

THE CHARACTERISTICS ON CAREER DEVELOPMENT AND LOYALTY AT THE HIGHER EDUCATION: AN EDUCATIONAL PERSPECTIVE

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ABSTRACT

This study examines the influence of faculty characteristics on career development and loyalty at IAI As'adiyah Sengkang, focusing on perspectives from education and da'wah. The research was conducted using three data collection methods: observation, interviews, and documentation, with faculty members serving as primary data sources. Additional informants, including leadership and staff, were consulted to enrich the findings. The study utilized a descriptive-qualitative data analysis approach, employing inductive, deductive, and comparative techniques. Results indicate that faculty characteristics significantly contribute to career advancement and loyalty within the institution. Notably, many faculty members have progressed in their careers, securing academic positions, achieving higher academic ranks, and obtaining certifications. From an educational and da'wah perspective, the study reveals that faculty characteristics align with career development, as seen in the increasing number of faculty members pursuing further studies in Islamic Education with a focus on Da'wah Technology at the graduate level. Furthermore, some faculty members are advancing their education by pursuing doctoral studies. The methods used by faculty to advance their careers adhere to Islamic principles, reflecting a strong integration of professional growth and religious values. This research underscores the important role faculty characteristics play in fostering career development and loyalty in an academic setting.

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1. INTRODUCTION

The era of globalization is characterized by increasingly rapid development in various fields. The globalization of the 1990s has had a significant impact on the development of various sectors in Indonesia. Intense competition in the workforce forces organizations to focus on efficiency and strong competitiveness, which, in turn, requires every organization to continuously strive to maintain a competitive advantage to survive. To achieve better efficiency and competitiveness, quality Human Resources (HR) are essential (IAI As'adiyah Sengkang, 2023). Recognizing the magnitude of the challenges faced by private higher education institutions, IAI As'adiyah Sengkang undertakes the responsibility to develop and produce human resources (graduates) who are qualified according to regional and national development needs. One of the important responsibilities in addressing these

challenges is strengthening the character of faculty members so they can develop well, thereby improving the education provided to students (Sudirman, 2017).

Career planning involves actions taken by both individual faculty members and the organization concerning their professional development, particularly the preparations that must be made for career advancement. Career planning for faculty must involve both parties—the faculty members themselves and the institution. If this is not the case, career planning will not produce practical or realistic results (Kasmir, 2018). As stated in Q.S. An-Nisa/4:34, the Quran emphasizes the importance of leadership and responsibility, which can be applied to the development of faculty members and their career paths (Quran, 2025).

Career development is a process of identifying the potential of faculty members and applying the best strategies to develop that potential. Generally, career development begins with evaluating faculty performance, which is commonly known as performance appraisal. From the observations of career development, input is gathered that describes the individual faculty member's abilities (both potential and actual career development). This process reveals that every individual has different views, goals, needs, and abilities, which can affect their job satisfaction. On the other hand, faculty members are required to have the ability to perform various tasks in their jobs, which is a combination of knowledge and skill (Robbins & Judge, 2019).

2. METHOD

This research employs a qualitative descriptive approach to explore the influence of characteristics on the career development of lecturers at IAI As'adiyah Sengkang, located in Tempe District, Wajo Regency. The study aims to provide an in-depth understanding of the social and cultural dynamics at play within the academic community of the institution. The sociological approach is used to analyze the structure and interactions within the university, focusing on the factors that contribute to the professional growth of the faculty members. Both primary data (obtained through direct observation and interviews) and secondary data (from books, articles, and reports) will be collected to provide a comprehensive perspective (Sugiyono, 2016).

Data collection will involve three primary techniques: observation, interviews, and documentation. Observations will be conducted either directly or indirectly, using observation sheets to capture relevant information about the environment, activities, and interactions of the lecturers. In-depth interviews will be carried out with informants, with questions designed to elicit detailed insights into the career development process. Documentation, such as reports, photos, and written records, will also be used to supplement the data collected through observation and interviews. The primary instruments for data collection will include an interview guide, notebooks, and a camera to document key moments (Patton, 2015).

Data will be analyzed using qualitative methods, with both inductive and deductive reasoning applied to process and interpret the information. Inductive reasoning will involve identifying specific patterns in the data and drawing broader conclusions, while deductive reasoning will involve applying existing theoretical frameworks to analyze the findings. The combination of these methods will allow the researcher to provide a detailed analysis of how various factors influence the career development of faculty members at IAI As'adiyah Sengkang (Miles & Huberman, 1994).

