



DOES THE ROLE OF CAREER ADAPTABILITY AND CAREER DEVELOPMENT INFLUENCE EMPLOYEE PERFORMANCE AT LEGAL UNIVERSITAS NEGERI SEMARANG

Siti Mursidah^{1✉}, Moh Khoiruddin², Lidiadni Septantri³

^{1,3}Directorate of General Affairs and Human Resources, Universitas Negeri Semarang, Semarang, Indonesia

²Department of Management, Faculty of Economics and Business, Universitas Negeri Semarang, Semarang, Indonesia

Article Information Abstract

History of article:
Accepted June 2024
Approved July 2024
Published July 2024

Keywords:
Career Adaptability,
Career Development
and Employee
Performance

This study aims to examine the role of Career Adaptability and Career Development in enhancing employee performance within the context of higher education transformation. Research focusing on organizations undergoing continuous change remains limited. Change management is a critical issue for such organizations. Universitas Negeri Semarang (UNNES), as an example of higher education undergoing structural transformation into a Legal Entity State University (PTN-BH), serves as the context for this study. Specifically, this research explores the impact of career adaptability on employee performance at UNNES. Currently, there is a lack of research on career development that specifically focuses on higher education institutions transitioning to PTN-BH. Key issues addressed in this study include career dynamics within continuously evolving organizations. The research adopts a quantitative approach with a causal design. The sampling technique in this study is using random sampling where sampling is done randomly regardless of the strata in the population. The sample of this study amounted to 138 people (20%) of all employees of Universitas Negeri Semarang. In this study, surveys were used as a method of data collection. Data analysis techniques in this study used descriptive and statistical methods. The findings of this study indicate that the factor that plays a role in influencing employee performance at Universitas Negeri Semarang is career adaptability. Meanwhile, career development does not influence employee performance. Meanwhile, career adaptability and career development together have a significant impact on performance. Thus, employee adaptability with a comfortable work environment designed to build trust between employees, share knowledge and skills to support continuous learning and improve employee performance is needed.

✉correspondence Address:
Building H 3rd Floor Directorate of General and
Human Resources UNNES Gunungpati, Semarang
E-mail: mursidah@mail.unnes.ac.id.

© 2024 Universitas Negeri Semarang
e-ISSN 2502-1451

INTRODUCTION

State Universities operating as Legal Entities are Higher Education institutions established by the Government and have legal independence. Details on the funding structure and process for such institutions are detailed in the Regulation of the Minister of Education and Culture of the Republic of Indonesia, document number 58, issued in 2013. As a specific example, Universitas Negeri Semarang (UNNES) has been formalized as a Legal Entity State University, in accordance with the policy set out in Government Regulation of the Republic of Indonesia number 36, issued in 2022. With its new status as a PTN-BH, UNNES underwent significant changes in its

internal management, most notably in terms of human resource management. This change marks an important step in the evolution of higher education management in Indonesia.

In the context of Legal Entity State Universities (PTN-BH), the importance of clear regulations regarding aspects of human resources (HR) is crucial. Utama, K.W. (2017) says that aspects such as a clear definition of employment status, organizational structure including position nomenclature, as well as career opportunities for employees in PTN-BH, are key in supporting the flexibility and operational efficiency of PTN-BH. Particularly, in the case of the transformation of Universitas Negeri Semarang into PTN-BH, there

is an urgent need for human resources who are flexible and able to adapt to structural, task, work environment, and technological changes. It is important for organizations to be filled with competent individuals who are able to perform their functions effectively, thereby contributing significantly to the improvement of organizational performance. Hopefully, with human resources that are able to adapt and develop, the strategic goals of the organization can be achieved more effectively.

The three main components of career management - planning, development and deployment - serve as vital instruments in achieving an organization's goals. Every staff member is given equal opportunities to develop their career. When careers are designed and managed in a transparent and objective manner, it not only strengthens employees' trust in the organization, but also helps in uncovering and harnessing their potential which is a valuable asset (Yean TF, Tan FC, Nadarajah D., 2022). This trust instilled in employees is also an important factor in accelerating their adaptation to change. Thus, this approach not only contributes to the improvement of individual employee performance, but also overall improves the quality of services provided to the public.

One of the main challenges faced today is the level of quality and effectiveness of the performance of the State Civil Apparatus (ASN) which is still relatively low. To ensure that organizational goals can be achieved effectively and efficiently, human resources (HR) are needed that are not only high-performing, but also competent and reliable. Employee performance evaluation is an important process that measures the extent to which their work achieves predetermined goals and targets. This performance measurement is crucial to determine the level of accountability of organizations and managers in providing higher quality public services. Thus, improving employee performance is a central aspect in efforts to improve the effectiveness of public services (Adha RN, Qomariah N, Hafidzi AH, 2019).

