The Effect of self-eficacy

by Tri Achmad Budi Susilo

The Effect of Self-Efficacy, Achievement Motivation, Competence, and Training Participation on Organizational Learning and Career Development, and Its Impact on Lecturer Performance at PGRI Colleges in East Java Province

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ABSTRACT: *This study aims to analyze the influence of Self-Efficacy, Achievement Motivation, Competence and Training Participation on the Organizational Learning, Career Development, and Performance Lecturers at PGRI Colleges in East Java, Indonesia. The population in this study are all permanent lecturers at PGRI Colleges in East Java. The total sample of 168 respondents was obtained by using the simple random sampling technique. Data analysis techniques using Structural Equation Model (SEM) with concepts and applications using Analysis of Moment Strucues (AMOS) program version 21. The results of the study show that: (1) Self-Efficacy has a positive and significant effect on organizational learning, career development lecturer, and lecturer performance, (2) Achievement motivation has positive and significant effect on organizational learning, lecturer career development, and lecturer performance, (3) Competence has positive and significant effect on organizational learning, lecturer career development, and lecturer performance, (4) Training has a positive and significant effect on organizational learning, career development, and lecturer performance, (5) Organizational learning has a positive and significant effect on career development and lecturer performance.*

KEY WORDS: *Self-Efficacy, Organizational Learning, Career Development, and Lecturer Performance.*

I.   INTRODUCTION

Lecturers are the main component that determines the quality of college graduates. Therefore a lecturer is demanded to be a professional educator. Professionalism of lecturers is measured based on their performance in educational activities, research, and community service. In Indonesia, these three activities are called tri dharma tertiary institutions which are attached to the teaching profession. The performance of lecturers in carrying out the tri dharma activities of higher education is measured and evaluated in each academic year. Even based on the law of the Republic of Indonesia Number 14 Year 2005 regarding teachers and lecturers, every lecturer who has gotten a Professional Educator certificate every semester is required to make a lecturer performance report and report it to the Ministry of Research, Technology and Higher Education.

Regulations regarding the teaching and teaching profession have been effectively implemented since 2008, the aim being to motivate lecturers to improve the quality of their performance and professionalism as educators and scientists. However, the phenomenon in a number of universities, lecturers' activities in carrying out education, research, and community service have not been carried out optimally. The lecturers can fulfill the obligation to carry out educational activities, research, and community service, but in terms of the quality of their activities are still far from the standard of professionalism of lecturers. To overcome this problem, aka a lecturer is required to have self efficacy in order to support the task of his profession in carrying out tridharma of higher education. Bandura (1994: 2), states that self-efficacy as self-perception of how well he can function in certain situations and has confidence that he has the ability to take the action expected.

The performance and career of the lecturer is also influenced by the motivation he has. Achievement motivation will support the performance of lecturers in career development as professional educators. Santrock (2003: 474) describes achievement motivation as a desire to get things done, to achieve a standard of success, and to make an effort with the aim of achieving success. According to Chaplin (2005: 5-6) motivation for achievement is determined by: (1) the tendency to fight for success or to obtain highly coveted results, (2) involvement of the ego in a task, and (3) expectations for success in carrying out a task expressed by reactions.

Lecturer performance can take place well, if the lecturer has academic qualifications, competencies, educator certificates, physically and mentally healthy, and meets other qualifications required by the higher

education unit where he is assigned to work, and has the ability to realize national education goals. The intended academic qualifications of the lecturers are obtained through accredited postgraduate higher education in accordance with their fields of expertise. The performance of lecturers in implementing Tridharma of higher education is influenced by the competence of the lecturers themselves. The higher the competence of lecturers, the better the lecturers' performance will be.

In this study, researchers focused on research to explore the performance of lecturers in a number of PGRI Colleges in East Java Province. By referring to data published on the Science and Technology Index (SINTA) website, it appears that the performance of lecturers at PGRI Colleges in East Java is not optimal. There are 76 (24%) permanent lecturers at PGRI Colleges in East Java province, apparently not implementing scientific publications. This indicates that they did not carry out research and community service activities. Noting this phenomenon, all leaders of PGRI Colleges throughout East Java implemented a policy 2 lated to lecturer scientific publications, namely implementing a reward and punishment system.. According to Gareth R. Jones (2007: 340) organizational learning is a process whereby managers strive to increase the capacity of organizational members to understand and manage the organization and its environment so that they can make decisions that continuously improve organizational effectiveness. Organizational leadership in higher education as a system of governance and regulation applied by leaders aims to coordinate and synergize existing resources to improve the capacity of members of the organization so that the implementation of basic tasks and functions is in accordance with established organizational governance. Thus lecturers as part of the work unit in the organization must increase their capacity so that their career and professionalism increase.

