

ABS 233

by lcels_2 Abs 233

Submission date: 30-Sep-2020 02:17PM (UTC+0700)

Submission ID: 1401120445

File name: full_paper_abs-233_5790821921.docx (58.03K)

Word count: 7874

Character count: 45687

CAREER DEVELOPMENT, JOB AUTONOMY, JOB SATISFACTION, AND ORGANIZATIONAL COMMITMENT

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2 ABSTRACT

Widyaiswara (lecturers) hold an important role as a key factor in educating, training, and coaching the State Civil Apparatus (SCA). However, this role is not performed optimally because the State Agency of Education and Training does not uphold their status/position/post. This propensity could be seen in symptoms, e.g. the Widyaiswaras have (1) low commitment in organization, (2) lack of fulfilment in job autonomy, (3) lack of job satisfaction, and (4) difficulty in complying the preferment credit. These symptoms represent the relationship disharmony between the employee and the employer institution so that an organizational behaviour study needs to be carried out. On the one hand, the organizational behaviour study approach in other countries tends to place research subjects in the realm of private/corporate institutions. As an alternative, this study highlights organizational behaviour with a slightly similar approach but in the context of Indonesian ASN's behaviour by measuring the influence of career development, job autonomy, and job satisfaction to the Widyaiswara's organizational commitment in the Central Agency of Indonesian Government Training Institute. The study was conducted by applying quantitative methods with data collection techniques in the form of a survey of 108 Widyaiswara in Indonesia, from October 2015 to August 2017. Data analysis was carried out descriptively (*Weighted Mean Score*) and inferentially (*Path Analysis*). The results show that (1) career development, (2) job autonomy, (3) job satisfaction has a direct positive influence on organizational commitment indeed.

Keywords: *widyaiswara, career development, job autonomy, satisfaction, organizational commitment*

INTRODUCTION

In the system and process of Civil Servant Education and Training, Widyaiswara are the key actors to determine the success of the implementation of the Education and Training program. Widyaiswara is a civil servant who is appointed as a functional official by an authorized official with the duties, responsibilities, authority, and rights contained in the main duties of the lecturer, namely educating, teaching, and training civil servants as well as carrying out other education and training activities such as the development of training materials, development curriculum, coordinating the implementation and monitoring of the education and training as well as conducting scientific research activities in the field of education and training. Because of the large role of lecturers in the implementation of the training, the success of the training is often determined by the quality of the lecturers.

In relation to increasing the competence of civil servants through education and training, one of the keys to success lies in the quality of guidance for Widyaiswara functional officers, including increasing competence, existence, image, dignity, and professionalism. This will be achieved through the effective management of lecturers from the selection of candidates for lecturers, programs for improving the quality of lecturers, maximizing the utilization of lecturers, and guaranteeing career development based on work performance.

Although recently Widayaiswara's position as a functional position has begun to be of interest, the issue as a functional position to extend the retirement age, flight, as a shelter for "abandoned" civil servants, and other negative issues are still developing. These negative assessments and impressions are certainly not allowed to occur and reappear, because how could a lecturer play an optimal role as the spearhead of the implementation of the learning process and the quality of civil servant transformers if their existence is neglected, underestimated, and even considered a burden in the Government Training Institute where the lecturers work? Symptoms that lead to problems, namely: (1) Low organizational commitment as seen from the lack of concern for the agency's vision and strategy, low adherence to disciplinary regulations, and a lack of emotional attachment to the institution where they work (Greenberg & Baron, 2004; Gibson, et al., al., 2005; Biggs, 2005; Burns & Collins, 2006; Robbins & Judge, 2013;); (2) Less promising career development, where since the recruitment of Widayaiswara is not appointed based on the formation of employee needs, but because of the extension of the Retirement Age Limit, the transfer from a structural position either due to organizational restructuring or other reasons, then the low percentage of Widayaiswara utilization, promotion after 4 years, and there is no budget for the professional development of lecturers and there is no map of lecturer competence (Beam, 2006; Noe, et., al., 2010; Beh, 2011). Education and training for the Widayaiswara work area, among others in terms of determining the field of teaching, teaching opportunities, and participating in professional associations (Greenberg & Baron, 2004; Cascio, 2013; Robbins & Judge, 2013; and fourth is the lack of job satisfaction of Widayaiswara, as seen from the high number of absences, there was a lecturer who asked for it early retirement, resigning from the Education and Training Institute, and moving to other agencies for non-lecturer positions, as well as complaints from Widayaiswara who feel less attention is paid to fulfilling their work facilities (Kopelman & Guzzo. 1999; Christie, 2002; Cascio, W.F., 2013).

