

Effect of Career Maturity, Organizational Culture, and Job Satisfaction Against the Performance of Lecturers of State Islamic University

Sultan Aji Muhammad Idris (UINSI) Samarinda

Lina Revilla Mali 1¹⁾, Dwi Nugroho Hidayanto 2²⁾, Hasbi Sjamsir 3³⁾

¹⁾ State Islamic University Sultan Aji Muhammad Idris (UINSI), Samarinda, Indonesia

²⁾ Mulawarman University, Samarinda, Indonesia

³⁾ Mulawarman University, Samarinda, Indonesia

¹⁾ linarevilla14@gmail.com

ABSTRACT

Abstract - The purpose of this study was to know (1) whether career maturity has a significant and positive effect on the performance of UINSI Samarinda lecturers, (2) whether organizational culture has a significant and positive effect on the performance of UINSI Samarinda lecturers, (3) whether job satisfaction has a significant and positive effect on the performance of UINSI Samarinda lecturers, (4) whether career maturity, organizational culture, and job satisfaction together have a significant and positive effect on the performance of UINSI Samarinda lecturers. The research population was 211, while the number of samples taken in this study was 122 using the Taro Yamane formula using non-proportionate cluster random sampling. The instrument used is a questionnaire, then analyzed utilizing multiple linear regression. Based on the results of statistical tests and discussions, the researchers concluded that (1) Career maturity has a significant and positive effect on the performance of UINSI Samarinda lecturers. There is an influence of career maturity on the performance of lecturers at the medium category level with the percentage contribution of the X1 variable to Y being 23.23%. (2) Organizational culture has a significant and positive effect on the performance of UINSI Samarinda lecturers. There is a positive and significant influence of organizational culture on the performance of lecturers at the low category level with the percentage contribution of the X2 variable to Y being 11.09%. (3) Job satisfaction has a significant and positive effect on the performance of UINSI Samarinda lecturers. There is a positive and significant effect of job satisfaction on the performance of lecturers in the low-level category with the percentage contribution of the X3 variable to Y being 8.58%. (4) Career maturity, organizational culture, and job satisfaction together have a significant and positive effect on the performance of UINSI Samarinda lecturers. There is a positive and significant effect of career maturity variables (X1), organizational culture (X2), and job satisfaction (X3) together on lecturer performance (Y) at the medium level category with the percentage contribution of variables X1, X2, and X3 to Y is 29.45%.

Keyword: Career Maturity, Organizational Culture, Job Satisfaction, Lecturer Performance.

INTRODUCTION

The purpose of education management is basically to assist educational institutions in maximizing all the resources they have to achieve the goals of education. According to H.A.R. Tilaar (2003), education management should be directed to improve the quality of education, which is education that has relevance and accountability. The relevance of education can be achieved if the community as educational stakeholders, on one hand, participates in the implementation of the vision, mission and educational needs. On the other hand, educational institutions must also be open and provide the best educational services for the community, so

that they can be trusted, which is the main modality for the institution in facing competition among educational institutions.

The demand for excellent management in education is in line with the demand for the professional development of educators in general. Today, the competence and quality of individuals is not only measured based on the level of education. Many times, certificates obtained from particular professional institutions are more valuable and recognized in the workplace than diplomas from educational institutions. Therefore, it is natural that quality education management must be addressed, so that graduates from the educational institutions have the opportunity to be more recognized by the workplace. High quality graduates are those who are competent and ready to enter the workplace, bring new innovations and creativity, and especially ready to live in a dynamic environment.

Higher education plays a critical contribution to produce quality and future-oriented human resources (HR). Human resources (HR) is one of the most important components and a very valuable asset in an organization in the long term, because it is a source that moves, controls and develops the organization. The quality of human resources needed by Indonesia today is capable of facing global competition with other nations. This can be realized through the provision of quality education. One essential component that plays a critical role in improving the quality of higher education is educators or lecturers.

Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers in Article 60 explains that in carrying out their professional duties lecturers are obliged to carry out education, research and community service. These three elements are known as the tri dharma of higher education. This shows that apart from teaching, lecturers also have obligations in research and community service.

Competent, reliable, and visionary human resources in their performance are needed as an effort to achieve the strategic goals and objectives of the organization. Sudarmanto (2014) stated that performance is a set of behaviors that are relevant to the goals of the organization or organizational unit in which one works. The performance of educators, especially lecturers as the vanguard in providing educational services, is a critical issue to be studied in order to maintain and improve the quality of education. Excellent lecturer performance is one of the essential keys to improving and maintaining the quality of educational services provided to the community. Good performance from employees will direct an organization to improve the expected quality. Therefore, organizations or agencies must pay attention to their employees.

The Law on Teachers and Lecturers also explains that lecturers have an obligation to continuously improve and develop academic qualifications and competencies in line with the development of science, technology and the arts. Thus, lecturers do not only carry out the tri dharma of higher education, but are also required to increase their capacity in academic

qualifications and competencies in accordance with their field of expertise. One of the efforts to improve the performance of lecturers is through career development.