Research related to the performance of lecturers and the factors that influence it have been conducted by several researchers with diverse results. Research conducted by Al-Arsy (2014) about the effect of Work Experience, Motivation, Career Development, and Job Satisfaction on Lecturer Performance at tertiary institutions in Malang came to the conclusion that: (a) work experience affects lecturer performance, (b) career development affects lecturer performance, (c) motivation affects lecturer performance, (d) job satisfaction affects lecturer performance, (e) experience and motivation affect lecturer performance. In another study, Syahbaniah (2015) analyzed the effect of Motivation, Ability and Career Development on Lecturers' Performance in the Health Polytechnic in Pontianak concluded that motivation, ability and career development variables simultaneously affected lecturer performance (F = 2,916) . But partially the motivation variable (t = 1, 151) and career development variable (t = -1,347) did not significantly influence the lecturers' performance. From the two studies, there are differences results, on the one hand it concludes that career development and motivation affect lecturer performance (Al-Arsy, 2014), and on the other hand partially motivation and career development variables do not significantly influence performance lecturer (Syahbaniah, 2015). The difference in results from the two studies inspired researchers to conduct further research.

II.   LITERATURE REVIEW

2.1. Self Efficacy

Self efficacy is one of the most influential aspects of knowledge about oneself in everyday human life. This is due to self-efficacy that has an influence on individuals in determining the actions to be taken to achieve a goal, including the estimation of various events that will be faced. Self efficacy is the belief that someone can master the situation and get positive results. Bandura (1994: 2) states that self efficacy has a big influence on behavior. Alwisol (2009: 287), states that self-efficacy as self-perception of how well the self can function in certain situations, self-efficacy is related to the belief that the self has the ability to take the expected action. Self efficacy according to Alwisol (2009: 288) can be obtained, modified, enhanced or reduced, through one or a combination of four sources, namely performance accomplishment, vicarious experiences, social persuation, and emotional / physiological states. Performance experience is an achievement that has been achieved in the past. Vicarius experience is gained through social models. Social persuasion is trust in the person giving the persuasion, and the realistic nature of what is persuaded.

According to Bandura (1994: 4) Self efficacy can be grown and studied through four aspects: (1) Mastery Experience, (2) Social Modeling, (3) Social Persuasion, and (4) physical and emotional conditions. Schunk (1991) state that there are two factors that influence self-efficacy: (1) direct experience as a result of experience working on a task in the past, and (2) indirect experience as a result of observing the experience of others in doing same task.

2.2. Achievement Motivation

McClelland, Atkinson, Clark and Lowell (1987: 9) define motivation as: "the redintegration by a clue of a chance in an affective situation". In this context redintegration means re-rounding the psychological process in consciousness as a result of the stimulation of an event in its environment. Clue (cue) is the cause of awakening affection in individuals. Affective situation, McClelland's assumption that everyone has an affective

situation which is the basis of all motives. Until now, many theories have tried to explain the motivation for achievement.

Robbins & Judge (2007: 38) defines achievement motivation as an individual's drive to do something maximally by using all of his abilities to excel from other individuals until the individual achieves success. McClelland et al. (1987: 9), achievement motivation is a motive that drives individuals to achieve success in competing based on a measure of excellence. McClelland (1987: 9) states achievement motivation is: "the desire to strive for success in situations involving in standards of excellence" which means is the desire to achieve success according to perfection standards. This standard of perfection can be in the form of his own previous achievements or the achievements of others.

Hezberg said factors such as policy, company administration, and adequate salary in a job would placate employees. If these factors are inadequate then people will not be satisfied (Robbins, 2001: 170). McClelland (1987: 12) states that there are a number of factors that influence one's achievement motivation, including: (1) experience in the first years of life, (2) the cultural background in which a person was raised, (3) modeling, (4) environment where the learning process takes place, and (5) parents' expectations for their children.