LITERATURE REVIEW

Career is a sequence of positions related to the job occupied by a person throughout his life, therefore in determining one's career it is necessary to plan carefully various aspects related to the suitability of interests, intelligence, and skills required by the job and those of the employee concerned.

Career development is a series (sequence) of positions or positions occupied by a person during a certain life period, which indicates an increase in a person's career path that is pursued by both individuals and organizations, in the process changes in knowledge, attitudes and behaviour occur in a person. as a result of increased experience, education and training (Kopelman & Guzzo. 1999; Christie, 2002; Cascio, WF, 2013).

Individuals, managers, and organizations all have a role to play in the development of individual careers, but in the end, it is the individual who must take responsibility for his or her own career; respect interests, skills and values; looking for career information and resources; and generally taking the steps that must be taken to ensure a happy career and fulfilling expectations (Kopelman & Guzzo. 1999; Christie, 2002).

In the organization, the manager of the individual plays a role as well. Managers should provide objective and timely performance feedback, offer development assignments and support and participate in career discussions, for example, Managers act as coaches, assessors, advisors and referral agents, such as listening to and explaining individual career plans, providing feedback, producing career choices, and linking employees to organizational resources and career choices (Gibson, et al., 2005; Biggs, 2005; Burns & Collins, 2006; Robbins & Judge, 2013).

Bosses play an important role in the individual career development of their employees, namely in the form of providing career-oriented training and development opportunities, offering career

information and career program programs, as well as various career options. (Greenberg & Baron, 2004; Christie, 2002; Cascio, WF, 2013) Optimizing the role of superiors in employee career development gives employees a sense of the extent to which the organization allows them to become people who can actualize their potential, which can help build organizational commitment and overall job satisfaction (Koberg & Cushmir, 1987; Kopelman & Guzzo, 1999 Christie, 2002) One of the steps to build employee organizational commitment is to provide opportunities for employees to be able to actualize themselves in their careers.

Organizational commitment is the involvement of a person in the institution where he works with full loyalty and responsibility for the achievement of organizational goals (Greenberg & Baron, 2004; Gibson, et., Al., 2005; Biggs, 2005; Burns & Collins, 2006). Researches that use organizational commitment as one of the variables can be grouped into two perspectives; first, research that conceptualizes organizational commitment as a unidimensional construct, and second, studies that make the organizational commitment a multidimensional construct. Commitment as a multidimensional construct divides organizational commitment into three forms of commitment, namely: Affective Organizational Commitment (AOC), Continuance Organizational Commitment (COC), and Normative Organizational Commitment (NOC).

Affective commitment (AOC) refers to the extent to which a person is emotionally attached, identifies himself and feels involved in an organization. Continuous commitment (COC) refers to a person's commitment which is based on the costs incurred in leaving the organization. Meanwhile, normative commitment (NOC) is related to the moral obligation felt by employees to remain in the organization. An employee who has a high affective commitment stays in an organization because they really want it, while an employee with a high continuous commitment will stay in the organization because they need it, and an employee who has a high normative commitment will continue to work for an organization because they feel that morally and their beliefs should stay.

Likewise, Chang and Lee conducted a study of 562 respondents who worked at various companies in the banking industry, service industry and manufacturing industry. This study resulted in 5 (five) conclusions, one of which is that job satisfaction is positively related to organizational commitment. Furthermore, Cetin conducted research on 132 academics in Turkey (Cetin, 2006). This study concludes that job satisfaction is positively related to affective and normative commitment to both the profession and the organization.

Rutherford et al. (2002) model of the relationship between job satisfaction and organizational commitment (2002) reveals 7 (seven) dimensions of job satisfaction that affect organizational commitment, namely supervision, overall work, company policy and support, promotion and seniority, payment, colleagues, and customers.

If the concepts and research results above are applied to the work satisfaction of lecturers, it can be analogized that the more a lecturer gets satisfaction in carrying out his profession, the stronger his commitment to the profession, the education and training institute, and his institution. In this line of thought, it is assumed that job satisfaction has a direct positive effect on organizational commitment.

The relationship between career development and job satisfaction in this study uses the impact of Satisfied and Dissatisfied Employees model. Robbins and Judge (2013) reveal that there are factors that can affect job satisfaction, namely the job itself, self-esteem, career development, autonomy in work, and co-workers. Furthermore, job satisfaction will have an impact on performance, organizational citizenship behaviour, customer satisfaction, absenteeism, resignation, and deviations in the workplace.

