



Career Development Patterns to Improve Lecturer Performance and Quality at Indonesian Private Universities

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Abstract

This study aims to determine the factors that have a significant influence on lecturer performance. The performance of lecturers within the scope of higher education cannot be separated from the influence of existing characteristics on individual lecturers and also positive organizational behavior formed in the workplace. This research was conducted on 98 respondents consisting of lecturers in the Ciayumajakuning area. Data processing using Smart PLS version 3.0. The test results found that individual characteristics had no effect on the performance of lecturers. The results of testing the relationship of individual characteristics variables to lecturer performance mediated by career development showed an estimated value of 0.054 (positive direction), a p-value of $0.294 < \text{significance } (0.05)$ and a t-statistical value of $1.050 > \text{t-table } (1.645)$ so that it can be concluded that career development mediates positive but not significant influence of individual characteristics on lecturer performance. The results of testing the relationship of the Positive Organizational Behavior variable to lecturer performance showed an estimated value of 0.463 (positive direction), a p-value of $0.001 < 0.05$ (significant) and a t-statistical value of $3.318 < \text{t-table } (1.645)$ so that it can be concluded that positive organizational behavior has a positive and significant effect on lecturer performance. The results of testing the relationship of Positive Organizational Behavior variables to lecturer performance mediated by career development showed an estimated value of 0.243 (positive direction), a p-value of $0.002 <$

significance (0.05) and a t-statistical value of $3.155 > t\text{-table} (1.645)$ so that it can be concluded that career development mediates positively and significantly the influence of Positive Organizational Behavior on lecturer performance.

Keyword

career development patterns; lecturer performance; higher education quality

1. Introduction

Higher Education is an organization in an educational unit whose implementation is at a higher level of education. The quality of education in higher education is determined by the performance of Human Resources (HR), especially educators (lecturers) and education staff. Performance for the academic community (lecturers) is influenced by academic ability, research ability, and the ability to act responsibly towards society [1]. In Indonesia, the duties of lecturers are commonly known as the tri dharma of higher education. The duties of lecturers in the form of the Tri Dharma of Higher Education as regulated in Law No. 2 of 1989 article 27 paragraph 3, include education and teaching, research, and community service. The performance of lecturers within the scope of higher education cannot be separated from the influence of existing characteristics on individual lecturers and also the climate or relationships formed in the workplace.

Individual characteristics are the overall behaviors and abilities that exist in individuals as a result of the innate nature of their environment [2]. In this sense, individual characteristics are intended as the elaboration of the attitudes and interests and needs that a person or individual brings in the performance of work. According to [3], there are 3 (three) groups of variables that affect a person's performance and behavior, namely individual variables (including: ability and experience, age, ethnicity, gender), organizational variables (including: resources, leadership, rewards, structure, job design) and psychological variables (including: perception, attitude, learning, personality, motivation) skills, individual background, social level. Menurut [4] There are four characteristics (behavior) of individuals as employees in relation to their work, namely characteristics: biographical, ability, personality and learning. The individual characteristics of lecturers who have positive values will be able to bring a comfortable atmosphere to the work environment and can produce maximum performance for higher education institutions.

Higher education as a provider of higher education, should provide comfortable and adequate facilities to support the performance of its employees. Not only physical facilities but organizational atmosphere that is built to create a positive environment at work, so that it will provide psychological comfort to employees to display maximum performance for universities. Positive organizational behavior (POB) is one stream from the field derived from positive psychology [5]. While [6] interpreting positive organizational behavior as an

investigation of psychological conditions, especially *self-efficacy*, hope, optimism, and resilience that can be tested and validated (*measurable*); can be formed, or replaced (develop); and can be controlled, understood, and managed (*manageable*). The main structural elements of POB are self-confidence (or *self-efficacy*), hope, enthusiasm, subjective well-being, emotional intelligence, resilience and others [6]. In addition,[7] it also defines POB as certain employee behaviors that are able to promote positive organizational functioning and to improve individual and organizational appearance.