2.3 Competence

According to Spencer & Spencer competence is a basic characteristic possessed by an individual who is causally related in meeting the criteria needed in occupying a position. Competence consists of 5 types of characteristics: (1) motives (consistent will as well as being the cause of action), (2) innate factors (consistent character and response), (3) self-concept (self-image), (4) knowledge (information in certain fields), and (5) skills (ability to carry out tasks) (Palan, 2007: 23). Robert A. Roe (2001: 73) states competence is defined as the ability to adequately perform a task, duty or role. Competence integrates knowledge, skills, personal values and attitudes. Competence builds on knowledge and skills and is acquired through work experience and learning by doing. Competence as the ability to carry out a task, role or task, the ability to integrate knowledge, skills, attitudes and personal values. Ability to build knowledge and skills based on experience and learning.

Currently the concept of competence has begun to be applied in various aspects of human resource management, especially in the areas of training and development, recruitment, and selection and remuneration systems. The benefits of competency according to Ruky (2006: 107) include: (1) clarifying work standards and expectations to be achieved. In this case the competency model will be able to answer two fundamental questions; what skills, knowledge and characteristics are needed in the job, and which behaviors directly influence work performance, (2) employee selection tools to help organizations choose the best prospective employees, (3) maximize productivity, (4) facilitate adaptation to change. Michael Zwell (2000: 56) states factors that influence one's competence are: (1) beliefs and values, people's beliefs about themselves and towards others will greatly affect behavior, and (2) Skills, are the ability to do certain physical or mental tasks.

2.4 Training

Training is basically an activity to improve the ability of employees by increasing operational knowledge and skills in carrying out a job. According to Rivai (2004: 226) training is the process of systematically changing employee behavior to achieve organizational goals. Dessler (2011: 280) and Mathis and Jackson (2011: 250) argue that training is the process of teaching the skills needed by new employees to do their work. Training refers more to the development of work skills that can be used immediately, while education provides knowledge about a particular subject, but its nature is more general, structured for a much longer period of time. An organization needs to organize training activities so that employees can learn certain new work behaviors. A series of training designed for this purpose can be pursued through effective and efficient procedures.

There are two factors that support the success of training: software and hardware (Soekidjo: 2009: 13). Software in the training process includes curriculum, training organization, regulations, teaching and learning methods and the instructor or trainer itself. While hardware includes buildings, reference books, training aids and so on. Within the scope of professionalism of lecturers, training is an important component in the learning process and as a determinant of student quality. To that end, increasing the competence and skills of lecturers must be done. One of them is by following the Instructional Activity Skills Training program and the Applied Approach Program. This program is a training program organized by the Ministry of Education with the aim of increasing the competence and professionalism of lecturers in assuming functional positions, especially in improving pedagogical skills.

2.5 Organizational Learning

According to Gareth R. Jones (2007: 340) states organizational learning is the process through which managers seek to improve organizational members' capacity to understand and manage the organization and its

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environment so that they can make decisions that continuously raise organizational effectiveness. Brahmasari (2009: 340) believes organizational learning is the process by which managers try to increase the capacity of organizational members to understand and manage the organization and its environment. Cyert and March in Mark E. Smith and Marjorie A. Lyles (2011: 25) stated "organizational learning is the idea an organization could learn and knowledge could be stored over time." According to McShane and Mary Ann Von Glinow (2012:9) organizational Learning a perspective that organizational effectiveness depends on the organization's capacity to acquire, share, use, and store valuable knowledge. The purpose of organizational learning according to Mark Dodgson (1993: 378): (1) to successfully adapt to environmental changes, (2) to adjust to uncertain conditions, and (3) to improve efficiency.

According to Peter Senge (2006: 101), the main factors in building Organization Learning are carried out through five disciplines, namely:

1. System thinking. The organization basically consists of units that must work together to produce optimal performance. Among other units there are so-called divisions, directorates, sections, or branches. The success of an organization is largely determined by the organization's ability to do work synergistically. The ability to build synergic relationships will only be possessed if all members understand each other's work, and also understand the impact of the performance of the unit where he works for other units.

