THE EFFECT OF MOTIVATION, COMPENSATION AND CAREER DEVELOPMENT ON LECTURER PERFORMANCE AT SARI MUTIARA UNIVERSITY OF INDONESIA

Desy R S Kalit[1]*, Markus Doddy Simanjuntak[2], Alexander Barus[3].
Program Studi Magister Manajemen, Universitas Sari Mutiara Indonesia
E-mail: kalit.desy@yahoo.co.id

Abstract

This study aims to determine the influence of motivation, compensation, and career development on lecturer performance at Sari Mutiara Indonesia University. The influence of motivation, compensation, and career development on lecturer performance at Sari Mutiara Indonesia University was analyzed partially and simultaneously. The research method used was quantitative descriptive research. Data collection used a questionnaire distributed directly to lecturers at Sari Mutiara Indonesia University using an online questionnaire in the form of a Google Form. The sample in this study was 65 lecturers at Sari Mutiara Indonesia University. The analytical methods used were validity testing, reliability testing, heteroscedasticity testing, classical assumption testing, multiple linear regression analysis, and hypothesis testing. The results showed that the variables of motivation (X1) and career development (X3) significantly affected lecturer performance (Y), while the variable of compensation had no effect. Therefore, it can be concluded that the influence of each variable partially, not all of them, but simultaneously influenced lecturer performance at Sari Mutiara Indonesia University. The data were processed statistically using SPSS 26.

Keywords: *Motivation, compensation, career development, performance*

INTRODUCTION

Society 5.0 is a concept introduced by Japan, integrating advanced technologies such as AI, IoT, Big Data, and Robotics to create a more balanced and human-centered society (Antono, 2024). In this era, universities play a crucial role in developing adaptive, innovative human resources ready to face future challenges (Kartawiharja, 2024). Universities must equip students with hard and soft skills relevant to technological developments (Azhar, 2024). These skills must support competencies such as artificial intelligence (AI) and data analysis to understand market trends, critical thinking and problem-solving to navigate change, and creativity and innovation to create new solutions for society (Sakti, 2022). Human resources (HR) are a vital asset within an institution, supporting human resources with the competencies needed in the Society 5.0 era (Aman et al., 2023). HR is a key asset in facing the challenges and opportunities in the Society 5.0 era. With a combination of technological skills, soft skills, flexibility, and ethical and sustainability awareness, HR can become agents of change that contribute to the advancement of society and industry (Antono, 2024). Therefore, HR development based on innovation and collaboration is key to success in this era.

Lecturer performance is the main benchmark in proposing a promotion to a functional position (jafung), because through various indicators such as scientific publications, student mentoring, and community service, institutions can evaluate a lecturer's academic productivity (Saria et al., 2024). A structured SKP (Employee Performance Target)-based performance assessment system has been proven to be helpful in mapping lecturers' achievements before submitting a jabfung at Jambi Polytechnic. The implementation of a web-based SKP information system significantly improves the accuracy of recording and access to lecturer performance data (Saria et al., 2024). The system facilitates transparency and expedites the process of proposing functional positions in accordance with the regulations of the Minister of Administrative and Bureaucratic Reform (Permenpan RB). Other research also shows that a decision support system for monitoring lecturer performance and rank helps ensure timely promotion applications (Hartini & Tan, 2018). This allows for greater validation of input and

performance evaluations before approval by the assessment team. Consequently, the promotion process is more objective, consistent, and efficient, as comprehensive and systematic performance data supports the arguments of proposals. In addition to the technical platform, guidance and counseling also play a crucial role in supporting the improvement of functional positions. This intervention has proven effective in accelerating lecturer functional positions, for example, at the Faculty of Teacher Training and Education at Singaperbangsa University, Karawang, where counseling services successfully increased the proportion of lecturers holding the position of Lecturer from -42% to -76% (Sutirna et al., 2023). This demonstrates that good performance scores are supported by academic and administrative mentoring.

Promotion to functional positions depends not only on the system but also on the lecturer's commitment to professionalism and competence. A study in East Tanjung Jabung showed a positive relationship between lecturer professionalism and performance, which in turn impacted job performance (Afkari et al., 2024). Recent regulations also emphasize the importance of formal career development through fair rewards and punishments, so that high performance is truly rewarded with promotions. In 2025, the Lecturer Career Guidelines introduced a digital system integrated with PDDikti and SISTER to expedite credit point evaluation, thus assisting lecturers in the transparent promotion process (Ariwibowo, 2025). The post-equivalency career model also demonstrated that the transfer of administrative to functional positions improved the institution's overall performance (Muchlis & Prahiawan, 2024). Furthermore, training in career planning and academic position management significantly shaped lecturers' attitudes toward job and rank advancement (Damayanti et al., 2021). With a planned career development strategy and system support, lecturers are more motivated to increase academic and administrative productivity. Ultimately, promotion to functional positions becomes not only a symbol of prestige, but also a reflection of real performance improvement within the university environment.