If an employee gets the opportunity from management to carry out activities related to career development, then this can mean an opportunity to fulfil the need for self-esteem and self-

actualization. Fulfilling individual needs will generate positive feelings in the form of job satisfaction. Thus, the more opportunities are opened for career development, the greater job satisfaction is obtained.

If the above concept is applied in the lecturer profession, it can be stated that the development of a lecturer career has a significant impact on job satisfaction. In this line of thought, it is assumed that career development has a direct positive effect on job satisfaction.

Job autonomy is one of the factors that affect job satisfaction. In line with this model, the results of the research of Schneider, Barbera, and Young which examined job autonomy, concluded that when employees are given the freedom associated with autonomy, job satisfaction increases. The results of Federman's research also concluded that a higher level of autonomy tends to result in an increase in job satisfaction. Autonomy in work as a determinant factor in increasing employee job satisfaction, especially with regard to basic freedom as an individual in an organization (Werther & Davis, 2006; Robbins & Judge, 2013; Mello, 2014).

If it is related to the lecturer profession, the autonomy obtained in the form of freedom to organize work schedules, determine fields of study according to interests and abilities, and their authority as a teacher in the classroom such as the privilege to rule, regulate, assess, and foster, are all related to job satisfaction. Analogous to the description above, the higher the level of work autonomy is felt by Widayaiswara, the more satisfied he will be working in his profession. In this line of thought, it is assumed that autonomy in work has a direct positive effect on job satisfaction.

Career development is the sequence of positions occupied by a person during his working life, which indicates an increase in one's career path as an individual and or organizational effort and in the process changes in knowledge, attitudes and behaviour occur in a person, as a result of increased experience and education, and training.

Referring to Cascio's opinion which states that career development is a change in values, attitudes, and motivation that occurs in a person because the addition/increase in age will become more mature, then the focus of career development is an increase in mental abilities that occur due to age. Mental development can also take place as long as a person becomes an employee in an institution which is manifested through the implementation of the work which is his main task. In addition, the opportunity given by the agency to take part in training in order to increase the required competence will support the employee self-maturation process.

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If the above concept is applied in the lecturer profession, it can be stated that the development of a lecturer career has an effect on job satisfaction. In this line of thought, it is assumed that career development has a direct positive effect on job satisfaction.

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Career development as a determinant factor in an effort to increase autonomy in work, especially in increasing employee confidence. He will feel more independent and able to control his work professionally. In other words, the more mature an employee is, the more freedom he will have in doing his job, and that means an increase in the quality of his work life.

If the above concept is applied to the lecturer profession, it can be stated that the more the lecturer career develops, the more autonomy will be obtained in carrying out his profession. In this line of thought, career development has a direct positive effect on autonomy in work.

RESEARCH MODEL

This study uses a quantitative approach because the problem as a starting point for research has been found, so it is easy to get information to determine the effect of one variable on another and to test the hypothesis with more accurate data. This approach is used on the basis of the positivism philosophy which aims to examine a specific population or sample, then data collection is carried out using research instruments. The data analysis is quantitative/statistical in nature, with the aim of testing the predetermined hypothesis.

Basically, scientific research is an attempt to reveal natural physical phenomena in a systematic, controlled, empirical, and critical manner. If it is further translated into statistical language, the meaning of research is an attempt to reveal the relationship between variables. In accordance with the proposed hypothesis, a statistical analysis that is suitable for causation will be used, namely by using a structural model with a path analysis approach. This model will reveal the magnitude of the influence of the causal variable on the effect variable.

Referring to the research approach and in accordance with the research objectives that have been formulated, this study uses the Explanatory Survey Method, which is limited to the definition of a sample survey which aims to test the previously formulated hypotheses. Although the

description also contains descriptions, as a relational (associative) study the focus lies on explaining the relationship between variables. As a consequence, this research requires operationalization of the variables which are more fundamental to the indicators.

The target population in this study were all lecturers at the central government education and training institute in Indonesia, based on sources from the National Administration Institute's Center for Lecture Assistance, totalling 2866 people, while the reachable population in this study amounted to 97 lecturers through the simple random sampling technique.

