

## Career Development Disparities: Private vs. State Higher Education Lecturers in Indonesia

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### Abstract

*Higher education in Indonesia, both state and private higher education, is a national instrument in improving the quality of life in society, state and nation. The agenda of improving the quality of higher education cannot be separated from improving the quality of lecturers' career development. Whilst this career development should be similar at all higher education institution, the career development among lecturers at private higher education is somehow behind compared to those at the state higher education institutions. This paper is written based on a study examines the influence of competency factor, organizational culture and achievement motivation on work performance and career development of lecturers at private higher education in Indonesia. The study also looks into lecturer work performance as a mediator variable for the relationship between organizational culture and lecturer career development, and lecturer work performance as a mediator variable for the relationship between achievement motivation and lecturer career development. A total of 210 questionnaires were distributed to research locations and 192 (90%) data is processed using PLS Smart4 Structural Equation Modeling (SEM) statistics. The results of the study show that organizational culture, competency and achievement motivation have direct, positive and significant influence on the work performance of lecturers at private higher education in Indonesia. Furthermore, organizational culture and work performance also have direct and significant influence on lecturer career development. These are similar findings for lecturers at the state higher institution. However, the study findings reveal that neither achievement motivation does not have positive and significant effect on lecturer career development, nor, work performance has full mediation (partial mediation) for the relationship between organizational culture and lecturer career development. Moreover, the relationship between achievement motivation and lecturer career development is not mediated by lecturer work performance. It is concluded that the reasons behind this related to the heavy teaching workload, limited financial resources and unachieved status and reputation as the state higher education institutions.*

**Keywords:** *Career Development, Work Performance, Motivation, Competency, Organizational Culture.*

### Introduction

The career path of lecturers at private higher education (PTS) in developing countries like Indonesia are mostly lagging behind the career path of lecturers at state higher education (PTN). Although private higher educations have an equally important role in providing higher education to society, lecturers at private higher education often face more complex challenges in the context of their careers development. In the developed countries, the lecturer career development at the PTS is at par with the PTN and such PTSs have emerged as superior educational institutions. For example, PTSs such as Harvard University and the Massachusetts Institute of Technology.

According to the Regulation of the Minister of Education of Indonesia, both PTN and PTS State Higher education and Private Higher education, are national instruments for improving the quality of education (Permendikbud no.53, 2023). Istijanto (2021) says that to improve the quality of education in higher education, the main thing is to improve the quality of lecturers, with the main tasks of teaching, research and community service. Performance regarding these tasks should indicate the lecturers' performance and their career path development. Whilst not many researches were conducted regarding the work performance of lecturers at the PTS in Indonesia, this paper offers a discussion on the performance of their works and suggests how they can be at par with lecturers at relevant PTN.

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This paper is the output of a research work regarding the career development of lecturers at PTS that is seen somehow behind the PTN, observed in table 1.1 below. At PTS, the percentage of lecturers with higher ranks is smaller even though the number of them is much higher. For example, for the post of Professors (24%) and Associate Professors (32%), in contrast to the smaller number of lecturers at PTN, Professors (76%) and Associate Professors (68%).

**Table 1. Functional Positions for Lecturer in State and Private Higher Education In 2022**

No.	Functional Position	State Higher Education Lecturer		Private Higher Education Lecturer		Total
		total	%	total	%	
1	Professor	5,430	76	1,669	24	7,099
2	Associate Professor	17,548	68	8,889	32	27,700
3	Lektor	28,648	47	47,067	57	61,182
4	Expert Assistants	18,669	26	55,616	78	70,940
5	Lecturer	15,317	18	70,472	82	85,789
TOTAL		85,612	32	183,713	68	269,325

Source: Ministry of Education and Culture, Higher Education Statistics 2023, processed

The research tested on several hypothesized reasons to determine why the career path and performance of the lecturers at PTS is not as good as those at the PTN within the following context

The institution: the perceived quality of the institution that is reflected by student choice and preference, the university's ranking and rating and public image and perception.

The lecturer's performance: the quality of lecturers with regard to education level, teaching, research and publication and social work.