According to Ade Suherman et al. (2018a), there was a positive and significant effect of professional or career development on lecturer satisfaction and performance. Universities as organizations should be able to help their employees to get inspiration in their work, so they can show good performance. Maturity or career development is one of the aspects that needs to be considered. Super defines career maturity as the ability possessed by individuals to determine the right career choice, including all the knowledge needed in determining the career choice in which the choice is realistic and consistent. This Super Theory also mentions that one will choose a job that allows him or her to function in a particular role that is in accordance with one's self-concept. Career maturity as a construct contains two dimensions, namely career choice attitudes and career choice abilities. Career maturity is an integral part of individual development.

Maesaroh and Saraswati (2020) emphasized that the National Career Development Association (NCDA) defines career development as the overall constellation of psychological, sociological, educational, economic, physical and opportunity factors that combine to affect the nature and importance of work over the entire life span. Cited in Maesaroh dan Saraswati (2020), Casto stated that career development, as a continuous process, includes aspects of individual planning and strategy based on information about oneself, the workplace, the combination of these two things and the decisions to be taken for future life.

Career maturity plays an important role in career advancement and individual professional development. Career maturity research in Indonesia is mostly focused on college students and high school/vocational students to examine more deeply about individual attitudes in career planning, career choices and knowledge about the workplace. However, this career maturity research does not touch many employees who are already stable in their careers.

Another factor that affects the performance of lecturers is organizational culture or work culture. According to Murtiadi Awaluddin (2018), organizational culture significantly affects the lecturer's performance. Moeljono dan Sudjarmiko (2007) stated that organizational culture is inseparable from organizational strategy, including the vision and mission of the organization itself. Organizational culture is one of the important factors in the implementation of improving the performance of an organization, because it is closely related to the norms and values that are held and applied to employees in doing their jobs. This shows that a strong organizational culture is the foundation of organizational performance.

Job satisfaction is one of the internal factors that affect employee performance. According to Koesmono (2014), job satisfaction is one's assessment, feeling or attitude towards one's work

and related to the work environment and the fulfillment of needs and desires to work. The results of research by Desi Saputra Rafiie et al. (2018) revealed that job satisfaction of employees affects their performance. Mangkunegara (2009b) stated that there are two factors that affect job satisfaction, namely factors from employees themselves (intelligence, age, gender, physical condition, education, work experience, years of service, personality, emotions, ways of thinking, perceptions and work attitudes) and job factors (type of work, organizational structure, rank/class, position, quality of supervision, financial security, promotion opportunities, social interaction and work relations).

Sultan Aji Muhammad Idris State Islamic University (UINSI) Samarinda is one of the State Islamic Universities which has just changed its status from the State Islamic Institute (IAIN) to the State Islamic University (UIN) marked by the issuance of Presidential Decree No. 43 of 2021 dated May 11, 2021 coincides with the 29th of Ramadan 1442 Hijriah and has been promulgated in the State Gazette Number: 122 of 2021. Changes must inevitably be accompanied by UINSI Samarinda's efforts to make continuous improvements in order to be able to improve quality and guarantee the quality of an excellent higher education, so that it can compete with other universities. UINSI Samarinda must be able to maintain its existence and improve the image of the institution in society and among other universities. In this effort, UINSI Samarinda is currently taking strategic steps to improve the quality and service of education. One of the strategic steps taken is in human resource management, especially the fulfillment of the needs of lecturers in academic services in accordance with their competencies.

The number of lecturers at UINSI Samarinda is 211 people, consisting of 150 PNS (civil servant) lecturers and 61 permanent Non PNS (DTNP) lecturers. Lecturers who have been certified are 91 PNS and 18 DTNP lecturers. Based on academic qualifications, there are 51 lecturers at UINSI Samarinda who hold doctoral education, 160 people with master degree education, and 33 lecturers who are pursuing doctoral studies. Furthermore, data that has been collected for the academic positions of lecturers are 5 professors, 39 head lecturers, 40 lecturers, 127 expert assistants.

However, based on field observation data, it was found that the ratio of lecturers to students was not ideal. There are 6,477 active students of UINSI Samarinda in the 2021/2022 academic year. The number of lecturers and students is spread over 21 study programs in 4 faculties, both at the undergraduate level (S1) and at the postgraduate (S2) level. Based on the Law on Higher Education No. 12 of 2012, the ideal ratio between lecturers and students for social science is 1:30. In general, the ratio of lecturers has met this requirement, but in fact in particular study programs with high interest such as Islamic Religious Education (PAI), the ratio is 1:45. This data shows that the number of lecturers is not proportional to the number of students attending UINSI Samarinda. This also has an impact on increasing the workload of

lecturers in carrying out their duties and responsibilities, namely the tri dharma of higher education.

In improving the productivity and quality of institutions, UINSI Samarinda is also committed to upholding, implementing, and internalizing the 5 work cultures of the Indonesian Ministry of Religious Affairs in carrying out duties and responsibilities to its employees. The values embodied in the work culture of the Ministry of Religion are integrity, professionalism, innovation, responsibility, and exemplary.

