Antecedents Of Career Optimism, Career Success, And Competence For Career Sustainability As A Professional Lecturer In Indonesia

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ABSTRACT

This study aims to examine the relationship between the variables of career optimism, career success, and competence on career sustainability directly and indirectly in private universities in Indonesia. This study uses quantitative methods with structural equation modelling analysis techniques. The result is that career optimism has no effect on career competence, but career optimism has a positive effect on career sustainability. Furthermore, the results of indirect testing found that career competence is not able to intervene in the relationship between career optimism variables and career sustainability, but career success is able to strongly mediate the relationship between career optimism variables and career competence and strongly moderate the relationship between career optimism variables and career sustainability. The implication of this research is that all lecturers are expected to start thinking about their career sustainability, either by improving their abilities or taking higher education to reach a professional level as lecturers and educators.

INTRODUCTION

Human resources are one of the determining factors in the development of higher education institutions. The Human Resources development program must be the most important element in the development of an institution(Purnama et al., 2021). The academic image of a Higher Education institution is also determined by the quality of the human resources within it, along with the scientific works produced as a contribution to society and the development of their respective fields of science. Human resource development, especially career and achievement, needs to be planned systematically, in line with the course of the

institution in accordance with individual achievements and interests, as well as paying attention to opportunities that exist in the environment and respective fields of science (Tjahjono et al., 2016). The reality shows that career development and achievements are rarely planned systematically, so they often only develop randomly and as a consequence career development and achievements often do not allocate human resources according to their abilities (Triyono & Tjahjono, 2023). Ultimately, institutional and individual goals are difficult or even unattainable.

In a higher education environment, lecturers are one of the main needs. It is like a driving engine for everything related to scientific and academic activities. Without lecturers, it is impossible for an educational institution to be called a college or university. The role of lecturers is so important that quite a few universities have become famous because of the fame of the lecturers who work in them. In their position as the "heart" of a tertiary institution, lecturers greatly determine the quality of education and graduates produced by the tertiary institution, in addition to the general quality of the tertiary institution itself. If the lecturers are of high quality, then the quality of the university will also be high, and vice versa. No matter how good the educational program is, if it is not supported by high-quality lecturers, it will end in unsatisfactory results. This is because to run a good educational program, lecturers who are also of good quality are needed. By having good and high-quality lecturers, universities can formulate the most modern programs and curricula to guarantee the birth of graduates who excel and have special qualities.

In Indonesia, around 75 thousand doctoral lecturers are needed by 2030, both in private and state universities (academic or vocational).The role of lecturers in higher education is not only to teach and educate students as the nation's next generation. However, he is also a scientist who helps develop science and technology while developing human civilization. The complex role of lecturers is followed by their role in improving the quality of higher education, namely through their performance in implementing the tri dharma and developing their academic careers through functional positions.

An important strategy for developing lecturers' careers through functional positions is certainly part of the lecturers' process in reaching the peak of their academic career. Where lecturers can prove their professionalism regarding their chosen lecturer profession. This strategy needs to be owned by lecturers because developing an academic career is not easy. Not a few lecturers need dozens of years to move up one level, some have even retired but have not had time to become professors (professionals). An academic career that continues to develop is actually very important for any profession, not just lecturers. Although in other professions many people choose not to pursue strategic positions in the companies where they work. This could be because the opportunity is small, because a high position can only be occupied by one person. While lecturers are different, all can fill any functional position and can be appointed simultaneously. Because one campus can have many professors (professionals) at once. Apart from that, lecturers who are aware of important career development strategies can also reap many benefits, especially in developing their careers.

Optimism is an important variable in influencing work success (Ahmad & Nasir, 2022). An individual with high career optimism tends to have hopes and positive thoughts about his future career, pursues career goals, understands his interests and abilities, and can make the right decisions (Phan & Zhou, 2014). Every employee needs to have optimism in career achievement to maintain a positive attitude towards the career they want to achieve. Optimism is related to self-regulation in achieving goals and how the expectations they have influence the goals they want to achieve (Aymans et al., 2019). Optimism can also generate positive energy in the workplace (Chui et al., 2020). Optimism towards career achievement referred to in this research is an optimistic attitude towards achieving career success.

