Work Experience and Achievement: Their Influence on Lecturers' Career

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ABSTRACT

This study aims to analyze the effect of work experience and work performance on lecturer careers. This study uses a quantitative method that examines three variables, namely two independent variables and one dependent variable. The independent variables are work experience and work performance, while the dependent variable is the lecturer's career (Y). This research was conducted using quantitative research with a survey method with a path analysis approach, with a total population of 160 lecturers and a sample of 60 people. The instrument test in this study used validity and reliability tests. Using path analysis and hypothesis testing. The results of the calculation of normality in the dependent variable work experience data (X1) the hypothesis is accepted or in other words the data is normally distributed. In the work performance data as the dependent variable (X2) the hypothesis is accepted or in other words the data is normally distributed. In the lecturer career data as an independent variable (Y) the hypothesis is accepted or in other words the data is normally distributed. In the linearity test, there is a linear relationship between the work experience variable (X1) and the work performance variable (X2) on the lecturer career variable (Y). The conclusion from this research is that there is an effect of work experience on the career of lecturers, there is an effect of work performance on the career of lecturers and there is an influence of work experience on the career of lecturers.

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1. INTRODUCTION

Lecturers as stated in the law on higher education are professional educators and scientists with the main task of transforming, developing and disseminating science, technology, and art through education, research, and community service (Mulyani, 2017),(Murcahyanto et al., 2018),(RI, 2019). The development of lecturers is a core part of institutional development, and includes parts of personal development, professional development, organizational development, and community development. The most important part of professional development is instructional development. Lecturer development requires the development of facilities and career development as part of organizational development, and welfare development as an important part of personal development (Purba, 2014),(Sujarwo, 2005),(Fahrurrozi et al., 2021).

A lecturer's career is a lecturer's job in general which is the choice of a lecturer and becomes a goal during work, a lecturer's career is a series of jobs related to the position of a lecturer in work during his life (Hemmings & Hill, 2009; Murcahyanto et al., 2018; Setyawan & Hayati, 2020). Career is all positions occupied by a person in his work life or all jobs that exist during a person's work (Sampson Jr et al., 2014; Sharf, 2016). The term career is used more frequently later than the term occupation, position, vocational, or vocational. The term career indicates that job decision-making is a developmental process, that job-related decision-making is a long process and that the work itself develops is involved in the notion that individuals grow and develop while on the job (Brown & Lent, 2019; Kwee, 2020; McMahon & Patton, 2019; Sampson Jr et al., 2014).

Career development of lecturers needs to be considered to face global challenges, universities should give serious emphasis and management to their human resources (Hoekstra, 2011; Zacher et al., 2019). Teaching staff and students who have expertise, skills, and professions and are in accordance with the character and aspirations of the community are needed in facing the needs and challenges of this globalization. This challenge will be answered by improving the ability of teaching staff and teaching institutions. The lecturers are also expected to play a role in creating the mental conditions and attitudes of society in general to accept and act positively in social change and even social discovery. Lecturers will be able to answer challenges if they have succeeded in increasing their ability and determination to follow and anticipate developments and development demands. As a scientist, lecturers are required to master a certain area of expertise or profession. As teaching staff, they are required to be able to teach, guide, train, and foster, as well as teach students, so that there is a transformation of values, attitudes, knowledge and skills in them (Nagy et al., 2019; Vondracek et al., 2019; Zacher et al., 2019). This learning task is a professional task as a lecturer's work experience and will be an achievement for the lecturer.

The professionalism of a lecturer is not only related to his mastery of a particular scientific discipline and expertise, but also requires his best practice in the implementation of education, research, and community service. Thus, a professional lecturer has a dual role, namely to always maintain and develop professionalism in the field of science and expertise, as well as trying to understand and improve customer satisfaction, the main customers of lecturers are students (Wiyono, 2016). Professional lecturers are experienced lecturers, namely a lecturer who successfully carries out his duties and responsibilities in education and teaching, research, community service, has psychological maturity, sufficient insight and information, and can manage the educational institution he leads (Sinambela, 2017). So that the work experience of lecturers is the quality of work obtained from the results of observations and interactions to support the implementation of work, with indicators (1) being able to meet user needs (2) making a meaningful contribution, (3) being able to solve problems, (4) being able to increase work abilities , and (5) carry out their duties well (Chotim, 2016; Fahrurrozi et al., 2021; Saraswati & Dewi, 2017).