Motivation is one of the main factors influencing a person's performance in carrying out their duties (Kurnia et al., 2024a). When someone is highly motivated, they will be more enthusiastic about their work, more disciplined, and more productive in completing their work (Asmarani & Marlindawaty, 2024a). Strong motivation also encourages someone to produce quality work, be more creative, and take the initiative in finding solutions to various challenges they face. Motivation can arise from within a person, known as intrinsic motivation, or from external factors, known as extrinsic motivation (Kastawi et al., 2021a). Intrinsic motivation arises from a sense of satisfaction and pride in carrying out one's work, while extrinsic motivation is more influenced by external factors such as salary, promotions, or awards. These two types of motivation complement each other in fostering optimal performance. To maintain motivation and improve employee performance, institutions need to create a comfortable work environment, provide appropriate appreciation for individual achievements, and ensure opportunities for development. In a study conducted by Rivaldo & Ratnasari (2020), entitled "The Influence of Leadership and Motivation on Job Satisfaction and Its Impact on Employee Performance," motivation positively influences performance. This is in line with a study conducted by Saifullah et al. (2024) at PT. Windu Persada Cargo (WPC Cargo), which stated that motivation has a positive and significant effect on employee performance. A study entitled "The Influence of Motivation on Performance" conducted by Kurnia et al. (2024a) also stated that motivation has a significant effect on employee performance, where high employee motivation will improve their performance. In contrast, studies conducted by Helmi (2022; Sari et al., 2020) stated that work motivation has no effect on employee performance.

Compensation is also a factor influencing employee performance (Adha & Kasmari, 2024). Compensation is a crucial factor in human resource management that can influence employee performance. Providing fair and competitive compensation is believed to increase employee motivation and productivity, which in turn positively impacts overall organizational performance (Samudra et al., 2024). Previous research has shown a positive relationship between compensation and employee performance. For example, a study conducted by (Santika et al., 2023) at PT Bank Mandiri KCP Kerobokan found that compensation significantly influenced employee performance, with work motivation as a mediating variable. Similarly, research by (Adi, 2021) at PT. Berdikari Manunggal Perkasa in Serang, Banten, showed that compensation had a positive and significant influence on employee performance. Furthermore, research by (Agustine & Andani, 2023) at PT. Hasta Jaya Marina in Central Jakarta indicated that both compensation and motivation had a positive and significant influence on employee performance. Although various studies have examined the effect of compensation on employee performance, there is still a need to better understand whether compensation is a factor influencing performance. This is because research conducted by (Sari et al., 2020) found that compensation and motivation had no effect on performance. Similarly, research conducted by Adha & Kasmari (2024) at PT Modaindo Group found no effect on the relationship between compensation and performance.

When motivation is high and compensation meets expectations, career development becomes an employee goal. Through effective career development, employees can acquire new skills and knowledge needed to perform their tasks more efficiently and productively. This aligns with research showing that career development has a positive and significant impact on employee performance. Career development is an effort undertaken by companies to plan the careers of their employees, which includes career planning, implementation, and monitoring (Marina et al., 2023). Good HR management and career development can be considered an HR (Human Resource Management) strategy for improving employee performance (Santi, 2024). Career development affects employee performance, where career development is a formal approach taken by a company to ensure that people within the company have the appropriate qualifications, abilities, and experience when needed (Kurniawanto, 2023). Career development has a positive and significant effect on employee performance (Haerofiatna, 2022; Rozi & Puspitasari, 2021). This means that the greater the career development, the higher the employee performance. Improvements in employee performance occur along with improvements in career development (Balbed & Sintaasih, 2019; Rima et al., 2020; Yusup & Saragih, 2020). Therefore, career development factors are also important to discuss in this study. In contrast, research conducted by (Rialmi & Patoni, 2020) conducted at PT Bank CIMB Niaga did not find a positive and significant effect. Similarly, research conducted by (Sabur et al., 2024) at Ciputra Hospital.

METHOD

A. Research Design

This research is a survey research design with a quantitative descriptive approach. According to Sugiyono (2019), survey research is research conducted on large or small populations, but the data studied is data from samples taken from that population. Based on the level of explanation, this research is classified as causal associative research. Causal associative research is research that seeks a causal relationship or influence, namely the relationship or influence of the independent variable (X) on the dependent variable (Y) (Sugiyono, 2019).

B. Place and Time of Research

This research was conducted at USM-Indonesia, and the research period was from February to July 2025. USM-Indonesia was chosen as the research location so that it could represent the population, namely lecturers in the city of Medan, in this case starting from gender, ethnicity, income, and others, so that this research could be generalized.

C. Population and Sample

1) Population

A population is a generalized area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn (Sugiyono, 2019). Based on the definition of population above, the population in this study is all lecturers at USM-Indonesia.

2) Arrived

A sample is a part of the number and characteristics possessed by the population (Sugiyono, 2019). In this study, the sample was taken using a Nonprobability Sampling design, a sampling technique that does not provide equal opportunities/opportunities for each element or member of the population to be selected as a sample (Sugiyono, 2019) with a Purposive Sampling technique, namely a sample determination technique selected using certain considerations (Sugiyono, 2019). Establishing sampling criteria in research is a crucial step to ensure that the data obtained is relevant, valid, and accurately supports the study's objectives (Ghozali, 2021). These criteria are generally divided into two categories: inclusion criteria, which determine who can be a respondent, and exclusion criteria, which determine who should be excluded from the study (Bambang et al., 2023). Sampling criteria also minimize the risk of selection bias and data collection errors, and make the analysis process more focused and efficient.