Career success is a positive feeling towards work to achieve an achievement that is useful in terms of career development and career satisfaction (Ahmad et al., 2019). Career success is also considered to be the final result of a person's career journey which can contribute positively

to one's personal life. Career success is conceptual and measured objectively, especially in terms of salary, rank or number of promotions (Hirschi et al., 2021). A successful and thriving career is a dream for many people. To achieve this goal, it is important for us to continue to hone and improve the competencies we already have (Razali et al., 2022). Because strong competencies not only provide a competitive advantage in a competitive job market, but also open up opportunities for promotion, greater responsibility, and long-term success.

In general, competency refers to a person's ability to integrate and apply relevant knowledge and skills in real work situations (Kurniawati et al., 2022). Competencies include the knowledge, skills, attitudes and personal characteristics needed to achieve effective work results. Knowledge in the context of competency refers to an understanding of concepts, principles, theories and information related to a particular field or profession. Skills refer to the practical ability to apply knowledge in concrete actions or activities. Attitude involves the mental and emotional attitudes that support good performance, such as motivation, persistence, integrity, and work ethic. Personal characteristics, such as good communication skills, leadership, adaptability, can also be part of competency. Competency is considered an Iceberg Model which consists of several building aspects such as motives possessed, personal characteristics, self-concept, values possessed, knowledge and skills in completing tasks (Spencer, 2008). The integration of these elements will produce superior performing Human Resources. Previous research results found that competence has a positive and significant effect on career development (Ahmad & Nasir, 2022; Aymans et al., 2019; Chui et al., 2020; Hofer et al., 2019).

LITERATURE REVIEW

Human Capital

Human capital is collective intellectual capital in the form of competence, knowledge and skills possessed by a person (Nakuloadi et al., 2024). Even though human capital is not tangible because it is owned by individuals (human resources), it is one of the main assets or components of intellectual capital (intangible assets) that must be owned by the company. Human capital has an important function to increase worker productivity, produce professional services, and produce the best solutions for the company based on the knowledge possessed by the people in the company (Setyaningsih & Nengzih, 2020). Human capital theory assumes that business profits can grow and be sustainable when a company is able to produce goods and services that suit customer needs better than those offered by its competitors. In other words, the company has a competitive advantage (Vithana et al., 2021).

A system designed to create sustainable competitive advantages for the company, one of which is through employee development. The existence of career development shows employees that the organization equally pays attention to those who leave and those who remain in the organization. Organizations also need to consider implementing a pluralistic career culture to better accommodate the various career concepts that exist in the world of work. In addition, team-based career development models also need to be considered considering organizational dependence on larger teams.

Career Development (Concept)

Career development is an effort to improve employees' technical, theoretical, conceptual and moral abilities in accordance with job/position requirements through education and training (Tjahjono et al., 2016). Career development is basically oriented towards the development of the organization/company in responding to future business challenges. Every organization/company must accept the fact that its existence in the future depends on its Human Resources. Without having competitive human resources, an organization will experience setbacks and will ultimately be marginalized due to its inability to face competitors. Such conditions require organizations/companies to carry out career development for employees, which must be carried

out in a planned and sustainable manner. The goals of career development, namely assisting in achieving individual and company goals, showing employee welfare relationships, helping employees realize their potential abilities, strengthening relationships between employees and the company, helping to strengthen the implementation of company programs, reducing turnover and personnel costs and reducing professional obsolescence and managerial (Chin et al., 2022).

Lecturer career development in Indonesia is important. Lecturers are the same as other professions in general, there are career paths that can be pursued and fought for. Lecturers are not only sources of knowledge who transfer it to students and the wider community. Lecturers also have the duty and obligation to continue learning, in order to improve their professional competence. So, throughout their careers, lecturers need to continue to develop themselves. Lecturers have an obligation to master not just one competency, but at least 4 competencies, namely pedagogical competency, personality competency, social competency and professional competency.

Professionalism

Professionalism is a person who has a profession or full-time job, and lives from that job by relying on a high level of expertise. A professional person also has full responsibility in acting, more than just fulfilling his own responsibilities based on legal provisions and community regulations. A professional also has an interest in continuously learning to pursue better performance. Lecturer professionalism contains elements of personality, knowledge and skills.

Lecturers have a multidimensional role because they are useful in determining the right strategy to foster good relationships and in accordance with the wishes of students. Therefore, efforts are needed to develop resources, especially for lecturers, so that their knowledge, understanding and skills always develop in line with the rapid developments in science and technology. The development of lecturer resources also needs to be planned carefully, because this development will have an impact on improving lecturer performance which will improve the quality of education. The process of developing lecturer resources is an activity that must exist in higher education organizations both at the micro and macro level, besides that, developing lecturer resources is also a form of investment. Because in essence, the position of lecturer is a profession of educational staff at the highest level in an educational institution.