Based on the explanation above, the purpose of this study was to examine the effect of career maturity, organizational culture, and job satisfaction on the performance of lecturers at Sultan Aji Muhammad Idris State Islamic University (UINSI) Samarinda. The purpose of this study was to know:

1. whether career maturity has a significant and positive effect on the performance of UINSI Samarinda lecturers,
2. whether organizational culture has a significant and positive effect on the performance of UINSI Samarinda lecturers,
3. whether job satisfaction has a significant and positive effect on the performance of UINSI Samarinda lecturers,
4. whether career maturity, organizational culture, and job satisfaction together have a significant and positive effect on the performance of UINSI Samarinda lecturers.

A. Lecturer Performance

Performance is a representation of the achievement level of the implementation of an activity program or policy in realizing the goals, objectives, vision and mission of the organization as outlined through strategic planning. The meaning of performance comes from the word job performance or actual performance or also called work performance, which means the actual achievement that has been achieved by an employee (Moeheriono, 2014). There are many definitions of performance by experts.

Mangkunegara (2009a) stated that performance is the result of work in quality and quantity done by an employee in carrying out the duties in accordance with the responsibilities given. According to Affandi (2021), performance is the result of work that has been obtained by individuals or groups within a company in accordance with their respective responsibilities and authorities in an effort to achieve organizational goals legally, not violating the law and not contradicting norms and ethics. Kasmir (2016) mentioned that performance is the result of work and work behavior that has been obtained in completing the tasks and responsibilities given in a certain period. Based on the definition presented by these experts, it can be concluded that job performance is the embodiment of achievement or work by a person in accordance with the work given in a particular time. Performance is also the achievement of work carried out by

employees which is usually used as a basis for assessing employees or organizations. Good performance is a major step in achieving organizational goals.

Colquitt, LePine, and Wesson (2009) in an organizational behavior model has described the factors that affect the performance of an organization. The model suggests that the end result of organizational behavior is individual outcome in the form of job performance and organization commitment. In the workplace, every individual has two main goals: to show the ability to work well and to maintain the existence in an organization.

Law Number 14 of 2005 concerning Teachers and Lecturers, and Government Regulation of the Republic of Indonesia Number 37 of 2009 concerning Lecturers, state that lecturers are professional educators and scientists with the main task of transforming, developing, disseminating science, technology and art through education, research and community service community (Tridharma of Higher Education).

Lecturers are an important component to achieve quality higher education, as stated by Ramli & Jalinus (2013) that the presence of quality educators is an absolute requirement for quality education systems and practices. This is in line with the main goal of higher education, which is to produce quality human resources at the higher education level.

Based on the Decree of the Coordinating State Minister for the Supervision of Development and Utilization of State Apparatus Number: 38/KEP/MK.WASPAN/8/1999 concerning the functional positions of lecturers and credit points article 3, the main tasks of lecturers are to carry out education and teaching at universities, research and community service. Article 4 paragraph 2 of the Tri Dharma of Higher Education includes: carrying out education and teaching; carry out research and development; and produce scientific works, technological works, monumental or performing arts, and literary works; carry out community service.

Considering the importance of the role of lecturers in higher education, it is necessary to maintain the quality of their work. If the performance of lecturers can be maintained properly, then the educational output will be of high quality as well. In an effort to realize this condition, a continuous assessment of the lecturer's performance is needed in order to obtain information about the lecturer's performance. Therefore, if there is an indication of a decrease in lecturer performance, it will be immediately known and appropriate action can be given.

B. Career Maturity

Career maturity is a conceptual construct that has been investigated, measured and debated for more than 30 years. This term was first introduced by Super in career development theory. When trying to define the concept of career maturity, it is important to know what a career is. According to Zunker cited in Winkel (1997) "career refers to the activities associated with an individual's lifetime of work". Crites cited in Brown, Steven D. and Lent (2005) states

that "... the term "career" is contemporary – the developmental nature of decision making as a long life process". Career development experts reveal that a career describes a person who views a job as a life calling that is internalized into thoughts and feelings as well as colors the entire lifestyle (Herr, E.L. & Cramer, 1984). Career is more than just a job, even career becomes the identity and career is an individual development in lifespan.

According to Super cited in Sukardi (1994), a career is defined as a series of jobs, positions and appointments that lead to life in the workplace. According to Munandir (1996), career is job decision making as a development process and the decision making is a long process and the job itself develops. Moeheriono (2014) argued that career is a personal process during work in which there are ways and directions to improve it. Quality companies generally strive to create clear career paths in accordance with individual capacity, quality, and loyalty as dedication and good work performance. Career is part of one's life journey and purpose. From the above understanding, it can be concluded that a career is a series of jobs, positions and appointments that refer to activities in the workplace and decision making related to the work. Career is also a long process and the work itself is dynamic even in the same job.

In general, the career perspective can be categorized into two parts: careers that are identical to job and careers in the context of a life span. First, a career that is identical to job shows that something is said to be a career if it meets the following criteria: a) the involvement of the individual in doing the job; b) the individual's view of job as a non-economic source of satisfaction; c) preparation of education or training in obtaining and carrying out job; d) commitment to do the job; e) high dedication to what is done; f) financial benefits; and g) personal well-being that brings meaning to life.

Second, a career in the context of a life span is defined as a meaningful life journey. Meaningfulness is obtained by individuals through the integration of roles, settings and events that involve decision making, commitment, lifestyle, dedication, and preparation to live and end their lives. Career in this sense is more than just fighting for something or working somewhere, but a career is a manifestation of life and individual life itself.

