

The Effect of Participatory Decision Making on Lecturer Performance through Career Development

(A Case Study The Performance Of University Lecturers In The LLDikti 6 Area Of Central Java)

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ABSTRACT

This study aims to examine the effect of participatory decision making on lecturer performance by using career development as a mediating variable. The development of the social exchange theory model which is used as the basic model of this study examines the exchange patterns that occur in lecturers, namely when lecturers get the opportunity to be involved in decision making and are given support by the university, the lecturer shows good performance behavior towards the university. However, the phenomenon that occurs is that many lecturers have low performance even though they have participated in decision making and received organizational support. Intervening variable career development in mediating the effect of participatory decision making on the performance of university lecturers in the LLDikti 6 area of Central Java.

The research was conducted by survey method. Collecting data using a questionnaire to 153 lecturers who were selected using simple random sampling. The data were analyzed using the path analysis method with the help of the SPSS version 24 program.

The results showed that participatory decision-making directly had a positive and significant effect on career development, and participatory decision-making and career development directly had a positive and significant effect on lecturer performance. In addition, based on the results of the path analysis, it can be seen that career development acts as an intervening the influence of participatory decision making on lecturer performance.

Keywords: Participatory Decision Making, Career Development, Lecturer Performance.

1. INTRODUCTION

The performance of lecturers will not be separated from the Tri Dharma of Higher Education, namely a lecturer is required to carry out teaching, research and community service as stated in Law number 14 of 2005 concerning Teachers and Lecturers. The performance of a lecturer is measured by the level of functional positions he has achieved. The achievement of certain functional positions means that the performance of lecturers is increasingly measurable from the implementation of the Tri Dharma of Higher Education that has been carried out. The total lecturers at various private universities in Central Java currently under the auspices of the Institute for Higher Education Services 6 (LLDIKTI 6) are currently there were 12,413 people with various functional positions spread across 231 universities. Of the total universities, which are located in the city of Semarang, there are 55 universities. From the data obtained from LLDIKTI 6 Central Java, it was recorded that the number of lecturers with functional positions of expert assistant was at most 3,621 people. Based on the data, it can also be seen that lecturers with functional professorship positions are still very minimal, namely 78 lecturers or less than 1% of all lecturers in the LLDIKTI 6 Central Java area, almost 50% of all lecturers have functional positions from expert assistants to head lectors and there are still around 43% who do not have a functional position.

The distribution of the data shows that there is still a high gap in the performance of lecturers. The problems that occur that are associated with the achievement of lecturer performance cannot be separated from factors, namely how to develop his career in carrying out the tri dharma of higher education and how he is committed to the institution where he serves.

Table 1.
Achievement of Functional Positions of LLDIKTI 6 Central Java Lecturers

Jabatan Fungsional	Status				Jumlah	%
	Yayasan	%	PNS	%		
Profesor	51	0,4	26	4	78	0,6
Lektor Kepala	759	6,6	306	49	1065	8,6
Lektor	2089	1,8	192	30	2279	18,4
Asisten Ahli	3527	30	94	15	3621	29,1
Tenaga Pengajar (Belum memiliki Jabatan fungsional)	5358	45	13	2	5371	43,3
Jumlah	11782	100	631	100	12413	100

Source: forlap.ristekdikti.go.id, 2020

2. LITERATURE REVIEW

2.1 Lecturer Performance

The ability of lecturers to carry out their duties to complete their work in other words, is work presentation, work implementation, work performance, or work results (Halim et al., 2018)[32]. In the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers, what is meant by lecturer performance is the lecturer's workload which includes main activities, namely planning the implementation of advance learning, carrying out the learning process, conducting research, additional tasks, and doing community service. The main task of the lecturer is to carry out the tridharma of higher education with a workload of at least 12 (twelve) credits and a maximum of 16 (sixteen) credits in each semester in accordance with their academic qualifications according to the provisions.