Career Optimism, Career Success, And Competence For Career Sustainability

Career is a process that individuals go through throughout their lives related to their work which is not only well developed in the workplace, but at a personal level, and represents the development of the skills they have mastered (Chin et al., 2022). Career success is considered to be the final result of a person's career journey which can contribute positively to one's personal life. Individuals whose careers are successful tend to be more satisfied with the work they do and are more active in their work(Shockley et al., 2016). However, career satisfaction is not necessarily related to achieving objective career success, because satisfaction itself is usually not easy to identify because it tends to be psychological, has an emotional background, or comes from a measure of personal well-being that really reflects a person's subjectivity (Hirschi et al., 2021).

In conservation of resources theory, optimism is seen as a personal psychological resource that can influence career outcomes through maximum effort on the responsibilities that are being carried out (Eva et al., 2019). Optimism when it is related to the career that is being undertaken is called career optimism. Career optimism is the tendency to expect the best results and exert the most positive aspects of one's future career development as well as achieving natural comfort in planning their own career path (Chui et al., 2022). This optimism will also influence lecturers' attitudes in achieving their career goals, where optimism can help lecturers to remain steadfast in the onslaught of various problems. So that the various obstacles,

challenges or failures they go through will not dampen their enthusiasm to continue pursuing their own subjective career success. This statement is also supported by the results of literature studies Eva et al. (2019), which states that career optimism has the opportunity to increase career success through the positive emotions that individuals have about their career.

A successful and developing career is a dream for many people (lecturers). To achieve this goal, it is important for a lecturer to continue to hone and improve the competencies he already has. Strong competencies not only provide a competitive edge in a competitive job market, but also open opportunities for promotion, greater responsibility, and long-term career success (Saraswati & Nugraheni, 2021; Zhang et al., 2022).In general, competency refers to a person's ability to integrate and apply relevant knowledge and skills in real work situations (Leung et al., 2021). Competencies include the knowledge, skills, attitudes and personal characteristics needed to achieve effective work results (Spencer, 2008).

Knowledge in the context of competency refers to an understanding of concepts, principles, theories and information related to a particular field or profession (Kurniawati et al., 2022). Skills also refer to the practical ability to apply knowledge in concrete actions or activities (Jaya & Bhuana, 2024). Attitude involves the mental and emotional attitudes that support good performance, such as motivation, persistence, integrity, and work ethic. Personal characteristics, which are good communication skills, leadership, adaptability, can also be part of competency (Hensel et al., 2021). Competencies can also be general or specific, depending on the field or profession in question(Saraswati & Nugraheni, 2021). General competencies are abilities that are generally required in various fields, such as communication skills, critical thinking abilities, or teamwork abilities. Meanwhile, specific competencies relate to specific abilities for a particular field or job. Having strong career competencies can also provide various benefits in a person's (lecturer) career. Competency development can be done through formal education, training, work experience and continuous self-development (Sumantri, 2017).

Every individual (lecturer) certainly has their own dreams and hopes regarding the continuity of their desired career, but the journey to the top of their career is not a simple thing (Chin et al., 2022). It requires strategy, hard work and high commitment (Richardson et al., 2019). Career continuity is an important element, because it is not just about carrying out a good profession or job now, but also how we can continue to grow and develop in the long term (Blokker et al., 2019). Education and training are the foundations for developing strong career sustainability (Schweitzer et al., 2023). So, in an increasingly competitive world of work, acquiring relevant knowledge and skills is very important. Apart from that, someone also needs to build a network, set a career plan, improve soft skills, manage time well, adjust plans regularly, and maintain a balance between life and career. Career sustainability also depends on the quality of work produced (Udayar et al., 2021). This involves the quality of work, productivity, and the ability to meet the company's targeted expectations. Several previous studies found that career optimism, career success, career competence, and career sustainability are related to each other (Aymans et al., 2019; Chin et al., 2022; Chui et al., 2020; Saraswati & Nugraheni, 2021; Schweitzer et al., 2023; Soylu et al., 2021). Therefore, based on the statements that have been submitted and a review of several previous studies, the following research hypothesis was prepared:

1. H1: Career optimism has a positive effect on career competence.
2. H2: Career success is able to strongly mediate the relationship between career optimism and career competence.
3. H3: Career optimism has a positive effect on career sustainability.
4. H4: Career success is able to strongly moderate the relationship between career optimism and career sustainability.
5. H5: Career competence is able to strongly intervene in the relationship between career optimism and career sustainability.