2. Personal Mastery. Learning organizations need employees who have high competence to be able to adapt to the demands of change, especially changes in technology and changes in the business paradigm from the paradigm based on physical strength (muscle power) to the paradigm based on knowledge (brain energy). Besides the speed of change in the type of work, has caused many jobs that are no longer needed by the organization because they are replaced by new types of work, or replaced by jobs that require the use of technology. When a worker does not want to learn something new, he will lose his job.

3. Mental models. Human response to situations that occur in their environment is strongly influenced by assumptions and habits that have been prevailing. Within the organization, also applies conclusions drawn about 'how things work' in the organization. This is called the mental model, which can occur not only at the individual level but also groups and organizations. Mental models allow humans to work faster.

4. Building shared vision. Because the organization consists of various people with different educational backgrounds, ethnicity, experience and culture, it will be very difficult for organizations to work in an integrated manner if they do not have the same vision. In addition to differences in employee backgrounds, the organization also has various units whose jobs differ from one unit to another. To move the organization to the same goals with activities focused on achieving common goals requires a vision that is shared by everyone and all units in the organization.

5. Learning team. Now more and more team-based organizations, because organizational design is made in cross-functions that are usually team-based. The ability of organizations to synergize team activities is determined by the existence of a shared vision and the ability to think systemically as discussed above. Therefore, the spirit of learning in a team, success or failure story of a team must be conveyed to the other team. Sharing knowledge in the team becomes very important for increasing the capacity of the organization in increasing its intellectual capital.

2.6 Career Development

Career is the whole position or position that might be achieved by an individual in his work life and career goals are the highest position that an individual will achieve in an organization. According to Robert L. Mathis and John H. Jackson (2006: 342) suggested that the notion of a career is "a series of positions relating to work occupied by someone throughout his life". According to Veitzhal Rivai (2003: 290) defines career development is "the process of increasing individual work skills achieved in order to achieve the desired career".

The role of lecturers is a major factor in the teaching and learning process in higher education. In terms of the career development of a lecturer as a professional educator and scientist at a tertiary institution, the lecturer concerned must carry out the main elements of Tridarma Perguruan Tinggi namely; teaching, research, and community service. Thus the importance of the career development of these lecturers is not a few universities and the government spends a budget for a large enough cost to increase schools to a higher level, the cost of research, national and international seminars, the cost of scientific publications, both national and international. So that the accreditation of the study program as a lecturer home base is increasingly increasing and has a good reputation in the eyes of the community.

2.6 Lecturer Performance

Understanding performance according to Stephen Robbins (2007: 68) is the result of an evaluation of the work done by employees compared to predetermined criteria. Bernardin and Russel, (1993: 340) state that performance is defined as the record of outcomes produced on a specified job function or activity during a time period. John Miner (1990: 115) argues that performance is the level of success of an employee in carrying out

work. From some of the opinions above it can be stated that the performance of the lecturer is the work achieved by the lecturer within a certain period in accordance with the authority and responsibilities as academic functional staff. The performance of lecturers is inseparable from the quality of the lecturers themselves. Quality is a term that is related to the user's point of view and the point of interest. Then it can be concluded that the performance of lecturers is the quality of the work done by lecturers in teaching or teaching and learning process. The main task of lecturers is professional educators and scientists with the main task of transforming, developing, and disseminating science, technology and arts through education, research, and community service (tridharma tertiary). The implementation of higher education tridharma activities as stated in the main task and additional tasks is a burden that can be carried by the lecturer. In detail, the task covers the fields of educational activities, research, community service, and supporting the three-tridharma of higher education.

Based on the theoretical study that has been described, we formulate a conceptual framework as shown in Figure 1.
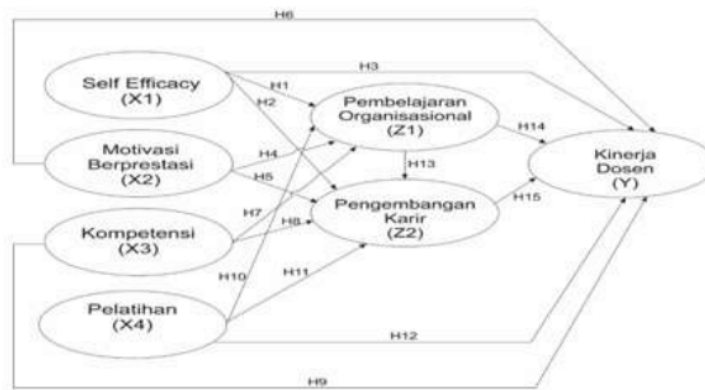

