The Impact of Career Development and Job Satisfaction on Lecturer Performance

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Abstract

Purpose: This research aims to examine and analyze the influence of career development and job satisfaction on lecturer performance.

Design/methodology/approach: The research instrument uses a questionnaire with a Likert scale. The research data was processed and analyzed using path analysis. The population for this research was 246 lecturers. Sampling was carried out using the proportional random sampling technique with a sample size of 152 people.

Findings: The results of the analysis show that there is a direct influence of career development on lecturer performance with a path coefficient of 0.228, and there is a direct influence of job satisfaction on lecturer performance with a path coefficient of 0.278. Based on the results of the analysis, various efforts need to be made to improve lecturer performance, including increasing career development and job satisfaction.

Research limitations and mplications: This research is only limited to the variables of career development, job satisfaction, and lecturer performance at Al Washliyah Muslim Nusantara University, and the research findings are too narrow and cannot be used as a standard reference for career development, job satisfaction, and lecturer performance at other work institutions.

Practical implications: Career development, job satisfaction, and lecturer performance can increase if given a career opportunity that suits capacity and productivity, an adequate salary, friendly co-workers, superior competence, and a harmonious work environment.

Keywords: *Career Development, Job Satisfaction, Lecturer Performance.*

1. Introduction

Al-Washliyah Muslim Nusantara University is an organization that is very dependent on the performance of the human resources of its members. Lecturers are one part of existing human resources. Human resources play an important role in achieving the organization's vision, so human resource management is needed. Seeing that the main mission of higher education is to develop, transfer, and apply knowledge through the practice of the tridharma, placing lecturers as the main resource. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher

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Education Standards, Chapter 1 Article 1 Paragraph 13 describes lecturers as professional educators and scientists with the main task of transforming, developing, and disseminating science and technology through education, research, and community service.

Sutrisno. H., (2016) states that to be able to carry out tridharma duties well, lecturers are required to have academic qualifications and educational competence, be physically and spiritually healthy, and have the ability to provide education in order to fulfill graduate learning outcomes. One of the successes of an organization is getting competent employees so that employees continue to work in the organization. In general, every organization needs competent human resources as the most important element in achieving the organization's vision (Jumiran, et al, 2020).

The existence of private universities is also of interest to the public at this time. Private universities are here to give confidence to the community as an alternative to absorbing high school or vocational high school graduates who have graduated to continue their studies. Private universities produce professional graduates. With the desired graduates, it is hoped that they will complete a superior education. (Yusaini, 2018) explained that lecturers, as implementers of the tri dharma of higher education, must be able to shape scientific character and intellectuality in students for the sake of the nation's progress in the future. This is the hope of private universities to produce quality graduates, so private university lecturers are expected to be able to encourage, develop, guide, invite, and mobilize students to improve their performance. This makes lecturer performance very important in higher education to achieve higher education goals. Performance issues are the most important topic of discussion at Al-Washliyah Muslim Nusantara University. The performance of lecturers is questioned by many groups, especially within universities themselves.

Based on the phenomenon, which indicates that at Al-Washliyah Muslim Nusantara University there is not yet optimal fulfillment of curriculum documents, learning, and academic atmosphere, in other words, the semester learning plans for each study program at Al-Washliyah Muslim Nusantara University are still within the sufficient criteria and do not meet the good level

According to Suryadi (2014) that there are still many facts that show that Indonesian higher education is still of low quality. In detail, Utama (2018) explained in his research that the performance of lecturers in implementing the Tridharma of private universities was not carried out well. In this regard, the results of a preliminary survey conducted by Utama found that the work productivity of lecturers at private universities was relatively low. Research results from several scientific journals examine lecturer performance, including in their journals Handoko (2015) explained that "lecturer performance is influenced by improvements in job satisfaction in all aspects, especially in terms of improving colleague performance. The most important thing is that lecturer performance is supported by teaching staff towards their job satisfaction as a supporter of lecturer performance". In Thesis Siregar (2013) shows from the results of research that education, training, and career development have a positive and significant effect on the performance of lecturers at Al Washliyah Muslim Nusantara University, Medan. The training variable is the most dominant variable influencing lecturer performance.

Meanwhile, research in journal Narasuci, W., Setiawan, M. (2018) states that what influences lecturer performance is work motivation and job satisfaction and has a strong influence on the work environment and partially influences lecturer performance. Research result Bangun (2018) stated that the factors that determine lecturer performance leverage are satisfaction and a supportive work environment and respect for human resources based on discipline and a productive work ethic. Meanwhile, research results Margahana (2020) shows that the variables of competency, reward and career

development simultaneously have a positive effect on the performance of lecturers at STIE Trisna Negara, Belitang.