3. RESULTS AND DISCUSSION

3.1. Results

a. The Role of Characteristics in Career Development and Loyalty of Lecturers at IAI As'adiyah Sengkang

This study seeks to understand the role of characteristics in the career development and loyalty of lecturers at IAI As'adiyah Sengkang, according to the research problem, as well as the supporting and inhibiting factors in aiding the career development of lecturers in the context of education and da'wah. For lecturers to succeed in career development, university leadership must take responsibility and commit to helping them advance their careers in various aspects. Education serves as the foundational element required for the lecturers' growth. The higher education institution plays an essential role in shaping future generations that are both qualified and resilient.

The career development of lecturers is greatly influenced by their characteristics, including individual characteristics, job characteristics, and the work environment. These factors are critical in ensuring career development and loyalty. Additional support needed may come in the form of emotional and practical support from university leadership. Therefore, lecturers play an important role in their own career development, particularly through their characteristics, loyalty, and the work environment around them.

Based on interviews with AG. Dr. KH. Muh. Yunus Pasanreseng Andi Padi, M.Ag, Rector of IAI As'adiyah, the following was shared in his office: "There are several ways to help lecturers' careers grow quickly. First, motivate lecturers to write, conduct research, and collaborate with students or other lecturers. Second, lecturers must align their education and qualifications. For lecturers whose qualifications are not aligned, we offer further education at IAI As'adiyah. Third, it is crucial for lecturers to consistently participate in activities and training related to career development."

Interviews with other leaders, such as Dr. H. Ahmad Mukhtar Badruddin, MA, Vice Rector I, and Dr. H. M. Jafar Aras, M.Ag, Vice Rector II, as well as statements from other faculty members, confirm the importance of individual, job, and work environment characteristics in advancing a lecturer's career. These factors, along with institutional support, play a key role in fostering the growth of lecturers. Career development depends on lecturers' willingness to utilize the support provided and their ability to engage in career-enhancing activities, such as research, teaching excellence, and community service.

The findings indicate that individual characteristics, job characteristics, and work environment dynamics play a significant role in the career development of lecturers. Lecturers who respond promptly to opportunities and challenges, those who are proactive, hardworking, and loyal, tend to experience faster career growth. Conversely, lecturers who are less engaged or satisfied with their work environment tend to have slower career progress. This study concludes that the combination of these characteristics, supported by institutional assistance, facilitates the development of both career and loyalty for lecturers at IAI As'adiyah Sengkang.

b. Educational and Da'wah Perspective of the Role of Characteristics in Career Development and Lecturer Loyalty at IAI As'adiyah Sengkang

The role of characteristics in career development for lecturers from the perspectives of education and da'wah can be summarized as follows:

1) Education

As a lecturer, your career should not be stagnant. You must continuously progress and develop to ensure a successful career in the future. One of the career goals you can achieve is becoming a Profesor. Who doesn't want to be a professor? This achievement is

highly valuable for every lecturer in their career journey. So, how can career development be smoothly achieved from an educational perspective? There are several ways you can apply to ensure career development in the future:

a) Educator Certification

To develop your career, obtaining educator certification is the most crucial step. Typically, there are three certification sessions each year that you can participate in. Having an educator certificate will help you gain recognition as a professional lecturer. However, before obtaining this certificate, you need to have a valid NIDN (Lecturer Identification Number) and be a permanent lecturer at the university. After this, the process will become smoother.

b) Advanced Studies (S3)

Completing advanced studies (Doctorate) significantly impacts your career in the future. Especially if you aspire to hold the positions of Head Lecturer or Professor. This is a primary requirement to achieve those titles.

c) Professional Competence Development

This refers to lecturers actively participating in training programs, both from the university and the government. Professional competence includes pedagogical competence, personal competence, social competence, and professional competence. Therefore, lecturers are required to be active learners.

d) Academic Position Promotion

Throughout a lecturer's career, they should focus on advancing in their professional path, such as functional academic positions. Achieving the highest academic positions is important for the journey toward becoming a Professor.

e) Scientific Work and Publication Development

Lecturers and their scientific work are inseparable. The more diligently a lecturer publishes and writes, the more easily they can achieve career development. Being a lecturer isn't just about teaching, but also about developing one's potential.

2) Da'wah

Every human being faces both physical and spiritual needs. The higher the quantity and quality of these needs being met, the greater the welfare and happiness they can achieve. Conversely, if these two needs are not met adequately, individuals will experience suffering.

To meet life's needs, humans must work diligently. Without effort and dedication, it is difficult to meet physical or spiritual needs. However, in reality, there are many people, including some Muslims, who are lazy in their work.

From a da'wah perspective, work is seen as a necessary activity that brings benefits both in this world and the hereafter. In Islam, work is not just about earning a living but also fulfilling one's duties, contributing to society, and gaining spiritual rewards.