The data needed to test the hypothesis proposed are all primary data obtained from respondents (Widyaiswara). Based on the existing variables, namely Career Development (X_1), Job Autonomy (X_2), Job Satisfaction (X_3) and Organizational Commitment (X_4), an instrument was arranged in the form of a questionnaire for each variable, as a tool for collecting field data. The unit of analysis is Widyaiswara, which is a sample representing the 4 (four) variables. The preparation of research instruments is based on a synthesis of the theories put forward. For each variable, the conceptual definition, operational definition, instrument lattice, instrument validation are disclosed, and then the research instruments that are ready for use. In order to test the hypotheses that have been formulated, this study uses Path Analysis. This analysis was developed by Ching Cun Li (1979); Kerlinger (2000), with the aim of explaining the direct and indirect consequences of a set of variables, as causal variables on effect variables.

RESULTS AND DISCUSSION

The results of the statistical analysis show that the predicted path diagram is in accordance with the previously designed research model, and it is evident that there is no change between the paths designed with this research model. The following descriptions explain each of the routes in question.

1. Career Development (X_1) has a direct effect on Organizational Commitment (X_4)

Based on the results of data analysis and the results of hypothesis testing, career development has a positive direct effect on Organizational Commitment, namely 45.3%. Although not optimal, it supports the results of previous research, such as the results of research conducted by Byars and Rue which illustrate that career development is always associated with formal and sustainable activities, which are an organizational effort to develop and enrich human resources by aligning their needs with organizational needs.

The influence of career development has not been optimal on organizational commitment, it can be further traced that the are still indicators of assessed organizational commitment, namely Widyaiswara has not been able to make a positive contribution to the advancement of the Education and Training Institute, Widyaiswara does not feel worried about leaving the Education and Training Institute, and Widyaiswara is not too proud to be a lecturer. at the Education and Training Institute.

The results of this study are in line with the views of Macey, et., Al., Who conclude that career development is an increase in the personal degree that a person takes to achieve a career plan, whose success is determined by individuals and organizations, individuals try independently and the organization facilitates it.

The results of this study are also in line with the results of Biggs and Swailes' research which concluded that agency employees have a lower level of organizational commitment than permanent employees who do not work at the agency, and there is no difference in the level of organizational commitment between agency employees and permanent employees who work at the agency. Permanent employees ensure that they have the potential for career development compared to temporary employees.

The greater the opportunity and attention given by the leadership of the Education and Training Institute to the Widyaiswara to actualize their potential, the stronger the Widyaiswara's commitment to the Education and Training Institute, on the other hand, if the leadership of the Education and Training Institute does not meet the needs of Widyaiswara in terms of career development, it will also weaken the Widyaiswara's commitment to the Education and Training Institute. and Instances. Thus, both findings in the field and theoretically indicate that career development has a positive direct effect on organizational commitment.

2. Job Autonomy (X₂) has a direct effect on Organizational Commitment (X₄)

The results of this study reveal the magnitude of the influence of Job Autonomy on Organizational Commitment. The results of this study are in line with the concept of job autonomy which is defined as the personal aspects of a worker that enable workers to achieve superior performance. These personal aspects include traits, motives, value systems, attitudes, knowledge and skills. Competence will direct behaviour. Meanwhile, the behaviour will result in performance.

Referring to this concept, not all personal aspects of a worker have job autonomy. Only the personal aspects that encourage him to achieve organizational commitment are the autonomy of his job. In addition, Job Autonomy will always be related to Organizational Commitment. Job Autonomy Model defined by Macey, et., Al that when employees are given the freedom associated with autonomy, job satisfaction increases. It theorizes that this increased level of employee job satisfaction stems from feelings of greater responsibility for the quality of their work. This job autonomy model provides a map that helps a person understand how to best achieve success at work or understand how to cope with a particular situation.

The results of this study also support the results of Friedman's research, which concluded that with job autonomy given by managers, employees can decide how their work should be done. No matter where the concept is applied, a higher level of autonomy is likely to result in increased job satisfaction which will have an impact on organizational commitment.

In other words, Job Autonomy for Widyaiswara means that if Widyaiswara gets freedom in regulating and controlling his work, then he will be responsible for the quality of his profession and survive to continue working at the Education and Training Institute. Thus, empirically and theoretically, it shows that the Autonomy of Work possessed by Widyaiswara has a positive direct effect on organizational commitment.

3. Job Satisfaction (X₃) has a direct effect on Organizational Commitment (X₄)

The results of this study reveal that Job Satisfaction has a direct positive effect on Organizational Commitment. The results of this study support the view of Robbins and Judge which states that freedom at work describes the conditions of organizational members that demand the fulfilment of organizational commitments, the more work autonomy, the more organizational members will be.