Various studies in the field of performance conducted (Yuniharto R, 2022; Muhammad H.Y, et. al., 2023; Fauziah Z, et.al., 2023; Utarindasari D., et al. 2023; Pattimura U and Warbal R, 2018) have revealed that career development has a positive and significant impact on employee work effectiveness. Career development initiatives are efforts made by employees to improve their competencies and achieve sustainable career advancement, which in turn contributes positively to their performance at work. On the other hand, research conducted by Nuriyah, et al. (2019) concluded that career development actually has a negative effect on employee performance. This suggests that the impact of career development on employee performance may vary depending on

various factors.

Employee adaptability, also known as Career Adaptability, is generally considered to have a positive influence on performance. Several studies (Novie, et.al.; Akça Y., et al; Yuliaty, 2023; Gupta, M., 20019) found that adaptability has a positive and significant effect on performance. In line with this, Naufal, et al. concluded that effective employee performance assessments are generally based on the emotional intelligence and adaptability of leaders and their team members. However, there are also contrasting findings; a study conducted by Siwi Agustina found that career adaptability does not have a significant impact on employee performance. Meanwhile, a study by Pawirosumarto, et.al., (2017) found that the effect of career adaptability on employee performance is minimal or insignificant. This suggests that the effect of career adaptability on performance can vary and may be influenced by other factors.

The importance of conducting research that focuses on the topic of career adaptability and career development at Universitas Negeri Semarang is becoming increasingly relevant, given its new status as a Legal Entity State University (PTN-BH). This research is directed to support the realization of Universitas Negeri Semarang's vision as a superior and innovative educational institution. The goal is to create an educational environment and governance that is not only effective, but also creative and productive. This research activity is in line with the Strategic Plan of the Institute for Research and Community Service (LPPM) in the Humanities cluster. This kind of approach is expected to provide valuable insights in career development and adaptation in the academic environment, especially in the context of a dynamic and growing PTN-BH.

To provide a boundary line in the discussion, the research will focus on the core problem, namely:

1. Does career adaptability affect the performance of educational staff at Universitas Negeri Semarang?
2. Does career development affect the performance of educational staff at Universitas Negeri Semarang?
3. Do career adaptability and career development jointly affect the performance of educational staff at Universitas Negeri Semarang?

LITERATURE REVIEW

Career Adaptability

Career adaptability is defined as an ability that includes a person's attitude, behavior, capacity to adjust to changing and unpredictable work situations (Novie, C. A. D, et. al.). This concept involves a number of cognitive-affective

or psychosocial behavioral abilities that enable individuals to self-regulate in the face of various career development tasks, job transitions, and complex and unclear work challenges and problems (Coetzee M, Harry N., 2014). These abilities are not only important in navigating the current work environment, but are also very useful in anticipating and dealing with future changes in career and work.

Career adaptability is basically the readiness possessed by individuals in two main aspects: the ability to handle changes in work and the work environment. Within the framework of career construction theory, adaptive resources play a key role in helping individuals form strategies to direct their adaptive behavior. Employees who have high levels of career adaptability tend to have better psychosocial competencies and skills, which enable them to cope with various work- and career- related issues. These abilities are important in helping them adapt to the challenges faced in the workplace as well as in achieving effective career advancement.

Career Adaptability Indicator

Some previous studies (Siwi, et al; Chouhan, 2023) used indicators proposed by Savickas and Porfeli which consisted of 4 (four) components, namely:

1. Confidence
2. Control
3. Concern,
4. Curiosity

Career Development

Career development is a process that involves continuous and structured efforts to improve and expand an employee's capabilities in order to achieve set career goals and objectives (Hutauruk, 2023). This process is very important for employees who want to contribute significantly in the organization they work for, even until they reach retirement age (Yolinza N & Marlius D., 2023). This emphasizes the importance of career development as an essential tool for long-term professional growth and sustained job satisfaction.

Employee development is a process that aims to improve their abilities in various aspects, including theoretical, technical, conceptual, and moral, in accordance with the role or position they hold. The process is carried out as an integral part of staffing activities, supporting employees in planning their future careers within the organization. The ultimate goal is for both the organization and the employee to develop optimally. As such, employee development not only contributes to improving their capabilities, but also increases motivation and job satisfaction, which in turn will have a positive impact on improving employee performance.

Career Development Indicators

Career Development Indicators according to Bahri S NYC (2017) consist of several things, namely:

1. Work performance
2. Exposure/Promotion
3. Management Support
4. Loyalty to the organization
5. Mentors and sponsors
6. Opportunity for growth

Performance

Performance can be categorized in two broad lines (Sudarmanto, 2009), namely:

1. Performance as a result.

Bernardin suggests that performance is a record of the results of work or activities in a certain period of time. Ricard argues similarly that performance as a result is related to productivity and effectiveness.

2. Performance as behavior

Campbell and Dobbins state that performance includes actions and behaviors that are relevant to the goals of the organization or organizational unit where people work.