According to Sukardi (1994), by understanding the meaning of career, it is expected that individuals will be able to:

- a. Get an overview of the various types of jobs, positions, or careers in the community that can be occupied.
- b. Understand about the various types of abilities or skills required for each job, position or career as well as the training provided to develop each of these abilities.
- c. Know and apply the methods in choosing a suitable job, obtaining a job chosen either in a government, private agency, or in the field of entrepreneurship as well as getting the convenience of obtaining capital assistance and others.

By understanding the meaning of career, it will add to the individual's understanding of the meaning of work, encourage them to enter the workplace, and develop them into productive, competent and responsible workforce candidates.

Crites (1981) stated that career maturity is the readiness of individual attitudes and competencies to choose the right career. The definition of career maturity by Crites cited in Brown, Steven D. and Lent (2005) is the level at which an individual has mastered the task of career development, both knowledge and attitude components in accordance with the stage of career development. Career maturity, according to Hasan (2006), is attitudes and competencies that play a role in career decision making. These attitudes and competencies support the determination of the right career decisions. Richard (2006) stated that career maturity is a reflection of an individual's career development process to increase the capacity to make career decisions. Savickas (2005) mentioned that career maturity is also known as career adjustment, namely individual readiness and the use of existing resources to fulfill ongoing career development tasks, job transitions and job trauma.

According to Super (Coertse and Schepers, 2004), career maturity can be defined as “the way in which an individual can successfully complete certain career development tasks that are required according to his current developmental phase”. Super cited in Savickas & Mark L. A (2001) explained that individuals are said to be mature or ready to make career decisions if their knowledge is supported by adequate information about the job based on the information search that has been done. Super also stated that career maturity by psychologists is defined as individual accuracy in completing career development tasks in line with biological and social development.

Based on several definitions above, it can be concluded that career maturity is an individual's ability to master career development tasks in accordance with the career development stage, by showing the behaviors needed to plan a career, pursue a career, have awareness in making career decisions and have knowledge about the workplace. Career maturity is also an individual's affective and cognitive readiness in dealing with developmental tasks, due to biological, social development and the expectations of society that have reached that stage of development. Affective readiness consists of career planning and career exploration while cognitive readiness consists of the ability to make career decisions and information about the workplace.

C. Organizational Culture

Organizational culture consists of two words, namely culture (culture) and organization (organization). Terminologically, “culture” is a result of human mind and/or creativity, works, intentions, thoughts, and customs which, consciously or unconsciously, can be accepted as a civilized behavior. Meanwhile, the meaning of the word “organization” in terminology is a

consciously coordinated social entity with a relatively defined boundary, which works on a relatively continuous basis to achieve a common goal or group of goals (Moeheriono, 2014). Organizational culture is a form of perception owned and clearly accepted by the group, and determines how the group feels, thinks, and reacts to its diverse environment. Therefore, organizational culture can be interpreted as a system of shared meaning that is believed by members that distinguishes an organization from other organizations, and this shared meaning system is a set of key characteristics that are upheld by the organization. The purpose of implementing organizational culture is for all individuals in the organization to comply with and be guided by the value system, beliefs and norms that apply in the organization (Moeheriono, 2014).

Here are some views from experts about the notion of organizational culture. Schein (2010) stated that “the culture of a group can now be defined as a pattern of shared basic assumptions learned by a group as it solved its problem as external adaptation and internal integration, which has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, feel and think in relation to those problems”.

Creemers and Reynold cited in Soetopo (2010) stated that “organizational culture is a pattern of beliefs and expectations shared by the organization’s members”. Kreitner and Kinicki cited in Moeheriono (2014), defined organizational culture as shared values and beliefs that form the basis of organizational identity that is useful in providing identity to members, introducing collective commitment, increasing social system stability, and controlling the behavior of members. Meanwhile, according to Kast and Rosenzweig cited in Hakim (2011) organizational culture is a system of values and beliefs that are believed to be shared and interact with members in the company, organizational structure and supervisory system to produce behavioral norms.

Luthan cited in Moeheriono (2014) identified six important characteristics of organizational culture, namely:

- a. Observed Behavioral regularities, namely when members in the organization interact and act using the same language, terminology, and rituals, and are associated with respect.
- b. Norms, namely applicable standards of behavior, include guidelines on how much work should be done and what actions can and cannot be done.
- c. Dominant Values, namely a number of key organizational values that recommend and require members of the organization to contribute, for example high work efficiency, low absence and high product quality.
- d. Philosophy, namely policies that promote organizational beliefs about how employees and/or customers are treated.

- e. Rules, which are a number of guidelines relating to the progress of the organization or how to relate well within the organization.
- f. Organizational climate, which is the overall feeling that includes physical things, how members interact and act and how members control themselves in dealing with customers.

D. Job Satisfaction

The following are several definitions of job satisfaction cited in (Wibowo, 2016). Robbins stated that job satisfaction is a general attitude towards a job, which shows the difference between the amount of rewards that workers receive and the amount of rewards they believe they should receive. Greenberg and Baron described job satisfaction as a positive or negative attitude that individuals have towards their work. Meanwhile, Vecchio states job satisfaction as a person's feelings, thoughts and actions tendencies, as a manifestation of one's attitude towards work. A similar view is also conveyed by Gibson, Ivancevich and Donnelly that job satisfaction is an attitude shown by workers about their work. According to Sutrisno (2014), job satisfaction is an emotional state that shows a feeling of pleasure or displeasure for workers in viewing their work.

