THE EFFECT OF EMOTIONAL INTELLIGENCE, INTERPERSONAL COMMUNICATION, CAREER DEVELOPMENT ON LECTURERS' PERFORMANCE MODERATED BY LECTURERS' ACHIEVEMENT MOTIVATION IN DPK IN LLDIKTI REGION 7 EAST JAVA

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Abstract

The purpose of this study is to prove and analyze the influence of Emotional Intelligence, Interpersonal Communication, Career Development and the influence of Achievement motivation as a moderating variable on the relationship between Career Development and Lecturer Performance of DPK LLDIKTI Region 7 East Java, with a sample size of 278 and a data collection method using a Questionnaire. Data analysis used AMOS version 25. The results showed that Emotional Intelligence had no significant effect on Career Development. Emotional Intelligence had a significant effect on Lecturer Performance. Interpersonal Communication had no significant effect on Career Development. Interpersonal Communication had no significant effect on Lecturer Performance. Career Development had no significant effect on Lecturer Performance. Achievement motivation positively moderated the relationship between competence and Lecturer Performance of DPK LLDIKTI Region 7 East Java. Achievement motivation positively moderated the relationship between Career Development and Lecturer Performance of DPK LLDIKTI Region 7 East Java. Suggestions for further research are to use qualitative methods, and/or use different sample populations for insignificant research results.

Keywords: Emotional Intelligence, Career Development, Lecturer Performance, Achievement Motivation.

INTRODUCTION

Lecturers are one of the elements of human resources in higher education and as an essential component in an education system in higher education. The role, duties and responsibilities of lecturers are very meaningful in realizing the goals of national education, namely to educate the nation's life, improve the quality of Indonesian people, including the quality of faith and piety, noble morals, and mastery of science, technology and art, and to realize an advanced, just, prosperous and civilized Indonesian society. Lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service (Government Regulation no. 37 of 2009 concerning lecturers).

The Higher Education Service Institute (LLDIKTI) of Region 7 East Java currently oversees 323 Private Universities in East Java. Private Universities that

are partners of LLDIKTI Region 7 East Java have 2,271 study programs, 23,639 lecturers and 611,371 active students within their coordination scope. Therefore, LLDIKTI Region 7 East Java has a major role as a facilitator to transform programs from the Ministry of Education, Culture, Research, and Technology as the parent organization in producing what has been formulated in the 2020-2024 RPJMN. LLDIKTI Region 7 East Java is supported by 23,578 lecturers, of which there are 914 seconded Civil Servant Lecturers (DPK) spread across 139 Private Universities in East Java.

The performance of lecturers at DPK LLDIKTI Region 7 is still categorized as low. This can be observed from at least three indicators that cause lecturers to be said to have low performance, namely: (1) Low performance of lecturers in the field of research and community service (2) There are still many lecturers at DPK LLDIKTI Region 7 East Java who still have expert assistant positions and some do not even have functional positions, considering that the length of service of these lecturers has been more than 20 years. If guided by Law No. 12 of 2012 concerning Higher Education. Lecturers, article 72 states that lecturers who have 10 (ten) years of work experience as permanent lecturers and have scientific publications and have a doctoral education or equivalent, and have met the requirements can be proposed to the academic position level of professor.

RESEARCH METHODS

Kerlinger (2004:75) said that survey research is research conducted on large or small populations, but the data studied is data from samples taken from the population, so that relative events, distributions, and relationships between variables are found. Survey research is usually used to take a generalization. Based on the concept of Malhotra (1996) that in research using a quantitative approach, research can use research samples in an amount that can represent the population being studied. The results obtained are conclusive so that they produce conclusions that can be generalized. The data collected in this study were analyzed statistically using the help of *Strutural Modeling* (SEM) software with the concept and application using *the Analysis of Moment Structures* (AMOS) program version 26.

Population and Sample

The population in this study were lecturers at the DPK LLDIKTI Region VII East Java, as listed in Table 1.

Table.1 Number of DPK LLDIKTI lecturers 7 in 2023

Number of PTS	Number of DPK Lecturers
139	914

Source: LLDIKTI Region 7 2023

The sampling technique used in this study is *proportional random sampling*. According to Sugiono (1999) *proportional random sampling* is a sampling technique where all members have the same opportunity to be sampled according

to their proportion, whether the population is large or small. Based on or the size of this sample is highly dependent on the level of accuracy and error desired by the researcher. However, in terms of the level of error, in social research the maximum level of error is 5% (0.05). The greater the level of error, the smaller the number of samples. However, what needs to be considered is that the greater the number of samples (the closer to the population) the smaller the chance of generalization errors and vice versa, the smaller the number of samples (farther from the population) the greater the chance of generalization errors. The number of DPK lecturer populations in the LLDIKTI 7 East Java Region at the time of the study was 914 people.