Figure 1. Conceptual Framework

2.8 Research Hypothesis

Base on a conceptual framework, as shown in Figure 1, we propose fifteen research hypotheses as follows:
1. Self efficacy has a significant effect on organizational learning at PGRI Colleges in East Java Province.
2. Self efficacy has a significant effect on career development at PGRI Colleges in East Java Province.
3. Self efficacy has a significant effect on lecturer performance at PGRI Colleges in East Java Province.
4. Achievement motivation has a significant effect on organizational learning at PGRI Colleges in East Java Province.
5. Achievement motivation has a significant effect on career development at PGRI Colleges in East Java Province.
6. Achievement motivation has a significant effect on lecturer performance at PGRI Colleges in East Java Province.
7. Competence has a significant effect on organizational learning at PGRI Colleges in East Java Province.
8. Competence has a significant effect on career development at PGRI Colleges in East Java Province.
9. Competence has a significant effect on lecturer performance at PGRI Colleges in East Java Province.
10. Training has a significant effect on organizational learning at PGRI Colleges in East Java Province.
11. Training has a significant effect on career development at PGRI Colleges in East Java Province.
12. Training has a significant effect on lecturer performance at PGRI Colleges in East Java Province.
13. Organizational learning has a significant effect on the career development of lecturers at PGRI Colleges in East Java Province.
14. Organizational learning has a significant effect on lecturer performance at PGRI Colleges in East Java Province.
15. Career development has a significant effect on lecturer performance at PGRI Colleges in East Java Province.

III. RESEARCH METHODS

The population in this study is permanent lecturer at PGRI East Java Province High School. The population distribution is: (1) STIKIP PGRI Sidoarjo 37, (2) STIKIP PGRI Lumajang 24, (3) STIKIP PGRI Lamongan 12, (4) STIKIP PGRI Ponorogo 24, (5) STIKIP PGRI Trenggalek 39, (6) STIKIP PGRI Bangkongan

12 74, (7) STIKIP PGRI Sumenep 65, and (8) STIKOM PGRI Banyuwangi 17. To determine the adequacy of the study sample the Slovin formula is used:

$$n = N/(1+Ne^2)$$
$$= 292/(1+(292x0,05^2))$$
$$= 168.$$

The data analysis technique collected was analyzed statistically using Structural Equation Model (SEM) analysis with concepts and applications using Analysis of Moment Strucues (AMOS) program version 21.

To support information sources, the data collection in this study was carried out through administered personality quests so as to enable researchers to directly relate and provide explanations as needed with the parties concerned (respondents), namely research data sources. Likert scale is used to measure attitudes, opinions and perceptions of a respondent about the phenomenon experienced as lectures at high school.

Self-efficacy variables are measured by 3 indicators: level, generality, strength. Achievement variables are measured by 4 indicators: hard work, hopes for success, fears of failure, competition. Training variables are measured by 5 indicators: Training content, training methods, attitudes and skills of instructors, length of time of training, and facilities. Organizational learning variables are measured by 5 indicators: systems thinking, Personal Mastery, mental models, building shared vision, team learning. Competency variables are measured by 4 indicators: pedagogic competence, personality competence, professional competence, social competence. Career development variables are measured by 4 indicators: fair treatment in a career, concern for direct supervisors, information about various promotional opportunities, the presence of interest to be promoted, the level of satisfaction. Lecture performance variables are measured by 4 indicators: conducting education and research, conducting community service activities, conducting scientific publications.

IV. RESULTS AND DISCUSSION
4.1 Characteristics of Respondents
The characteristics of respondents in this study can also be seen based on the position of the respondent. Position of respondents in this study can be seen in Table 1 are as follows:

Table 1. Description of Respondent's Characteristics

Profile of Responden	Information	Frequency	Percentage
Age	21-30 years	48	28,2
	31-40 years	76	44,7
	41-50 years	18	10,6
	>50 years	28	16,5
Gender	Men	89	52,4
	Women	81	47,6
Last Education	Master (S2)	152	89,4
	Doctor (S3)	18	10,6
Academic Position	Expert Assistant	153	90,0
	Lector	13	7,6
	Head Lector	4	2,4
Length of Work	2 - ≤6 years	93	54,7
	>6 - ≤11 years	39	22,9
	>11 - ≤16 years	10	5,9
	>16 - ≤22 years	11	6,5
	>22 - ≤27 years	1	0,6
	>27 years	16	9,4

Table 1 shows that most respondents aged 31-40 years (44.7%), the most last education was at the master's program (89.4%), most academic positions as expert assistants (90%), and the most length of work 2-6 years (54.7%).