Lecturer work performance is an approach in assessing work performance which is very important for making decisions on various matters such as identification of various education and training programs, recruitment, selection, introduction programs, placement of promotions, reward systems, and various other aspects of the entire management process. human resources effectively (Yunanto &

Utami, 2017). Performance appraisal needs to be carried out formally and rationally and applied objectively and systematically documented. Lecturers' work achievements are not obtained just like that, but are obtained with hard effort and a long process. So it needs to get an award, because achieving even has added value from the standard of work (Utami, 2017).

Information and work performance data are obtained through a work performance appraisal process called performance appraisal. So that the lecturer's work performance is the result of the work and appearance of a lecturer's work that is in accordance with the target and even exceeds the standards assessed by superiors (Lubis & Siregar, 2021). Therefore, being given an award for lecturer achievement can be measured by indicators (1) success in fostering outstanding students, (2) Produce innovative works, (3) Writing books, (4) Conducting research, (5) Getting awards, (6) Creating works art (Khairiah et al., 2021; Sutrisno et al., 2022).

Work experience for a lecturer is closely related to the lecturer's career. From this theory, the researcher obtained several theoretical frameworks that; A career is an activity and work experience during his life. While the basic capital of one's career development is achievement. Satisfactory work performance is one of the considerations of superiors in promoting someone to occupy a certain position on a job. Human resource development practitioners always use work experience and place more emphasis on experiential learning to improve work performance. Learning activity is a development technique that focuses on the learner in integrating his experience in the learning process. So that experience is related to work performance, because the higher a person's learning experience, the higher his achievement, including in work. From this theory, the researcher wants to know and describe the effect of work experience on lecturers' careers, the effect of work performance on lecturers' careers, and work experience on lecturers' work performance. Similar studies have been carried out including;(Kristola & Adnyani, 2014) who concluded that; (1) work experience has a positive and significant effect on the work performance of Denpasar Agricultural Quarantine Center employees, (2) work experience has a positive and significant impact on career development of Denpasar Agricultural Quarantine Center employees, (3) work performance has a positive and significant effect on career development of Denpasar Class 1 Agricultural Quarantine Center employees. Research by (Saraswati & Dewi, 2017) which concludes that Work Experience, Education and Personality have a positive effect on Employee Career Development at the Nikki Hotel in Denpasar, as well as research (Indrawan, 2019) which concludes that Work Ethics, Work Experience and Work Culture have a positive effect on the work performance of South Binjai District employees.

Based on several previous research results, it can be concluded that career development, work experience, and work performance of lecturers are relevant variables for further research at universities. The explanation above also strengthens the theoretical and realistic thinking of researchers that work experience, and work performance have an effect on careers. So that researchers are interested in analyzing the effect of work experience and work performance on lecturer careers. Thus, the careers of lecturers are feasible or urgent to be researched which is thought to be influenced by work experience and work performance factors. It is hoped that the results of this study are expected to be useful for interested parties, including; Lecturers realize the importance, work experience, and work performance in the career development of lecturers. Leaders realize the importance of increasing knowledge and skills for the career development of lecturers in their respective universities.

2. METHODS

This study aims to obtain an overview of the effect of work experience, and work performance on the careers of lecturers at Hamzanwadi University. Specifically, the purpose of this research is to find out the (a) direct influence of work experience on lecturers' careers (b) direct influence of work performance on lecturers' careers, (c) direct influence of work experience on lecturers' work performance. This research was conducted at the University of Hamzanwadi Pancor campus. This research was conducted in 2 stages of instrument distribution. Phase 1 was carried out in the context of testing the research instrument. Phase 2 is the actual research. The subjects of this research are

permanent and non-permanent lecturers at Hamzanwadi University. This research is classified into the type of quantitative research with a path analysis approach, and the research method used is the field method through survey activities. (Sugiyono, 2019). Based on the data obtained, using this method is expected to explain the effect of implementation, work experience, work performance, on the career development of lecturers. The research design can be described as follows: Based on the above hypothesis, the hypothetical model is as follows:
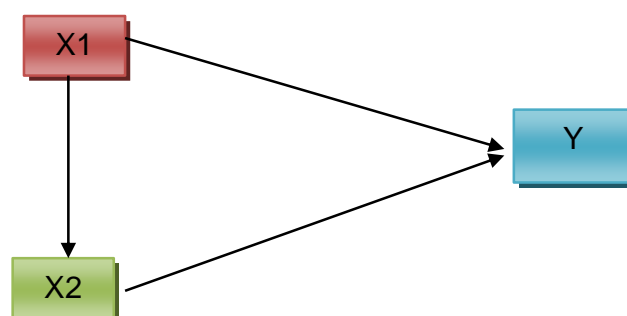