The sampling technique in this study used the formula proposed by Slovin:

$$n = \frac{N}{1+Ne^2}$$

Where: n = Minimum number of samples taken
              N = Number of research population
              E = Sampling error tolerance level

In this study, the population of civil servant lecturers in DPK LLDIKTI Region VII was 914, while the minimum number of samples to be taken with a tolerance level of 5% is:

$$n = \frac{914}{1+914(0.05)^2}$$

$$= 278$$

Evaluation of Multicollinearity and Singularity

Another important assumption is the independence between observations or in other words, there is no linear dependence between variables (observed variables) in the model or what is known as singularity. Singularity detection is done by looking at the value of the determinant of sample covariance matrix where a number approaching 0 indicates a dependency between, at least, one observed variable and another observed variable (Byrne, 2001).

Table 2 Results of Multicollinearity and Singularity Tests

	KIN	MOT	KAR	COMP	INTER	EMOTION	INTEL
KIN	,010						
MOT	-,074	32,903					
KAR	,012	1,218	,823				
COMP	,003	,596	-,013	,814			
INTER	,010	,783	,105	,168	,592		
EMOTION	,013	,458	,073	,112	,228	,667	
INTEL	,012	-1,199	,141	-,039	,015	,035	1,077

Condition number = 3651,544

Eigenvalues

33,031 1,167 ,984 ,708 ,605 ,384 ,009

Determinant of sample covariance matrix = .056

The determinant value of the sample covariance matrix in this study is 0.056 or greater than 0, so it is concluded that there is no interdependence between variables.

Structural Model Analysis
1. Model Suitability Testing

Structural model testing uses several fit indices to measure how appropriate the research model being developed is. From the AMOS analysis, the following results were obtained:

Structural Model Estimation Results with Modification Indices

The results of the evaluation of the goodness of fit criteria values produced by the SEM model are as follows:

Table 3 *Goodness of Fit* Test Results on Structural Models

Criteria	Analysis Results	Critical Value (Cut-off Value)	Model Evaluation
Chi Square	4118,798	As small as possible	The smaller the better
cmin df	1,570	≤ 2.00	*Good fit*
GFI	0.739	≥ 0.90	*Marginal fit*
AGFI	0.701	≥ 0.90	*Marginal fit*
TLI	0.914	≥ 0.90	*Good fit*
CFI	0.923	≥ 0.90	*Good fit*
NFI	0.816	≥ 0.90	*Marginal fit*
RMSEA	0.045	≤ 0.08	*Good fit*

Source: Researcher data

The results of the structural model suitability test show that all criteria have met the requirements (marginal fit and good fit), so that the structural model can be accepted, and then a significance test is carried out on the influence between variables, both direct influence and moderation influence.

2. Testing the Significance of the Direct Effect

The next stage of structural model analysis is testing the structural relationship on the direct effect path, namely examining the estimated parameters of the relationship between variables that represent each theoretical hypothesis. The hypothesis can be accepted if the path parameters are statistically significant with the direction of influence as predicted, meaning that the path parameters must be greater than zero for the positive direction and less than zero for the negative direction (Hair et al., 2014:589).

In structural relationship testing, hypothesis testing is carried out to test the significance of the influence between variables, using the critical ratio (CR) value and probability value (p-value). The significance of the influence between variables uses the provision that if the CR value ≥ 1.96 or the p-value ≤ the real level of 5%,

then it is decided that there is a significant influence between the variables. The results of the research hypothesis test based on the SEM analysis output:

Table 4Direct Path Significance Test Results

Hi.	Relationship Between Variables	Coefficient	CR	P-Value	Caption
H 1	Intellectual Intelligence →Competence	0.016	0.750	0.454	No Significant
H 2	Intellectual Intelligence →Career Development	-0.017	-0.413	0.679	No Significant
H 3	Intellectual Intelligence →of Lecturer Performance	-0.019	-1,037	0.300	No Significant
H 4	Emotional Intelligence →Competence	0.557	4,213	0,000	Significant
H 5	Emotional Intelligence →Career Development	-0.257	-1,017	0.309	No Significant
H 6	Emotional Intelligence →of Lecturer Performance	-0.241	-2,021	0.043	Significant
H 7	Interpersonal Communication →Competence	0.321	3,152	0.002	Significant
H 8	Interpersonal Communication →Career Development	0.196	1,144	0.252	No Significant
H 9	Interpersonal Communication →Lecturer Performance	0.085	1,088	0.277	No Significant
H 10	Lecturer Performance Competence→	0.843	6,922	0,000	Significant
H 11	Lecturer Performance Career Development→	0.007	0.243	0.808	No Significant
H 12	Career Development Competencies→	0.838	4,688	0,000	Significant