Islam teaches that work is part of one's nature and a way to achieve happiness. A sincere Muslim should approach work with the intention of worship and fulfilling their responsibilities to Allah and society.

In conclusion, the development of a lecturer's career is closely tied to both educational efforts and the values instilled through da'wah. By combining professional dedication and spiritual principles, lecturers can advance their careers while maintaining loyalty and a strong character in their roles.

3.2. Discussion

The career development and loyalty of lecturers at IAI As'adiyah Sengkang are significantly shaped by individual characteristics, job characteristics, and the work environment. These elements are crucial in understanding how lecturers can advance their careers while maintaining their dedication to the institution. Interviews with key university leaders emphasized the importance of active engagement in research, collaboration, training, and aligning educational qualifications with career goals. These factors suggest that career development is not a passive process but one that requires ongoing commitment to self-improvement and institutional support.

From an educational perspective, career development involves continuous growth, beginning with achieving educator certification, pursuing advanced studies, and enhancing professional competencies. This process is vital for advancing in academic positions, with an emphasis on scientific work and publications. These aspects are consistent with Super's (1957) career development theory, which outlines that individuals go through stages of growth, exploration, establishment, and maintenance in their careers. According to this theory, personal development and professional learning are key in shaping a lecturer's career trajectory, highlighting the importance of continuous education and engagement in career-enhancing activities.

Moreover, the integration of da'wah (Islamic teachings) further enriches the career development process at IAI As'adiyah Sengkang. Work is not only about achieving professional success but also about fulfilling spiritual duties and contributing to society. This concept aligns with the Islamic work ethic, which sees work as an act of worship when done with sincerity and a sense of responsibility to Allah and the community. From the Islamic perspective, career development is a holistic process where professional growth is intertwined with moral and spiritual development. As such, lecturers are encouraged to develop both their professional and personal qualities, which enhances their loyalty to the institution and their career.

In addition to these educational and da'wah considerations, Herzberg's Motivation-Hygiene Theory (1959) provides a useful framework for understanding the factors influencing career satisfaction and loyalty. Herzberg's theory divides factors into motivators, which lead to job satisfaction, and hygiene factors, which prevent job dissatisfaction. Intrinsic motivators such as achievement, recognition, and personal growth are key to enhancing lecturers' career development. For example, the university's support for lecturers' participation in training, research, and academic promotions serves as a significant motivator for career advancement. At the same time, extrinsic factors, such as a supportive work environment and career development opportunities, prevent dissatisfaction and promote loyalty.

Furthermore, Social Exchange Theory (Blau, 1964) further clarifies the relationship between institutional support and lecturer loyalty. According to this theory, individuals engage in reciprocal exchanges with their institutions, where the effort and commitment they give are reciprocated with rewards and support. Lecturers who perceive that their institution provides adequate resources, emotional support, and professional development opportunities are more likely to exhibit higher loyalty and commitment. This is evident in the commitment of IAI As'adiyah Sengkang to support lecturers through various career development programs, such as educator certification and further studies, which strengthens their sense of belonging and loyalty to the university.

In conclusion, the career development and loyalty of lecturers at IAI As'adiyah Sengkang are influenced by a combination of individual characteristics, job-related factors, institutional support, and spiritual values. Super's career development theory, Herzberg's

Motivation-Hygiene Theory, and Social Exchange Theory offer valuable insights into the complex dynamics that contribute to career growth and loyalty. By integrating both professional development and spiritual principles, lecturers at IAI As'adiyah Sengkang can advance their careers while remaining dedicated to their roles and contributing to the institution's goals. The combination of these educational, professional, and spiritual factors provides a comprehensive approach to career development and loyalty in the academic context.

4. CONCLUSION

The findings of this research highlight that the role of characteristics in career development and lecturer loyalty at IAI As'adiyah Sengkang has a significant influence. Many lecturers at the institution have experienced career growth, as evidenced by their increasing involvement in academic positions, academic ranks, and obtaining lecturer certification. This indicates that individual characteristics, job characteristics, and the work environment have contributed to career advancement and loyalty. Furthermore, the support from the institution, such as opportunities for further education and professional development, plays a crucial role in fostering these outcomes.

From the perspectives of education and da'wah, the research further demonstrates that the lecturers' career development is aligned with both educational efforts and Islamic values. Many lecturers have pursued further studies, such as continuing their education in Islamic Education with a focus on Da'wah Technology at the postgraduate level at IAI As'adiyah. Additionally, some lecturers have advanced to doctoral studies to enhance their knowledge and qualifications. These efforts to develop their careers are consistent with Islamic principles, ensuring that the career paths followed by lecturers adhere to shari'ah and reflect both professional and spiritual growth.

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