These hypotheses regarding the institution include the fact regarding limited financial resources of the PTSs that rely heavily on income from student tuition fees and funds from foundations or private parties. In Indonesia, PTNs receive direct funding and subsidies from the government, for operational budgets, infrastructure development and research funds that explain the superior situation compared to the PTSs that face limitation regarding educational facilities such as laboratories, libraries and technological infrastructure.

The perceived quality, public perception and student choice of the PTSs are explained by the quality of academic qualification of the students who enrol that are mostly with lower academic result of their high school examination results and the number and percentage of entry application that is much lower compared to the PTNs. With the uneven government support policy makes the situation not favourable to the PTSs. The Government policies often support PTNs more than PTSs, for example, PTNs receive regular budget from the government, while PTSs have to compete for limited grant funds. In addition, strict regulations regarding accreditation, quality standards and operational permits often pose challenges for the PTSs, especially those in areas with limited access to resources.

The direct links to lecturers of the PTSs from the limitation face by the institution are regarding their salary (income) and their welfare. Moreover, there surely affect the lecturers' academic activities particularly regarding research, publication and development and participation in academic meeting, conference and related activities. Moreover, with the heavy teaching workload at the PTS compared to the PTN, teaching priority is obvious and thus the lecturers at the PTSs lack of time for other academic activities.

Another issue being highlighted in the literature is regarding job stability at the PTSs Kompasiana.com (2024) and ONews (2025), highlights that lecturers at the PTS in Indonesia face heavy challenges in job stability. Many of the lecturers at the PTSs work on contract or part-time basis, thus without clear job security Dunia Dosen.com, (2023) and Asmadi (2024). This is different from lecturers at PTN, who generally have the status of government civil servants with permanent employment. In general, the PTS lecturers have less stable working conditions and lower welfare. Besides that, it is traced that lecturers at the PTSs have difficulty in getting promotions to academic positions, due to limited time and resources to write scientific publications, conduct research, or pursue higher degrees, for example, doctorate. Thus, this uncertainty causes the lecturer turnover rate Naufal Affandi, and Syamsul Hidayat, (2023) at private higher education to be higher, ultimately affecting lecturer career development.

According to (Mistar.ID, 2024) the PTSs in Indonesia also carry a lower public image and experience lower perception compared to the PTNs. Furthermore, Lay & Maguire (1981), Murphy (1981), Sevier (1986), and Keling (2006) revealed that the reputation and image of higher education institutions have a great influence on the choice of higher education institutions by students (Khan, Rehman, & Khan, 2016). The PTNs in Indonesia have historically been more respected because they were founded and supported by the government. Public perception that PTNs is more prestigious (Universitas Islam Indonesia, 2023) also influences the PTSs' status. Many PTSs, despite having good educational quality, are still considered the "second choice". Thus, this makes it hard for the PTSs or often unable them to compete with PTNs in attracting the better students to apply or even consider PTSs as the priority choice to further their education at the higher level. Moreover, this leads to the public trust in the quality of PTS graduates, which is lower, and thus, has an impact on job opportunities and alumni recognition throughout the nation.

Career development is always being associated with work performance and organizational performance (Garaika, 2020; Supardi, 2024; Veitzal 2004) Employees and employers need to work hand-in-hand to satisfy the both needs for continuous progressing of the employees' development and companies' progression. In most cases, for the employees, their career development is formally structured approach or activity that requires skills, knowledge and competencies that need to be understood by individuals in order to advance their careers.

Mathis and Jackson (2006) highlighted that individual employee performance is influenced by employee competence, the level of effort devoted, and organizational support which includes elements of organizational culture. This in turn suggest for the employees' career development. In the research work, the components of work performance such as the competency of the lecturers at the PTSs, their specific work performance, achievement and motivation are being examined to ensure the comparison with those at the PTNs is proper and accurate. Moreover, Flaherty (2006) calls for employee motivation is an attitude and reaction to work to meet expectations related to career development.