Performance is the quantity, quality and time spent in performing a task. (Mc Cornick 1980). Performance as a form of work produced by a person (Robbins 1996). Performance is the final result that can be observed and measured objectively and carried out periodically. (Rivai, Veithzal Fauzi and Basri 2005).. The main factors that can affect individual performance include the ability possessed, the effort made and the support of the institution/organization (Malthis and Jackson, 2006). (Malthis and Jackson, 2006). Performance appraisal is a way to measure the contribution of individuals to their organization. This needs to be done by the organization on a regular basis in order to improve employee performance which will have an impact on achieving the performance of an organization.

Based on some of these definitions, it can be concluded that the performance of education personnel is the result or achievement of the work of education personnel which can be measured objectively over a certain period of time.

Factors that can affect performance are as follows (Simanjuntak, 2011):

- a. Individual abilities and skills Individual abilities and skills are the ability and skills to do work.
- b. Organizational support factors Each person's working conditions and conditions also depend on psychological abilities such as perception, attitude and motivation.

Performance Indicators

The indicators of performance put forward by Bernardin & Russell are as follows (Bernardin, H.J. & Russel, 1993):

1. Quantity of work, is the amount of work done in a specified period of time.
2. Quality of work, is the quality of work achieved based on the requirements of suitability and readiness.
3. Job knowledge, is the breadth of knowledge about jobs and skills.
4. Creativeness, is the originality of ideas or creative and ideas that are generated and actions to solve problems that arise.
5. Cooperation, is the willingness to cooperate with other people or fellow members of the organization.

6. Dependability, is the awareness to be trusted in terms of attendance and work completion.
7. Initiative, is the initiative, enthusiasm to carry out new tasks and in enlarging their responsibilities.
8. Personal Qualities, are personal qualities, concerning personality, leadership, hospitality and personal integrity.

FRAME OF MIND

This study was conducted to examine the effect of career adaptability and career development on the performance of educational staff of Universitas Negeri Semarang. The framework of this research is as follows:

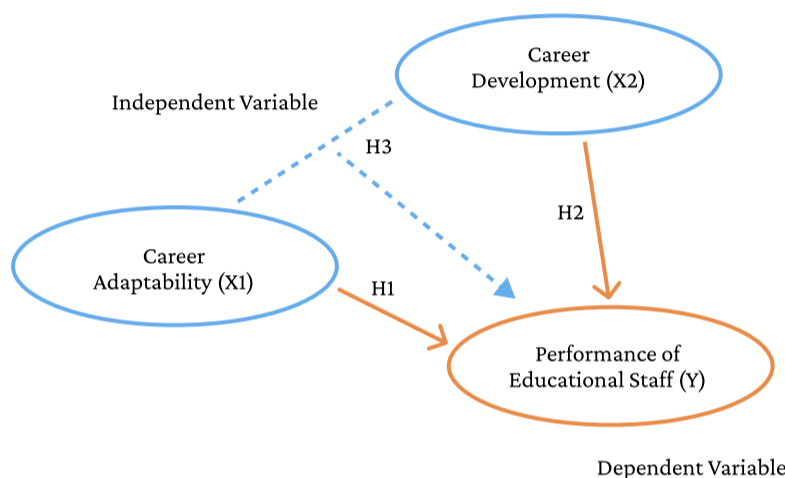


Figure 1. Frame of Mind

HYPOTHESIS

Based on the problem formulation and the theoretical basis stated above, the authors propose the following hypothesis:

- H1:** It is suspected that Career Adaptability has a positive and significant effect on the performance of UNNES education personnel.
- H2:** It is suspected that Career Development has a positive and significant effect on the work discipline of UNNES education personnel.
- H3:** It is suspected that Career Adaptability and career development have a positive and significant effect on the performance of UNNES education personnel.

METHOD

This research adopts a quantitative approach collected through a survey method by distributing questionnaires to respondents. Data analysis and processing were carried out using regression equations, assisted by SPSS statistical tools.

The sampling technique in this study is a probability technique, where each member of the population has an equal chance of being selected as a sample (Priyono, 2016). The research sample consists of 20% of the total population of 691 employees, namely 138 individuals who are representatives of employees at Universitas Negeri Semarang (UNNES). The sampling process was randomized without regard to strata in the population (Siyoto & Sodik, 2015).

Table 1. Research Variables

No.	Variables	Definition	Indicator
1	Career Adaptability (X1)	An ability that includes attitude, behavior, capacity to adjust to unpredictable situations due to changes and working conditions	1. Confidence 2. Control 3. Concern 4. Curiosity

2	Career Development (X2)	A process and effort in improving and increasing the ability of an employee who is carried out formally and continuously to achieve his career goals and objectives.	<ol style="list-style-type: none"> 1. Work performance 2. Exposure/Promotion 3. Management Support 4. Loyalty to the organization 5. Mentors and sponsors 6. Opportunity for growth
3	Employee Performance (Y)	The results of work carried out by employees in carrying out their assigned tasks, roles and responsibilities both in quantity and quality that can be measured objectively and carried out periodically.	<ol style="list-style-type: none"> 1. Quantity of Work 2. Quality of Work 3. Job Knowledge 4. Cooperative 5. Dependability 6. Initiative 7. Personal Qualities

Data collection was carried out through literature studies, surveys with questionnaires distributed to 138 employees, observation and documentation studies. The observation carried out is participatory observation, where the researcher is directly involved in the daily activities of the data source being observed. (Sugiyono 2017).