The results of this study are also in line with the results of research by Robertson and Media, which concluded that autonomy at work refers to how many employees have freedom while working. For some organizations, autonomy means employees are allowed to set their own schedules. In other organizations, autonomy means employees can decide how their work is to be done. In other words, job autonomy affects organizational commitment.

These results are still relevant to the results of DeJong's research, concluding that autonomy in work is considered a more different way than it often is. It is a failure to make a distinction between the different aspects and levels of autonomy in work which can create many dilemmas, however, autonomy at work has implications for professional and organizational commitment.

Other research results, namely Chang and Lee conducted a study that job satisfaction is positively related to organizational commitment. Employees who have positive personality traits tend to have high organizational commitment. Job characteristics also have a positive effect on organizational commitment.

In other words, the results of this study are applied to the work satisfaction of lecturers, it can be analogized that the more a lecturer gets satisfaction in carrying out his profession, the stronger his commitment to the profession, the education a training institute, and his work environment. Thus, empirically revealed and theoretically shows that job satisfaction directly has a positive effect on organizational commitment.

4. Career development (X₁) has a direct effect on job satisfaction (X₃)

Referring to the results of this study which revealed that the career development followed by Widyaiswara has an effect on job satisfaction. The results of this study support the results of Byars and Rue's research that career development is always associated with formal and sustainable activities which are an organizational effort to develop and enrich human resources by aligning their needs with organizational needs. Their intended need is how the organization provides satisfaction to its employees, both from a financial and non-financial side.

In order to increase job satisfaction, standardized career development is needed. The career development process is focused on the implementation of work and the application of understanding and knowledge to the implementation of certain tasks.

The results of this study are still relevant to the results of Chang and Lee's research that positive personality traits are significantly related to job satisfaction. Job characteristics have a positive effect on job satisfaction. Positive personal traits and job characteristics can be developed through career development.

If an employee gets the opportunity from management to carry out activities related to career development, then this can mean an opportunity to fulfill the need for self-esteem and self-actualization. Fulfilling individual needs will generate positive feelings in the form of job satisfaction.

Thus, the more opportunities are opened for career development, the greater job satisfaction is obtained. If the results of the research are applied in the lecturer profession, it can be stated that the development of a lecturer career has an effect on job satisfaction. Both empirically and theoretically, career development has a positive direct effect on job satisfaction of Widyaiswara.

5. Job Autonomy (X₂) has a direct effect on Job Satisfaction (X₃)

The results of this study indicate that job autonomy has a positive direct effect on job satisfaction. The results of this study are in line with the results of Federman's research which concludes that autonomy at work refers to how many employees have freedom while working. For some organizations, autonomy means employees are allowed to set their own schedules. In other organizations, autonomy means employees can decide how their work is to be done. No matter where the concept is applied, a higher level of autonomy tends to result in increased job satisfaction.

If it is related to the lecturer profession, the autonomy obtained in the form of freedom to organize work schedules, determine fields of study according to interests and abilities, and their authority as a teacher in the classroom such as the privilege to rule, regulate, assess, and foster, are all related to job satisfaction. In other words, the higher the job autonomy felt by Widyaiswara, the more satisfied he would be to work in his profession.

Thus, it is empirically proven and theoretically shows that competence has a positive direct effect on the commitment of the lecturer profession.

6. Career Development (X₁) has a direct effect on Job Autonomy (X₂)

The results of this study provide empirical facts that career development has a direct effect on job autonomy. The results of this study are relevant to the results of research by Macey, et., Al., Who concluded that career development is an increase in the personal degree taken by a person to achieve a career plan, whose success is determined by the individual and organization, the individual tries independently and the organization facilitates it. The autonomy provided by the organization is Job Autonomy so that the Autonomy of Work has implications for the implementation of Sustainable Career Development.

Furthermore, the results of this study support the results of Healthfield's research, which concluded that the impact of performance evaluation on employee career development has an effect on job autonomy. Furthermore, this research is in line with career development in the research of Macey, et., Al., That career development both for promotion and in improving individual performance will have implications for freedom in work.

Furthermore, this study supports the statement of Macey, et., Al that freedom at work refers to when employees are given freedom related autonomy, job satisfaction increases. It theorizes that the increase in employee job satisfaction stems from a feeling of greater responsibility for the quality of their work. Autonomy has also been shown to increase motivation and happiness, along with decreased employee turnover.