Source: Based on the results of researcher processing using Smart PLS 4.0 (2024)

Based on Table 4 above, it can be explained as follows:
1) The results of the estimation of the influence coefficient of Intellectual Intelligence on Competence show an insignificant influence with a CR value of 0.750 (less than 1.96) and a significance level (p-value) of 0.454 (greater than 5%). The resulting influence coefficient is only 0.016, meaning that the higher the Intellectual Intelligence is not able to provide a real impact on increasing Competence. Thus, the first hypothesis stating that Intellectual Intelligence has a significant influence on the competence of DPK lecturers in LLDIKTI Region 7 East Java, cannot be accepted (H1 is rejected).
2) The results of the estimation of the influence coefficient of Intellectual Intelligence on Career Development show an insignificant influence with a CR value of -0.413 (less than 1.96) and a significance level (p-value) of 0.679 (greater than 5%). The resulting influence coefficient is -0.017, meaning that

the higher the Intellectual Intelligence is unable to provide a real impact on increasing Career Development, and even tends to decrease Career Development. Thus, the second hypothesis stating that Intellectual Intelligence has a significant influence on the career development of DPK lecturers in LLDIKTI Region 7 East Java, cannot be accepted (H2 is rejected).

3) The results of the estimated coefficient of the influence of Intellectual Intelligence on Lecturer Performance show an insignificant influence with a CR value of -1.037 (less than 1.96) and a significance level (p-value) of 0.300 (greater than 5%). The resulting influence coefficient is -0.019, meaning that the higher the Intellectual Intelligence is unable to provide a real impact on improving Lecturer Performance, and even tends to decrease Lecturer Performance. Thus, the third hypothesis which states that Intellectual Intelligence has a significant influence on the performance of DPK lecturers in LLDIKTI Region 7 East Java, cannot be accepted (H3 is rejected).

4) The results of the estimation of the influence coefficient of Emotional Intelligence on Competence show a significant influence with a CR value of 4.213 (greater than 1.96) and a significance level (p-value) of 0.000 (less than 5%). The resulting influence coefficient is 0.557, meaning that the higher the Emotional Intelligence, the more significant the impact on increasing Competence. Thus, the fourth hypothesis stating that Emotional Intelligence has a significant influence on the competence of DPK lecturers in LLDIKTI Region 7 East Java, can be accepted (H4 is accepted).

5) The results of the estimated coefficient of the influence of Emotional Intelligence on Career Development show an insignificant influence with a CR value of -1.017 (less than 1.96) and a significance level (p-value) of 0.309 (greater than 5%). The resulting influence coefficient is -0.257, meaning that the higher the Emotional Intelligence is unable to provide a real impact on increasing Career Development, and even tends to decrease Career Development. Thus, the fifth hypothesis which states that Emotional Intelligence has a significant influence on the career development of DPK lecturers in LLDIKTI Region 7 East Java, cannot be accepted (H5 is rejected).

6) The results of the estimation of the influence coefficient of Emotional Intelligence on Lecturer Performance show a significant influence with a CR value of 2.021 (greater than 1.96) and a significance level (p-value) of 0.043 (less than 5%). The resulting influence coefficient is -0.241, meaning that the higher the Emotional Intelligence, the more significant the impact on improving Lecturer Performance. Thus, the sixth hypothesis stating that Emotional Intelligence has a significant influence on the performance of DPK lecturers in LLDIKTI Region 7 East Java, can be accepted (H6 is accepted).

7) The results of the estimation of the coefficient of influence of Interpersonal Communication on Competence show a significant influence with a CR value

of 3.152 (greater than 1.96) and a significance level (p-value) of 0.002 (less than 5%). The resulting influence coefficient is 0.321, meaning that the higher the Interpersonal Communication, the more significant the impact on increasing Competence. Thus, the seventh hypothesis stating that Interpersonal Communication has a significant effect on the competence of DPK lecturers in LLDIKTI Region 7, East Java, can be accepted (H7 is accepted).