To measure the validity or validity of a questionnaire or questionnaire using the validity test with the SPSS program tool. The criteria for testing whether the question is valid or not is seen from the probability value (p-value) compared to the significance level of 5% or 0.05. If the p-value <0.05 then the question is said to be valid, while if the p-value > 0.05 then the question is said to be invalid.

The instrument is tested for reliability to determine the extent to which the results of the measurement are relatively consistent if the measuring instrument is used repeatedly. A questionnaire or questionnaire is said to be reliable or reliable if a person's answer to a statement is consistent or stable over time. Instrument reliability testing in this study was carried out by looking at the Cronbach's alpha coefficient which was measured using SPSS as an analysis tool. The variable instrument is said to be reliable for research if the Cronbach Alpha coefficient value is greater than (>) 0.70 (Ghozali 2016).

The analysis in this study uses quantitative descriptive methods to explain in detail about the research variables studied. Based on the data obtained by connecting with the theories relevant to the problem, a conclusion can then be drawn. To convert the questionnaire data into quantitative data, scoring is carried out using an ordinal and Likert scale as follows:

- a. Strongly disagree answer : score 1
- b. Disagree answer : score 2

- c. Moderately agree answer : score 3
- d. Agree answer : score 4
- e. Strongly agree answer : score 5

This regression test is carried out after the data meets the assumptions of the classical assumption test criteria. This test is intended to determine whether there is a violation of classical assumptions in the regression model so that the results are Best Linear Unbiased Estimator or BLUE. In this study, only 3 (three) classic assumption tests were carried out, namely normality test, heteroscedasticity test and multicollinearity test.

The normality test is carried out with the aim of testing whether the independent variable and the dependent variable in the regression model both have a normal distribution or not. (Ghozali 2016). Several normality test methods, namely P-Plot graph analysis and One Sample Kolmogorov- Smirnov. Normality testing in this study used the One Sample Kolmogorov-Smirnov test. In the One Sample Kolmogorov-Smirnov test, data is said to be normally distributed if the Asymp. Sig. (2-tailed) is greater than α (5%).

The next classic assumption test is the heteroscedasticity test which is carried out to test whether there is a difference in residual variance between one observation to another in the regression model of a study. If there is a similarity in the residual variance between one observation to another, it is called homoscedasticity and if there is a difference, it is said to be heteroscedasticity (Ghozali, 2016). (Ghozali, 2016). A regression model is said to be good if the model is homoscedasticity, in other words, there is no heteroscedasticity. (Wahyudin, 2015). Researchers use the Glejser Test in testing heteroscedasticity by looking at the absolute value of the residual as the dependent variable with a significance level α of 5%.

Decision-making criteria:

1. If the independent variable is statistically significant, then there are symptoms of heteroscedasticity.
2. If the probability of significance is above the 5% confidence level, then there is no heteroscedasticity.

The multicollinearity test aims to test whether or not there is a correlation between the independent variables in the regression equation model. The regression model is said to be good if the independent variables do not have a high correlation or are free from multicollinearity. (Ghozali 2016). High correlation between independent variables can cause the statistical count value in the t test to be small and the independent variable is not significant in influencing the dependent variable even though the coefficient of determination (R square) tends to be high so that the estimate obtained is not correct. Multicollinearity test is done by analyzing the tolerance value and VIF (Variance Inflation Factors) value when each independent variable.

Multicollinearity test decision criteria:

1. If the tolerance value ≤ 0.1 and the VIF value ≥ 10 , it means that there is multicollinearity in the research regression model.
2. If the tolerance value > 0.1 and the VIF value < 10 , it means that there is no multicollinearity in the research regression model.

The coefficient of determination test is used to see the strength of the independent variable to explain the independent variable. (Ghozali 2016). In this study, the coefficient of determination aims to measure the proportion or percentage of the contribution of the independent variable, namely work discipline (X1) to the variation in the rise and fall of the dependent variable, namely the performance of education personnel (Y) or in other words to see how much the independent variable studied can affect or can explain the dependent variable.

The F statistical test is carried out to test whether the independent variable (X) simultaneously has a significant relationship or not to the dependent variable (Y). (Sugiyono 2017). Decision-making criteria based on the calculated F value and significance value are as follows:

1. If the value of F count $> F$ table or Sig. < 0.05 then H_0 is rejected, meaning that there is a significant influence between all independent variables on the dependent variable.
2. If the value of F count $> F$ table or Sig.