Based on Kemenristekdikti (2019) can be accessed via https://wartakota. tribunnews. com/ 2019/ 08/18/ daftar- 17-perguruan- tinggiswasta-terbaik-versi-kemenristekdikti which was accessed on September 27, 2023 at 10.15. The quality of private universities in Indonesia has decreased. According to the Ministry of Research, Technology and Higher Education, there are only 17 private universities with achievements in Indonesia, according to the Ministry of Research, Technology and Higher Education. This is an issue that has been raised nationally and internationally. The quality of private universities influences the lecturers performance.

The availability of lecturer resources is an important factor in a higher education institution. Lecturers as employees are a very valuable asset at a university that needs to be managed well by the university leadership in order to provide maximum contribution. One of the factors that influences lecturer performance and must be considered at Al-Washliyah Muslim Nusantara University is career development. Caroline, O., & Susan (2014) states that a leader who hopes to achieve maximum performance in his organization must pay attention to factors that influence employee performance, one of which is career development.

Career Development is one part of developing lecturer resources to improve their work abilities in order to achieve the desired career. Career refers to a person's level of position while he or she works in a particular organization. It is very important for every person who works in an organization to know their career development prospects while working in the organization. Rivai in (Widodo, 2015) defines career development as the process of increasing individual work abilities achieved in order to achieve the desired career. Career development is self-development activities undertaken by a person to realize personal career plans (Marwansyah, 2016). According to Handoko (2013) career development is an employee's personal efforts to achieve a career plan. Besides that, Nawawi (2011) defines career development as a change in values, attitudes and motivation that occurs in a person, because with increasing age they will become more mature.

The government issued Decree of the Coordinating State Minister for Supervision of Development and Utilization of State Apparatus Number 38/KEP/MK.WASPAN/8/1999, dated 24 August 1999 as well as Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 17 of 2013 concerning Lecturer Functional Positions and Credit Scores. In order to improve the quality of lecturer academic positions, several special requirements and Readjustments to the value of credit figures for certain fields have also been carried out through statutory regulations. The special requirements and changes in credit numbers are:

Table 1. Requirements for Improving the Quality of Lecturer Academic Positions

Number	Description
1	Requirements are to have a Doctoral (S3) academic qualification to hold the academic position of Associate Professor or Professor
2	Promotion of lecturer academic positions to become:
	a. Lectors are required to have at least scientific work published in scientific journals.
	b. Associate Professor are required to have at least scientific work published in accredited national journals.
	c. Professors are required to have scientific work published in reputable international journals.
3	Promotion of a lecturer's academic position from Associate Professor to Professor can

be done at least 3 (three) years after obtaining a Doctoral degree (S3) and serve a minimum of ten years as a lecturer.

One indicator of the progress of a higher education institution is the number and educational qualifications of lecturers. Quality education can produce quality and productive lecturer resources. With an educational background, a person is considered capable of occupying a certain position. In order to improve employee performance, it is important for an organization to identify needs so that it can implement lecturer career development. According to the results of the research Massie, et al (2015) states that career development has a very positive influence on employee performance.

The findings of this research are supported by Simanjuntak (2018) entitled factors that influence lecturer job satisfaction at Trunajaya Bontang University, from the results of his research it concluded that simultaneously there is a positive influence and significant between the variables of compensation, work environment, promotion, supervision and job satisfaction. This is supported by a very strong correlation coefficient level of 93,5%, Furthermore, if we look at the determinant coefficient, it shows a value of 87.50%, which means that variations in the satisfaction variable can be explained by the compensation variable, work environment, promotion, supervision while the other 12.50% is explained by other variables not included in the model. Based on the multiple regression test, it is known that the variable that has the dominant influence on job satisfaction is the job promotion variable, this is evident from the large standardization value of the beta coefficient of the position promotion variable of 0.428, which is greater than the coefficient of the other independent variables.

This research was also supported by Mohammed, F. and Eleswed (2013) who researches about "Job Satisfaction and Organizational Commitment: a Correlational Study in Bahrain". These results prove the existence of a positive relationship between job satisfaction and organizational commitment and provide the conclusion that job satisfaction is one of the key variables that influences organizational success.