The system and procedures at the organization also indicate how an employee can plan for her career development. This relates to the culture of the organization (Tempest 2004; Kreitner & Kinicki, 2004). The compatibility between individual beliefs and the culture implemented by the organization that supports their career progress is very important factor for employees in developing their careers. Career management and development will increase the effectiveness and creativity of human resources which can improve work performance in an effort to support the organization to achieve its goals, whilst supporting the employee career development as their achievement motivation.

Following the idea that career is series of work-related positions that a person occupies throughout his working life (Robert et al. 2006) and career development management will increase the effectiveness and creativity of human resources which can foster strong commitment and improve performance in an effort to support the company in achieving its goals (Bupu and Wardani, 2024) the career development at the PTSs in Indonesia is examined to understand the real situation the lecturers there are facing, in particular in understanding why their career development is lagging behind those at the PTNs.

*Research Frame and Initial Analysis*

For the theoretical model of the research, it is viewed that career development is a continuous process that individuals go through and strive for in order to realize their career planning goals which are adapted to organizational conditions (Dubrin, 2001). These two constructs, thus, become the final destinations within the study. With that, lecturer career development (PKD) and work performance (PK) are viewed as the dependent variables. It is taken the PK leads to the PKD in the study. For the others constructs, lecturer competency (KD), organizational culture (BO) and achievement motivation (MB) variables are independent variables. Apart from that, work performance (PK) is a mediator variable between organizational culture (BO) and achievement motivation (MB) and lecturer career development (PKD). Theoretically, the model is presented in figure 1 below.

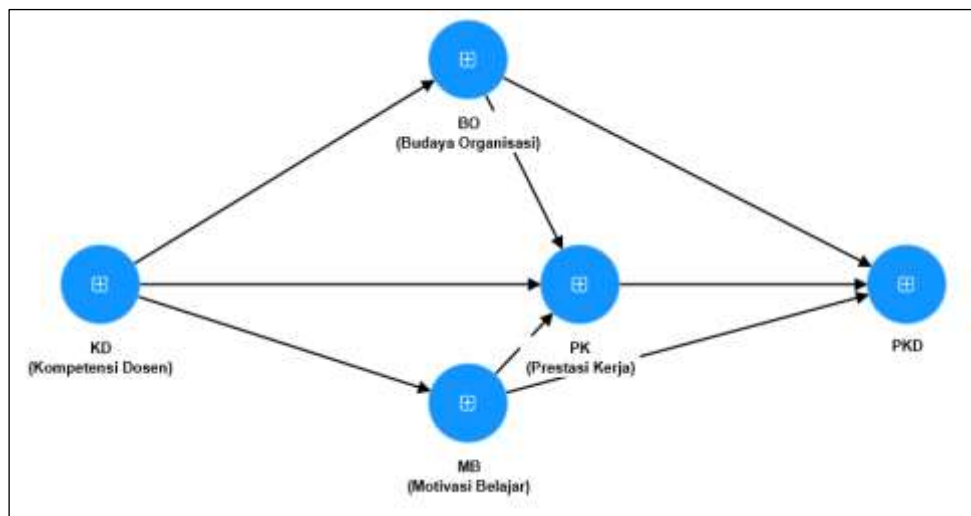


Figure 1. The Theoretical Research Model

Based on the theoretical model, eight main research hypotheses are proposed and tested in the study. These hypotheses are as the following

H1: Lecturer competency has positive and significant effect on organizational culture

H2: Lecturer competency has positive and significant effect on work performance

H3: Lecturer competency has positive and significant effect on achievement motivation

H4: Organizational culture has positive and significant effect on lecturer career development

H5: Work Achievement has positive and significant effect on lecturer career development

H6: Achievement motivation has positive and significant effect on lecturer career development

H7: Work Performance is mediator variable in the relationship between organizational culture and lecturer career development

H8: Work Performance is mediator variable in the relationship between achievement motivation and lecturer career development