Inclusion Criteria:
1. Permanent lecturers who have a NIDN (National Lecturer Identification Number).
2. Has taught for at least 2 years at Sari Mutiara Indonesia University.
3. Actively implementing the Tri Dharma of Higher Education (education, research, and community service).
4. Willing to fill out the research questionnaire completely and honestly.
5. Not currently on study leave or maternity leave.
6. Has the status of lecturer with a minimum functional position of Assistant Expert.

Exclusion Criteria:
1. Non-permanent lecturers, honorary lecturers, or guest lecturers.
2. Newly joined lecturers (service period < 2 years).
3. Lecturers who are currently undergoing further studies (Masters/Doctoral) full time outside the city/campus.
4. Lecturers who are unwilling to fill out the questionnaire or provide complete data.
5. Lecturers with full structural positions who carry out more managerial functions than lecturer functions (e.g. Rector, full-time Dean).

The population in this study is known to be 187 people, so the formula used to determine the number of samples is the Slovin formula, namely:

$$n = \frac{N}{1 + Ne^2}$$

information :
n: = Sample Size
N   = Population Size
(e) 2   = Error Rate in Sampling

The tolerable error in sampling in this study is 10%. Therefore, using the formula above, the sample size can be calculated as follows:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{187}{1 + 187(0,1)^2}$$
$$n = \frac{187}{1 + 187(0,01)}$$
$$n = \frac{187}{1 + 1,87}$$

n = 65.15 or 65

So the number of samples required is 65 respondents.

D. Data Types and Sources

The types of data used by researchers to analyze problems and test hypotheses are primary data and secondary data.

1) Primary Data

Primary data sources are those that directly provide data to data collectors. The authors obtained primary data in this study by distributing online questionnaires because it was easier to tabulate the data.

2) Secondary Data

Secondary sources are sources that are not directly provided to the data collector, for example through other people or documents. In this study, the author collected the necessary data and information by reading books, journals, articles, data from the internet, and previous research theses.

E. Data collection technique

The data collection technique in this study was to provide an online questionnaire to respondents. A questionnaire is a data collection technique carried out by providing a set of written questions or statements to respondents to answer (Sugiyono, 2019). Researchers compiled and distributed a questionnaire containing a list of statements to respondents. This questionnaire will be distributed to respondents to obtain their responses to the

object of study, namely variables that influence Lecturer Performance. The measurement used by researchers in the data processing process is a Likert scale. A Likert scale is a scale used to measure an individual's or group's perception, attitude, or opinion regarding an event or social phenomenon, based on an operational definition established by the researcher. On a Likert scale, each available answer is assigned a score. Five alternatives will be used in assigning scores on a scale of 1 to 5, as shown in Table 1 below:

Table 1. Respondents' Answer Scores

No	Answer	Score
1	Strongly Agree (S)	5
2	Agree (S)	4
3	Disagree (KS)	3
4	Disagree (TS)	2
5	Strongly Disagree (STS)	1

F. Data Analysis Techniques

1) Classical Assumption Test

The Classical Assumption Test is a statistical requirement that must be met before conducting a Multiple Regression Analysis Test. The Classical Assumption test approach used in this study is:

a) Normality Test

The normality test is used to determine whether residual values are normally distributed. A good regression model has normally distributed residuals. The data normality test uses SPSS version 26 statistics, based on probability, as follows:
1) If the probability > 0.05 then the distribution of the regression model is normal.
2) If the probability < 0.05 then the distribution of the regression model is not normal.

b) Multicollinearity Test

The multicollinearity test is used to determine whether a correlation exists between independent variables in the regression model. To test for multicollinearity, the VIF value and tolerance values <10 and greater than 0.1 can be used to conclude that the data are free from multicollinearity.

c) Heteroscedasticity Test

The heteroscedasticity test aims to determine whether there is inequality in the variances of residuals or other observations in a regression model. Several methods are used to determine the presence or absence of heteroscedasticity in a regression model. In this study, the Glesjer test was used, which concludes:
1) If the significance value > 0.05 then there is no heteroscedasticity problem.
2) If the significance value is <0.05, there is heteroscedasticity.