In improving performance, in addition to personal characteristics and positive organizational behavior, lecturers should also add competence or develop their careers to be more qualified. Career development is a formally structured approach or activity that requires skills, knowledge and competencies that need to be understood by individuals in order to advance their careers [8]. The purpose of career development for lecturers is none other than to obtain higher academic positions. Based on academic functional positions, the number of lecturers who have high positions is still relatively small when compared to the number of universities in Indonesia. The following is data from the results of lecturer research based on the academic level of functional positions whose research is accredited by the Ministry of Education and Culture

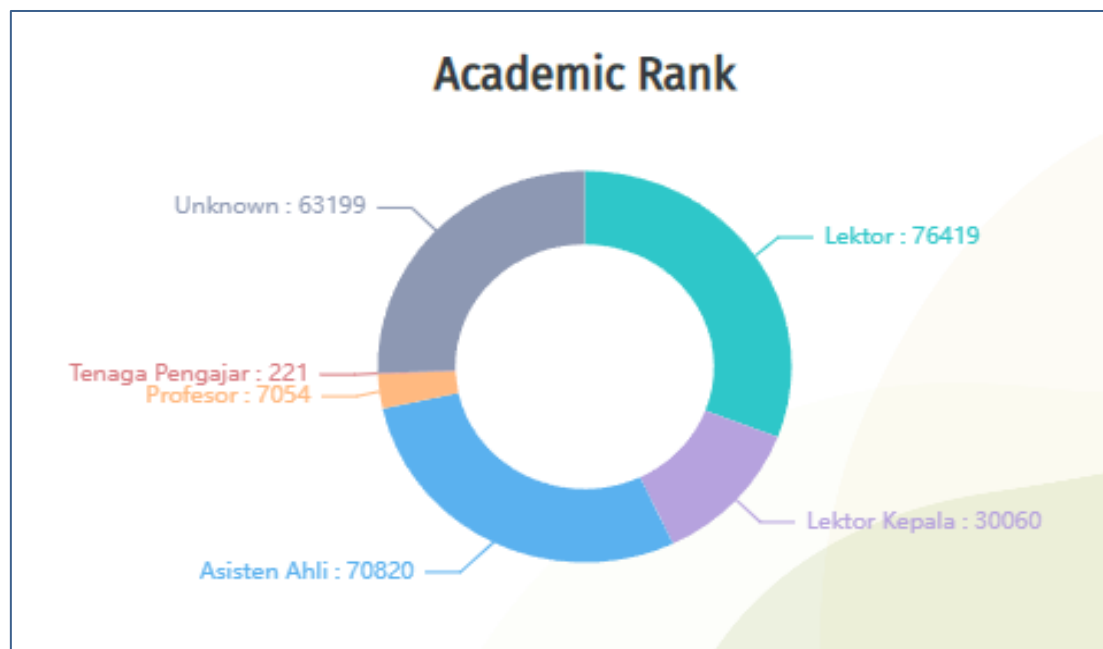


Figure 1. Academic Rank of lecturers based on the Sinta website August 2022
Source : website sinta.kemendikbud.go.id (2022)

Based on the figure of 1 lecturer with the most functional positions recorded in sinta.kemendikbud.go.id is in the position of 76,419 lecturers, followed by expert assistants as many as 70,820, associate professors 30,060, and professors 7,054. This means that it indicates that the highest position of lecturers, namely professors in Indonesia, is still low or not as many as other positions such as lecturer or associate professor.

Ciayumajakuning region is a regency - city area in eastern West Java consisting of Cirebon City, Cirebon Regency, Indamayu Regency, Majalengka Regency and Kuningan Regency. The number of campuses and the number of lecturers in the Ciayumajakuning area can be seen in table 1 below:

Table 1. Number of lecturers in Ciayumajakuning area

| Area | Total Campus | Total Lecturers |
|--------------------------------|---------------------|------------------------|
| Indramayu | 7 | 372 |
| Majalengka | 2 | 174 |
| Kuningan | 5 | 455 |
| Cirebon | 19 | 1.282 |
| Grand Total | 33 Campuses | 2,283 lecturers |
| Source : DIKTI Database (2022) | | |