For the research sampling, the study follows cluster random sampling for selecting the provinces and incremental simple random sampling for choosing the PTSs at each selected province. From 33 provinces in Indonesia, 10 provinces were selected. Although the best way is to do the sampling once, sampling for provinces is done a few times until all provinces have PTSs in its province. Targeting to get 100 respondents, as there is limited number of respondents, selection of respondents is done in sequence for every province until the number is met. This number of respondent is considered sufficient following the suggestion by Ghozali (2020, 2021), who recommended sample size for the PLS Smart SEM model to be between 30 and 100, with up to five variables and each variable is explained by three or more indicators. This is also with the research data processing procedure that use SEM (Structural Equation Model) PLS Smart statistical analysis, with the first stage testing the measurement model, and the second stage testing the structural model.

Table 2 shows the summary of the general criteria for determining the analysis of the study measurement model as suggested by Ghazali (2021) followed by table 3 to 5 that show the details of the measurement.

**Table 2. Measurement Model Analysis Criteria**

Detail	Analysis	Acceptance stage
Convergent Validity	Loading factor	> 0.70.
	Average Variance Extracted (AVE)	> 0.50.
Discriminant Validity	Fornell -Larcker	Root of AVE > Latent variable correlation
	HTMT	< 0.90
	Cross Loadings	> 0.70 in one variable
Composite Reability	The true value of the reliability of a construct	> 0.70.
Cronbach's Alpha	The lower limit of the reliability value of a construct	> 0.70.

Source: Ghazali (2021)

The convergent validity is assessed based on the loading factor of the indicator that measures the variable. The results of the outer loading values for all indicators are acceptable after removing indicators whose value is <0.70, as in the table 3.

**Table 3. Outer Loading Measurement Model Result**

KD_ (Lecturer Competence)		BO_ (Organizational Culture)		MB_ (Motivation to Learn)		PK (Work Performance)		PKD (Lecturer Career Development)	
KD10	0.886	BO10	0.873	MB3	0.811	PK10	0.893	PKD1 1	0.832
KD12	0.877	BO4	0.814	MB5	0.890	PK11	0.889	PKD2	0.874
KD5	0.848	BO5	0.870	MB6	0.883	PK12	0.859	PKD4	0.864
KD6	0.904	BO7	0.867	MB8	0.877	PK7	0.833	PKD5	0.834
KD9	0.853	BO9	0.861	MB9	0.885	PK8	0.851	PKD6	0.858
								PKD9	0.850

For the construct readability and validity, namely; the average variance extracted (AVE) value for all constructs is acceptable because it is greater than 0.50. Likewise, the composite readability value for all constructs is acceptable because it is greater than 0.70, and cronbach's alpha is also acceptable as it is greater than 0.70.

**Table 4. Reability and Validity**

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
BO_(Organizational Culture)	0.910	0.914	0.933	0.735
KD_(Lecturer Competence)	0.923	0.926	0.942	0.764
MB_(Motivation to Learn)	0.919	0.921	0.939	0.756
PKD (Career Development)	0.925	0.926	0.941	0.726
PK_(Work Performance)	0.916	0.922	0.937	0.749

The discriminant validity analysis (HTMT) is also with success with acceptable status as shown in table 5.

**Table 5. Result of the Discriminant Validity**

	Organization al Culture	Lecturer Competence	Motivation to Learn	Lecturer Career Developmen t	Work Performanc e
Organizational Lecture					
Lecturer Competence	0.489				
Motivation to Learn	0.543	0.837			
Lecturer Career Development	0.74	0.633	0.634		
Work Performance	0.668	0.71	0.723	0.796	



Data Analysis

For the next level analysis, the measurement model is reviewed and is accepted prior to the structural model test. Table 6 offers the results of the saturated and estimated model results.

Table 6. Model Fit

	Saturated model	Estimated model
SRMR	0.065	0.074
NFI	0.748	0.75

The structural model evaluation using PLS-SEM algorithm analysis and bootstrapping indicates relationships between constructs as shown in figure 2.