8) The results of the estimation of the coefficient of influence of Interpersonal Communication on Career Development show an insignificant influence with a CR value of 1.144 (less than 1.96) and a significance level (p-value) of 0.252 (greater than 5%). The resulting influence coefficient is 0.196, meaning that the higher the Interpersonal Communication is unable to provide a real impact on increasing Career Development. Thus, the eighth hypothesis which states that Interpersonal Communication has a significant effect on the career development of DPK lecturers in LLDIKTI Region 7 East Java, cannot be accepted (H8 is rejected).

9) The results of the estimation of the coefficient of influence of Interpersonal Communication on Lecturer Performance show an insignificant influence with a CR value of 1.088 (less than 1.96) and a significance level (p-value) of 0.277 (greater than 5%). The resulting influence coefficient is 0.085, meaning that the higher the Interpersonal Communication is unable to provide a real impact on improving Lecturer Performance. Thus, the ninth hypothesis which states that Interpersonal Communication has a significant effect on the performance of DPK lecturers in LLDIKTI Region 7 East Java, cannot be accepted (H9 is rejected).

10) The results of the coefficient estimation of the influence of Competence on Lecturer Performance show a significant influence with a CR value of 6.922 (greater than 1.96) and a significance level (p-value) of 0.000 (less than 5%). The resulting influence coefficient is 0.843, meaning that the higher the Competence, the more significant the impact on improving Lecturer Performance. Thus, the tenth hypothesis stating that Competence has a significant influence on the performance of DPK lecturers in LLDIKTI Region 7, East Java, can be accepted (H10 is accepted).

11) The results of the estimation of the influence coefficient of Career Development on Lecturer Performance show an insignificant influence with a CR value of 0.243 (less than 1.96) and a significance level (p-value) of 0.808 (greater than 5%). The resulting influence coefficient is 0.007, meaning that the higher Career Development is not able to provide a real impact on improving Lecturer Performance. Thus, the eleventh hypothesis which states that Career Development has a significant effect on the performance of dpk lecturers in LLDIKTI Region 7 East Java, cannot be accepted (H11 is rejected).

12) The results of the coefficient estimation of the influence of Competence on Career Development show a significant influence with a CR value of 4.688 (greater than 1.96) and a significance level (p-value) of 0.000 (less than 5%). The resulting influence coefficient is 0.838, meaning that the higher the Competence, the more significant the impact on increasing Career Development. Thus, the twelfth hypothesis stating that Competence has a significant influence on the career development of DPK lecturers in LLDIKTI Region 7, East Java, can be accepted (H12 is accepted).

3. Testing the Significance of the Moderation Path (Moderating Effect)

The next stage of analysis is testing the moderating effect. According to Hair et al. (2017:259-269), testing the moderating effect in SEM can be done in several ways, including the two-step approach used in this study. The results of testing the moderating effect with the two-step approach can be summarized in Table 5 below:

Table 5Direct Path Significance Test Results

Hi.	Relationship Between Variables	Coefficient	CR	P-Value	Caption
H₁	Intellectual Intelligence →Competence	0.016	0.750	0.454	No Significant
H₂	Intellectual Intelligence →Career Development	-0.017	-0.413	0.679	No Significant
H₃	Intellectual Intelligence →of Lecturer Performance	-0.019	-1,037	0.300	No Significant
H₄	Emotional Intelligence →Competence	0.557	4,213	0,000	Significant
H₅	Emotional Intelligence →Career Development	-0.257	-1,017	0.309	No Significant
H₆	Emotional Intelligence →of Lecturer Performance	-0.241	-2,021	0.043	Significant
H₇	Interpersonal Communication →Competence	0.321	3,152	0.002	Significant
H₈	Interpersonal Communication →Career Development	0.196	1,144	0.252	No Significant
H₉	Interpersonal Communication →Lecturer Performance	0.085	1,088	0.277	No Significant
H₁₀	Lecturer Performance Competence→	0.843	6,922	0,000	Significant
H₁₁	Lecturer Performance Career Development→	0.007	0.243	0.808	No Significant
H₁₂	Career Development Competencies→	0.838	4,688	0,000	Significant

Source: Based on the results of researcher processing using SmartPLS 4.0 (2024)

Based on Table 5 above, it can be explained as follows:

1) The results of the moderation analysis of Achievement Motivation on the influence of Competence on Lecturer Performance show a significant influence with a CR value of 3.140 (greater than 1.96) and a significance value (p-value) of 0.002 (smaller than the 5% level of reality). The resulting influence coefficient is 0.000 (positive/strengthening), meaning that Achievement Motivation significantly strengthens the influence of Competence on Lecturer Performance. Thus, the thirteenth hypothesis which states that Achievement Motivation moderates the influence of Competence on Lecturer Performance of dpk lecturers in LLDIKTI Region 7 East Java, can be accepted (H13 is accepted).