Figure 1, Hyphotetic Model

Information:
X1 (Independent Variable) = Work Experience
X2 (Independent Variable) = Achievement
Y (dependent Variable)   = Lecturers Career

The population of this study were all permanent and temporary employees and lecturers for the 2020/2021 academic year, totaling 160 people. This number consisted of 47 employees, and 112 permanent and non-permanent lecturers. The sample is part of the total population to be studied. Of the 87 samples, 60 permanent lecturers were determined from the foundation who had an ID number, with the aim that the permanent lecturers had data related to this research. So, the sample of this research is 60 lecturers. For testing the instrument, 30 lecturers were determined from a population that was not a sample.

The data analysis technique used in this research is descriptive and inferential analysis techniques. The use of path analysis was developed to study the direct and indirect effects of a number of hypothesized variables. Based on the theoretical framework that has been developed, there are 3 (four) variables studied in this study, namely work experience, work performance and career. Before testing the hypothesis, the path analysis requirements test is carried out first. There are four characteristics or requirements, namely: The data for each variable is interval data, the relationship between two variables is linear and additive, the relationship between each two variables is recursive (one way), the residual variables are not correlated with each other and neither with the variables in system. Thus, the requirements test performed before testing the hypothesis is the normality test, linearity test, path analysis and statistical hypotheses.

3. FINDING AND DISCUSSION

3.1. Description of Research Data

The first step in analyzing research data is to describe the data. The description of the data is done to obtain an overview of the condition of each research variable which includes the variables of work experience, work performance and lecturer career. The endogenous variable in this study is the

lecturer's career. While the exogenous variables in the study are Lecturer Work Experience, Lecturer Work Achievement.

Lecturers Career

Lecturer careers are measured using 43 statement items, so the range of theoretical scores between 43 to 172 is 129.

Table 1 Lecturer Career

Kelas Interval	Nillai Tengah	f absolut	f kum	f relatif %	Relatif Kum
69 – 82	75,5	7	7	11,67	11,67
83 – 96	89,5	12	19	20,00	31,67
97 – 110	103,5	15	34	25,00	56,67
111 – 124	117,5	8	42	13,33	70,00
125 – 138	131,5	8	50	13,33	83,33
139 – 152	145,5	5	55	8,33	91,67
153 – 166	159,5	5	60	8,33	100,00
Jumlah		60		100	

Based on the results of data collection, the lowest score was 69 and the highest was 166. This means that the empirical range of scores between 69 and 166 is 97. The average career score is 111.20. With a median of 106.77 and a mode of 100.7. Based on the theoretical maximum score, it can be stated that the average score of the lecturer's career is 64.65% of the maximum theoretical score of 172. The standard deviation or standard deviation of the lecturer's career score is 24.92 and the variance is 62.10. The relatively large standard deviation value indicates that the diversity of lecturers' careers is relatively not uniform.

Furthermore, if the lecturer's career score is grouped into the low category of 69-96, i.e. the average score is 97-138, and the high score is 139-154, then the lecturer's career conditions can be stated as follows: the average score of the lecturer's career is 111.20, indicating that the lecturer's career Medium career: as many as ,10 lecturers showed Career in the high category. This shows that most of the lecturers do careers in the medium category. This is influenced by age and length of work, such as opinion (Daulay & Handayani, 2021; Hutabarat & Gurning, 2017) that a career perspective is a sequence of positions occupied by a person during his lifetime. from another perspective career consists of changes in values, attitudes, and motivations that occur as a person gets older and gets older.

Work Experience

The work experience variable was measured using 41 statement items, so the theoretical score range from 41 to 164 was 123.