METHODS

This research method uses quantitative. Data collection techniques use surveys and analysis of several literature or other references that support the concept of this research. The research objects used were all lecturers who were currently doctoral management students in Indonesia. This research was conducted during April 2024-June 2024 or for 3 months with an estimated data tabulation and testing process of 1 month. The survey will be carried out using a questionnaire via Google Form and distributed to all respondents in Indonesia via email or the professional association forum for management lecturers in Indonesia. The sample selection technique uses simple random sampling, which is a simple technique because sampling members from the population is carried out randomly without looking at and paying attention to the similarities or standards that exist in the population.

This research uses assessments on the questionnaire sheet using a Likert scale, namely 1-5 (STS: Strongly Disagree, TS: Disagree, KS: Disagree, S: Agree, and SS: Strongly Agree (Likert, 1932)). IThe indicators for this research variable are explained in table 1 as follows.

Table 1 Measurement Of Research Variables

Research variable	Variable indicators	Variable measurement
career optimism,The individual's tendency to hope for good fortune to happen to him in the future, to hold fast to the positive side of himself, and to be used to planning his own career path comfortably is obtained from the results of measuring the Career Optimism Scale.(Rottinghaus et al., 2012)	1. I get excited when I think about my career 2. Thinking about my career inspires me 3. Thinking about my career frustrates me 4. It is difficult for me to set career goals 5. It's hard to relate my abilities to a specific career plan 6. I understand my work-related interests 7. I really want to pursue my career dreams 8. I am not sure about my future career success 9. It's hard to find the right career 10. Planning my career is a natural activity 11. I will definitely make the right decisions in my career(Rottinghaus et al., 2012)	Likert scale
Career Success, The results of actions during career development within the organization and carrying out duties and responsibilities are considered good so that they can increase promotion to a higher	1. Authenticity 2. Growth and development 3. Influence 4. Meaningful Work 5. Personal Life 6. Quality Work 7. Recognition	

position than before(Shockley et al., 2016)	8. Satisfaction(Shockley et al., 2016)	
Career Competence, are the basic characteristics possessed by a person that enable him to provide superior performance in a particular job, role or situation which includes motives, personal character, self-concept, knowledge, skills(Spencer, 2008)	1. Motive 2. Character 3. Self-concept 4. Knowledge 5. Skills(Spencer, 2008)	
Career Sustainability, defined as "a series of career experiences that are reflected through various patterns of continuity over time, and across several social spaces(Chin et al., 2022)	1. Resourceful 2. Flexible 3. Renewable 4. Integrative(Chin et al., 2022)	

The analytical method in this research uses the partial least square (pls) method through statistical testing tools using structural equation models (sem).(j. Hair et al., 2014). This research data analysis was carried out using smart pls and applying verification analysis consisting of three stages, namely validity testing, reliability testing, and research hypothesis testing.(joe f. Hair et al., 2012).

validity testing uses the degree of freedom equation (df = n-2)(na'imah et al., 2022), while testing the reliabilityusing composite reliability data which measures a construct by evaluating composite reliability values. A dimension is considered reliable if it has a composite reliability value above 0.7(joseph f. Hair et al., 2012).high or low reliability is expressed by a value called the reliability coefficient, ranging between 0-1. The reliability coefficient is denoted where x is the index of the case being searched for. Reliability testing uses cronbach's alpha formula, as follows.

$$r_x = \left(\frac{n}{n-1}\right)\left(1 - \frac{\sum \sigma_t^2}{\sigma_t^2}\right)$$

r_x = the reliability sought

n =number of question items

$\sum \sigma_t^2$ =the amount of variance in the scores for each item

σ_t^2 =total variance

Cronbach's Alpha Value Range, ie
1. alpha < 0.50 low reliability
2. 0.50 < alpha < 0.70 moderate reliability
3. alpha > 0.70 then reliability is sufficient (sufficient reliability)
4. alpha > 0.80 then reliability is strong
5. alpha > 0.90 then reliability is perfect

Meanwhile, the Inner structural model is evaluated using R-Square for the dependent construct. If the R-Square value is greater than 0.2, it can be interpreted that the latent predictor has a large influence at the structural level. Finally, hypothesis testing is carried out by comparing the calculated t value with the t table value, if the calculated t value is greater than t table, then there is a significant relationship between the variables and vice versa when t calculated is smaller than t table, then there is no significant relationship between variable.