There are many aspects that influence lecturer performance, so researchers are interested in conducting research entitled The Impact of Career Development and Job Satisfaction on Lecturer Performance at Al-Washliyah Muslim Nusantara University, Medan City.

2. Literature Review

It should be noted that in this research there were only 3 variables studied which were related to each other, and their influence on lecturer performance was analyzed, the description is as follows:

Career Development

Career Development is one part of Human Resources development to improve individual work abilities in order to achieve the desired career. Career refers to a person's level of position while he or she works at a particular institution, company or organization. It is very important for every person who works in an organization to know their career development prospects while working in the organization. According to Veitzhal Rivai in (Widodo, 2015)

Busro (2018) defines career development as an effort carried out by each employee or organization to encourage himself to do optimally in serving and improve abilities/skills in carrying out the main tasks and functions of profit and non-profit organizations as well as all work. According to Marwansyah (2016) career development is self-development activities undertaken by a person to realize personal career plans.

According to Busro (2018) There are 3 dimensions of career development: (1) Career clarity, (2) Self-development, and (3) Improved performance quality. Handoko in quotes (Salmida, 2018) describes career development indicators as: work performance. exposure (introduction of other parties), organizational loyalty, mentors and sponsors, opportunities for growth, and management support.

Job Satisfaction

According to Hasibuan (2017) job satisfaction is an emotional attitude that is pleasant and loves work. This attitude is reflected in work morale, discipline and work performance. Job satisfaction is enjoyed at work, outside work, and a combination of inside and outside work. Meanwhile, Jex is in Sinambela (2017) explains that job satisfaction is the level of positive effect of a worker, job satisfaction is related to the worker's attitude towards his work, This attitude takes place in the cognitive and behavioral aspects. The cognitive aspect of job satisfaction is the worker's beliefs about the job and work situation.

From this description, the author can conclude that job satisfaction is the level of a person's feelings towards their work by considering and assessing all aspects of work, so that a feeling of happiness or dissatisfaction arises in the work situation, work environment and coworkers. What the employee feels can be positive or negative depending on his perception of his work.

Mangkunegara (2017) states that there are five factors that influence employee job satisfaction, including: (1) Salary or welfare (pay), (2) Position Promotion Opportunities, (3) Rekan kerja (cowokers), and (4) Quality of supervision. According to Afandi (2018) Indicators of job satisfaction include: job, wages, promotions, supervisors, and coworkers.

Lecturer Performance

Gibson, Ivancevich, & Donnely (2012) states that "performance is a management measurement tool used to assess a person's level of responsibility in carrying out their duties". Robbins (2015) defines lecturer performance as the lecturer's performance and the efforts made in carrying out the role and evaluating work results and Lecturer performance and efforts carried out in carrying out their roles and functions and supporting the activities of the Tri Dharma of Higher Education with indicators in the fields of education and teaching, research, community service, and student mentoring. Suryaman (2016) describes lecturer performance as something produced by lecturers in achieving responsible and quality performance.

Lecturer performance indicators according to Rachmawati (2013) includes: (1) Learning planning, (2) Learning implementation, and (3) Evaluation of the learning process. Lecturer performance is designing, teaching and evaluating the learning process. Government Regulation no. 60 of 1999 article 3 paragraph 1 states that universities carry out higher education and research as well as community service or better known as the Tri Dharma of Higher Education. So it can be concluded that a lecturer's performance is not only teaching, but also carrying out research and various scientific studies as well as community service.

3. Methodology

This research is quantitative in nature and to describe the pattern of relationships between each variable based on empirical information collected with the help of the instruments created. Path analysis is used to compare one variable with another variable. To determine the direct impact of a set of causal variables (exogenous variables) on a set of effect variables. Riduwan (2017) presents the path analysis method used to test the pattern of relationships between variables (endogenous variables). Al-Washliyah Muslim Nusantara

University was the place for this research. This research can be completed in three months. The data collection technique used was interviews, Questionnaires and documentation refer to the theoretical framework of relationships between variables as previously explained. This research emphasizes numerical data processed using the SPSS version 23 application, so that the significance of the relationship between the variables studied is obtained. This research was conducted with the aim of obtaining evidence of the influence between the independent variables namely career development and job satisfaction, while the dependent variable is the lecturers performance at Al-Washliyah Muslim Nusantara University, Medan City.

Research Population and Sample

The population in this study were lecturers at Al-Washliyah Nusantara Muslim University. Based on the data obtained, a total of 246 lecturers. Meanwhile, the sample of 152 lecturers was obtained from sampling technique calculations using Slovin formula.