G. Multiple Linear Regression Test

Regression analysis is used to estimate the value of variable Y based on the value of variable X, as well as estimating the change in variable Y for each unit change in variable X. The equation form of multiple linear regression is:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

Where:
Y   : Dependent variable
X1,X2,X2   : Independent variable
A   : constant, is a related value which in this case is at
                    when the independent variable is 0 (X1, X2 = 0)
ß1,ß2,ß3   : Multiple regression coefficient
€   : Other factors that influence the variables

RESULTS AND DISCUSSION

1. The Influence of Motivation on Lecturer Performance

The results of the regression analysis show that the motivation variable has a regression coefficient (B) of 0.273 with a t-value of 2.464 and a significance level of 0.017. Because this significance value is smaller than 0.05, it can be concluded that motivation has a positive and significant effect on lecturer performance. This means that the higher the level of motivation possessed by lecturers, the resulting performance also tends to increase. This finding is in line with the results of research by Tarmizi Akbar, Prasetyo, and Hendrawan (2025) which states that work motivation is an important factor that significantly influences lecturer performance, and can also act as a mediating variable in the relationship between leadership and lecturer performance. The standardized beta coefficient value of 0.273 in this study indicates that the influence of motivation on lecturer performance is moderate. Although not a dominant influence, this finding is consistent with the results of a study by Wahyuni and Arifianto (2023) who examined the influence of motivation on lecturer performance at Merdeka University, Pasuruan, and found that motivation ($\beta = 0.414$) had a significant positive contribution to performance, although it was not the most dominant variable. This indicates that motivation is an important element, but it needs to be supported by other factors to achieve optimal performance.

Previous studies also support these findings. For example, Josiah, Rahmadani, and Winata (2021) found that motivation significantly influences lecturer performance at private universities in East Kalimantan, along with competency and work environment variables. Similarly, research by Nadhifah and Susilawati (2022) demonstrated that work motivation has a positive and significant influence on lecturer performance at private universities in Central Java. These results demonstrate national consistency that lecturer motivation is a significant predictor of performance. These findings have important implications for human resource management in higher education. One strategic approach that institutions can take is to design programs to develop lecturer motivation, both intrinsically, such as academic recognition and teaching autonomy, and extrinsically, such as incentives, promotions, and performance awards. As explained in the research by Tarmizi Akbar et al. (2025), increased lecturer motivation can be achieved through participatory leadership and appreciation of lecturer achievements.

Therefore, campus management needs to focus on developing a work culture that supports lecturer emotional and professional engagement. However, because the beta value is in the moderate category, this indicates that motivation is not the sole factor determining performance. This means that to optimally improve lecturer performance, motivation must be supported by other factors such as competence, job satisfaction, and a conducive work environment. In this context, Josiah et al. (2021) suggest a holistic approach to lecturer human resource development that includes training, career guidance, and the creation of a comfortable and intellectually challenging work environment. Integrating motivation with other supporting variables can create stronger synergy in boosting lecturer performance.

2. The Influence of Compensation on Lecturer Performance

The analysis results show that the compensation variable has a regression coefficient (B) of 0.138, a t-value of 0.718, and a significance level of 0.475 (> 0.05), so that partially compensation does not have a significant effect on lecturer performance. This finding is in line with Arifin's (2020) research which states that compensation does not significantly affect lecturer performance at the Faculty of Teacher Training and Education, UMSU. This means that even though financial rewards increase, this alone is not enough to improve lecturers' academic performance in that environment. A similar finding was reported by a study at UIN Sunan Kalijaga Yogyakarta, which found that compensation had no direct effect on lecturer performance, but had an effect when mediated by organizational commitment. Conversely, job satisfaction, mediated by commitment, had a significant effect, contributing 54% to improved performance ($\beta = 0.153$). This suggests that compensation tends to be more effective in increasing commitment or job satisfaction than directly increasing academic productivity.

Furthermore, a study by Nirmalasari & Amelia (2022) at the Unggul Polytechnic (LP3M) showed that compensation significantly influences job satisfaction, and this satisfaction subsequently positively impacts lecturer performance. However, this influence occurs indirectly through job satisfaction. This underscores the importance of a holistic approach to HR management, where compensation is managed within a framework that fosters satisfaction and commitment. Thus, although the high sig. value (0.475) indicates no direct effect of compensation on performance in your regression model, this does not necessarily negate the importance of compensation. Rather, it highlights empirical evidence that compensation is more effective when associated with mediating factors such as organizational commitment, job satisfaction, or discipline.

3. The Influence of Career Development on Lecturer Performance

The results of the regression analysis show that career development has the highest regression coefficient (B) of 0.683, a t-value of 2.787, and a significance level of 0.007 (<0.05). These findings indicate that career development has a positive and significant influence on lecturer performance. The highest standardized beta value of 0.423 among other variables confirms that career development is the variable with the strongest influence in your regression model, indicating the critical role of this aspect in improving lecturer performance. The strong relationship between career development and lecturer performance is reflected in various studies in Indonesia. Zulpriyadi, Badaruddin, and Daud (2022), in a study at ITB Nobel Indonesia, found that career development significantly impacted lecturer performance, along with competency and knowledge management variables. Similar research by Asih (2023) at the Indonesian Aviation Polytechnic in Curug demonstrated the dominant influence of career development and facilities on lecturer performance. Other studies provide similar frameworks outside the context of lecturers, yet are managerially relevant. For example, research at the Serang City Transportation Agency (Rozi & Puspitasari, 2021) showed that career development contributed 47.9% to employee performance, and at the Pesisir Selatan Regency Library Agency (Anggela et al., 2024), career development was shown to significantly influence performance through work discipline.