Based on the definitions mentioned above regarding the notion of job satisfaction, the authors conclude that job satisfaction contains the following points, namely: 1) a state of pleasant or unpleasant feelings felt by employees towards their work; 2) fulfillment of needs obtained from the work result of employees; 3) the attitude of employees towards their work.

There are several theories that explain job satisfaction, namely ((Mangkunegara, 2009b):

- a. Discrepancy Theory. This theory was pioneered by Porter, who measures individual job satisfaction by calculating the difference between what should be and the reality felt by employees. If what the individual gets is greater than what is desired, then the individual will be more satisfied even though there is positive discrepancy. Conversely, if the perceived reality is below the minimum standard, it becomes a negative discrepancy or the greater the individual's dissatisfaction with his work.
- b. Equity Theory. This theory was developed by Adams. This theory is based on the assumption that people are driven by the desire to be treated fairly at work. The principle of this theory is that the individuals will feel satisfaction or dissatisfaction, depending on whether or not they feel there is justice in a situation, which is obtained by comparing themselves with other people in the office or elsewhere.
- c. Two-Factor Theory. This theory was presented by Frederick Herzberg. The principle of this theory is that job satisfaction and job dissatisfaction are two different things. This means that

satisfaction and dissatisfaction with the job is not a continuous variable. This theory emphasizes that there are two factors that cause satisfaction, namely the maintenance factor and the motivational factor.

- d. Need Fulfillment Theory. According to this theory, employee job satisfaction depends on whether or not the employee's needs are met. Employees will feel satisfied, if they get what they need. The greater the individual needs are met, the more satisfied the individual is. Conversely, if individual needs are not met, then the individual will not feel satisfied.
- e. Social Reference Group Theory. According to this theory, employee job satisfaction does not only depend on meeting needs, but also greatly depends on the views and opinions of employees who are considered a reference group. Employee groups are used as benchmarks to assess themselves and their environment. Therefore, individuals will feel satisfied if their work is in accordance with the interests and needs expected by the reference group.

According to Locke cited in Luthans (2005), there are six dimensions that represent important characteristics related to job satisfaction, namely:

- a. The work itself, in this case the work that provides challenging assignments, opportunities to learn, and opportunities to accept responsibility.
- b. Salary, which is the amount of salary received at a relatively acceptable rate compared to others in the organization.
- c. Promotion, which is the opportunity to advance and develop within the organization.
- d. Supervision, which is the supervisor's ability to provide technical assistance and behavioral support.
- e. Colleagues, which are the degree to which coworkers are technically skilled and provide social support.
- f. Environment, meaning that the working environment is good, clean, comfortable and safe and supports individuals in completing their work.

Based on the explanation above, it can be concluded that the dimensions of job satisfaction consist of the work itself, salary, promotion, supervision, support from colleagues and the environment.

METHOD

The type of research conducted was explanatory research using quantitative hypothesis testing. The independent variables in this study were career maturity, organizational culture, and job satisfaction, while the dependent variable was the performance of UINSI Samarinda lecturers.

This research involved two kinds of variable characteristics, namely the dependent variable (endogenous) and the independent variable (exogenous). These variables were the

dependent variable, namely lecturer performance (), and three independent variables, namely career maturity (), organizational culture (), and job satisfaction (). To collect data, the researcher used four questionnaires consisting of career maturity, organizational culture, job satisfaction, and lecturer performance. The lecturer performance questionnaires consisted of four indicators, namely education and teaching, research, community service, and supporting activities. The career maturity questionnaires consisted of three indicators, namely adaptability, optimism, and knowledge. The organizational culture questionnaires consisted of five indicators, namely integrity, professionalism, innovation, responsibility and exemplary. The job satisfaction questionnaires consisted of seven indicators, namely the work, salary, promotion, service, colleagues, leadership, and the communication.

Data collected were then processed for assumption testing (normality test, homoscedasticity test, and linearity test) and hypothesis testing using multiple regression analysis techniques to analyze the pattern of relationships between variables with the aim of knowing the direct and indirect effect of a set of independent variables (exogenous) on the dependent variable (endogenous).

The population in this study were all lecturers of UINSI Samarinda. The target population was UINSI Samarinda lecturers. The number of lecturers at UINSI Samarinda in the 2021/2022 academic year was 211 people. Because members of the population are heterogeneous to be selected as samples, the sampling technique of this study used non-proportional cluster random sampling, which is sampling from sample frames randomly and disproportionately. The total sample of lecturers from 4 faculties was 138. However, in the distribution of research instruments, data was only obtained from 122 respondents/sample because 11 lecturers were on study permits and 5 lecturers died.

RESULT AND DISCUSSION

Result

A. The Effect of Career Maturity on the Performance of UINSI Samarinda Lecturers

The results of hypothesis testing indicate that there is a significant and positive effect of career maturity on lecturer performance. The better the career maturity, the higher or better the lecturer's performance. Thus, career maturity has a strong contribution to lecturer performance.