Sampling is based on the Slovin formula (Prasetyo, 2016), for a population of N = 246, and the degree of error d is 0.05, the number of samples obtained:

$$n = N/(1 + (N \times d^2)) \approx n = \frac{246}{1 + (246 \times 0.05^2)} = \frac{246}{1.615} = 152.32$$

Information:

n = Sample size

N = Population

d = degree of error

The aim of this research is to examine and analysis the impact of career development and job satisfaction on lecturer performance. This research was carried out with a framework as shown in Figure 1.
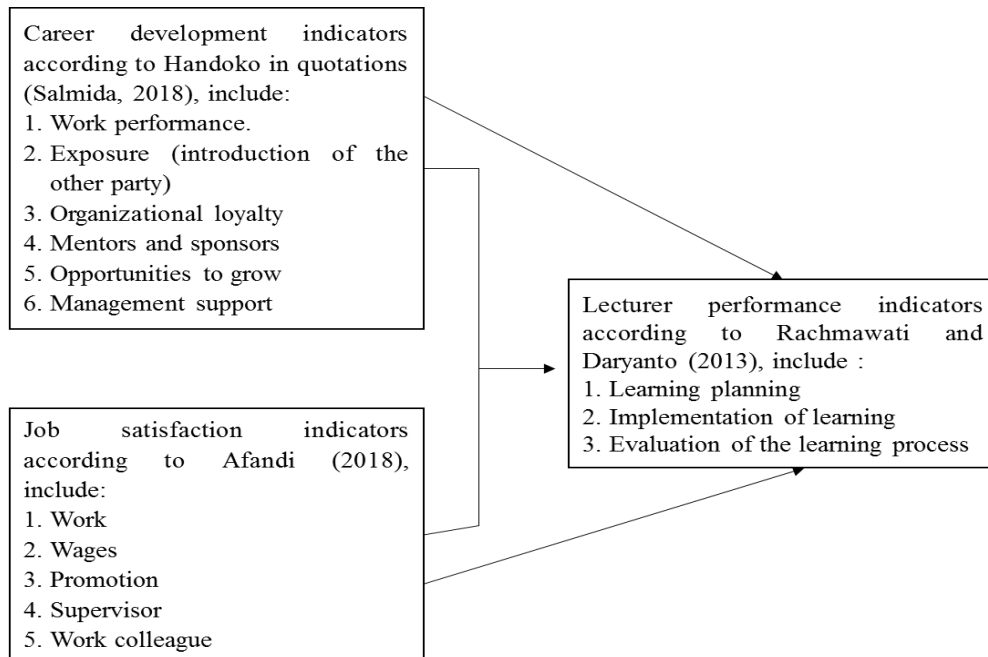

Figure 1. The Relationship of Three Variables

Source: Author (2023)

The number of lecturers is 246 of all lecturers at Al-Washliyah Muslim Nusantara University can be seen in Table 2 below:

Table 2. Percentage Distribution of Al-Washliyah Muslim Nusantara University Lecturers Based on Functional Position, August 2022/2023

Lecturer Academic Position	Number of Lecturers According to Functional Position	%
Professor	2	0,81
Associate Professor	22	8,94
Lector	112	45,53
Expert Assistance	70	28,46
Instructor	40	16,26
Amount	246	100

Source: Al-Washliyah Muslim Nusantara University Campus Rectorate edited by researchers

4. Results and Discussion

An overview of the research data presented on these three variables is career development (X_1), job satisfaction (X_2), and lecturer performance (X_3). Based on the results of the quantification of respondents' answers to the questionnaires distributed, there were 152 sets in accordance with the number of research samples that had been determined at Al-Washliyah Muslim Nusantara University. Next, after obtaining the raw data, researchers processed the data using the SPSS for Windows version 23 statistical program. A description of the data for each research variable is presented in summary in Table 3 below.