Besides its significant influence, career development is also a key strategy in improving the quality of learning and lecturer satisfaction. Fara Mutia (2024) emphasized that career development strategies shape lecturer motivation and satisfaction, which indirectly improves teaching quality. Similarly, research at the NHI Bandung Tourism Academy found that career development, along with motivation and work discipline, significantly contributes to lecturer performance (R^2 = 96.9%). Based on the above findings, it can be concluded that career development, including training, continuing education, and promotion opportunities, is a key driver of improved lecturer performance. The B value of 0.683 and standardized beta of 0.423 reflect the need for higher education institutions to prioritize sustainable career development programs. Strategies such as field-specific training, certification programs, and transparent and tiered career paths are crucial for building superior academic performance.

4. The Influence of Motivation, Compensation and Career Development on Employee Performance

The F-test conducted in this study was intended to evaluate the joint influence of motivation (X_1), compensation (X_2), and career development (X_3) variables on lecturer performance (Y) using ANOVA analysis via SPSS version 26. The results of the analysis in Table 4.12 show an F-count value of 9.035—higher than the F-table of 2.75—with a significance value of 0.000 (<0.05). This condition confirms that simultaneously, the three independent variables have a significant influence on lecturer performance. This is in line with the findings of Herni Widiyah Nasrul et al. (2022), who reported that compensation, career development, and job satisfaction together contribute significantly to teacher performance, as evidenced by the significant F-count value (<0.001). Furthermore, the ANOVA output shows that the regression Mean Square of 514.299 far exceeds the residual Mean Square of 56.920. This large difference reflects that the variability in lecturer performance can be explained more by the variables in the model than by external factors. In other words, the regression model shows good predictive power of lecturer performance, a condition similar to the results of research in the educational environment, which shows that the combination of career development and compensation variables has a greater contribution than other variables in explaining performance.

In detail, the F-test results (9.035 > 2.75 & sig. 0.000) indicate that the regression model is suitable for use because it is able to explain variations in lecturer performance simultaneously. Research that uses these three variables (motivation, compensation, and career development) simultaneously provides empirical support for the significance of the model, as stated by Herni Widiyah Nasrul et al. (2022) in the case of public elementary school teachers.The practical implication of these findings is that to effectively improve lecturer performance, institutions need to develop an integrated strategy that includes increased motivation, a robust compensation system, and structured career development. This multidimensional approach is far more predictive than policies focused solely on a single variable. Furthermore, the Mean Square data also supports the model's high suitability for performance prediction, thus providing a basis for developing HRD policies in higher education.

CONCLUSION

Based on the results of data analysis that has been carried out in research on the Influence of Motivation, Compensation and Career Development on Lecturer Performance at Sari Mutiara Indonesia University, both partially and simultaneously, the following conclusions can be drawn:

a. Motivation has a positive and significant effect on lecturer performance. The analysis results show that motivation has a significant regression coefficient value (B = 0.273; sig. 0.017), which means that the higher the lecturer's motivation, the better their performance. Although not a dominant factor, motivation remains an important element in supporting lecturers' academic performance, both from an intrinsic and extrinsic perspective.

b. Compensation does not have a significant direct effect on lecturer performance. The high significance value (sig. 0.475) indicates that increasing compensation alone is not sufficient to directly boost lecturer performance. This suggests that the effect of compensation tends to occur through indirect channels, such as organizational commitment or job satisfaction.

c. Career development has the strongest and most significant influence on lecturer performance. With the highest regression coefficient value (B = 0.683; sig. 0.007) and the largest standardized beta (0.423), this variable is proven to be the dominant factor driving improved lecturer performance. Opportunities for promotion, training, and further education have proven effective in improving the quality of lecturer performance.

d. Simultaneously, motivation, compensation, and career development significantly influence lecturer performance. The F-test results indicate that the regression model is suitable for predicting lecturer performance (F-count = 9.035 > F-table = 2.75; sig. 0.000). This proves that the combination of these three variables is able to explain the variability of lecturer performance collectively.

REFERENCES

Adha, FA, & Kasmari, K. (2024). The Effect of Compensation, Work Discipline, and Work Environment on Employee Performance. E-Bis Journal, 8(2), 846–855. https://doi.org/10.37339/e-bis.v8i2.1895

Adi, EA (2021). The Effect of Compensation on Employee Performance at PT. Berdikari Manunggal Perkasa in Serang, Banten. Journal of Effective Economics, 3(4). https://doi.org/https://doi.org/10.32493/JEE.v3i4.11295

Afkari, N., Aurora Lubis, T., Management, M., Economics and Business, F., & Jambi, U. (2024). Model Of Improving Functional Official Performance As A Result Of Equalization In Performance Achievement. Journal of Applied Management and Finance (Mankeu), 13(04), 1187–1201.