The results of statistical tests reveal that there is a significant and positive effect of career maturity on the performance of lecturers. The results of this study prove that the contribution of career maturity to lecturer performance is 23.23%, while 76.77% is affected by other factors. The results of this study are in accordance with research conducted by Manuel et al. (2018) that found there is a relationship between career maturity of medical students and interview

performance as measured using Multiple Mini Interviews (MMI), in which students in the intermediate stage of career development have higher MMI scores. This study used MMI to determine the most suitable candidates for the medical profession, and it is important to note that students have the necessary career maturity to cope with the developmental tasks associated with medical training. Furthermore, Hidayati's research (2015) found that there was a positive and significant effect of career development variables on performance with a value of 0.291. Similarly, the research hypothesis of Regen, et al (2020) stating that employee development has a significant effect on employee performance, was accepted.

Career self-management is easier to understand in relation to career development theory. According to Greenhaus, Callanan, and Godshalk (2010) cited in N. Barnes, et al (2021), career management from an individual perspective is defined as the process by which individuals develop, implement and monitor their career goals and strategies. De Vos and Cambre (2017) emphasized the responsibilities and benefits that individuals obtain from managing their own careers. According to Ko (2012) career development programs are an investment for an organization because they improve employee performance and managerial performance, teach organizational culture to marketing staff, strengthen core values, and offer extra benefits to employees. Based on previous research conducted by Ade Suherman et al (2019) regarding the determinants of lecturer performance in improving the quality of Higher Education Academic services, it concluded that career development has a positive effect on lecturer performance.

The results of research and hypothesis testing which conclude that there is a positive and significant effect of career maturity on the performance of UINSI Samarinda lecturers mean that career maturity indicators such as career adaptability, career optimism and perceived knowledge are proven to be able to make a significant contribution to the performance of UINSI Samarinda lecturers. (Rottinghaus, et al (2005) suggested three aspects of career self-management, namely adaptability, career optimism and perceived knowledge. Adaptability is defined as the way an individual perceives his capacity to cope with and take advantage of future changes, comfort level with job responsibilities, and ability to recover when unexpected events change career plans. Career optimism is defined as a disposition to expect the best possible outcome or to emphasize the most positive aspects of an individual's career development, and comfort in performing career planning tasks. Meanwhile, perceived knowledge is an individual's perception of how well he or she understands the market and job trends.

Career adaptability is related to future perspective and optimism, openness to explore, control and trust in the future. Optimistic and adaptable people will strive to excel academically, have greater comfort with their educational and career-related plans, and engage in activities that advance their level of career insight. This proactive attitude can be recognized as an

attitude and behavioral dimension of work ability. Furthermore, (Rudolph et al. (2017) revealed that career adaptability is positively related to adaptation responses (such as career planning and career exploration) and career outcomes (such as career satisfaction, career achievement and engagement).

Career adaptation can be described as activities related to planning and carrying out tasks effectively in various conditions and situations that become new challenges. Individuals who have high career adaptation can consider themselves more valuable in a social environment (Spurk et al., 2016). Career adaptation includes general competencies and specific behaviors that are used as an effort to anticipate and adapt to changing conditions in the work environment (Van Vianen, et al (2012). Career adaptation can be trained through project-based training and various community service activities that contain a lot of planning activities.

Based on the analysis above, it can be concluded that the career maturity of UINSI Samarinda lecturers which signifies them as adaptive human beings, who have adaptive attitudes and behavior, is very important for individuals as self-directed career development in a dynamic workplace. Therefore, in its dynamics, an adaptive attitude is needed to improve performance in implementing the tri dharma of higher education.

B. The Effect of Organizational Culture on the Performance of UINSI Samarinda Lecturers

The results of hypothesis testing indicate that there is a significant and positive effect of organizational culture on lecturer performance. The better the organizational culture, the higher or better the lecturer's performance. The results show that the significant and positive effect of organizational culture on lecturer performance is in the low category level with the percentage contribution of the X2 variable to Y is 11.09%.

The results of this study are in accordance with research by (Ferine et al. (2021) showing that there is a significant effect of organizational culture on employee performance with the coefficient of the effect of organizational culture on employee performance is 0.562 with a t-value of 10,737 at a significance level of 0.000. The coefficient indicates that the organizational culture variable has a positive effect on employee performance. This means that improvements in organizational culture will be accompanied by performance improvements with the assumption that other factors that affect the performance are considered constant. Furthermore, research by Dirisu et al. (2018) found that organizational culture has a positive and significant effect on performance in the hotel sector with the coefficient of the effect of organizational culture on employee performance is 0.320. The coefficient indicates that the organizational culture variable has a positive effect on employee performance.

Schein (2010) stated that "the culture of a group can now be defined as pattern of shared basic assumptions learned by a group as it solved its problems as external adaptation and internal integration, which has worked well enough to be considered valid and therefore, to be

taught to new members as the correct way to perceive, think and feel in relation to those problem". Organizational culture is also viewed as a set of norms or values that are applied externally and internally in an organization (Guiso, et al. 2015; O Reilly, et al, 2014).