Table 3. Summary of Descriptive Statistics Calculation Results

Statistics		X_1	X_2	X_3
N	Valid	152	152	152
	Missing	0	0	0
Mean		122.0329	118.4013	118.2303
Median		122.5000	120.5000	119.0000
Mode		118.00	119.00[a]	123.00
Std. Deviation		13.34138	13.58381	9.49972
Variance		177.992	184.520	90.245
Range		57.00	60.00	43.00
Minimum		93.00	85.00	95.00
Maximum		150.00	145.00	138.00
Sum		18549.00	17997.00	17971.00
Ideal Minimum		32	33	32
Ideal Maximum		160	165	160
Ideal Mean		96	99	96

Ideal Std. Deviation	21,33	22,00	21,33

Information:

X_3= Career development

X_4= Job satisfaction

X_5= Lecturer Performance

Sujarweni (2014) explains that reliability testing can be carried out jointly on all research questionnaire questions. The basis for decision making in reliability testing is as follows:

a.   If the Cronbach's Alpha value is > 0.60 then the questionnaire is declared reliable or consistent.

b.   If the Cronbach's Alpha value is <0.60 then the questionnaire is declared unreliable or inconsistent.Setiap variabel seluruhnya dipergunakan.

The reliability of the three questionnaires was analyzed using Cronbach's Alpha technique.

A summary of the results of the instrument reliability analysis can be seen in Table 4 below.

Table 4. Summary of Instrument Reliability Analysis Results

No	Name Variable	Reliability coefficient value	Conclusion
1	Career development (X_1)	0,957	
2	Job satisfaction (X_2)	0,947	High
3	Lecturer Performance (X_3)	0,992	

Furthermore, the following description presents the frequency distribution and histogram of each research variable.

Career Development

Based on data processing from Table 3, the frequency distribution of career development variable scores (X1) can be seen in Table 5 below.

Table 5. Frequency Distribution of Career Development Variable (X_1)

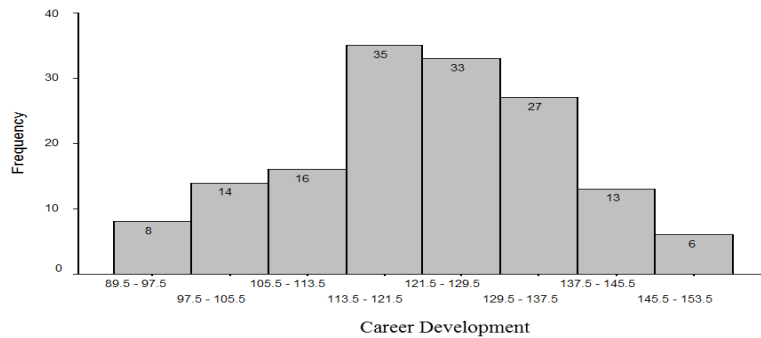| No	Career Development Interval Class	Frequency	Percentage	Cumulative Percentage
1	90 – 97	8	5,3	5,3
2	97 – 105	14	9,2	14,5
3	105 – 113	16	10,5	25,0
4	113 – 121	35	23,0	48,0
5	121 – 129	33	21,7	69,7
6	129 – 137	27	17,8	87,5
7	137 – 145	13	8,6	96,1
8	145 – 153	6	3,9	100,0
	AMOUNT	152	100,0	-

Figure 2. Histogram of Career Development Variables (X_1)

Based on Table 3, the highest ideal score is 160, the lowest ideal score is 32, and the average ideal score is 96 and the ideal standard deviation is 21.33. By following the criteria in the methodology section, the trend of the career development variable (X_1) is obtained as follows in Table 6.

Table 6. Trend Level of Career Development Variable (X_1)

| Class	Class Intervals	Frequency Observation	Frequency Relatively	Category
1.	128 – Highest Score	58	38,20	High
2.	96 – 127	89	58,60	Sufficient
3.	65 – 95	5	3,30	Not Enough
4.	Lowest Score – 64	0	0,00	Low
Total		152	100,00*	-

* Rounding

Based on Table 6 above, it shows that the relative frequency is 58.60 percent of research subjects, namely lecturers who have career development in the strong category, This means that the level of lecturer work motivation is in the class interval between 96 - 127. Overall it can be concluded that lecturer career development tends to be in the adequate category. After further investigation, the career development of lecturers based on work performance indicators is sufficient, while the indicators for opportunities to grow and management support are relatively low.

Job satisfaction (X_2)

Frequency distribution of Job Satisfaction variable scores (X_2) can be seen in Table 7 below. Based on the data in Tables 3 and 7 above, it can be seen that the highest score is the lowest 85 and the highest score is 145, the average is 118.40, and the standard deviation is 13.58. So, as many as 91 people (59.87%) of respondents had scores below the average, and as many as 23 people (15.13%), 23 respondents had scores above the average.