Table 1 shows lecturer data and the total campuses in each region. Majalengka Regency is the area with private universities and the least number of lecturers, while the city and regency of Cirebon are the largest with 1,282 lecturers. The distribution of universities and the number of lecturers in the Ciayumajakuning area can be seen in Table 2 below:

Table 2. Distribution of universities and lecturers in the Ciayumajakuning area

| College Name | Number of Lecturers |
|--|----------------------------|
| Cirebon | |
| Nahdlatul Ulama University Cirebon | 144 |
| Cirebon Maritime Academy | 40 |
| Cirebon College of Technology | 19 |
| College of Pharmacy Ypib Cirebon | 8 |
| STIKES An Nasher Cirebon | 14 |
| STMIK Ikmi Cirebon | 44 |
| Cirebon College of Economics | 29 |
| College of Health Sciences Cirebon | 71 |
| University of 17 August 1945 Cirebon | 96 |
| College of Pharmacy Muhammadiyah Cirebon | 23 |
| College of Computer Science Poltek Cirebon | 45 |
| An Nasher Health Analyst Academy Cirebon | 10 |
| University of Muhammadiyah Cirebon | 211 |
| STMIK WIT Cirebon | 30 |
| Invada Institute of Education and Language | 44 |
| STIKES Muhammadiyah Cirebon | 24 |
| Buntet Boarding School Nursing Academy | 15 |
| Yasmi Tourism Academy | 9 |
| Swadaya Gunung Jati University | 406 |
| Kuningan | |
| Alihya Islamic University Kuningan | 119 |
| STIKES Muhammadiyah Kuningan | 20 |
| STKIP Muhammadiyah Kuningan | 58 |

| College Name | Number of Lecturers |
|--|----------------------------|
| University of Kuningan | 176 |
| College of Health Sciences Kuningan | 82 |
| Majalengka | |
| Nursing Academy Ypib Majalengka | 9 |
| University of Majalengka | 165 |
| Indramayu | |
| Sayid Sabiq Indramayu Midwifery Academy | 8 |
| Indramayu College of Health Sciences | 51 |
| STKIP Nahdlatul Ulama Indramayu | 28 |
| STKIP Pangeran Dharma Kusuma Soonn Juntinyuat Indramayu | 63 |
| Alamin Indramayu Teacher Training and Education College | 32 |
| Wiralodra University | 180 |
| Amik Purnama Niaga | 10 |
| Source : PDDIKTI IV Jabar-Banten | |

The relationships that occur between individual characteristics, positive organizational behavior (POB), career development and performance include according to Darma in [9] there are several individual characteristics that affect performance, including: age, gender, education, length of work, job placement and work environment (colleagues, superiors, organization, rewards and rewards). Furthermore [9] states that individual character is the attitude and interest and needs that are brought and support a person or individual in the implementation of work. [10] in social cognitive theory which states that individual different characteristics can influence the career development of people through the learning process and psychological regulation of behavior. [11] showed that personality traits (e.g., conscientiousness, extraversion) positively predicted self-assessed career progression at public and private universities in Malaysia, above and beyond the influence of organizational and family support. Furthermore, research on the relationship between career development and performance as conducted by [12] concluded that career development has a positive effect on employee performance in the Population Control Office, Family Planning, Women's Empowerment and Child Protection of South Minahasa Regency. Meanwhile, research on positive organizational behavior (POB) is still not found in many scientific publications such as sciendirect, emerald and google scholar. From the findings, positive organizational behavior has a relationship to job satisfaction and employee performance. According to [13] that values in organizational behavior positively affect their individual performance as supervisors (micro view) as well as productivity in their institution (macro view). [14] states that meaningful employee performance and positive organizational support influence psychological models, leading to high levels of job satisfaction and psychological well-being. Meanwhile, the relationship between positive organizational behavior and career development as a mediator has never been studied before, so it becomes novelty in this study.