Career development as a determinant factor in an effort to increase autonomy in work, especially in increasing employee confidence. He will feel more independent and able to control his work professionally. In other words, the more mature employee is, the more freedom he will have in doing his job, and that means an increase in the quality of his work life. If the results of this research are applied to the lecturer profession, it can be stated that the more the Widyaiswara's career develops, more autonomy will be gained in carrying out his profession. Thus, empirically and theoretically, career development has a positive direct effect on Lecturer Competence.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Career Development has a direct positive effect on Organizational Commitment. Indicators for curricular development, such as interest in the lecturer profession, competency qualifications needed by agencies, efforts to develop self-potential, opportunities from agencies for competency development significantly influence organizational commitment. However, this influence is not optimal, this can be seen from the indicators of organizational commitment, there are still Widyaiswara who feel less worried about leaving the Education and Training Institute, especially Widyaiswara who do not feel loss if they leave the Education and Training Institute, and still found Widyaiswara who does not feel proud to be Widyaiswara.

Autonomy in Work has a direct positive effect on Organizational Commitment. The indicators contained in autonomy in work, such as freedom in managing work schedules, independence in carrying out work, professional responsibility, trust in one's own abilities, opportunities to carry out other activities according to interests, and involvement in management decision making have not had an optimal effect on organizational commitment. This can be seen from the high level of absence of lecturers in meetings with the management of the Education and Training Institute, it is still found that Widyaiswara does not know the Vision of the Education and Training Institute, still found Widyaiswara who does not have a strong inner bond with the Education and Training Institute.

Job Satisfaction has a direct positive effect on organizational commitment. Indicators that shape job satisfaction, such as appropriateness of wages/salaries, complete facilities, relationships with superiors, and success at work have not had an optimal effect. It can be traced that there are still Widyaiswara who do not want to seek important information for the benefit of the development of the Education and Training Institute, feel not guilty if they have to leave the Dikalt Institute, and do not feel proud to be a lecturer.

Employee Development has a direct positive effect on Job Satisfaction. Development indicators, such as the qualifications needed by the agency, the opportunity from the agency for competency development and intrinsic satisfaction have not had an optimal effect on Widyaiswara's job

satisfaction. It can be further traced that there are still widyaiswaras who are not proud to be lecturers, who are disloyal and still want to leave the training institute.

Autonomy in work has a direct positive effect on job satisfaction. Indicators that form autonomy in work, such as freedom in managing work schedules, independence in carrying out work, professional responsibility, trust in one's own abilities, opportunities to carry out other activities according to interests, and involvement in management decision making have not had an optimal effect on satisfaction work. It can be traced further that there are still widyaiswaras who are not proud to be lecturers, who are disloyal and still want to leave the training institute.

Career development has a direct positive effect on autonomy at work. Indicators that shape career development, such as agencies for competency development have a significant effect on autonomy at work. However, this influence has not been optimal, this can be seen from the indicators of autonomy in work, such as still being found by Widyaaiswara who did not get autonomy in managing his work schedule, Widyaaiswara who could not develop his profession without the support of the leadership of the Education and Training Institute.

Suggestion

Efforts to improve career development quality can be enhanced through (a) Providing opportunities in the process of developing self-competence, by providing the widest possible opportunity to conduct research and participate in the dissemination of research results with adequate facilities; (b) Providing opportunities to solve problems for lecturers independently; (c) Establishment of voluntary learning / academic networks tailored to their respective interests; (d) Providing opportunities for Widyaaiswara to express criticism and suggestions; (e) Efforts to develop the leadership abilities of lecturers in structural tasks (leadership regeneration); (f) Widyaaiswara can provide suggestions in deciding urgent matters, (g) In each meeting provide time allocation for lecturers to express criticism and suggestions.

Efforts to increase organizational commitment through (a) Building a future vision based on foresight regarding developments in the organization's internal and external conditions; (b) Building an organizational vision to provide direction for future organizational development; (c) Provide examples of disciplinary behaviour to lecturers who are always on time; (d) Encourage lecturers to develop their abilities, and (f) give awards to outstanding lecturers.

Efforts to increase job satisfaction by (a) providing referrals from other organizations so that developing organizations are more advanced, (b) utilizing various media for communication in organizations, (c) Carrying out continuous performance improvements. It is important to improve organizational performance for performance management where lecturers must be able to adapt scientific products accordingly with the needs of the job.

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