> 0.05 then H_0 is accepted, meaning that there is a significant influence between all independent variables on the dependent variable.

The t statistical test aims to determine how much influence the independent variable has on the dependent variable and to analyze which independent variable has an influence on the dependent variable. If the significance value $\alpha < 0.05$, it can be concluded that the independent variable partially has a significant effect on the dependent variable. And vice versa when the significance value $\alpha > 0.05$, the conclusion is that the independent variable partially has no significant effect on the dependent variable. (Ghozali 2016).

The hypothesis test in the t statistical test in this study is as follows:

1. Null hypothesis (H_0): there is no influence between work discipline (X1) on the variation in the rise and fall of the dependent variable, namely the performance of education personnel (Y).
2. Alternative hypothesis (H_1): there is an influence between work discipline (X1) on the variation in the rise and fall of the dependent variable, namely the performance of education personnel (Y).

The decision-making criteria in this t statistical test are as follows:

1. The alternative hypothesis (H_1) is rejected if $t_{\text{count}} < t_{\text{table}}$ at $\alpha = 0.05$ and if the significance value > 0.05 .
2. The alternative hypothesis (H_1) is accepted if $t_{\text{count}} > t_{\text{table}}$ at $\alpha = 0.05$ and if the significance value is < 0.05 .

RESULTS AND DISCUSSION

Result

This research focuses on the influence of career adaptability and career development on the performance of educational staff at Universitas Negeri Semarang. The new status of UNNES as a Legal Entity State University (PTN-BH) requires changes, especially in terms of human resource management. This research uses a quantitative approach by distributing questionnaires to respondents. To determine a questionnaire or questionnaire can be used, the validity and reliability of the instrument is tested.

The instrument in the study used 27 question items in measuring educational staff performance variables, 23 question items to measure career adaptability variables and 13 question items in measuring career development variables. A data instrument is said to be valid if the probability value on the question item is

smaller than the value of the specified significance level of 0.05. The validity test results show that the significance value for all question items is $0.00 < 0.05$, which means that all question items are valid or it can be said that the variables in this study pass the validity test. Instrument reliability testing in this study was carried out by looking at the Cronbach's alpha coefficient which was measured using SPSS as an analysis tool. The variable instrument is said to be reliable for research if the Cronbach's Alpha coefficient value is greater than 0.70. The detailed results of the data instrument reliability test are as follows (Table 2):

Table 2. Reliability Statistics Analysis Result of The Instrument

Variables	Cronbach's Alpha Value	Description
Performance	0.972	Reliable
Career Adaptability	0.935	Reliable
Career Development	0.939	Reliable

The reliability test results in the table above show that the Cronbach's Alpha value for each variable is greater than 0.70, indicating that this instrument can be used in research. Based on the results of testing the data instrument above, it has been declared valid and reliable so that it can be used as an instrument that examines the effect of career adaptability and career development on the performance of UNNES education personnel.

After testing the data instrument, data collection was carried out by distributing questionnaires to 138 education personnel at Universitas Negeri Semarang. The data obtained were then tested for classical assumptions, namely normality test, heteroscedasticity test and multicollinearity test. The normality test used is the One Sample Kolmogorov-Smirnov test.

The results of the Normality Test using SPSS obtained an Asymp. Sig. (2-tailed) of 0.157

is greater than the α value (0.05). This shows that the data is normally distributed so that it meets the requirements in the normality test to be used in statistical testing of regression analysis.

In this study using the Glejser Test with the absolute value of the residual as the dependent variable with a significance level α of 5% in conducting the heteroscedasticity test. The decision-making criteria in using the Glejser Test are if the significance value is above the 5% confidence level, then there is no heteroscedasticity.

Heteroscedasticity analysis results using the Glejser test provides information that the significance value of the career adaptability variable is 0.128 and the career development variable is 0.260. The significance value of the independent variables on the absolute residual performance is above the confidence value or greater than 5% (0.05). This means that there is no heteroscedasticity problem in the regression model.

Multicollinearity test in this study was carried out by analyzing the tolerance value and VIF (Variance Inflation Factors) value on each independent variable. If the tolerance value > 0.1 and the VIF value < 10 , it means that there is no multicollinearity in the research regression model.

The results of the multicollinearity test processed using SPSS show that the tolerance value on the career adaptability and career development variables obtained the same value of 0.467. The tolerance value on the independent variables is greater ($>$) than 0.1, which means there is no multicollinearity. And judging from the VIF value on the independent variables, the same value is also obtained, which is 2.141 smaller ($<$) than 10 (ten). Based on the tolerance value and VIF value, it can be concluded that the regression model is free from multicollinearity.

