lecturer work performance. The research results also show that there is a significant influence between achievement motivation and lecturers' work performance ( $p=0.0001<0.05$ ,  $\beta=0.351$ ,  $t=3.877>1.96$ ). Therefore, hypothesis 3 is supported.

**Hypothesis 4:** predicts positive and significant influence between work performance on Lecturer Career Development. The research results also show that there is a significant influence between work performance on lecturer career development ( $p=0.0001<0.05$ ,  $\beta=0.495$ ,  $t=4.915>1.96$ ). Therefore, hypothesis 4 is supported

**Hypothesis 5:** There is significant positive moderating effect of lecturer competency on the relationship between work performance and lecturer career development.

The research results show that on the contrary, there is no significant positive moderating effect by lecturer competence on the relationship between work performance and lecturer career development. This can be seen from the value of  $p=0.21>0.05$ ,  $t=1.255<1.96$ ,  $\beta=-0.055$ . Therefore, hypothesis 5 is not supported.

## R Squares

Based on the results of the R Squares above, the endogenous latent variables Work Performance and Lecturer Career Development have strong R Squares values of 0.559 and 0.623 respectively. Therefore, based on findings from Chin (1998) and Hair et al. (2020), it is certain that the criteria for endogenous variables show an acceptable  $R^2$  value.

With an R Square value for Lecturer Work Performance of 0.559, this means that the percentage contribution of Lecturer Achievement Motivation in building Lecturer Work Performance is 55.9% while the remaining 44.1% is due to other factors. For Lecturer Career Development with an R Square of 0.623 it means that the percentage contribution from Lecturer Performance Motivation and Work Performance in building Lecturer Career Development is 62.3% while the remaining 27.7% is due to other factors.

**Table 7.**  
**R Square value for each endogenous latent variable**

Endogenous variables	R-square	R-square adjusted
Work performance	0.559	0.595
Lecturer career development	0.623	0.655

Source: SEM PLS Smart4. 2023

## Discussion

Next, the results of this research will be discussed in more detail to obtain better explanation and understanding. The following will explain the direct influence of competency factors, achievement motivation and work performance on lecturer career development.

### The direct influence of achievement motivation on lecturers' work performance.

This research found that achievement motivation has a direct and significant influence on lecturers' work performance. The research results from the work performance aspect are in line with the results of the following research; Research by Andreas (2022) revealed the results that

the internal employee factor that best explains performance is motivation. Work motivation in question is self-motivation in carrying out tasks and feeling happy about many things in the organization. This attitude greatly contributes to achieving maximum performance. Nabawi's (2018) research shows that motivation also has a significant positive effect on employee performance. Likewise, the research results of Iman Syatoto (2020) concluded that there is a partial positive and significant influence between work discipline and motivation on employee performance.

In this research, it was also examined which indicator values contributed to Lecturer Motivation Factors. Of the 12 indicators proposed by Herzberg, (1998), one of them (MB 7) is not a valuable indicator for measuring motivation factors, so in this study this indicator was removed. Next, the researchers used 11 indicators which are also factors that determine whether performance motivation is good or bad to give value to lecturers' work performance so that they can excel.

In this research, 11 indicators are used to measure performance; namely the work environment has a significant influence on lecturer motivation and performance (MB 1). Adequate compensation and allowances can motivate lecturers to achieve optimal performance (MB 2). Salaries, health benefits, old age benefits, and other incentives can increase lecturers' job satisfaction and improve their performance (MB 3). Recognition and appreciation for lecturers' excellent performance can encourage them to continue to show their best performance (MB 4). Professional development opportunities can improve lecturers' knowledge, skills and performance (MB 5). Providing opportunities for lecturers to take part in workshops, conferences and practices can improve their teaching, research and service (MB 6). Feedback and evaluation can help lecturers improve their performance (MB 8). Constructive feedback from students, colleagues, and supervisors can help teachers identify strengths and areas for improvement (MB 9). Lecturers have access to teaching resources, such as textbooks, software, equipment, and class materials, which can improve the quality of teaching and improve lecturer performance (MB 10). Leadership support and responsiveness to lecturers' needs can motivate them to do their best. (MB 11). Supportive leadership can create a positive work environment that fosters motivation and performance (MB 12).

With the explanation above, it can be understood that lecturers' achievement motivation has a positive and significant influence on the work performance of lecturers at private universities in Indonesia.

#### **Direct influence between work performance and career development.**

The research results found that lecturer work performance factors have direct influence on lecturer career development. This is in line with the research findings of Sakti and Kurniawan (2022) who concluded that from the results of their research that work performance has direct impact on career development. Gultom (2021) shows that partially or simultaneously, involvement in work, training and performance have an influence on career development.