2. Method

The main objective of this study is to examine the influence of individual characteristics and positive organizational behavior on lecturer performance by mediating career development. The method used in this study is survey research with a quantitative approach. Data analysis using Partial Least Square Structural Equation Modeling (PLS-SEM). To test the direct influence between 3 variables, a model was proposed: the exogenous variable consists of individual characteristics (X_1). Positive organizational behavior (X_2), Career Development (X_3), while endogenous variables consist of Lecturer Performance (Y).

The research was conducted in Cirebon, Indramayu, Majalengka and Kuningan (Ciayumajakuning). The population consists of all private university lecturers in the ciayumajakuning area which amounts to 2,283 people. A simple random sampling technique is used, where 100 samples with reference [15] namely SEM analysis using a sample number between 5 – 10 times the number of indicators or if using a maximum like hood of at least 100 respondents.

This study answers the research question: "Is there a statistically significant direct influence between individual characteristics, positive organizational behavior and career development mediation on lecturer performance in the Ciayumajakuning area?". Thus, the following hypothesis can be formulated as follows:

H1: *Individual characteristics affect lecturer performance*

H2: *Career development mediates the influence of individual characteristics on lecturer performance*

H3: *Positive Organizational Behavior affects lecturer performance*

H4: *Career development mediates the influence of positive organizational behavior on lecturer performance*

The scheme of the research hypothesis is illustrated in figure 1.

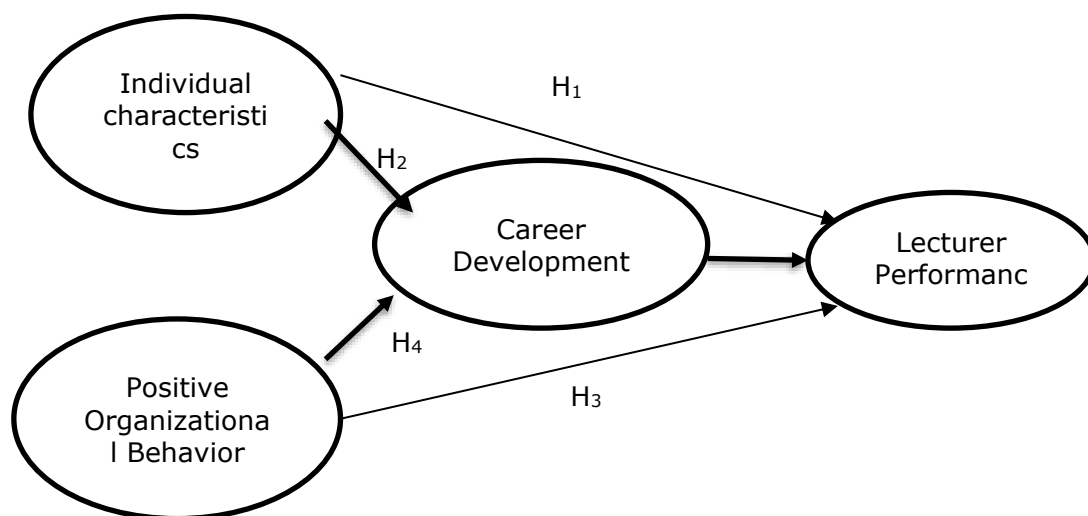


Figure 2. Research framework

Empirical data related to variables were obtained through questionnaires (close-ended). The questionnaire is prepared based on exogenous and endogenous variables. Each question scaled using the Likert scale model is scored from 1 to 5. The questionnaire ranges were 1 for "strongly disagree", 2 for "agree", 3 for "don't know", 4 for "agree", and 5 for "strongly agree".

For data analysis, the Partial least squares (PLS) Structural Equation Modeling (SEM) technique run with Smart PLS version 3.0 was used in this study. As an SEM method, PLS assists in the analysis of structural measurement models and related pathways.

3. Results and discussion

Results

Respondent Characteristics

This research involved 100 lecturers in the Ciayumajakuning area. The respondent characteristics are reported in Table 3.