Five values of the work culture of the Ministry of Religious Affairs include aspects of integrity, professionalism, innovation, responsibility and exemplary. Integrity is the harmony between the heart, mind, words and deeds that are good and right. Professionalism is demonstrated by working in a disciplined, competent and timely manner with the best results. The value of innovation is shown by improving the existing and creating new and better things. The value of responsibility is described as working thoroughly and consistently. Meanwhile, exemplary is shown by being and setting a good example for others. These five work culture values become a value system that is believed by all members of the organization and which is studied, applied, developed continuously, is useful as a binder, and can be used as a behavioral foundation in the organization to achieve the organizational goals that have been set. The actualization of the five values of work culture by lecturers of UINSI Samarinda in carrying out their duties will affect the performance.

As explained by Siagian (2002), there are five functions of organizational culture that are essential to be realized, as follows: 1) as determination of behavioral boundaries; 2) to determine awareness of identity as a member of the organization; 3) for commitment growth; 4) as maintenance of organizational stability; 5) as supervisory mechanism. Organizational culture can shape the behavior and actions of lecturers in carrying out their work and duties. Organizational culture has a critical role in supporting the establishment of an effective organization. A strong organizational culture can have an effect on the behavior of members which will form an internal climate for high behavioral control.

Robbins and Coutler (2010) explained that a strong organizational culture can be illustrated as a culture that instills the main values of the organization firmly and is widely accepted among employees, and has a greater effect than the weak culture. A strong organizational culture means a culture that is deeply held, sustainable and solid, adhered to, clearly socialized and inherited. The stronger the organizational culture, the stronger the effect of that culture on the behavior and actions of individuals in the organization. If an organization holds a strong culture, its employees will provide greater motivation and loyalty than those of organizations with a weak culture.

Based on the explanation above, it can be concluded that the organizational culture implemented by UINSI Samarinda is a value system that is perceived as the behavior of the academic community in carrying out their respective duties based on a high awareness of the role they carry in realizing their shared goals. This value system can control the behavior of the academic community at UINSI Samarinda. This organizational culture is adaptive, meaning that

it can help organizations anticipate and adapt to environmental changes. In other words, organizational culture has a very clear effect on improving the quality of performance of people in educational institutions, including at UINSI Samarinda.

Lecturers who study and believe in the values and norms in the organization and use them as guidelines and behavioral guidance will form quality work skills and attitudes through the values of integrity, professionalism, innovation, responsibility and exemplary. These cultural values guide lecturers to always be productive in their work and prepared in solving all kinds of problems which will result in the improvement of their performance. Therefore, organizational culture has a direct effect on performance.

Discussion

A. The Effect of Job Satisfaction on the Performance of UINSI Samarinda Lecturers

The results of hypothesis testing indicate that there is a significant and positive effect of job satisfaction on lecturer performance. The higher job satisfaction, the higher or better the lecturer's performance. Thus, job satisfaction has a strong contribution to the performance of lecturers.

This result aligns with research by Gul et al. (2018) revealing that there is a significant positive relationship between job satisfaction and job performance. Research by Hayati and Caniago (2012) also showed that there is a strong and positive relationship between job satisfaction and performance. Research by Platis et al. (2015) found that there is a strong and positive correlation between job satisfaction and performance in health services. Furthermore, the analysis results of research by Ritonga et al, (2019) showed that there was an effect of job satisfaction on employee performance, indicated by the estimated standard value above 0.50, namely 0.589. The results of this study are in accordance with previous research conducted by Parwanto and Wahyudi (cited in Devi, 2018) which found that job satisfaction factors consisting of salary, leadership, co-workers' attitudes showed a significant effect on employee performance.

The results of this study are also in line with Rifkhan's research (2018) stating that the regression coefficient of job satisfaction has a significant effect on the performance of lecturers. Based on the results of this study, the regression coefficient value of job satisfaction is -0.208 in the negative direction with a significance value of 0.001. This value is significant because it is smaller than 0.05. Thus, the variable of job satisfaction has a significant effect on the performance of lecturers. Job satisfaction can encourage and optimize the performance of lecturers, so that in the long term it will shape lecturers who work more productively, produce higher quality results, last longer in the workplace and can work together with colleagues and students. The findings of this study highlight the views of previous experts such as the views of

Sergiovanni and Starrat (1987) stating that organizational effectiveness and performance can be viewed from job satisfaction.

Lecturers with a high level of job satisfaction will show a positive attitude towards their work, otherwise a dissatisfied lecturer will show a negative attitude towards their work. It means whether the lecturers are satisfied or dissatisfied with their work as lecturers will have an effect on the performance. In accordance with discrepancy theory, job satisfaction is a positive attitude regarding the adaptations of lecturers to their work. If lecturers feel satisfied with their work, then they have a positive attitude and are proud of their work, because the work situation and conditions can meet their expectations, needs, and desires.

According to Strauss et al. (2013) job satisfaction is a resource that allows individuals to continue the efforts needed to maintain proactive action. Individuals who experience positive affective states associated with job satisfaction tend to change their situation proactively and exhibit higher levels of innovative behavior. On the contrary, individuals who do not get job satisfaction will never reach psychological maturity and in turn will become frustrated and they might show frequent daydreaming behavior, low morale, easily tired and bored, emotionally unstable and often do activities that have nothing to do with work. Thus, job satisfaction has a critical meaning and role both from the employee and the organization side.