Table 2. Work Experience

Kelas Interval	Nillai Tengah	f absolut	f kum	f relatif %	Relatif Kum
75 – 86	80,5	2	2	3,33	3,33
87 – 98	92,5	10	12	16,67	20,00
99 – 110	104,5	19	31	31,67	51,67
111 – 122	116,5	14	45	23,33	75,00
123 – 134	128,5	4	49	6,67	81,67
135 – 146	140,5	9	58	15,00	96,67
147 – 158	152,5	2	60	3,33	100
Jumlah		60		100	

Based on the results of data collection, it is known that the lowest score is 75 and the highest is 154. This means that the empirical range of scores between 75 and 54 is 79. The average work experience score is 113.10 with a median of 109.87, and the mode is 106.21. based on the theoretical maximum score, it can be stated that the average score of work experience is 70% of the theoretical maximum score of 164. The standard deviation or standard deviation of the work experience score is 17.83, and the variance is 317.73. Furthermore, if the lecturers' work experience scores are grouped into the low category of 78-98, i.e. the average score is between 99-134, and the high score is 135-158, then the condition of the work experience of the Hamzanwadi University lecturers can be stated as follows: the average score of the lecturer's work experience is 113 ,10, indicating that the work experience of the lecturers is in the medium category: as many as ,11 the lecturers show the work experience in the high category. This shows that most of the lecturers have work experience that is categorized as moderate because it is influenced by conditional factors. This is according to opinion (Gutek, 2022; Soriano & Castrogiovanni, 2012) that experience is also defined as the knowledge and skills possessed, events or series of events that are followed or passed. After all, every experience affects the attitudes that also determine the quality of all subsequent experiences, each experience to a certain degree affects all the objective conditions in it when we gain a variety of subsequent experiences.

Achievement

The work performance variable was measured using 45 statement items, so the theoretical score range between 45 and 180 is 135.

Table 3. Achievement

Kelas Interval	Nillai Tengah	f absolut	f kum	f relatif %	Relatif Kum
43 – 57	50	6	6	10,00	10,00
58 – 72	65	11	17	18,33	28,33
73 – 87	80	14	31	23,33	51,67
88 – 102	95	8	39	13,33	65,00
103 – 117	110	7	46	11,67	76,67
118 – 132	125	9	55	15,00	91,67
133 – 147	140	5	60	8,33	100,00
Jumlah		60		100	

Based on the results of data collection, it is known that the lowest score is 43 and the highest is 145. This means that the empirical range of scores between 43 and 145 is 102. The average score for work performance is 91.50 with a median of 86.43, and the mode is 77.5. based on the theoretical maximum score, it can be stated that the average score of work experience is 51.03% of the theoretical maximum score of 180. The standard deviation or standard deviation of the work experience score is 27.39, and the variance is 750, 26. Furthermore, if the lecturer's work performance score is grouped into the low category is 43-87, that is, the average score is between 88-132, and the high score is 133-147, so the condition of the lecturer's work performance can be stated as follows: the average score of the lecturer's work performance is 91.50. This shows that most of the lecturers have moderate work performance. One's work achievements are not obtained just like that, but are obtained with hard effort and a long process. So it needs to be rewarded, because achieving even has added value from the standard of work (Bernardin, 2016; Bratton et al., 2021; Hecklau et al., 2016).(Bernardin, 2016; Bratton et al., 2021; Hecklau et al., 2016).

3.2. Testing Requirements Analysis

Path analysis requires that the analyzed data must meet certain statistical tests. Therefore, before conducting data analysis using a particular path analysis, first, several statistical tests are required in the path analysis.

Normality Test

The statistical test carried out to test normality in this study was the X2 test formula. The hypotheses proposed in the normality test are: H0: Data comes from a population that is normally distributed, H1: Data comes from a population that is not normally distributed. The criteria in this test is if X2 count ≤ X2 table at a significant level = 0.05, then the data is normally distributed. Conversely, if X2 count > X2 table L0> at a significant level = 0.05, then the data is not normally distributed.

Test for normality of distribution Work experience

After the normality test was carried out, the calculated X2 was 10.746. Then look for the X2 table at the 95% significance level (confidence level) or = 0.05 and df = 7-1=6. Then X2 table = 12,592. So X2 count < X2 table or 10,746 < 12,596 so that the distribution of work experience data is normal.