4.2 Structural Equation Modeling (SEM) Test
The structural equation model testing aims to ensure that the model proposed by the researcher matches the data (fit), and tests the significance of the presence or absence of influence among the variables studied. Structural model testing uses the Maximum Likelihood Estimation (MLE) estimation method in SEM. The results of the structural model estimation analysis are presented in Figure 2 below.
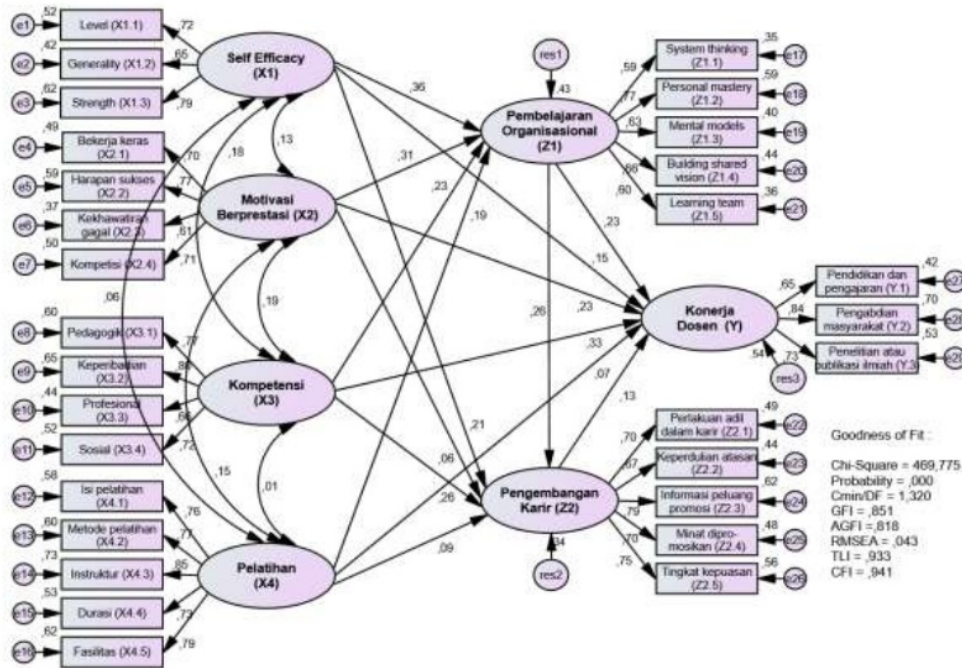
Figure 2. Full Structural Model

The results of the calculation of the goodness of fit index resulting from the structural model are shown in Table 2.

Tabel 2. Goodness of Fit and Cut off Value Structural Model

Kriteria	Hasil Uji Model	Nilai Kritis	Keterangan
Probability X^2 Chi square	0,000	$\geq 0,05$	Not Fit
Cmin/DF	1,320	$\leq 2,00$	Fit
RMSEA	0,043	$\leq 0,08$	Fit
Criteria	Tests of the Model	Critical Value	Information
GFI	0,851	$\geq 0,90$	Marginal Fit
AGFI	0,818	$\geq 0,90$	Marginal Fit
TLI	0,933	$\geq 0,95$	Marginal Fit
CFI	0,941	$\geq 0,94$	Fit

The results of the calculation of the index of goodness of fit showed that most of the criteria for conformity of the model (goodness of fit) had given the index in accordance with the recommended (fit or marginal fit). Evaluation of standardized residual covariances resulting from the structural model, gives a minimum value of -1.98 and a maximum of 1.99, so that all standardized residual covariances are in the range of -2.58 to +2.58. It can be concluded that the structural model is quite good and there is no need to modify the model. Hair et al. (2014) states that the indication of the model still needs to be modified if there are still standardized residual covariances that are outside the range of ± 2.58.