Table 3. The respondents' characteristics

| Characteristic | Category | Frequency | Percentage |
|-----------------------|---------------------|------------------|-------------------|
| Gender | Man | 57 | 58,2 |
| | Woman | 41 | 41,8 |
| Education Level | S1 | 0 | 0 |
| | S2 | 74 | 75,5 |
| | S3 | 24 | 24,5 |
| Functional Position | Teaching Staff | 6 | 6,3 |
| | Expert Assistant | 33 | 34,4 |
| | Lector | 52 | 54,2 |
| | Associate Professor | 6 | 6,3 |
| | Professor | 0 | 0 |
| Period of Service | 1 - 5 years | 16 | 16,3 |
| | 6 - 10 years | 42 | 42,8 |
| | 11 - 15 years | 12 | 12,3 |
| | 16 - 20 years | 4 | 4,1 |
| | >20 years | 24 | 24,5 |

Based on the sex characteristics of respondents, it shows that respondents with male sex are 58.2% (57 people) more than female sex by 41.8% (41 people). Based on the characteristics of the respondents' education level , it shows that respondents with S2 level are 75.5% (74 respondents) and S3 are 24.5% (24 respondents). Based on the characteristics of the functional position of respondents in Figure 12 shows that respondents with functional positions of teaching staff amounted to 6.3% (6 respondents). Expert Assistant 34.4% (33

respondents), Lecturer 54.2% (52 respondents) and Associate Professor 6.3% (6 respondents). Based on the characteristics of the respondents' working period, it shows that respondents with a working period of 1-5 years of 16.3% (16 respondents), a working period of 6-10 years of work of 42.8% (42 respondents), a working period of 11-15 years of 12.3% (12 respondents), a working period of 16-20 years of work of 4.1% (4 respondents), and a working period of more than 20 years of 24.5% (25 respondents).

4. Descriptive Analysis

The description of variables in descriptive statistics used in this study includes the mean, median, minimum, maximum, and standard deviation values of the research variables. Descriptive statistics describe the character of the sample used in this study. The descriptive statistics presented have eliminated invalid and reliable statements. The eliminated statements include C1, C2, C3, C4, C8, PO1, PO2, PO3, PO4, PO7, K1, K4, K6, K7, P1, P2, P3, P6, P13, P17, P18, P21, P24, P26, P27, P28, P29, P30, P31, P34, P35, P37. More are shown in the following table:

Table 4. Descriptive Statistics of Individual Characteristics

| Indicators | Mean |
|--|-------------|
| Trying to be calm in the face of work pressure as a lecturer (P5) | 4,449 |
| Always think positively in the face of something (P6) | 4,500 |
| Open to new ideas and things conveyed by other fellow lecturers (P7) | 4,561 |
| Always be polite with every lecturer you meet (P9) | 4,755 |
| Happy to work with teaching partner lecturers (P10) | 4,622 |

Based on Table 4 , the statement item with the lowest *mean* value is P5 with the statement "Trying to be calm in the face of work pressure as a lecturer" with a value of 4.449. This means that there are some lecturers who feel still not calm in facing pressure in their work as lecturers. Meanwhile, for the item with the highest score is P9 with a statement that reads "Always be polite with every lecturer you meet" with a value of 4,755,. This result means that most lecturers must always be polite when meeting other lecturers, only a small number are not polite with other fellow lecturers.

Table 5. Descriptive Statistics of Positive Organizational Behavior

| Indicators | Mean |
|---|-------------|
| Optimistic can do the work as expected (PO5) | 4,510 |
| Able to organize work so that it can achieve planned targets (PO6) | 4,561 |
| Get satisfaction in doing work (PO8) | 4,388 |
| Able to solve problems that exist in the work (PO9) | 4,429 |
| Able to regulate emotions in solving problems (PO10) | 4,306 |
| Able to survive in difficult conditions when facing work (PO11) | 4,357 |
| Learn from mistakes so that you can perform better when facing the same problems (PO12) | 4,490 |

Based on Table 5, the statement item with the lowest *mean* value is P010 with the statement "Able to regulate emotions in solving problems" with a value of 4.306. This means that there are some lecturers who feel they are still unable to regulate emotions in dealing with problems related to their work as lecturers. Meanwhile, for the item with the highest value is PO6 with a statement that reads "Able to organize work so that it can achieve the planned target" with a value of 4,561,. This result means that most lecturers have been able to organize or *manage* work well, so as to achieve the planned targets, while only a small number of lecturers have not been able to organize work well enough.