Normality Test of Distribution Work Performance

After the normality test, with the formula, the calculated X2 is 7.122. Then look for the X2 table at the 95% significance level (confidence level) or = 0.05 and df = 7-1=6. Then X2 table = 12,592. So X2 count < X2 table or 7,122 < 12,596 , so that the distribution of work performance data is declared normal.

Normality Test of Career Variable Distribution

After the normality test was carried out based on the X2 distribution table, with the formula, the calculated X2 was 7.578. Then look for the X2 table at a significance level (confidence level) of 95% or = 0.05 and df = 7-1 = 6. Then X2 table = 12,592. So X2 count < X2 table or 7.578 < 12,596 so that the distribution of lecturer career data is declared normal.

Linearity Test

Linearity test Career Work experience

Calculation of estimates of simple linear regression models career variables and work experience. The results of the analysis of variance (ANAVA) on this model are presented in the following table:

Table 4: ANOVA Results for Significance and Linearity Tests

Sumber varian	dk	JK	RJK	F_{hitung}	F_{tabel}	
Total	60	3786,68	3786,68		α=0,05	α=0,01
Regresi (a)	1	724900,42	724900,42	1,618	2,025	2,825
Regresi (b)	1	23877,5	23877,5			
Sisa (res)	41	16361,08	282,09			
Tuna Cocok	19	12574,4	322,42			

Based on the calculation of the career linearity test on work experience, F count 1.618 is smaller than Ftable 2.025 at a significant level = 0.05, this indicates that the relationship between career and work experience is linear.

Career linearity test on work performance

The results of the analysis of variance (ANAVA) on this model are presented in the following table:

Table 5: ANOVA Results for Significance and Linearity Tests

Sumber varian	dk	JK	RJK	F$_{hitung}$	F$_{tabel}$	
Total	60	4575,17	381,26		α=0,05	α=0,01
Regresi (a)	1	724900,42	724900,42	0,783	2,408	3,598
Regresi (b)	1	21933,86	21933,86			
Sisa (res)	48	18304,72	315,59			
Tuna Cocok	12	13729,55	298,47			

Based on the calculation of the career linearity test on work performance, Fcount is 0.783 which is smaller than Ftable 2.408 at a significant level = 0.05, this indicates that the relationship between career and work performance is linear.

Linearity test of work performance on work experience

The results of the analysis of variance (ANOVA) on this model are presented in the following table:

Table 6: ANOVA Results for Significance and Linearity Tests

Sumber varian	dk	JK	RJK	F$_{hitung}$	F$_{tabel}$	
Total	60	5418,75	270,94		α=0,05	α=0,01
Regresi (a)	1	496132,27	496132,27	0,665	2,000	2,73
Regresi (b)	1	3525,31	35255,31			
Sisa (res)	60	12268,42	211,53			
Tuna Cocok	20	6849,67	180,26			

Based on the calculation of the linearity test of work performance on work experience, Fcount of 0.665 is smaller than Ftable 2,000 at a significant level of = 0.05, this indicates that the relationship between work performance and work experience is linear.

3.3. Hypothesis test

Hypothesis 1.

Work experience has a direct positive effect on work performance. The tested hypotheses are as follows:

H$_0$ P$_{21}$ ≤ 0

H$_1$ P$_{21}$ > 0

Based on the calculation results, the path coefficient value is P21 = 0.963 with tht = 27.163 and ttb = 1.671 at = 0.05 or 2.390 at = 0.01 because tth> ttb, then H0 :P32≤ 0 is rejected, and H1: P32> 0 is accepted, that the path coefficient P21 = 0.913 is significant at the significance level = 0.05 and = 0.05. By testing the acceptance of H1, that work experience has a direct effect on work performance.

Hypothesis 2.

Work experience has a direct positive effect on careers. The tested hypotheses are as follows:

H_0 $P_{31} \leq 0$

H_1 $P_{31} > 0$

Based on the calculation results, the path coefficient value is obtained P_{31}=0,899 with t_{ht} =35,661 and t_{tb} = 1,684 at α = 0,05 or 2,423 at α = 0,01, because t_{th}> t_{tb}, so H_0 :$P_{31} \leq 0$ rejected, and H_1 : $P_{42} > 0$ accepted, that the path coefficient P_{31}=0,899 is significant at the significance level α =0,01 and α =0,05, For this reason, work experience has a direct positive effect on careers.