Agustine, BK, & Andani, KW (2023). The Effect of Compensation and Motivation on Employee Performance at PT. Hasta Jaya Marina in Central Jakarta. Journal of Managerial and Entrepreneurship, 05(02), 353–362. https://doi.org/https://doi.org/10.24912/jmk.v5i2.23404

Akbar, Irawan, H., Ansar, & Dahlan, SS (2024). The Influence of Motivation and Work Environment on Employee Performance at the Makassar City Trade Office. Journal of Islamic Finance, Economics, and Business Institutions, 4(1), 2022. http://journal.iaimsinjai.ac.id/index.php/asy-syarikah

Aman, A., Raharjo, JT, & Supriyanto, T. (2023). Proceedings of the National Postgraduate Seminar: The Role and Strategy of Higher Education in Developing Superior Human Resources with a Creativepreneurship Spirit in the Era of Society 5.0. Proceedings of the National Postgraduate Seminar, Semarang State University. http://pps.unnes.ac.id/pps2/prodi/prosiding-pascasarjana-unnes

Antono, B. (2024, March 1). Understanding Society 5.0 in More Depth. /Www.Hrd-Forum.Com.

Anum, F., & Chaerudin. (2023). The Influence of Work Motivation on Employee Performance at Hermina Karawang Hospital. Wahana Pendidikan Scientific Journal, 9(5), 391–397.

Ariwibowo, EK (2025, March). Lecturer Career Guide 2025: What Has Changed? . Https://Www.Erickunto.Com/2025/03/Panduan-Karir-Dosen-2025-Apa-Yang-Berubah.Html?Utm_source=chatgpt.Com.

Asmarani, H., & Marlindawaty. (2024a). The Influence of Work Motivation, Work Environment, and Work Discipline on Employee Performance at PT. Aerofood ACS Balikpapan During the Pandemic. Journal of Modern Business Management, 6(3). https://journalpedia.com/1/index.php/jmbm

Asmarani, H., & Marlindawaty. (2024b). The Influence of Work Motivation, Work Environment, and Work Discipline on Employee Performance at PT. Aerofood ACS Balikpapan during the Pandemic. Journal of Modern Business Management, 6(3), 359–369. https://journalpedia.com/1/index.php/jmbm/article/view/3073

Azhar, A. (2024). The Future of Higher Education in Indonesia: Towards the Era of Society 5.0. https://Www.Andiazhar.Com/2024/09/Pendidikan-Tinggi-Dan-Society-50.Html?Utm_source=chatgpt.Com.

Balbed, A., & Sintaasih, DK (2019). The Influence of Career Development on Employee Performance Through Employee Work Motivation Mediator. E-Journal of Management, Udayana University, 8(7), 4676. https://doi.org/10.24843/ejmunud.2019.v08.i07.p24

Bambang, DA, Jarkawi, S., Primadewi, K., Habibah, U., Lounggina, T., Peny, L., Pratama, K., Derry, R., Wiena, N., Abdul, S., Zulfiah, W., Bambang, L., Firdaus, S., & Dharta, Y. (2023). QUANTITATIVE RESEARCH METHODS (Ariawan, Ed.; 1st ed.). Publisher Muhammad Zaini. https://penerbitzaini.com/

Damayanti, E., Meizara, E., Dewi, P., Gunawan, A., Ramdhani, PP, & Halima, A. (2021). The Role of Training of Planning Management Carrier and Academic Position Toward Lecturer's Attitude in Rank Promotion. KHIDMAH: Journal of Community Service, 1(2), 1–16. https://doi.org/https://doi.org/10.24252/khidmah.v1i2.21212

Esisuarni, Alqadri, H., & Nellitawati. (2024). The Importance of Work Motivation in Improving Employee Performance. Niara Journal, 17(2), 478–488.

Febrian, WD, Diwyarthi, NDMS, Pratama, IWA, Eddy, IWT, Ruswandi, W., Jaenab, Purba, RR, Sariani, NLP, Hadawiah, Kusumayadi, F., Afandi, A., & Sarjana, S. (2022). HUMAN RESOURCE MANAGEMENT IN ORGANIZATIONS (M. Sari & RM Sahara, Eds.; 1st ed., Vol. 1). PT GLOBAL EKSEKUTIF TEKNOLOGI.

Ghozali, I. (2021). Multivariate Analysis Applications with IBM SPSS 26 Program (10th ed.). Diponegoro University Publishing Agency.

Habibi, M., Rosandi, S., Gusrina Melati Tambunan, M., & Faisal Mirza, D. (2021). "THE EFFECT OF LEADERSHIP, WORK DISCIPLINE AND REWARDS ON EMPLOYEE PERFORMANCE AT PT. YCH INDONESIA MEDAN." MEA Scientific Journal (Management, Economics, and Accounting), 5(2).

Haerofiatna. (2022). The Influence of Career Development and Job Placement on Employee Performance at PT Surya Toto Indonesia in Tangerang. JENIUS, 5(2). https://doi.org/https://doi.org/10.32493/JJSDM.v5i2.16522

Hajar, S., Wahyudi, H., Arma, A., & Kholik, K. (2024). Tourism Policy Based on Good Tourism Governance in Realizing Sustainable Tourism in the Lake Toba Tourism Area, North Sumatra. 2024: AAPA-EUROPE-AGPA-IAPA International Conference 2024 Towards World Class Bureaucracy. https://doi.org/10.30589/proceedings.2024.1180

Hartini, & Tan, F. (2018). Decision Support System for Promotion of Functional Positions and Ranks of Lecturers. SISFOKOM Journal, 7(1), 38–44. https://doi.org/https://doi.org/10.32736/sisfokom.v7i1.287

Helmi, FA (2022). The Influence of Work Environment, Work Discipline, and Work Motivation on Employee Performance at Pdam Surya Sembada, Surabaya City. Journal of Management Science and Research, 11(2).