After fulfilling the classical assumption test, the data obtained is suitable for multiple regression analysis. The SPSS output results of the multiple regression equation model are obtained in table 3 below:

Table 3. The SPSS Output Results of The Multiple Regression Equation Model

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.723	5.139		5.394	.000
	Career Adaptability	.871	.078	.765	11.215	.000

	Career Development	.177	.121	.100	1.464	.146
--	--------------------	------	------	------	-------	------

a. Dependent Variable: Kinerja Tenaga Kependidikan

Based on this table, the following regression equation is obtained:

$$Y = 27.723 + 0.871 X_1 + 0.177 X_2 + e$$

This equation can be interpreted that the value of educational staff performance is 27.723 assuming the independent variable is constant or 0 (zero). The Career Adaptability variable has a positive effect on employee performance with a regression coefficient of 0.871, which means that if there is an increase in Career Adaptability 1 unit, the performance of education personnel will increase by 0.871.

The SPSS output results above show the relationship between career adaptability (X1) on performance with a coefficients value of 0.871, the significance value of the career adaptability variable of 0.00 is smaller than the significance level of 0.05 and the value obtained is 0.00. $t_{hitung} > t_{tabel}$ which is $11.215 > 1.98$. It can be concluded that career adaptability has a

significant positive effect on employee performance. Based on the findings, Hypothesis 1 is accepted.

The coefficients value on the career development variable in the table above, shows the relationship between career development (X2) to performance is 0.177 with a significance level of $0.146 > 0.05$ and obtained a value of $t_{hitung} < t_{tabel}$ which is $1.464 < 1.98$. Thus, the careerdevelopment variable (X2) has no significant effect on employee performance. Based on the results of this analysis, Hypothesis 2 is rejected.

However, simultaneously Career adaptability and career development can have a significant positive effect on the performance of education personnel. This can be seen through the significance value in the F test results obtained a value of 0.00 smaller than the significance level of 0.05. The results of the F test output can be seen in the table below:

Table 4. Simultaneous Significance Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13958.409	2	6979.204	162.596	.000 ^b
	Residual	5794.693	135	42.924		
	Total	19753.101	137			

a. Dependent Variable: Kinerja Tenaga Kependidikan

b. Predictors: (Constant), Career Development, Career Adaptability

In summary, the findings of the analysis of the hypothesis testing results can be concluded as follows:

Table 5. Summary of Hypothesis Testing Results

Hypothesis	Statement	Result
H1	Career Adaptability has a positive effect on Performance	Accepted
H2	Career Development has a positive effect on performance	Rejected
H3	Career Adaptability and Career Development have a joint effect on Performanc	Accepted

In this study, the adjusted R Square value is used to measure the proportion or percentage of

the contribution of the independent variables, namely career adaptability (X1) and career development (X2) to the variation in the rise and fall of the dependent variable, namely employee performance (Y).

Adjusted R-squared is an adjustment of the R- squared value that takes into account the number of independent variables and sample size in the regression model.

Table 6. Table of Coefficient of Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.841 ^a	.707	.702	6.552

a. Predictors: (Constant), Career Development, Career Adaptability

b. Dependent Variable: Kinerja Tenaga Kependidikan

Table 6 shows the acquisition of the adjusted R Square value obtained of 0.702. This means that the career adaptability and career development variables affect performance by 70.2% and the remaining 29.8% are other factors not examined in this study.

Discussion

The first hypothesis assumed that career adaptability has a positive and significant effect on the performance of educational staff at Universitas Negeri Semarang. The test results show that the career adaptability of employees at Universitas Negeri Semarang has a significant positive effect on performance.

As explained by Coetzee M, Harry N. (2014) that adaptability allows individuals to face various tasks, job changes/transitions and overcome complex work. Employees with high career adaptability tend to have psychosocial skills, have the ability to handle changes in work, overcome work-related problems so that they will improve employee performance.

The results of this study are reinforced by research by Ohme & Zacher (2015); Akca et al. (2018); Gupta M (2019) and Yuliaty, Z.A and Mahdani (2023) found that career adaptability has a positive influence on performance. Yuliaty, Z.A and Mahdani (2023) suggest that employees who have adaptability make employees more focused on completing core tasks, able to take initiatives that will contribute positively to performance.

Haibo, Y., et al., (2018) concluded that career identity can strengthen the relationship between career adaptability and organizational career success with performance as a measurement. Career adaptability is proven to have a positive impact on organizational career success and individual career success. This is in line with resource-based theory where adaptability is one of the main resources in achieving performance and sustainable development. The findings in this study indicate that employees at Universitas Negeri Semarang with high Career Adaptability will be able to improve employee performance so that it can support the achievement of the vision of Universitas Negeri Semarang.

Meanwhile, in the second hypothesis, it is suspected that career development has a positive effect on performance, but this study provides the opposite result, namely the second hypothesis is rejected. The results of the analysis show that employee career development has no proven effect in improving employee performance. This is in line with research conducted by Setiyaningrum (2019) Putri, W.A (2019), Darmawan, A (2022), Yuliana I (2024). Putri, W.A (2019) examines the effect of career development on motivation and its impact on employee performance (Case Study at PT Barata Indonesia (Persero) Gresik). This is

because at PT Barata Indonesia there is no career development program such as training. Darmawan, A (2022) said that if employees do not have the desire or interest to develop a career, even though the company provides good career development opportunities or programs, it will not affect the employee's performance.