Table 7. Frequency Distribution of Job Satisfaction Variable (X_2)

No	Interval Class	Frequency	Percentage	Cumulative Percentage
	Job satisfaction			
1	84 – 91	4	2,6	2,6
2	91 – 99	13	8,6	11,2
3	99 – 107	20	13,2	24,3
4	107 – 115	19	12,5	36,8
5	115 – 123	35	23,0	59,9
6	123 – 131	38	25,0	84,9
7	131 – 139	18	11,8	96,7
8	139 – 147	5	3,3	100,0
	AMOUNT	152	100,00	-
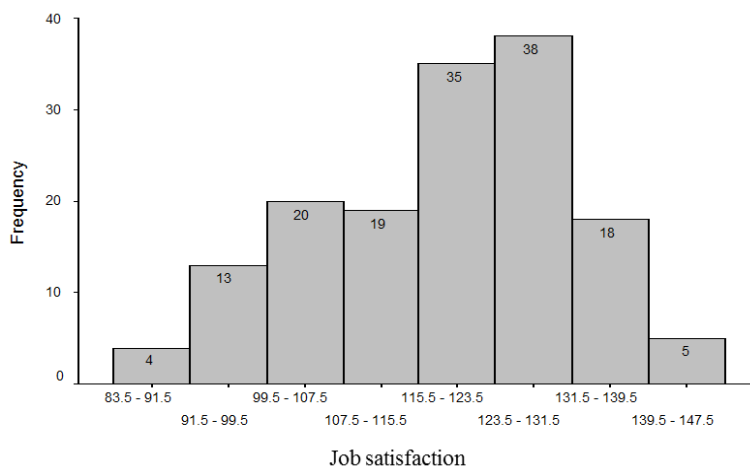
Figure 3. Histogram of Job Satisfaction Variables (X_2)

Furthermore, the highest ideal score is 165, the lowest ideal score is 33, and the average ideal score is 99 and the ideal standard deviation is 22,00. By referring to the criteria in the methodology section, obtained a tendency for the Job Satisfaction variable (X_2) as stated in Table 8 below.

Table 8. Trend Level of Job Satisfaction Variables (X_2)

Class	Class Intervals	Frequency Observation	Frequency Relatively	Category
1	132 – Highest Score	23	15,10	High
2	99 – 131	112	73,70	Sufficient
3	66 – 98	17	11,20	Not Enough
4	Lowest Score – 65	0	0,00	Low
	Total	152	100,00*	-

* Rounding

Based on Table 8 above, it shows that the relative frequency is 73.70 percent of the research subjects, namely, lecturers have job satisfaction in the high category, meaning that the level of lecturer job satisfaction is between the class interval range 99 - 131. Overall it can be concluded that lecturer job satisfaction tends to be in the sufficient category. After further investigation, lecturers' job satisfaction in the supervision indicator is low, while in the work indicator it is classified as high.

Lecturer Performance

The frequency distribution of scores for the Lecturer Performance variable can be seen in Table 9 below. Based on the data in Tables 3 and 9, it can be seen that the lowest score is 95, The highest score was 149 and the average was 118.23, and the standard deviation is 9.50. So, as many as 72 people (47.37%) respondents had scores below the average and as many as 42 people (27.63%) of respondents had scores above the average.

Table 9. Frequency Distribution of Lecturer Performance Variable (X_3)

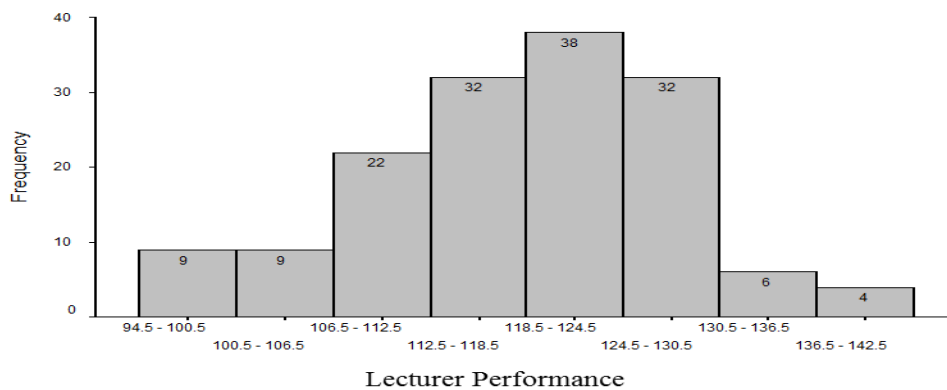| No	Lecturer Performance			
	Interval Class	Frequency	Percentage	Cumulative Percentage
1	95 – 100	9	5,9	5,9
2	100 – 106	9	5,9	11,8
3	106 – 112	22	14,5	26,3
4	112 – 118	32	21,1	47,4
5	118 – 124	38	25,0	72,4
6	124 – 130	32	21,1	93,4
7	130 – 138	6	3,9	97,4
8	138 – 142	4	2,6	100,0
	AMOUNT	152	100.00	-