4.3 Testing of Hypotheses

The hypothesis testing is carried out by testing the coefficients of structural equations by specifying certain levels of significance. In this study P = 0.05 was used, so the critical ratio of the structural equation must be ≥ 1.97. The results of hypothesis testing are as follows:

Table 3. Testing of Hypotheses

Hip.	Causality Relations			Coef.	C.R.	P-value	Information
H₁	Self Efficacy (X₁)	→	Organisasional Learning (Z₁)	0,360	3,579	0,000	Significant
H₂	Self Efficacy (X₁)	→	Career Development (Z₂)	0,214	2,046	0,041	Significant
H₃	Self Efficacy (X₁)	→	Lectures Performance (Y)	0,151	1,544	0,122	Not Significant
H₄	Achievement Motivation (X₂)	→	Organisasional Learning (Z₁)	0,313	3,185	0,001	Significant
H₅	Achievement Motivation (X₂)	→	Career Development (Z₂)	0,056	0,563	0,574	Not Significant
H₆	Achievement Motivation (X₂)	→	Lectures Performance (Y)	0,230	2,419	0,016	Significant
H₇	Competence (X₃)	→	Organisasional Learning (Z₁)	0,231	2,618	0,009	Significant
H₈	Competence (X₃)	→	Career Development (Z₂)	0,257	2,791	0,005	Significant
H₉	Competence (X₃)	→	Lectures Performance (Y)	0,329	3,483	0,000	Significant
H₁₀	Training Participation (X₄)	→	Organisasional Learning (Z₁)	0,191	2,293	0,022	Significant
H₁₁	Training Participation (X₄)	→	Career Development (Z₂)	0,093	1,136	0,256	Not Significant
H₁₂	Training Participation (X₄)	→	Lectures Performance (Y)	0,075	0,960	0,337	Not Significant
H₁₃	Organisasional Learning (Z₁)	→	Career Development (Z₂)	0,257	2,037	0,042	Significant
H₁₄	Organisasional Learning (Z1)	→	Lectures Performance (Y)	0,228	2,240	0,025	Significant
H₁₅	Career Development (Z2)	→	Lectures Performance (Y)	0,126	1,083	0,279	Not Significant

Based on the hypothesis being tested, the researcher obtained five findings: Based on the hypothesis being tested, the researcher obtained five findings: (1) self efficacy has no significant effect on the performance of lecturers in East Java PGRI High School, (2) achievement motivation has insignificant effect on career development in East Java PGRI High School, (3) training participation has no significant effect on career development in High School PGRI East Java, (4) the participation of the training had no significant effect on the performance of lecturers at the East Java PGRI High School, and (5) career development had no significant effect on the performance of the lecturers at the East Java PGRI High School.

V. CONCLUSION

Based on the results of data analysis and hypothesis testing obtained, the researcher takes several conclusions to answer the formulation of the problem and hypothesis that has been stated previously. The conclusions that can be taken consist of: 1) self-efficacy has a positive and significant effect on organizational learning, career development, but has no significant effect on the performance of students in the East Java PGRI High School, (2) achievement motivation has an effect positive and significant impact on organizational learning and lecturer performance, but not significantly influence the career development of lecturers at the East Java PGRI High School, (3) competence has a positive and significant effect on organizational learning, career development, and lecturer performance at the East Java PGRI High School, (4) training participation has a positive and significant effect on organizational learning, but no significant effect on career development, and lecturer performance at PGRI East Java College, (5) organizational learning has a positive and significant effect on career development and performance in osen at PGRI High School in East Java, (6) career development has a positive but not significant effect on the performance of lecturers at PGRI High School in East Java.

VI. SUGGESTION

Based on the conclusions outlined above, the researcher will provide suggestions and inputs that need to be considered by the credit union in Flores for future improvement, these suggestions consist of: (1) High School management provides support to lecturers to take part in various training activities in writing national journals and reputable international journals in order to have reliable skills that have an impact on improving lecturer performance, (2) High School management provides support to lecturers to strive to develop their careers by continuing doctoral program studies and taking care of academic functional positions to professors in order to have reliable competencies that have an impact on improving lecturer performance, and (3) High

School management must consistently carry out organizational learning to the lecturers in order to continuously improve organizational effectiveness so that they can improve their performance.

The next researchers is recommended to do the replication related to the results of testing the hypothesis in this study that is empirically and statistically insignificant effect.

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