Partially, employee career development has no effect on performance. This career development can be influenced by various factors such as the type of career development provided, employee needs and the work environment. Employee career development that is not relevant to the work performed will have a limited impact. When the career development provided is not in accordance with employee needs, the impact in improving employee abilities will be limited. This career development needs to be carried out thoroughly such as by providing guidance and disclosure of information about careers, career opportunities, relevant training, support from management and evaluation of employee career development.

Career development accompanied by employee adaptability is proven to jointly influence performance. This is demonstrated through the results of the F test conducted in this study. Relevant career development can improve employee skills and competencies, while adaptability allows employees to apply these competencies in changing situations and find solutions when facing new challenges. Employees who have the opportunity to develop their careers and possess adaptability become more prepared to face challenges and are more competent in completing their tasks, leading to improved performance.

CONCLUSION

Based on the research results, career adaptability was found to have a significant positive influence on performance. Career development does not have a significant effect on performance. However, when examined simultaneously, career adaptability and career development have a positive and significant influence on performance.

Based on the research results and conclusions, the researcher provides the following suggestions. Leaders should pay more attention to the adaptability of their employees by creating trust among employees, sharing knowledge and skills, supporting continuous learning, and creating a comfortable work environment, which is expected to improve employee performance. This research focuses on the impact of adaptability and career development on employee performance. Future researchers could add other factors as moderating or intervening variables to analyze variables that can affect the relationship between career adaptation, career development, and employee performance.

REFERENCES

- Akça Y, Özer G, Kalaycıoğlu E. Impact of Career Adaptability on Employee Performance 1. Vol. 7, *International Journal of Business and Management Invention (IJBMI)* ISSN. 2018. Available from: www.ijbmi.org
- Adha RN, Qomariah N, Hafidzi AH. Pengaruh Motivasi Kerja, Lingkungan Kerja, Budaya Kerja terhadap Kinerja Karyawan Dinas Sosial Kabupaten Jember. *Jurnal Penelitian IPTEKS*. 2019;4(1):47.
- Bahri S NYC. Pengaruh Pengembangan Karier dan Motivasi Kerja terhadap Kepuasan Kerja Karyawan. *Jurnal Ilmiah Manajemen dan Bisnis*. 2017;18(1):9–15.
- Coetzee M, Harry N. Emotional Intelligence as A Predictor of Employees' Career Adaptability. *Journal of Vocation Behavior*. 2014 Feb;84(1):90–7.
- Chouhan VS. Impact of Career Adaptability on Employee Performance: The Moderating Role of HR Practices. *Management and Labour Studies*. 2023 Aug 1;48(3):325–42
- Diamantidis AD, Chatzoglou P. Factors Affecting Employee Performance: An Empirical Approach. *International Journal of Productivity and Performance Management*. 2019;68(1):171–93.
- Darmawan, Akhmad, Yosita Anggelina, and Sunardi Sunardi. "Motivasi, Pelatihan Kerja, Pengembangan Karir dan Self Efficacy terhadap Kinerja Karyawan." *Jurnal Ilmu Manajemen* 12.1 (2022): 47-56.
- Fauziah Z, Setiawan H, Sarman R, Juju U. The Effect of Career Development and Work Stress on Employee Performance. In: *Proceedings of the 6th International Conference of Economics, Business, and Entrepreneurship, ICEBE 2023*, 13-14 September 2023, Bandar Lampung, Indonesia [Internet]. EAI; 2023.
- Gupta M. Does Work Engagement Mediate the Perceived Career Support- and Career Adaptability- Work Performance Relationship? *Journal of Global Operations and Strategic Sourcing*. 2019 Jun 19;12(2):310–27.
- Ghozali. *Aplikasi Analisis Multivariate dengan Program IBM SPSS*. Semarang: Badan Penerbit Universitas Diponegoro; 2016.
- Haibo, Y., Xiaoyu, G., Xiaoming, Z., & Zhijin, H. (2018). Career Adaptability with or without Career Identity: How Career Adaptability Leads to Organizational Success and Individual Career Success?. *Journal of Career Assessment*, 26(4), 717-731.
- Hutauruk M, et.al. Pengembangan Karier Sumber Daya Manusia dalam Organisasi Pendidikan. *Jurnal Pendidikan dan Konseling*, Volume 5 No 1. 2023.
- Maryani Y, Entang M, Tukiran M. The Relationship between Work Motivation, Work Discipline and Employee Performance at the Regional Secretariat of Bogor City. *International Journal of Social and Management Studies (IJOSMAS)*.
- Muhammad HY, Susanta Nugraha H, Purbawati D. Pengaruh Pengawasan Kerja dan Pengembangan Karier terhadap Kinerja Karyawan PDAM Tirta Moedal Kota Semarang. Vol. 12, *Jurnal Ilmu Administrasi Bisnis*. 2023.
- Naufal N, Sutrisna A, Rahwana KA. The Effect of Emotional Quotient and Adaptability on Performance of The Tasikmalaya Health Office Employees. *Journal of Indonesian Management (JIM)*. 2022 Sep 8;2(3):665-74.
- Nuriyah S, Qomariah N, Setyowati T. Pengaruh Pengembangan Karier, Lingkungan Kerja dan Disiplin Kerja terhadap Kinerja Pegawai Puskesmas Padang. *Jurnal Ilmiah MEA (Manajemen, Ekonomi, dan Akuntansi)*. 2021;5(3):494–512.
- Novie Citra Arta D, Makduani R, Rozi F, Taufik M, Nusa Y, Penerbangan Jayapura P, et al. The Role of Career Adaptability To Emotional Intelligence And Work Values: Literature Review Peran Career Adaptability terhadap Emotional Intelligence dan Work Values: Literature Review. *COSTING:Journal of Economic, Business and Accounting* Volume 6 Nomor 2, Januari-Juni 2023
- Kecerdasan P, Dan E, Adaptasi K, Kinerja T, Dinas P, Kabupaten K, et al. The Effect of Emotional Quotient and Adaptability on Performance of The Tasikmalaya Health Office Employees. Vol. 2, *Journal of Indonesian Management*. 2022.
- Ohme, M., & Zacher, H. (2015). Job Performance Ratings: the Relative Importance of Mental Ability, Conscientiousness, and Career Adaptability. *Journal of Vocational Behavior*, 87, 161–170.
- Putri, Winda Annisa, dan Agus Frianto. "Pengaruh Pengembangan Karier terhadap Motivasi dan Dampaknya terhadap Kinerja Karyawan (Studi Kasus di PT. Barata Indonesia (Persero) Gresik)." *Jurnal Ilmu Manajemen* 7.2 (2019): 1-10.
- Priyono. *Metode Penelitian Kuantitatif*. Sidoarjo: Penerbit Zifatama Publishing; 2016.
- Siyoto S, Sodik M. *Dasar Metodologi Penelitian*. Sleman, Yogyakarta: Literasi Media