Heryanto, & Setiawan, J. (2024). The Influence of Motivation, Work Discipline, and Work Environment on Employee Performance at the National Narcotics Agency in Tanjungpinang City. Mirai Management Journal, 9(2).

Kartawiharja, W. (2024, October 18). The Great Synergy of Education in the Society 5.0 Era. https://Techmind.Id/Sinergi-Hebat-Pendidikan-Era-Society-5-0/?Utm_source=chatgpt.Com.

Kastawi, NS, Nugroho, A., & Miyono, N. (2021a). The Contribution of Work Motivation and the Principal's Role to High School Teacher Professionalism. Kelola Jurnal Manajemen Pendidikan, 8(1), 77–93.

Kastawi, NS, Nugroho, A., & Miyono, N. (2021b). The Contribution of Work Motivation and the Principal's Role to High School Teacher Professionalism. Kelola: Journal of Educational Management, 8(1), 77–93.

Kurnia, R., Al Kadri, H., Hanif, *, & Kadri, A. (2024a). The Influence of Motivation on Teacher Performance at State Vocational High Schools in the Tourism Sector in Padang City. Journal of Dedication to Education, 3, 2985–9344. https://doi.org/10.24036/deduksi.v3i1

Kurnia, R., Al Kadri, H., Hanif, *, & Kadri, A. (2024b). The Influence of Motivation on Teacher Performance at State Vocational High Schools in the Tourism Sector in Padang City. Journal of Dedication to Education, 3, 2985–9344. https://doi.org/10.24036/deduksi.v3i1

Kurniawanto. (2023). Human Resource Management (1st ed.). Kurniawanto.

Muchlis, A., & Prahiawan, W. (2024). Career Development After The Policy Of Changing Administrative Positions To Functional Positions (Case Study of Banten Province). JUMANIS-BAJA Journal, 6(1), 50–61. https://doi.org/https://doi.org/10.47080/jmb.v6i1.3243

Nur Aziz, & Dewanto, IJ (2022). Employee Performance Assessment Model with Personal Balanced Scorecard. MAMEN: Journal of Management, 1(2), 168–177. https://doi.org/10.55123/mamen.v1i2.218

Nuriyah, nSinta, Qomariah, N., & Setyowati, T. (2021). The Effect Of Career Development, Work Environment And Work Discipline On The Performance Of Padang Community Health Center Employees. MEA Scientific Journal (Management, Economics, and Accounting), 6(1).

Pratiwi, NMRY, & Wimba, GA (2021). The Influence of Transformational Leadership Style on Employee Performance with Motivation as an Intervening Variable at Sisterfields Café Seminyak. Journal of Management, Entrepreneurship and Tourism, 1(4).

Rahardjo, DAS (2022). HUMAN RESOURCE MANAGEMENT (D. Zusrony, Ed.; 1st ed.). Prima Agus Teknik Foundation.

Rahman, A. (2022). The Influence of Organizational Commitment and Work Motivation on Employee Performance in the Publishing Unit of the Tebuireng Islamic Boarding School, Jombang. BIMA: Journal of Business and Innovation Management, 5(1), 84–92. https://doi.org/10.33752/bima.v5i1.479

Ramdani Irfan, M., & Mellita, D. (2022). The Effect Of Work Stress, Work Environment And Career Development On Employee Performance Of Ammonia Department P4 Pt Pusri Palembang During The Covid19 Pandemic. MEA Scientific Journal (Management, Economics, and Accounting), 6(3).

Raymond, Siregar, DL, Indrawan, MG, Sukma, M., Hartati, Sari, VN, Andra, RS, Lubis, BLRA, Cendana, D., Mirsal, Afuan, Sari, MW, Anwar, RN, Juliardi, B., & Novrianto, A. (2023). HUMAN RESOURCE MANAGEMENT IN ORGANIZATIONS (Selvi Kasman, Ed.; 1st ed., Vol. 1). CV. Gita Lentera.

Rialmi, Z., & Patoni, P. (2020). The Influence of Career Development on Employee Performance at PT Bank CIMB Niaga, Pondok Indah Branch, South Jakarta. Mandiri Journal: Science, Arts, and Technology, 4(2), 210–221. https://doi.org/10.33753/mandiri.v4i2.129

Rima, R.A., Graha, A. nu, & Suryaningtyas, D. (2020). The Influence of Career Development and Rewards on Employee Performance at PR. Trubus Alami. In Journal of Management Student Research (JRMM) (Vol. 6). http://ejournal.unikama.ac.id

Rivai, VZ (2019). Human Resource Management for Companies: From Theory to Practice (8th ed.). RajaGrafindo Persada.