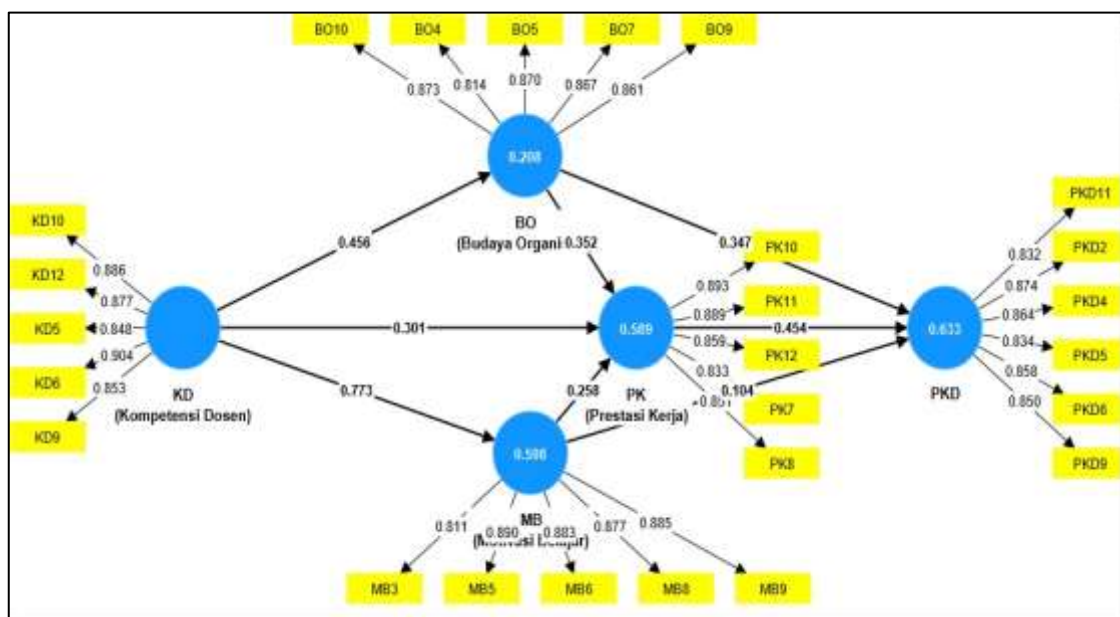


Figure 2. The Result of the Structural Model Test

The path coefficient test and the analysis of the significance of supporting factors for exogenous and endogenous variables are done as the result of the direct relationship is given in table 7 to follow.

Table 7. Hypothesis Testing Results for Direct Relationships, the Path Analysis

	Relation	Beta	T statistics ( O/STDEV )	P values	Decision
H 1	Lecturer Competence -> Organizational Culture	0.456	3.139	0.001	accepted
H 2	Lecturer Competence -> Work Performance	0.301	2.170	0.015	accepted
H 3	Lecturer Competence -> Motivation to Learn	0.773	9.263	0	accepted
H 4	Organizational Culture) -> Career Development	0.347	2.757	0.003	

					accepted
H5	Work Performance -> Career Development	0.454	3.429	0	accepted
H6	Motivation to Learn -> Career Development	0.104	0.907	0.182	rejected

The results of statistical analysis of hypothesis testing for each hypothesis are explained as follows.

Hypothesis 1: The research results show that there are positive and significant influence between lecturer competence and organizational culture ( $p=0.001<0.05$ ,  $\beta=0.456$ ,  $t=3,139>1.96$ ). Therefore, hypothesis 1 is accepted.

Hypothesis 2: The research results show that there are influence between lecturer competency and work performance ( $p=0.015<0.05$ ,  $\beta=0.301$ ,  $t=2,170>1.96$ ). So hypothesis 2 is accepted

Hypothesis 3: The research results show that there are positive and significant influence between lecturer competence on work achievement motivation ( $p=0<0.05$ ,  $\beta=0.773$ ,  $t=9.263>1.96$ ). Therefore, hypothesis 3 is accepted

Hypothesis 4: The research results show that there are positive and significant influence between organizational culture on lecturer career development ( $p=0.003<0.05$ ,  $\beta=0.347$ ,  $t=2,757>1.96$ ). So, hypothesis 4 is accepted