Gibson, Ivancevich, and Donnelly (cited in Wibowo 2016) clearly described the reciprocal relationship between performance and job satisfaction. On the one hand, job satisfaction causes an increase in performance, so that satisfied employees will be more productive. On the other hand, job satisfaction can be resulted from their performance or productivity, so that productive employees will get more satisfaction at work. Meanwhile, Vecchio (cited in Wibowo, 2016) tends to adopt the view that performance indirectly causes job satisfaction. Performance will receive both intrinsic and extrinsic rewards. Satisfaction will be obtained through employee assessment of the rewards received. If employees perceive that the award is fair, it will increase job satisfaction, but if the opposite happens, it will cause dissatisfaction.

Based on the description above, these findings also support the theory of the integration model of organizational behavior (Colquitt, LePine, and Wesson 2015) which explains that job satisfaction has a direct effect on performance. Likewise, Moorhead (2003) with the organizational effectiveness model has positioned job satisfaction as one of the individual and organizational aspects that are considered to directly affect performance. According to Kreitner and Kinicki (cited in Wibowo 2016), one of the factors that can lead to job satisfaction is value attainment because satisfaction is the result of job perceptions that provide fulfillment of important individual work values. Thus, it is empirically proven that job satisfaction has a significant and positive effect on the performance of UINSI Samarinda lecturers.

B. The Effect of Career Maturity, Organizational Culture and Job Satisfaction on the

Performance of UINSI Samarinda Lecturers

The results of the research hypothesis test indicate that there is a positive and significant effect of career maturity, organizational culture, and job satisfaction simultaneously on the performance of lecturers at Sultan Aji Muhammad Idris State Islamic University Samarinda.

Human resources (HR) is an important component in contributing to the progress of the organization. Berge et al. (2002) stated that the current and future success of an organization depends on a combination of effective leadership competencies and employee competencies. According to Becker et al. (2001) competence refers to the character of knowledge, skills, and abilities of each individual as well as personal characteristics that directly affect work performance. Quality organizations generally strive to build clear career paths in accordance with the quality, capacity and dedication of employees as contributions and good work performance. Career is part of the purpose and journey of a person's life. In pursuing the career, a lecturer should improve competence along with the increase in the duties and responsibilities.

Crites cited in (Brown and Lent (2005) stated that career maturity is the level at which an individual has achieved the task of career development, both the attitude and knowledge components, which are in accordance with the stage of career development. This effort to increase competence is known as Continuing Professional Development (CPD). Career development as an HR management activity basically aims to improve and increase the effectiveness of employees' work, so that they are increasingly able to make the best contribution to organizational performance. Employees who carry out their roles and responsibilities well and show increasing performance will have a direct effect on the opportunity to get the position they expect. Thus, through career development, employees will be motivated to perform effectively and efficiently.

Super (1962) cited in Coertse and Schepers (2004) assumed that value is a major component in the career development process. Value is defined as, "what each individual strives to satisfy a need". The extent to which individuals can express their values in the work environment will determine the level of career satisfaction. According to Kotter and Heskett (1997), a strong culture can have a profound effect on individuals and their performance, even in a competitive environment, this effect can be greater than other factors such as organizational structure, financial analysis tools, leadership and others.

Previous research (Guan et al., 2015; Price & Reichert, 2017; Wickramarat 2020) found that there is a positive relationship between organizational support for career development and career satisfaction. If career is identical to work, then at least it meets the following criteria: a) individual involvement in doing the job; b) the individual's view that work is a non-economic source of satisfaction; c) preparation of education or training for obtaining and performing work; d) commitment to carry out the work; e) high dedication to what is done; f) financial

benefits; and g) personal well-being that brings meaning to life. In this regard, job satisfaction has a critical meaning and role both from the employee and the organization sides.

CONCLUSION

Based on the results of this study, the authors conclude that:

1. Career maturity has a significant and positive effect on the performance of UINSI Samarinda lecturers. This shows that the performance of lecturers in implementing the tridharma of higher education, namely in the aspects of education and teaching, research, community service and other supporting activities is affected by the career maturity of the lecturers. Lecturer career maturity is realized by increasing career adaptability, career optimism and perceived knowledge.
2. Organizational culture has a significant and positive effect on the performance of UINSI Samarinda lecturers. This means that the performance of lecturers in carrying out the tridharma of higher education is also affected by organizational culture. This means that the five values of work culture, namely integrity, professionalism, innovation, responsibility, and exemplary applied by UINSI Samarinda can affect the behavior and control of lecturers' behavior in carrying out their duties or performance.
3. Job satisfaction has a significant and positive effect on the performance of UINSI Samarinda lecturers. This shows that the satisfaction felt by lecturers at work, salary received, promotion, services in the aspects of administration, academics and infrastructure, relationships with colleagues, relationships with leaders, and communication in the work environment affect their performance in carrying out the tridharma duties.
4. Career maturity, organizational culture and job satisfaction simultaneously have a significant and positive effect on the performance of UINSI Samarinda lecturers. This means that the performance of lecturers in carrying out the tridharma of higher education is affected by career maturity, organizational culture and job satisfaction.

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