2.2 Career development

Academic career development refers to the process by which employers and workers working in research, teaching, and/or administrative roles in academic and higher education contexts manage a variety of tasks, behaviors, and experiences within and across jobs and organizations over time, with implications for workers' work-related identities (Zacher et al., 2019)[94]. The process of increasing individual work abilities achieved in order to achieve a successful career (Rivai, V. and Sagala, 2011)[66]

2.3 Participatory Decision Making

Participatory decision making is a development of the concept to grasp (Allen and Carl, 1992)[4]. These activities include fundamental changes in the way schools are managed and the way in which the principal's role and relationship with the school community is expressed. Participatory decision making is the process of making school decisions in a cooperative atmosphere at all levels. This process takes place in a pattern of dividing decision-making which is "not done once and then forgotten", but carried out continuously. An education reform initiative that often accompanies policies to increase decision-making authority and accountability at the school level (Marks and Louis, 1997) [43].

2.4 Conceptual Framework

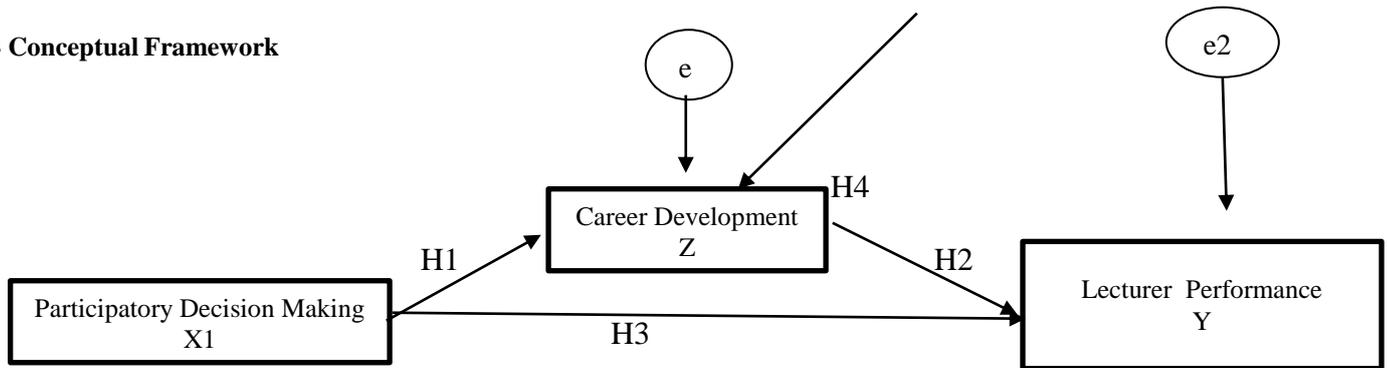


Figure 2. Conceptual framework

Description:	X1 (Participatory Decision Making)	→ Independent variable
	Z (Career Development)	→ Intervening variable
	Y (Lecturer Performance)	→ Dependent variable

2.5 Hypothesis

Based on the abovementioned framework, the hypotheses proposed in this study are:

- H1: There are positive and significant effects of Participatory Decision Making on Career Development .
- H2 : There are positive and significant effects of Career Development on Lecturer Performance.
- H3: There are positive and significant effects of Participatory Decision Making on Lecturer Performance
- H4: There are positive and significant effects of Participatory Decision Making on Lecturer Performance Through Career Development

3. DATA AND METHODS

3.1 Population and Sampling Techniques

The population in this study were lecturers in the LLDIKTI 6 area of Central Java, namely civil servant lecturers and permanent lecturers of foundations who have academic functional positions of expert assistants to those who already have professor functional positions totaling 7,042 people. The population is very large, the researchers set a sample so that it can represent the population. The sample size is calculated using the slovin formula (Sugiyono, 2017)[79] as follows:

$$n = N / (1 + Ne^2)$$

Information :