Table 6. Descriptive Statistics of career development

| Indicators | Mean |
|---|-------------|
| Good work performance so that you get support for career development (K2) | 4,561 |
| A higher level of education can support a professional career (K3) | 4,510 |
| Training is needed to support career development (K5) | 4,765 |
| Self-development with a strong determination to change your career for the better. (K8) | 4,561 |

Based on Table 6, the statement item with the lowest *mean* value is K3 with the statement "Higher education levels can support professional careers" with a value of 4,510. This means that most of a person's level of education can support or improve their career, while the rest think differently, namely that a person's high level of education may not necessarily be able to support their career. Meanwhile, for the item with the highest value is K5 with a statement that reads "Training is needed to support career development" with a value of 4.765. This result means that most lecturers agree that attending various trainings, especially those accompanied by certification, can support their career development.

Table 7. Descriptive Statistics of Lecturer Performance

| Indicators | Mean |
|---|-------------|
| Teaching materials in accordance with the latest developments (P4) | 4,571 |
| The delivery of material can be received by students well (P5) | 4,449 |
| Lecturers come and go home on time at work (P7) | 4,306 |
| Lecturers Able to complete work with high accuracy (P8) | 4,367 |
| Fair Lecturer in enforcing students (P9) | 4,520 |
| Lecturers Accept students for consultation and guidance. (P10) | 4,622 |
| Carry out lectures / tutorials and guide, test and organize education in laboratories, teaching practices workshops / studios / experimental gardens / teaching technology and field practice seminars and guide real work lectures (P11) | 4,561 |
| Participate in guiding in producing dissertations, theses, theses and final study reports (P12) | 4,622 |

| Indicators | Mean |
|--|-------|
| Fostering student activities (14) | 4,510 |
| Developing a course (P15) | 4,531 |
| Developing lecture materials (P16) | 4,582 |
| Produce scientific work. (P19) | 4,724 |
| Translating / adapting scientific books (P20) | 4,265 |
| Create patented technology plans and works (P22) | 4,337 |
| Making designs and technological works, designs (P23) | 4,296 |
| Carry out the development of educational and research results (P25) | 4,531 |
| Become a member of the national delegation to international meetings (P32) | 4,316 |
| Actively participate in, scientific meetings (P33) | 4,561 |
| Have achievements in the field of humanities (P36) | 4,224 |

Based on Table 7, the statement item with the lowest *mean* value is P36 with the statement "Have achievements in the humanities" with a value of 4.224. This means that there are some lecturers who feel that not all lecturers have achievements in the field of Humanities, there are still many who excel in the field of science or *mixed* between the two. Meanwhile, for the item with the highest value is P19 with a statement that reads "Produce scientific work" with a value of 4.724,. This result means that most lecturers would agree that every lecturer must produce scientific work, whether in the form of journal publications, books or intellectual rights.

Indicator Testing

Construct reliability and validity test

The next test to perform is construct reliability and validity test. The result is presented in Table 8.

Table 8. Construct Reliability and Validity Test

| Variable | Cronbach's Alpha | Composite Reliability | AVE | Model Evaluation |
|----------------------------------|------------------|-----------------------|-------|--------------------|
| Individual characteristics | 0,951 | 0,956 | 0,533 | Valid and Reliable |
| Positive Organizational Behavior | 0,896 | 0,918 | 0,617 | Valid and Reliable |
| Career development | 0,781 | 0,858 | 0,602 | Valid and Reliable |
| Performance | 0,843 | 0,887 | 0,612 | Valid and Reliable |

The construction must have an AVE (average variance extract) of 0.5 to achieve satisfactory results. Internal consistency testing is Cronbach alpha; the lower accepted coefficient limit for Cronbach alpha is 0.70. Table 2 shows that each research instrument used to measure exogenous variables (individual characteristics, positive organizational behavior, career development and

performance) meets reliability and validity requirements. This can be seen from Cronbach's alpha and composite reliability scores for each variable of more than 0.70 and AVE scores above 0.50. All latent variables measured in this study have Cronbach's alpha and composite reliability values greater than 0.7, so it can be said that all latent variables can be said to be reliable.