Hypothesis 3.

Work performance has a direct positive effect on careers. The tested hypotheses are as follows:

H_0 $P_{32} \leq 0$

H_1 $P_{32} > 0$

Based on the calculation results, the path coefficient value is obtained P_{32} =0,708 with t_{ht} =10,806 and t_{tb} = 1,684 at α = 0,05 or 2,423 at α = 0,01, because t_{th}<t_{tb} = 2,435, so H_0 :$P_{32} \leq 0$ rejected, and H_1 : $P_{32} > 0$ accepted, that the path coefficient P_{32} =0,708 is significant at the significance level α =0,01 dan α =0,05. By testing the acceptance of H1, that work performance has a direct effect on careers.

DISCUSSION

Based on the final model of the positive direct influence, work experience, and work performance on lecturer careers, the results of the study prove the three hypotheses proposed in discussing the effect of work experience and work performance on the careers of lecturers at University. lecturers are closely related to leadership, work experience, work performance, organizational climate, competition, social relations, finance, education, promotions, and even luck.

4.1 Work Experience has a Positive Direct Effect on Career

Work experience has a direct positive effect on careers, the coefficient of influence is 0.899 or equivalent to the determinant coefficient of direct influence is 0.867. This shows that variations in work experience have a direct influence on careers by 8.67%. This illustrates that 8.67% of the career diversity of lecturers is influenced by variations in work experience such as meeting community needs, making meaningful contributions, being able to solve problems, and carrying out tasks well. This statement is supported by the statement (Bernardin, 2016) that career as a person's perception is related to attitudes and behaviors associated with activities and work experiences throughout one's life. This is also supported by the results of research (Kristola & Adnyani, 2014; Saraswati & Dewi, 2017) which states that work experience has a positive and significant effect on employee career development.

4.2 Job performance has a direct positive effect on Career

Job performance has a direct positive effect on careers, the coefficient of influence is 0.708 or equivalent to the coefficient of direct influence determinant of 0.738. This shows that variations in work performance have a direct influence on careers of 7.38%. This illustrates that 7.38% of the career diversity of lecturers is influenced by variations in academic achievement, student development, creating innovative works, writing books, writing articles, research, community service and receiving awards for achievements from the government. This finding is supported by the opinion (Bratton et al., 2021; Mathis et al., 2016) which states that the measurement of work performance is always used as the basis for making decisions on employees. for example decisions in placing employees in positions in the organization, and reducing employees in the order of their work positions. This is also in line with the research results (Kristola & Adnyani, 2014; Saraswati & Dewi, 2017) which states that work performance has a positive and significant effect on employee career development.

4.3 Work experience has a direct positive effect on work performance

Work experience has a direct positive effect on work performance, the coefficient of influence is 0.963 or equivalent to the coefficient of direct influence determinant of 0.859. This shows that variations in work experience have a direct effect on work performance of 8.59%. This illustrates that 8.59% of the diversity of lecturers' work performance is influenced by variations in work experience such as meeting community needs, making meaningful contributions, being able to solve problems, carrying out tasks well. The findings are in accordance with the opinion (Bratton et al., 2021; Stone et al., 2020) and further strengthened by research results (Kristola & Adnyani, 2014) which states that work experience has a positive and significant effect on work performance..

4. CONCLUSIONS

Based on the results of the data analysis as described above, the findings and conclusions in this study can be stated as follows: Work experience has a direct effect on careers, this means that changes in increase in work experience will lead to an increase in lecturers' careers. Job performance has a direct positive effect on careers, this means that changes in the increase in work performance will lead to an increase in lecturers' careers. Work experience has a direct positive effect on work performance, meaning that changes in increasing work experience will have a direct effect on improving work performance. This means that the career advancement of lecturers is caused by work experience and work performance.

Based on the discussion and conclusions, the practical implication of this research is that changes in the increase in work experience will lead to an increase in the career of lecturers. This means that to improve the career of lecturers, it is done by increasing work experience. Changes in the increase in lecturers' work performance will lead to career advancement. This means that the lecturer's career is carried out by increasing work performance. Changes in increasing work experience will have a direct effect on increasing work performance. This means that if you want to improve lecturers' work performance, work experience should be increased.

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