Hypothesis 5: The research results show that there are positive and significant influence between work performance on lecturer career development ( $p=0.0<0.05$ ,  $\beta=0.454$ ,  $t=3.429>1.96$ ). Therefore, hypothesis 5 is accepted

Hypothesis 6: The research results show that there is neither positive and nor significant influence between achievement motivation and career development of lecturers ( $p=0.182>0.05$ ,  $\beta=0.104$ ,  $t=0.907<1.96$ ). So, hypothesis 6 is rejected

In testing for the indirect relationship between variables, in particular to determine the effect of the mediating variables (achievement motivation, lecturer competence, and individual characteristics), the mediating variable tests were conducted, to look at the indirect effect or indirect relationship. For this, the researchers use the method by Hair (2017), by looking at the full mediator or partial mediator possibility. The indirect effect is presented in the Table 8

**Table 8. Hypothesis Testing Results for Total Indirect Effect**

		Original sample (O)	T statistics ( O/STDEV )	P values	Decision
H7	Organizational Culture -> Career Development	0.160	2.637	0.004	accepted
H8	Motivation to Learn -> Career development	0.117	1.533	0.063	Rejected at 5%

*Hypothesis 7:* Work Performance is a mediator of the relationship between organizational culture and lecturer career development? The research results show that there is positive and significant influence between organizational culture on lecturer career development ( $p=0.003<0.05$ ,  $\beta=0.347$ ,  $t=2,757>1.96$ ). Besides that, there is positive and significant influence on the indirect relationship between organizational culture and lecturer career development through work performance.  $p$  value= $0.004<0.05$ ,  $t=2.637<1.96$ ,  $\beta=0.160$ . Therefore, the work performance variable acts as partial mediator variable in the relationship between organizational culture and lecturer career development. Thus hypothesis 7 is accepted.



*Hypothesis 8:* Work Performance is mediator of the relationship between learning motivation and lecturer career development? The research results showed that there is small positive and less significant direct influence between achievement motivation and lecturer career development ( $p=0.182>0.05$ ,  $\beta=0.104$ ,  $t=0.907<1.96$ ). And there is also small positive and less significant influence on the indirect relationship between achievement motivation and lecturer competence through lecturer work performance.  $p$  value= $0.063>0.05$ ,  $t=1.553<1.96$ ,  $\beta=0.117$  Therefore, the lecturer competency variable is considered as not a mediator variable between organizational culture and achievement motivation. Thus hypothesis 8 is rejected at 5% significant level.

### Total Effect

The test results show that all relationships between exogenous variables and endogenous variables have positive and significant effect, as presented in table 9 below.

**Table 9. Hypothesis Testing Results for Total Effect (Path Analysis)**

Total Effect					
	Original sample (O)	Sample mean (M)	Standard deviation	T statistics (O/STD EV)	P values
Organizational Culture -> Career Development	0.507	0.516	0.111	4.558	0
Organizational Culture) -> Work Performance	0.352	0.355	0.101	3.480	0
Lecturer Competency -> Organizational Culture	0.456	0.438	0.145	3.139	0.001
Lecturer Competency -> Motivation to Learn	0.773	0.758	0.084	9.263	0
Lecturer Competency -> Career Development	0.540	0.508	0.156	3.457	0
Lecturer Competency -> Work Performance	0.661	0.628	0.135	4.915	0
Motivation to Learn -> Career Development	0.221	0.201	0.125	1.774	0.038
Motivation to Learn) -> Work Performance	0.258	0.252	0.134	1.923	0.027
Work Performance) -> Career Development	0.454	0.444	0.133	3.429	0

### R Squares

**Table 10. R<sup>2</sup> Value for Each Endogenous Latent Variable**

	R-square	R-square adjusted
Organizational Culture	0.208	0.2
Achievement Motivation	0.598	0.594
Work Performance	0.589	0.576
Career Development	0.633	0.621

Based on the results of R<sup>2</sup> in table 3.10, the latent variable organizational culture is 0.2, achievement motivation is 0.594, lecturer work performance is 0.576 and lecturer career development is 0.621. According

to Chin (2010) and Hair et al. (2014), the  $R^2$  value is moderate to close to strong, except that the organizational culture is rather weak. With the  $R^2$  value for lecturer career development of 0.621, it shows that the percentage contribution from organizational culture, achievement motivation and lecturer work performance in building lecturer careers is 62.1% while the remaining 27.9% is due to other factors. This means that these three variables play a major role in shaping the career development of lecturers at private universities in Indonesia.