- n = number of samples
- N = Total population
- e = Fault tolerance limit

Based on the Slovin formula with the tolerance limit (e) = 8%, the number of samples obtained is as follows:

$$n = N / (1 + Ne^2) = 7.042 / 1 + 7.042 (0.08)^2 = 7.042 / 46,0688 = 152,858. \text{ rounded up to 153 civil servant lecturers and foundations.}$$

3.2 Technical Analysis

In this study, the technique used is Path Analysis to determine the direct or indirect effect of various variables using SPSS software. Ghozali, I (2018)[26]. Hypothesis testing uses the t test (partial) if the probability is 0.05, the hypothesis is rejected, meaning that there is no significant effect of the independent variable on the dependent variable. And if the probability <0.05,

then the hypothesis is accepted, it means that there is a significant effect of the independent variable on the dependent variable.

In this research, there are 2 (two) structural equations, namely:

$$Z = b_1 X_1 + e_1$$

$$Y = b_2 Z + b_3 X_1 + e_1$$

4. RESULTS AND DISCUSSION

In this study, the technique used is multiple regression linear analysis. Ghozali,(2018)[26]. Hypothesis testing uses t-test if the probability is 0.05 then the hypothesis is rejected, meaning that there is no significant effect of the independent variable on the dependent variable. And if the probability < 0.05, then the hypothesis is accepted, meaning that there is a significant influence between the independent variables on the dependent variable.

4.1 Test Validity & Reliability

The validity of a test intended to find out the extent to which measuring instruments used can measure what will be measured. Test validity in this research intended to find out whether the questionnaire prepared have been able to measure the variables wanted measured. The validity of a test is done by calculating the correlation of each of questions (items) with a score total. Said to pass the validity test if it has a loading factor value > 0.5 or has a significance Sig. (2-tailed) level of < 0.05. (Ghozali, 2017)[25].

Test reliability is a measure regarding the internal consistence of indicators a construct shows the degree to which the indicator it indicates a constructs or latent factors.), dimana secara umum dianggap reliabel bila nilai *Cronbach alpha* > 0,6 (Ghozali, 2018)[26].

Based on a test of Reliability, all research variables have the value of Cronbach Alpha > 0.6 so that all research is variable reliability

Table 2
Data Validity and Reliability Test Results Question Items

Participatory Decision Making (X1)	Sig 2 tailed	Keterangan
PKP 1	0.000*	Valid < 0.05
PKP 2	0.000*	Valid < 0.05
PKP 3	0.000*	Valid < 0.05
PKP 4	0.000*	Valid < 0.05
PKP 5	0.000*	Valid < 0.05
Cronbach Alpha	0.843	Reliabel > 0.5
Career Development (Z)	Sig 2 tailed	Keterangan
PK 1	0.000*	Valid < 0.05
PK 2	0.000*	Valid < 0.05
Cronbach Alpha	0.822	Reliabel > 0.5
Lecturer Performance (Y)	Sig 2 tailed Total Carrelation	Keterangan
KD 1	0.000*	Valid < 0.05
KD 2	0.000*	Valid < 0.05
KD 3	0.000*	Valid < 0.05
KD 4	0.000*	Valid < 0.05
Cronbach Alpha	.663	Reliabel > 0.5

Source: Appendix (2022)

Note: * = Significance at = 0.05

r produk moment pearson dengan $n = 150$ pada $\alpha = 0,05 = 0.1052$

Based on the table of Data Validity and Reliability Test Results Question items by comparing $r_{count} > 0.1052$ (r table = 0.05), and Cronbach Alpha. After testing the validity and reliability, it turned out that all research questionnaire items were declared significant, then the data was valid and reliable for analysis.