- Publishing; 2015.
- Siwi Agustina T, Rizky Muhammad I. *Proactive Personality, Career Success, dan Career Adaptability pada Karyawan PT Kereta Api Indonesia DAOP 8 Surabaya*.
- Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Penerbit CV Alfabeta; 2017.
- Pawirosumarto S, Setyadi A, Khumaedi E. The Influence of Organizational Culture on the Performance of Employees at University of Mercu Buana. *International Journal of Law and Management*. 2017;59(6):950–63.
- Leuhery F. & Warbal, R. Pengaruh kualitas sumber daya manusia, disiplin kerja, dan pengembangan karir terhadap prestasi kerja pegawai Dinas Perhubungan Provinsi Maluku. *Jurnal SOSOQ*. Volume 5 Nomor 2 hal 159-190. 2018.
- Yolinza N, Marlius D. Pengaruh Pengembangan Karier dan Motivasi Kerja terhadap Kinerja Pegawai di BKPSDM Kabupaten Solok Selatan. *Jurnal Publikasi Ilmu Manajemen*. 2023;2(2):183–203.
- Utarindasari D, Kumala D, Bina S, Cileungsi M. The Influence of Training and Career Development on Employee Performance at PT Tugu Pratama Indonesia. *IJSBM: International Journal of Sharia Business Management*. 2023;2(1).
- Utama KW. Otonomi Pengelolaan Sumber Daya Manusia PTN-BH. *Masalah-Masalah Hukum*, Jilid 46 No. 1, Halaman 92-99. 2017.
- Wahyudin A. *Metodologi Penelitian, Penelitian Bisnis dan Pendidikan*. Semarang: UNNESPRESS; 2015.
- Yean TF, Tan FC, Nadarajah D. Determinants of Adaptability and Its Impact on the Change Readiness of Civil Servants. *International Journal of Public Sector Management*. 2022 Jun 28;35(5):622–39.
- Yuniharto R. *Analisis Jabatan dan Pengembangan Karier terhadap Kinerja Pegawai Pada Dinas Lingkungan Hidup Kabupaten Tulungagung Masa Pandemi Covid-19*. Otonomi. 2022;(Vol 22 No 1 (2022): Otonomi):66–79.
- Yuliaty WZ MM. Pengaruh Dukungan Karier yang Dirasakan dan Adaptasi Karier Terhadap Kinerja Karyawan yang Dimediasi Oleh Keterlibatan Kerja Pada Karyawan PT. PLN (Persero) UP3 Banda Aceh. *Jurnal Ilmiah Mahasiswa Ekonomi Manajemen*. 2023;8(4):944–62.