## Discussion

The results of the study show that at a significant level of 5%, the career development of lecturers at the private higher education in Indonesia is directly and significantly influenced by the organizational culture of higher education and the work performance of lecturers, while achievement motivation cannot be claimed to have direct influence on lecturers' careers. Meanwhile, organizational culture, work performance and achievement motivation are found to directly influenced by lecturer competence. Furthermore, lecturer work performance is proven to be partial mediator variable for the relationship between organizational culture and lecturer career development, but cannot be proven as a mediator variable for the relationship between organizational culture and lecturer career development.

At a slightly higher significant level, at 6.3%, it can be concluded that higher education organizational culture factors and lecturer work performance have greater power for the success of lecturer career development. Such significant level is still very good considering the research sample is as large as the population in each cluster where data is collected. Key to the discussion is the elaboration on the effect of organization culture, work performance and achievement motivation on career development and the factor of lecturer competency has been proven to significantly and fully affecting the associated variables. The following discuss the results of the study of the relationship between each known variable.

### *Lecturer Career Development and Work Performance of the PTS*

The main problem raised in the research is related to the career development of lecturers in private higher education which is not as good as in state higher education. The main and initial hypothesis tested is that lecturer work performance has significant relationship to their career development, which is proven at a significant level of 0%. This result indicates the reliability of the data collected that support the main theory that work performance is the indicator of the career development as suggested by many such as Sakti and Kurniawan (2022), Gultom s (2021) and Sari, Firdaus and Rinda. (2020). Sakti and Kurniawan (2022) concluded that work performance has direct impact on career development, whereas Gultom (2021) stated that involvement in work, training and performance has significant influence on employee career development. Thus, the important strategy to look into the career development of lecturers at the PTS is sufficient by looking at their work performance, although organization culture and learning motivation can also be directly linked to the career development.

Looking at the work performance of the lecturers at the PTS, it is evidenced that it is supported strongly by the factors of their competency and achievement motivation and rather weak by the factor of the organization culture. As the competency factor remains unchanged, the motivation factor and the organization culture can be nurtured and changed and organized so that it can support the work performance dimension. This two factors are discussed in details later.

Given the competency of the lecturers at the PTS is as good as the competency of the lecturers at the PTN, and then support their achievement motivation that have impact on the work performance and their career development, why the career motivation is still lagging behind those working at the PTN. The link indicates the organization culture has a major role in ensuring their better performance that lead to better career development. Thus, for the case of PTS in Indonesia, to ensure better career development of the lecturers, attention must be given more on the organizational culture where better organizational culture can support their performance and career development.

### *Organizational Culture Factor*

In the study, the finding that organizational culture supports work performance is not surprising, however, low R2 indicates the less contribution to the relationship. This indicates the urgent need to look into the organizational culture at the PTS in order to support the lecturer work performance and having better career development. There is a need for a strong educational culture at the PTS to support the lecturer performance and also in turn the organizational performance as cited by Kreitner and Kinicki (2004) and Tempest (2004) that organizational culture is also the factor that influences employee performance in an organization. Tunggul (2001) states that a strong organizational culture will be able to motivate and direct work behavior to achieve organizational and individual goals. The existence of a match between individual beliefs and the culture implemented by the organization will support planning and developing their careers in the organization (Rousseau, 1995; Tinsley, 2000; Tempest, 2004). Thus, the organizational culture that is formed at the PTS will influence the style, attitudes, motivation of the lecturers which in turn will have an impact on their work performance and career development.