Rivaldo, Y., & Ratnasari, L. (2020). The Influence Of Leadership And Motivation On Employee Satisfaction And Its Impact On Employee Performance. Dimensi, 9(3), 505–515.

Roselina, JJ, & Arif, ME (2020). The Effect of Training and Career Development on Employee Performance (A Study at the BPJS Ketenagakerjaan Branch Office in Kediri City, East Java). FEB Student Scientific Journal, 10(2). https://jimfeb.ub.ac.id/

Rozi, A., & Puspitasari, A. (2021). The Effect of Career Development and Job Training on Employee Performance at the Serang City Transportation Agency. JENIUS JOURNAL (Human Resources Scientific Journal), 4(2). https://doi.org/https://doi.org/10.32493/JJSDM.v4i2.9079

Sabur, A., Hertina Marpaung, L., & Niana Syamiya, E. (2024). THE EFFECT OF JOB TRAINING AND CAREER DEVELOPMENT ON EMPLOYEE PERFORMANCE AT CIPUTRA HOSPITAL TANGERANG. Journal of Business Education and Social, 5(2). https://doi.org/https://doi.org/10.33592/jbes.v5i2.5791

Saefullah, E., Putra, AR, & Hartoko, G. (2022). Human Resource Management (1st ed., Vol. 1). EUREKA MEDIA AKSARA.

Safitri, D., Samdin, Hastuti, Hatani, L., Adam, LOB, & Awasinombu, AH (2024). Analysis of the Role of Sub-district Head Leadership in Improving Employee Performance at the West Kendari Sub-district Office. Journal of Management and Entrepreneurship, 16(2), 85–96. https://doi.org/https://doi.org/10.55598/jmk.v16i2.5

Saifullah, Kusyeni, R., & Hermawan, R. (2024). The Influence of Leadership and Work Motivation on Employee Performance at PT. WINDU PERSADA CARGO (WPC CARGO). Jayakarta Journal of Management and Business, 6(1).

Sakti, B. (2022, November 17). Implementation of the Independent Curriculum in the Era of Society 5.0. Https://Ppg.Dikdasmen.Go.Id/News/Implementasi-Kurikulum-Merdeka-Di-Era-Society-5-0?Utm_source=chatgpt.Com.

Samudra, AA, Syam, AH, & Nurmega. (2024). The Effect of Compensation on Employee Performance at the Makassar City Environmental Service Office. INNOVATIVE: Journal of Social Science Research, 4(6), 1737–1748.

Santika, IP, Mustika, IK, Iswari, IAMAP, & Budiasa, IK (2023). The Effect of Compensation on Employee Performance with Motivation as a Mediator at PT Bank Mandiri KCP Kerobokan. Relasi: Journal of Economics, 19(1). https://doi.org/https://doi.org/10.31967/relasi.v19i1.668

Sari, A., Zamzam, F., & Syamsudin, H. (2020). The Influence of Leadership, Compensation, and Motivation on Employee Performance. National Journal of Marketing & HR Management, 1(2).

Saria, DN, Tanto, & Magfira, F. (2024). Analysis and Design of an Employee Performance Target Assessment Information System for the Functional Position of Lecturer at Jambi Polytechnic. Journal of Applied Electronics, Electricity, and Information Technology, 6(1), 68–72. https://doi.org/https://doi.org/10.37338/elti.v6i1.366

Saut Pardamean Siahaan, A., Situmorang, S., & Simajuntak, DC (2021). The Influence of Leadership Style, Work Environment, and Job Stress on Employee Performance at PT. Istana Deli Kencana Medan. MEA Scientific Journal (Management, Economics, and Accounting), 5(2).

Sugiyono. (2019). Quantitative, Qualitative, and R&D Research Methods. ALFABETA.

Sutirna, Musa, S., Miftah, F., Marlina, R., Gani, RA, Meilya, IR, Bayu, D., Hakim, DL, Suntoko, Nugraha, SI, Gustiawati, R., Shayid, A., Purbangkara, T., & Wachyudi, K. (2023). The Influence of Classical Guidance and Counseling on the Improvement of Functional Positions of Lecturers in the Faculty of Teacher Training and Education, Singaperbangsa University, Karawang in 2023. Journal of Community Service, 3(3), 231–242. https://doi.org/https://doi.org/10.47492/eamal.v3i3.2833

Syah, LY (2019). Organizational Behavior Concept and Implementation (O. Supriadi & P. Cakranegara, Eds.; 1st ed., Vol. 1). IN MEDIA Publisher.

Wulandari, F. (2020). HUMAN RESOURCE MANAGEMENT (1st ed.). Media Gate.

Yuliani, I. (2023). HUMAN RESOURCE MANAGEMENT (AlFitri, Ed.; 1st ed., Vol. 1). Rajawali Printing.

Yusup, AY, & Saragih, R. (2020). The Influence of Career Development on Employee Performance at the Head Office of PT. Pos Indonesia (Persero) Bandung. MEA Scientific Journal (Management, Economics, and Accounting), 4(1).