RESULTS AND DISCUSSION

After distributing the questionnaire, sample data of 150 respondents was obtained. This data is based on the response rate and complete filling without any gaps in the survey fields. A total of 150 respondents in Indonesia it is divided into several regions, because the questionnaire distributed still covers the island of Java, the division is shown in table 2 as follows.

Table 2 Respondent's Homebase/Work Area

Region/Region Of The Respondent's Work Location	Amount
Central Java	63 respondents
West Java and DKI Jakarta	12 respondents
East Java	7 respondents
Special Region of Yogyakarta	68 respondents
Total	**150 respondents**

This questionnaire was distributed to all lecturers who are currently pursuing doctoral (Phd) studies.in Indonesia in 5 provinces out of 34 provinces, or 14.7% of the total provinces. The data that has been obtained from respondents is then identified as follows.

Respondent Characteristics

This explanation of the characteristics of respondents is carried out to inform readers about the profile of the respondents used as samples in this test. This respondent profile includes gender and length of time as a lecturer. The following is an explanation via table 3.

Table 3 Respondent characteristics

Gender characteristics		
No	Information	Amount
1	Man	88
2	Woman	62
	Total	**150 respondents**
Background as a lecturer		
No	Information	Amount
1	3-5 years	28
2	> 5 years	122
	Total	**150 respondents**

Source: Data tabulation, 2024.

Respondents in this study had the characteristics of men dominating over women. Then, the length of time they have been a lecturer also varies, from 3 years to more than 5 years, but

sample data shows that the length of time respondents have worked as a lecturer dominates this research, namely > 5 years. In general, the respondents used in this research have the status of senior lecturers in several work bases, so that more lecturers have served for more than 5 years. The longer the respondent has had a career, it means that they have stably and consistently dedicated themselves to maintaining the continuity of their career.

Validity And Reliability Test

The survey data that has been obtained is carried out first, namely the validity and reliability test to determine the accuracy of the data that has been tabulated. The test results are explained in table 3 below.

Table 3 Test Validity And Reliability

Variable	Items	Correlation (r)		Coefficient	
Career optimism	CO01	0.348			
	CO02	0.975			
	CO03	0.975			
	CO04	0.975			
	CO05	0.956			
	CO06	0.464	Valid	0.779	sufficient reliability
	CO07	0.975			
	CO08	0.975			
	CO09	0.249			
	CO10	0.975			
	CO11	0.975			
Career Success	CS01	0.531			
	CS02	0.664			
	CS03	0.629			
	CS04	0.675			
	CS05	0.786	Valid	0.762	sufficient reliability
	CS06	0.393			
	CS07	0.786			
	CS08	0.786			
Career Competence	CC01	0.765			
	CC02	0.371			
	CC03	0.731	Valid	0.770	sufficient reliability
	CC04	0.731			
	CC05	0.765			
Career Sustainability	CSU01	0.641			
	CSU02	0.680	Valid	0.776	sufficient reliability
	CSU03	0.761			
	CSU04	0.720			

Source: Data tabulation, 2024.

Table 3 shows that all questionnaire items from the variables used in this research have validity and reliability values. Next, a test was carried out using the degree of freedom equation (DF = N-2) or DF = 150-2 = 148, then the r table value of 148 was obtained at 0.161. This result means that all questionnaire items as a whole are valid because they are all more than 0.161. Meanwhile, the reliability test is based on Cronbach's alpha values for all variables that are greater than> 0.70, then the test data results was concluded that all questionnaire items from all variables were reliable and could be used in research testing.

Test Outer And Inner Models

This outer model test uses Composite reliability data which measures a construct. A dimension is considered reliable if it has a composite reliability value above 0.7(J. Hair et al., 2014). The Inner Model is evaluated using R-Square for the dependent construct. The test results are shown in Figure 2 and Table 4 as follows.