Based on the results of this research, there are a few things that need to be considered regarding the organizational culture of private higher education in Indonesia. There is an urgent need to do something about improvement or correction at the private institutional level. It refers to the physical and non-physical working environment at the PTS. The authorities need to set standards for the facilities and support system at the PTS so that the working environments are better, more pleasant and conducive. All the general standards for higher institutions need to be observed and supervised in line with the Indonesia higher education commitment to achieving academic achievement and culture of quality. Such moves affect the PTS, the lecturers and also the students. Thus, forms a better and conducive organizational culture at the PTS.

### *Achievement Motivation*

In the study, the significant relation of achievement motivation to work performance and career development indicates the effect of personal or individualism in the progression of one life. This result is in-line with many researches that claimed work motivation has a direct influence on the work performance such as by Pratomo et al (2022), Farida(2021) and Sapta et al., (2022). The strength of the relationship in the study, which is high, indicates the reliability of the findings and conclusion of the study.

In explaining the situation at the PTS in Indonesia, there is a desired need to work on the motivation need of the lecturers. Whilst the organizational culture factor needs to be improved, attention must also be given to the personal level of the lecturer that with high significant to improve the work performance of lecturers. The internal policies and practices need to be improved and flexible so that lecturers at the PTS can balance the time allocated for all academic activities as the lecturers at the PTN. For example, heavy burden on teaching activities must be reduced by hiring more lecturers so that they can spend more time on doing researches, writing books, article publication and other social activities.

The positive note with regard to the achievement motivation of the lecturers at the PTS is that they are ready to excel and achieve high work performance, as realised by lecturers at the PTN. The authority at the PTS should capitalized on the matter to promote and support their lecturers, for example, by providing better academic incentives in promoting their career, allowing them to participate in academic activities outside teaching and adequate compensation and allowances,

### **Suggestion and Conclusion**

Looking the key challenges at the higher institution in Indonesia, which are (i) the limited finance faced by the PTS compared to the PTN and (ii) the perceived less interest and preference by potential students on the PTS compared to the PTN, it will be difficult and of major challenges to the stakeholders to offer and obtain a better situation in achieving a career path for the lecturers at the PTS compared to the PTN.

The limited finance, the external source for the government and the internal source for fund raises (students fee collection and others) put the PTS in a dare situation to offer the organizational culture and the lecturer motivation condition at par or at least comparable to the PTN. Experience shows that government budgets to the PTS is less in proportionate compared to the PTN with many valid and acceptable reasons does not help in the work performance of the lecturers and thus affecting their career development. Possible solution is for the government to offer more budget and allow for PTS to charge higher fee seems valid and reasonable. thus providing greater support for research and academic development. This could be further elaborated in future research and discussions.

There is none of the PTS in Indonesia that reach a comparable standard of the PTN or becomes an outstanding university, recognized by any ranking bodies. This explains the less interests among potential candidates and most likely among the highly qualified candidates. Good students can assist lecturers as research assistants especially post-graduate students. Without them, it does not support the undertaking of non-teaching activities especially research and development and publication among lecturers to assist in their work performance that support their career development.

Whilst the performance of lecturers at PTS is heavily linked to the effect of the heavy teaching workload, compared to the PTN, there are those who have managed to excel in producing paper journal in reputable journal publishers and writing book that make them enjoy a successful career path. The lecturers at the PTS have to work extra hard to achieve better performance as required by the authority to get the needed career path and development. The achievement motivation needs to be nurtured through other non-normal approaches. For example, capitalize on their network to work on joint research activities with the PTN and foreign universities. This can be done online, which reduce the total cost or expenses drastically as been done in the traditional ways.

Supporting the claim by Djadmiko (2023) that the work performance of lecturers at the PTS in Indonesia is lagging behind compared to the PTN, which is influenced by organizational culture and lecturers' achievement motivation, the research findings reveal that it is very true case in Indonesia. The corrective measurements are very challenging and the PTSs shall face uphill tasks. These two dimensions need to be given considerable attention to ensure the excellent work performance of the lecturers at the PTN and thus provide a better career growth and career path for them.

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