If examined further, in this research there are nine measures that contribute to work performance factors, from the start there were 12, then 3 were removed (KD1, KD2, and KD9) because the value was below 0.70. The nine indicators are; Lecturers carry out lecture activities for a minimum of 12 credits (semester credit units) per semester (KD2). Lecturers can act as supervisors in writing the thesis every semester (KD 3). Lecturers are able to produce scientific papers from research results which are published in scientific journals every year (KD 4). The lecturer was able to write book that was published and distributed nationally in the last three years (KD 5). Lecturers register their scientific works as Copyright and Intellectual Property for the last three years (KD 6). Lecturers have been able to provide training/counseling to the

community for the last three years (KD 7). Lecturers have been able to become Community Service Program (KKN) supervisors for the last three years (KD 8). Lecturers play an active role in scientific meetings held on campus (KD 10). Lecturers attend workshops, conferences and seminars to improve lecturer performance (KD 11). Lecturers comply with ethical and professional standards, such as academic integrity, respect for diversity, and confidentiality (KD 12)

If there is a connection between matters that contribute to work performance and matters that contribute to career development, then there will be a condition which means that the work performance of lecturers in mastery and educational services will be better in accordance with the nine indicators above (KD3, KD4, KD5, KD6, KD7, KD8, KD10, KD11, KD12), will be able to increase the effectiveness of lecturers' career development, and vice versa. Finally, it can be concluded that lecturer career performance has positive and significant effect on lecturer development.

**The significant positive moderating effect of lecturer competency on the relationship between work performance and lecturer career development.**

The research results show that on the contrary, there is no significant positive moderating effect of lecturer competence on the relationship between work performance and lecturer career development. In addition, the competency factor is not a moderator between achievement motivation and lecturer work development. The results of past studies that are in line with the results of this research are the study by Darsana (2019) that competence has an indirect positive influence on nurse performance. Furthermore, a study by Sakti and Kurniawan (2022) shows that there is significant relationship between worker skills and achievements, career development and worker achievements, worker motivation and achievements, skills and motivation, and career development and motivation. Apart from that, motivation also acts as an intermediary between the impression of skills on worker achievement and the influence of career development on worker achievement.

This means that the lecturer competency factor has no effect on increasing performance motivation which will increase the achievement of lecturer workers. This may be because lecturers at private universities consist of two categories. First, lecturers who are also practitioners, whose main activity is their profession, perhaps as a businessman, banker, private company, working in the manufacturing sector, etc. Second, lecturers who are also elements of leadership and workers at the university. Practitioner lecturers don't really care about their careers as lecturers because their main job is not as a lecturer. Being a lecturer is more about prestige and increasing honor and dignity outside campus. Rank and career development as a lecturer are not important. On the other hand, for lecturers who are also university leaders and employees, because a lot of their time is spent on administrative matters and other management work on campus, they do not have time to carry out teaching and research activities which are absolutely necessary to advance lecturers' careers. Thus, both practitioner lecturers and university leadership lecturers as well as scientific competency staff who are career requirements are often neglected in motivating students to excel in relation to improving lecturer performance.

Whether competency is good or bad, it will not provide successful picture of the relationship between achievement motivation and lecturer performance achievement. Therefore, it can be understood that the competency factor is not a moderating factor between achievement motivation and lecturer performance at private universities in Indonesia.

Study Implications. It is hoped that the results of this research will provide benefits and improvements in at least two areas, namely areas that are practical in managing the career development of lecturers in private universities and the academic sector.

Practical implications for lecturer career development: (a) Research findings have provided an understanding of the important factors in achieving successful career development for lecturers in higher education, especially in private universities in Indonesia. (b) The research findings reveal the importance of achievement motivation factors, performance achievements and lecturer competence in the careers of Indonesian private university lecturers. So that the universities involved can determine steps and attitudes in making decisions to improve the performance of their lecturers in the future.

Some more specific improvements in the career development of private university lecturers in Indonesia, namely:

#### **Improvements in Achievement Motivation (MB) factor.**

The positive and significant influence of achievement motivation on lecturers' work performance can be explained by looking at the relationship between variables and the indicators, as follows: (a) The significant influence of the work environment, compensation, awards received by lecturers cannot be said to be good, because work performance has not been optimal, in accordance with the problems formulated at the beginning of the research. This means that the better the work environment, compensation and awards that lecturer receives, the greater the possibility of improving the lecturer's performance. (b) The significant impact on opportunities for the development of professional activities and scientific activities by lecturers has not been implemented, because work performance has not been optimal, in accordance with the problems formulated at the beginning of the research. This means that the better the opportunity to develop professional activities and scientific activities carried out by lecturers, the greater the possibility of increasing the lecturer's work performance. (c) The significant impact of feedback from lecturer performance reports (BKD/Lecturer Workload) and from students to lecturers cannot be said to be good, because work performance has not been optimal, in accordance with the problems formulated at the beginning of the research. This means that the better the feedback from lecturer performance reports and from students to lecturers, the greater the possibility of improving the lecturer's performance. (d) Likewise, the significant influence of access to teaching facilities and leadership support on lecturers' work performance can be further improved, because work performance is not yet optimal, in accordance with the problems formulated at the beginning of the research. This means that the better access to teaching facilities and leadership support for lecturer performance, the greater the possibility of improving lecturer performance.