Hypothesis Testing

Path coefficients/direct effect

After confirming the measurement model's reliability and validity, the structural model's assessment is discussed. The results of the test model is put forward in Table 9.

Table 9. The results of path coefficient test

| | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (O/STDEV) | P Values |
|--|---------------------|-----------------|----------------------------|--------------------------|----------|
| POB -> Lecturer Performance | 0,463 | 0,467 | 0,139 | 3,318 | 0,001 |
| POB -> Career development | 0,599 | 0,595 | 0,110 | 5,452 | 0,000 |
| Career development -> Lecturer Performance | 0,407 | 0,405 | 0,110 | 3,699 | 0,000 |
| Individual characteristics -> Lecturer Performance | 0,177 | 0,190 | 0,137 | 1,292 | 0,197 |
| Individual characteristics -> Career development | 0,134 | 0,148 | 0,114 | 1,169 | 0,243 |

The results of testing the relationship of individual characteristics variables to lecturer performance showed an estimated value of 0.177 (positive direction). Then the p-value of 0.197 < 0.05 (Insignificant) and the t-statistic value of 1.292 < t-table (1.645) so that it can be concluded that individual characteristics have no effect on lecturer performance (**H₁ Rejected**). While the results of testing the relationship of the Positive Organizational Behavior variable to lecturer performance showed an estimated value of 0.463 (positive direction). Then the p-value of 0.001 < 0.05 (significant) and the t-statistical value of 3.318 < t-table (1.645) so that it can be concluded that positive organizational behavior has a positive and significant effect on lecturer performance (H₃ Accepted).

Indirect Effect Analysis

The next test to administer is analyzing the indirect effect of job satisfaction and personality. The results are written in Table 10.

Table 10. The results of indirect effect analysis

| | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (O/STDEV) | P Values |
|--|---------------------|-----------------|----------------------------|--------------------------|----------|
| POB -> Career Development -> Lecturer Performance | 0,243 | 0,239 | 0,077 | 3,155 | 0,002 |
| Individual characteristics -> Career development -> Lecturer Performance | 0,054 | 0,061 | 0,052 | 1,050 | 0,294 |

The results of testing the relationship of individual characteristics variables to lecturer performance mediated by career development showed an estimated value of 0.054 (positive direction). Then the p-value of 0.294 < significance (0.05) and the t-statistical value of 1.050 > t-table (1.645) so that it can be concluded that career development mediates positive but not significant influence of individual characteristics on lecturer performance (H₂ Rejected). Meanwhile, the result of testing the relationship of Positive Organizational Behavior variables to lecturer performance mediated by career development showed an estimated value of 0.243 (positive direction). Then the p-value of 0.002 < significance (0.05) and the t-statistical value of 3.155 > t-table (1.645) so that it can be concluded that career development mediates the positive and significant influence of Positive Organizational Behavior on lecturer performance (H₄ Accepted).

R-square Score Evaluation

The last to examine is the value of R-square evaluation. The R-square used in this study is R-square adjusted because it has more than one exogenous variables. The results are summarized in Table 11.

Table 11. R-Square

| | R Square | R Square Adjusted |
|----------------------|----------|-------------------|
| Lecturer Performance | 0,452 | 0,434 |
| Career development | 0,497 | 0,487 |

In principle, this study uses 2 variables that are influenced by other variables. The results of the R Square value of the Lecturer Performance variable which is 0.452 or 45.2% means that the variables of individual characteristics, positive organizational behavior and career development can substantially explain the Lecturer Performance variable at the level of 45.2% while the rest is influenced by other factors that are not included in this research variable. Then the results of the R Square value of the Career Development variable which is 0.497 or 49.7%, meaning that the variables of individual characteristics and positive organizational behavior can substantially explain the variable of career development at a rate of 49.7%, while the rest is influenced by other factors that are not included in this research variable.