4.2 Path Analysis

The first equation is to determine the relationship between variables, namely participatory decision making on career development which can be seen in the following table:

The second equation is to determine the relationship between variables, namely participatory decision making and career development on lecturer performance which can be seen in the following table:

Table 3 Participatory Decision Making, Career Development , Lecturer Performance

Regression	Direct Influence	Sig Value	Indirect Effect	Total Effect	Hipothesis accepted / rejected
Participatory Decision Making (X1) → Career Development (Z)	0.497	0.000			H1 Accepted
Career Development (Z) → Lecturer Performance (Y)	0.534	0.000			H2 Accepted
Participatory Decision Making (X1) → Lecturer Performance (Y)	0.884	0.000			H3 Accepted
Participatory Decision Making (X1)→ Career Development (Z) → Lecturer Performance (Y)	0.884	0.000	$(0.497) \times (0.534) = 0.265$	$0.884 + 0.265 = 1.149$	H4 Accepted (fully meditated)

Source: processed data (2022)

So that the structural equation model is as follows:

$$Z = 0.497 X1 + e1 \quad e1 = 0.8677$$

$$Y = 0.822 X1 + 0.125 Z + e2 \quad e2 = 0.4538$$

$$R^2 \text{ (Determination Coefisient)} = 1 - (0.8677)^2 - (0.4538)^2 = 1 - (0.7529) - (0.2059) = 1 - 0.1550 = 0.845$$

The diversity of data that can be explained by the model is 84.5 % or the information contained in the data is 84.5 % explained by the model, while the 15.5% is explained by other variables outside of this study.

Based on the table above, the results of the t statistic show that the coefficient of the influence of participatory decision making on career development has a significance level of 0.000 which is smaller than 0.050. This shows that the variable of participatory decision making has a significant positive effect on career development. Then the coefficient of the influence of career development on lecturer performance has a significance level of 0.000 which is smaller than 0.050. This shows that the variable of career development has a significant positive effect on lecturer performance . Then the coefficient of the influence of participatory decision making on lecturer performance has a significance level of 0.000 which is smaller than 0.050. This shows that the variable of participatory decision making has a significant positive effect on lecturer performance. Finally, career development variables can be fully intervening from the influence of participatory decision making on lecturer performance.

4.3 Discussion

a. Participatory Decision Making has a positive significant effect on Career Development.

The coefficient of the effect of Participatory Decision Making On Career Development 0.497 with a significance level of 0.000, which smallerthan 0.05. This shows that the Participatory Decision Making variable has a positive and significant effect on the Career Development. This means that the greater the level of Participatory Decision Making maximize Career

Development. The results of this study are supported by research by Callanan, G.A. and Greenhaus(1994)[11].

b. Career Development has a positive significant effect on Lecturer Performance.

The coefficient of the effect of Career Development 0.534 on Lecture Performance with a significance level of 0.000, which smaller than 0.05. This shows that the Career Development Decision Making variable has a positive and significant effect on the Lecturer Performance The results of this study are supported by research by Dinantara (2018) [14].

c. Participatory Decision Making has a positive significant on Lecture Performance.

The coefficient of the effect of Participatory Decision Making 0.884 on Lecture Performance with a significance level of 0.000, which smaller than 0.05. This shows that the Participatory Decision Making variable has a positive and significant effect on the Lecturer Performance The results of this study are supported by research by (Sukirno, D.S and Siengthai, 2011 [80]; Ugwu et al., 2019)[87].

c. Participatory Decision Making has a positive significant on Lecture Performance through Career Development.

The coefficient of the effect of Participatory Decision Making On Career Development 0.497 with a significance level of 0.000, which smaller than 0.05 and the coefficient of the effect of Career Development 0.534 on Lecture Performance with a significance level of 0.000, which smaller than 0.05, and Total Effect 1.149 is greater than Direct Value 0.084 so that the career development variable becomes a full intervening of the influence of participatory decision making on lecturer performance

5. CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research and discussion described above, it can be concluded that participatory decision-making has a positive and significant impact on career development, career development has a positive and significant impact on lecturer performance, participatory decision-making has a positive and significant impact on lecturer performance. And career development variables can be fully intervening variables that influence participatory decision making on lecturer performance.

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Reliability Test (Participatory Decision Making X1)

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.843	.844	5

Reliability Test (Career Development Z)

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.911	.912	2

Reliability Test (Lecturer Performace Y)

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.822	.824	4