Figure 4. Histogram of Lecturer Performance Variable (X_3)

Furthermore, the ideal highest score is 160, the ideal lowest score is 32, and The average ideal score is 96 and the ideal standard deviation is 21,33. By referring to the criteria in the methodology section, The tendency of the Lecturer Performance (X_3) variable was obtained as shown in Table 10. Based on Table 10, it shows that the relative frequency is 83,60 percent of the research subjects, namely the lecturer has performance in the good category, meaning the lecturer's performance level is between the class interval range 96-

127.

Table 10. Trend Level of Lecturer Performance Variable (X_3)

Class	Class Intervals	Frequency Observation	Frequency Relatively	Category
1.	128 – Highest Score	24	15,80	Very good
2.	96 – 127	127	83,60	Good
3.	65 – 95	1	0,70	Not good
4.	Lowest Score – 64	0	0,00	Very Not Good
	Total	186	100,00*	-

* Rounding

Table 10 can be concluded that lecturer performance tends to be in the good category. After further investigation, the indicators that are not good in lecturer performance lie in the research sector, while the indicators in the education and teaching sector are stated to be good.

Proof of the Linearity Test can be seen from the significant/significant coefficient F_{count} and F_{count} in the linear equation resulting from anava calculations produced through the results of estimate analysis for each interrelated variable. If the Fcount coefficient value in the results of the significance analysis shows that it is greater than the F_{table} coefficient value, then the mutually estimated variables are declared significant and if the F_{count} coefficient value in the results of the linear analysis is smaller than the Ftable coefficient value, then the mutually estimated variables are declared linear. If this is not the case then it is stated that each estimated variable is not linear and significant. A summary of the results of the linearity analysis for each estimated variable can be seen in Table 11 below.

Table 11. Summary of Linearity Test Results and Significance Test

No	Exogenous Variables to Endogenous Variables	Linearity Test			Regression Significance Test		
		F_h	Sig.	Status	F_h	Sig.	Status
1	X_1 dengan X_3	0,108	0,323	Linear	77,584	0,001	Significant
2	X_2 dengan X_3	0,010	0,122	Linear	85,595	0,001	Significant

Based on the test criteria in Table 11 above, for the significance linearity test the Fh value must be greater than 0.050 and To test the significance of the regression, the Fh value must be less than 0,050, then the relationship between exogenous variables and endogenous variables is linear and meaningful, so that the assumptions of linearity and significance of the regression have been fulfilled.

Next are the results of testing the research hypothesis that has been formulated. From the statistical computing results of the correlation coefficient and path coefficient, the test results can be summarized in Table 12 below.

Table 12. Summary of Calculation Results of Correlation Coefficient, Path Coefficient and Significance

Hypothesis Number	Correlation Coefficient *	Path Coefficient	T_{count}	Significance	Information
1	$r_{13} = 0,585$	$r_{31} = 0,228$	2,229	0,004	Mean Path
2	$r_{23} = 0,603$	$r_{32} = 0,278$	3,039	0,010	Mean Path

* All correlation coefficients are significant { t_{count} is greater than $tt_{able\ (5\%)} = 1,976$}

After carrying out the analysis, the results obtained are then used as a basis for answering hypotheses and drawing conclusions in this research.

Hypothesis 1 proposed is:

Ho: $\rho_{31} = 0$: Career development (X_1) does not have a direct positive effect on Lecturer Performance (X_3).

Ha: $\rho_{31} > 0$: Career development (X_1) has a direct positive effect on Lecturer Performance (X_3).

The testing criterion is reject Ho, if the significance of the t_{count} value $> 1,96$. In Table 12 above it is shown that $\square_{31} = 0,228$ and $t = 2,229$ with a significance level of 0.004, it means that Ho is rejected or Ha is accepted, Thus it can be concluded that career development has a direct positive effect on lecturer performance.

Hypothesis 2 proposed is:

Ho: $\rho_{32} = 0$: Job satisfaction (X_2) does not have a direct positive effect on Lecturer Performance (X_3).