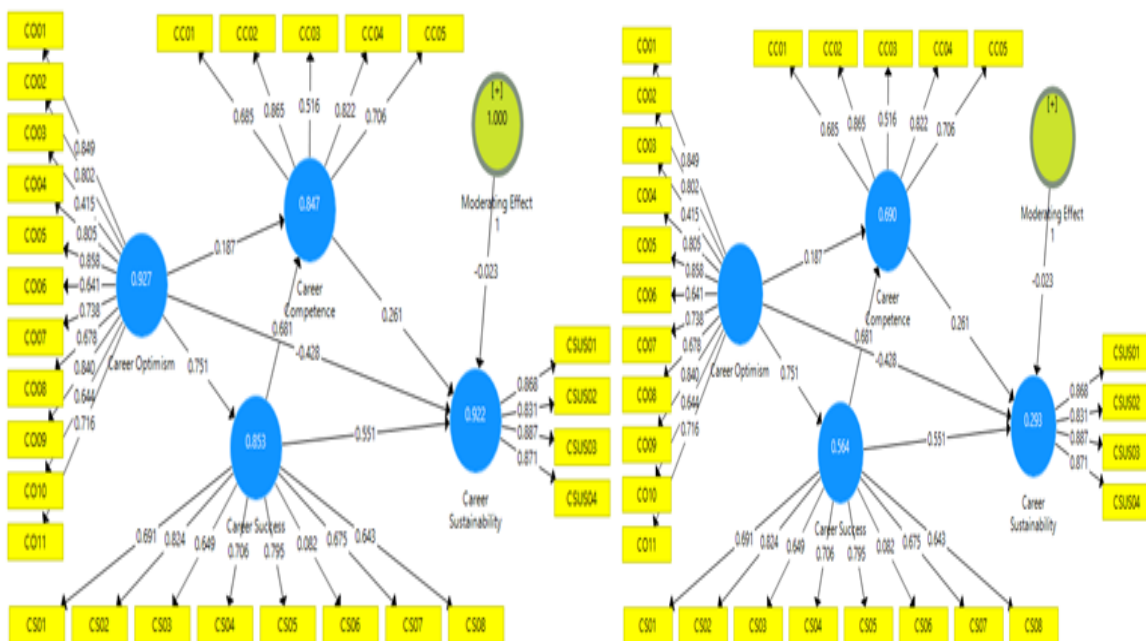**Figure 2 Outer And Inner Model Test Results**

Figure 2 shows the results of the output and inner model data tests that have been carried out with the help of PLS, and table 4 provides information about the statistical values of the results of the inner and outer tests that have been carried out, the display is as follows.

**Table 4 Composite Reliability Calculation Results**

Dimensions	Composite Reliability	R-Square
Career optimism(X)	0.927	-
Career Success(Z1)	0.853	0.564
Career Competence(Z2)	0.847	0.690
Career Sustainability(Y)	0.922	0.293

The results of the calculations that have been carried out show that the R-Square values respectively show values of 0.564 or 56.4%, 0.690 or 69.0% and 0.293 or 29.3%. Meanwhile, the

composite reliability values obtained were all above 0.70. This result means that it is valid and reliable.

SEM (Structural Equation Modeling) Test

Figure 3 shows the output results of the data test model that has been carried out with the help of PLS, and table 5 provides information about the statistical values of the hypothesis results that have been carried out, the display is as follows.

Figure 3 Hypothesis Test Results (T-Count)
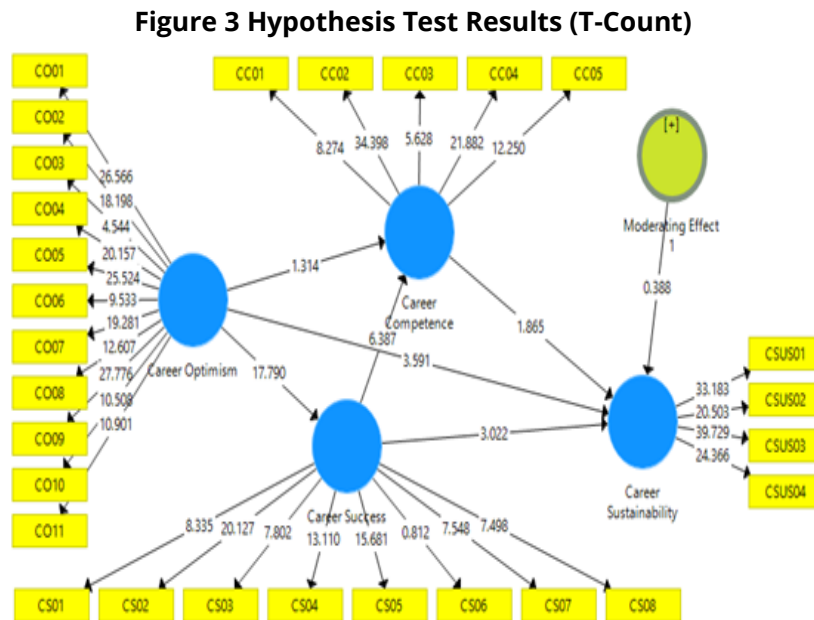
Hypothesis testing is carried out by comparing the t-count value with the t-table value, if the t-count value is greater than the t-table, then there is a significant relationship between the variables and vice versa when the t-count is smaller than the t-table, then there is no relationship significant between variables. The number of data tested is 150, so the t table value (=5%) obtained is 1.975. The presentation is as follows.