#### **Improvements to Competence (KD) factor.**

The research results show that the competency factor as a mediator variable does not have a significant influence on the relationship between achievement motivation and lecturer performance. This is very possible because there are 2 categories of lecturers, namely; First, being a lecturer is only for prestige. They have professions as practitioners in various sectors. The additional title as a lecturer will actually increase his reputation in his profession. They do not need academic ranks and positions. Getting the title as a lecturer is only a complement to his main profession, this really supports his reputation in that profession. This group does not manage its academic achievement. Second, lecturers who work as leaders or are involved in campus management, either as leadership elements or as university officials. Due to busy administrative routines and other campus activities, they no longer have time to take care of

scientific activities such as writing journals, writing books, or even teaching. Thus, the academic requirements for a lecturer career are also neglected.

To increase the competency factor, this can be done by tightening the obligations that must be carried out by a lecturer. In other words, lecturers must have minimal academic obligations, and if they are not fulfilled then they can be subject to light to heavy long-term administrative sanctions.

### **Improvements to Performance Achievement (PK).**

Another improvement that can be made is the performance of lecturers. The research results show that performance factors have a direct influence on lecturer career development.

For performance factors, there are also twelve indicators that have been tested, and it turns out that there are nine indicators that have values that can measure this performance variable, so that it becomes something that needs attention for improvement, namely; being a supervisor in writing a student's thesis or thesis every semester (PK 3), able to produce scientific papers that are published in scientific journals every year. (PK 4), wrkrte a book that is published and distributed nationally. (PK 5) register their scientific work as Copyright and Intellectual Property (PK 6), provide training/counseling to the community (PK 7), become supervisors of Real Work Lectures (PK 8), carry out their duties well if they are members of the activity committee at campus (PK 9), play an active role in scientific meetings held on campus (PK 10) participate in workshops, conferences and seminars to improve lecturer performance (PL 11) Lecturers comply with ethics and professional standards, such as academic integrity, respect for diversity, and confidentiality ( PC 12)

From the previous discussion, improving lecturer performance can directly improve the career development of lecturers at private universities in Indonesia.

### **Academic implications**

In the academic field, this research can at least contribute to the factors that influence the career development of lecturers at private universities in Indonesia. This research is able to make contribution in the academic field, especially in terms of providing researchers with the opportunity to explore and deepen several aspects related to the career development of lecturers in private universities and also state universities in Indonesia.

## **CONCLUSIONS**

Public services have a very big meaning in people's lives and are the main basis for carrying out government functions. Thus, effective and efficient public services do not just provide basic services, but also build the foundation for a just, prosperous and sustainable society. Public sector theory in the context of education often discusses the role and responsibilities of government in providing and regulating education to ensure fair and quality access.

The research results show that achievement motivation has a positive and significant effect on lecturer performance. Furthermore, the performance and competence of lecturers will have a positive and significant influence on the career development of private lecturers in Indonesia. However, lecturer competency is not a moderating factor that can increase or weaken the influence of lecturer achievement motivation on performance. Likewise, lecturer competency is not a moderating factor that can increase or weaken the influence of lecturer performance on lecturer career development at private universities in Indonesia.

Suggestions for further research include: Exploration of other factors that influence lecturer performance and career development, such as: Academic leadership, organizational culture, reward and recognition systems, analysis of the role of the work environment and work-life balance, influence of higher education policies.

#### **Implications:**

1. **Focus on Achievement Motivation.** Achievement motivation has been proven to have a positive and significant effect on lecturer performance. Therefore, universities must focus on strategies that can increase lecturers' achievement motivation. This may include: Awards and recognition of faculty achievements. Provide opportunities for professional and career development. Create a supportive and motivating work environment.
2. **Competency Development:** Even though lecturer competence does not moderate the relationship between achievement motivation and performance or between performance and career development, competence still has a direct positive influence on performance. Therefore, universities must: Provide sustainable training and development programs, encourage lecturers to take part in seminars, workshops and conferences and facilitate further studies or relevant certification programs.
3. **Performance Evaluation and Career Development.** Lecturer performance has a positive influence on career development. Higher education institutions must develop a comprehensive and fair performance evaluation system that can assist in identifying career development needs and promotion potential. These steps may include: Goal- and outcome-based performance appraisals. Developing clear and transparent career paths, and providing guidance and mentoring for lecturers who show high potential.
4. **Holistic Approach in Human Resource Development.** A holistic approach in human resource development is needed to achieve optimal performance. This includes: A combination of motivation, competence and institutional support. Providing a conducive and supportive work environment and improving lecturer welfare through various incentives and benefits.

By implementing these strategies, private universities in Indonesia can improve lecturer performance and, ultimately, develop better and more sustainable lecturer careers.

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