5. Discussions

Testing Hypothesis H1 (Individual characteristics of lecturer performance)

The results of testing the relationship of individual characteristics variables to lecturer performance showed an estimated value of 0.177 (positive direction). Then the p-value of $0.197 < 0.05$ (Insignificant) and the t-statistic value of $1.292 < t\text{-table} (1.645)$ so that it can be concluded that individual characteristics have no effect on lecturer performance (**H₁ Rejected**). The results of the analysis showed that individual characteristics did not have a positive and significant influence on performance. These results are based on statement responses on each low characteristic indicator, this may be due to special traits or characteristics displayed by lecturers whose underlying thoughts, attitudes and behaviors do not have any influence on their performance and responsibility. Characteristics may affect attitudes or behavior, but have no effect on the work of a lecturer. The results of this study are in accordance with research [16] explaining that individual characteristics have no influence on employee performance.

Testing the H2 hypothesis (Individual characteristics of lecturer performance mediated by career development)

The results of testing the relationship of individual characteristics variables to lecturer performance mediated by career development showed an estimated value of 0.054 (positive direction). Then the p-value of $0.294 < \text{significance} (0.05)$ and the t-statistical value of $1.050 > t\text{-table} (1.645)$ so that it can be concluded that career development mediates positive but not significant influence of individual characteristics on lecturer performance (**H₂ Rejected**). These findings suggest that individual characteristics mediated by career development do not have a positive and significant influence on lecturer performance. In the analysis of direct effect (*direct effect*) has shown clearly that there is no significant influence between individual characteristics on performance. Although mediation was carried out with career development variables, it still did not show the influence of individual characteristics on lecturer performance.

Testing the H3 hypothesis (positive organizational behavior towards lecturer performance)

The results of testing the relationship of the Positive Organizational Behavior variable to lecturer performance showed an estimated value of 0.463 (positive direction). Then the p-value of $0.001 < 0.05$ (significant) and the t-statistic value of $3.318 > t\text{-table} (1.645)$ so that it can be concluded that individual characteristics have a positive and significant effect on lecturer performance (**H₃ Accepted**). This finding can be interpreted that the higher the unit value of the positive organizational behavior variable, the more able it will be able to improve employee performance.

This means that the values contained in positive organizational behavior can provide enthusiasm in lecturers so that they can trigger better lecturer performance.

Testing the H2 hypothesis (Positive Organizational Behavior towards lecturer performance mediated by career development)

The results of testing the relationship of the Positive Organizational Behavior variable to lecturer performance mediated by career development showed an estimated value of 0.243 (positive direction). Then the p-value of 0.002 < significance (0.05) and the t-statistic value of 3.155 > t-table (1.645) so that it can be concluded that career development mediates positively and significantly the influence of Positive Organizational Behavior on lecturer performance (**H₄ Accepted**). These findings suggest that positive organizational behavior mediated by career development has a positive and significant influence on lecturer performance. In the analysis of direct influence (direct effect) positive organizational behavior variables show a significant influence. When included career development variables as mediators still show the influence of positive organizational behavior on lecturer performance but with an influence that is slightly smaller than the direct effect (direct effect).

6. Conclusion

This study underlines that individual characteristics and positive organizational behavior are stimuli that are conceptualized to be positively related to employee performance. However, research shows that only positive organizational behavior has an effect on performance, while individual characteristics do not. This means that the higher the value of positive organizational behavior, the higher the performance of employees, and vice versa. The next thing that is conceptualized is the influence of career development as a mediator between individual characteristic variables and positive organizational behavior with lecturer performance. However, research shows that career development only mediates positive organizational behavior toward performance, while individual characteristics do not. This indicates that the higher the value of positive organizational behavior, the more desire for career development so that employee performance will also increase, and vice versa.

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