Table 5 Test The Research Hypothesis

	Hypothesis				t Count	Coef. path	Information
H1	Career optimism	→	Career competence			1,367	0.174	Not Sig.
H2	Career optimism	→	Career success (mediating)	→	career competence	15,638	0,000	Sig.
H3		Career optimism		→	career sustainability	4,150	0,000	Sig.
H4	Career optimism	→	Career success (moderating)	→	career sustainability	3,084	0.002	Sig.
H5	Career optimism	→	career competence (intervening)	→	career sustainability	1,719	0.088	Not Sig.

The test results shown in table 4 will then be presented and reviewed and discussed with several previous literature, the presentation is as follows: The results of testing the first hypothesis show that career optimism has no effect on career competence. This finding is supported by the t-count < t-table (1.367 < 1.975) and the path coefficient of 0.174. The results of

the fifth (final) hypothesis test also found that career competence was not able to intervene in the relationship between the variable career optimism and career sustainability. Because the t-count value < t-table (1.719 < 1.975). These findings support several previous studies such as(Delle & Searle, 2020).

Meanwhile, the second hypothesis test shows that career success is able to strongly mediate the relationship between the variable career optimism and career competence. This finding is supported by the t-count value > t-table (15.638 > 1.975) and a path coefficient of 0.000. This significance shows the great motivation of respondents to improve their career competence because of the hope of achieving career success in the future as a professional lecturer. The results of the third hypothesis test also show that career optimism has a positive effect on career sustainability.

This finding is supported by the t-count > t-table value (4.150 > 1.975). The results of this test also show that the respondents of this study have the desire to improve their career competencies with the aim of sustaining their careers in the future, especially as professional lecturers. The results of the fourth hypothesis test show that career success is able to positively moderate the relationship between the variable career optimism and career sustainability. This finding is supported by the t-count > t-table value (3.082 > 1.975) and the path coefficient value of 0.002. These findings support several previous studies(Chin et al., 2022; Chui et al., 2022; Richardson et al., 2019; Schweitzer et al., 2023; Soylu et al., 2021; Tordera et al., 2020)

CONCLUSION

From the results of direct data testing, this research concludes that career optimism has no effect on career competence, but career optimism has a positive effect on career sustainability. Next, the test results indirectly found that career competence was not able to intervene in the relationship between the career optimism variable and career sustainability, but career success was able to strongly mediate the relationship between the career optimism variable and career competence and strongly moderate the relationship between the career optimism variable and career sustainability.

This conclusion raises the suspicion that the motivation of the respondents and their reasons for improving their career competence are due to the desire to achieve career success in the future as a professional lecturer. Of course, this conjecture is a new hypothesis that needs further development, but this conjecture is also a good thing found from the results of this research, because the more lecturers who continue their career path to be more professional, the future of the nation's generation will be saved, especially in fulfilling knowledge that is useful and useful for the survival of the Indonesian state.

The implications of the findings of this research are certainly useful for lecturers who are currently working to start thinking about the sustainability of their career, namely by increasing their skills and pursuing higher education until they reach a professional level as a lecturer and educator. The contribution of this research is also information that the struggle of a lecturer to become a professional is not easy, and many things influence it.

SUGGESTION

The limitation of this research is that there are still many factors that influence the sustainability of a person's career, both quantitatively and qualitatively. Therefore, it is necessary to further develop this research using other factors that have implications for the future career development of lecturers.

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