Ha: $\rho_{32} > 0$: Job satisfaction (X_2) has a direct positive effect on Lecturer Performance (X_3).

The testing criterion is reject Ho, if the significance of the t_{count} value $> 1,96$. In Table 12 above it is shown that $\square_{32} = 0,278$ and $t = 3,039$ with a significance level of 0.010, it means that Ho is rejected or Ha is accepted, Thus it can be concluded that job satisfaction has a direct positive effect on lecturer performance.

Discussion

Direct Impact of Career Development on Lecturer Performance

The path model output results show that the magnitude of the relationship value of career development (X_1) with lecturer performance (X_3) shows the linearity of values $F_h < F_{t(5\%)(dk=71;79)}$ and to test the significance of the regression values $F_{hitung} > F_{t(5\%)(dk=1;150)}$. This provides information that empirically career development influences the performance of lecturers at Al-Washliyah Muslim Nusantara University.

A person's career development depends on the strength of their desires or needs that affect him. These needs will give rise to various kinds of desires that are in accordance with the background of these needs, For example, the desire to achieve work performance. loyalty to the organization, obtaining various opportunities for growth, and the desire to get management support. Veitzhal Rivai in (Widodo, 2015) explains that career development is the process of increasing individual work abilities that is achieved in order to achieve the desired career. The career development program aims to match employee needs and goals with the career opportunities available at the agency now and in the future.

Career development indicators according to Handoko in quotes (Salmida, 2018) are: work performance. exposure (introduction of other parties), organizational loyalty, mentors and sponsors, opportunities for growth, and management support. Lecturers who have high career development will have a high awareness of their responsibilities as educators to achieve their goals. The lecturer's awareness in understanding himself as an educator will be seen from his commitment to his behavior at work.

Based on this explanation, it can be concluded that the high and low performance of lecturers is determined by the level of career development possessed by the lecturers themselves.

Direct Impact of Job Satisfaction on Lecturer Performance

The path model output results show that the magnitude of the relationship value of Job Satisfaction (X_2) with Lecturer Performance (X_3) shows the linearity of values $F_{count} < F_{table\ (5\%)(dk=47;103)}$ and to test the significance of the regression values $F_{count} > F_{table\ (5\%)(dk=1;150)}$. Hal ini memberikan informasi bahwa secara empiris kepuasan kerja

mempengaruhi kinerja dosen di Universitas Muslim Nusantara Al-Washliyah.

One effort to increase lecturer job satisfaction is to create a favorable work environment or favorable organizational climate. This situation requires a leader to manage the organization effectively in order to create a good organizational climate. A pleasant work environment tends to make workers stay in their jobs more and also on job satisfaction.

Job satisfaction is one of the factors that determines lecturer performance. Lecturers who feel satisfied at work will experience good/high work results. On the other hand, if he feels less satisfied at work, then he will get poor/low work results. In this case, job satisfaction is meant to be a positive attitude that concerns the lecturers' adjustment to their work, If lecturers feel satisfied with their work, they will have a positive and proud attitude, and assess their work highly, because the work situation and conditions can meet their needs, desires and hopes.

According to Afandi (2018) indicators of job satisfaction include: job, wages, promotions, supervisors, and coworkers. Job satisfaction can have a substantial influence on the desire to carry out tasks as they should. Someone with a high level of job satisfaction leaves their job less often than someone with a low level of satisfaction. It cannot be denied that dissatisfaction at work is one of the factors causing negligence in carrying out duties.

Based on this explanation, it can be concluded that the high or low performance of lecturers is determined by the high or low level of job satisfaction felt at Al Washliyah Nusantara Muslim University.

5. Conclusion

Based on the results of data analysis and discussion, it can be concluded as follows:

1. The results of calculating the correlation coefficient, path coefficient and their significance with the research indicators, all correlation coefficients are significant $t_{count} > t_{table\ (5\%)} = 1,976$, so the correlation coefficient $r_{13} = 0,585$, path coefficient $\square_{31} = 0,228$ and t_{count} 2,229 with meaningful path information.

2. Results of correlation coefficient calculations, path coefficients and their significance with the research indicators, all correlation coefficients are significant $t_{count} > t_{table}\ (5\%) = 1,976$, so the correlation coefficient $r_{23} = 0,603$, path coefficient $\square_{32} = 0,278$ and t_{count} 3,039 with meaningful path information.

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