2) The results of the moderation analysis of Achievement Motivation on the influence of Career Development on Lecturer Performance show a significant influence with a CR value of 3.929 (greater than 1.96) and a significance value (p-value) of 0.000 (smaller than the real level of 5%). The resulting influence coefficient is 0.000 (positive/strengthening), meaning that Achievement Motivation significantly strengthens the influence of Career Development on Lecturer Performance. Thus, the fourteenth hypothesis which states that Achievement Motivation moderates the influence of Career Development on Lecturer Performance of dpk lecturers in LLDIKTI Region 7 East Java, can be accepted (H14 is accepted).

RESULTS AND DISCUSSION
Based on the results of hypothesis testing and discussion of research results as above, the findings of the structural model and the results of this dissertation research can be shown as follows:

1. Emotional Intelligence has a positive and significant effect on the Competence of lecturers at DPK LLDIKTI Region 7 East Java. The results of this study support the research of Poornima Rajendran (2020), and Sherly Yunita Pratiwi, Masyhad Masyhad, Arief Rahman (2021: 246-254). The results of this study are different from the research results of Shinta Ayu Safitri, Agung Listiadi (2020), Alexandro Aditya Dewa Bharata Lameng, I Gst Ayu Eka Damayanthi, (2022: 549-561).

2. Emotional Intelligence has no significant effect on Career Development of lecturers at DPK LLDIKTI Region 7 East Java. The resulting influence coefficient is -0.257, meaning that the higher the Emotional Intelligence, the less significant the impact on increasing Career Development, and even tends to decrease Career Development. The results of this study are different from the research produced by Charissa Sherly Fitriana (2015).

3. Emotional Intelligence has a significant effect on Interpersonal Communication Performance, meaning that the higher the emotional intelligence, the more significant the impact (influence) on the performance of lecturers at DPK LLDIKTI Region 7 East Java. The results of this study support the research results of Cahyani (2019), RuiYang, Vicente García Díaz, Ching-

Hsien Hsu (2021). However, it is different from the research results of Hari Nugroho Akimas and Ahmad Alim Bachri (2016).

4. Interpersonal Communication has a positive and significant effect on the Competence of lecturers at DPK LLDIKTI Region 7 East Java, showing a significant positive effect, meaning that the higher the Interpersonal Communication, the higher the Competence. The results of this study support the results of Sagita's research, Ni Putu Trisya Hani (2020).

5. Interpersonal Communication has a positive but insignificant effect on the Career Development of lecturers at DPK LLDIKTI Region 7 East Java. The results of this study are different from the research of Suryani Hardjo, Chairiah Yulianti Siregar (2012), with a study entitled "The Relationship between Interpersonal Communication and Perception of Career Development with Job Satisfaction", showing that there is a significant relationship between interpersonal communication and perception of career development with employee job satisfaction.

6. Interpersonal communication has no significant effect on the performance of lecturers at DPK LLDIKTI Region 7 East Java, meaning that the higher the interpersonal communication, the less significant the impact (influence) on the performance of lecturers at DPK LLDIKTI Region 7 East Java. The results of this study are different from the results of the study produced by Haryoko (2018).

7. Career development has no significant effect on the performance of lecturers at DPK LLDIKTI Region 7 East Java, meaning that the higher the career development, the less significant the impact on the performance of lecturers at DPK LDIKTI Region 7 East Java. The results of this study support the research of Felisa, Hendratmoko (2019), Herni Widiyah Nasrul, Parizal, Lukmanul Hakim. However, it is different from the results of Desak Ketut Sintaasih (2019: 4676-4703), Kms. M. Hasbiyallah, Fakhry Zamzam, Luis Marnisah (2021).

8. Achievement motivation strengthens the influence of competence on the performance of lecturers at DPK LLDIKTI Region 7 East Java. The results of this study differ from the findings of the study by Rusdiana, Meitiana, Achmad Syamsudin (2023:125-143).

9. Achievement motivation strengthens the influence of career development on the performance of lecturers at DPK LLDIKTI Region 7, East Java.

CONCLUSION

Based on the formulation of the problem, the research hypothesis and the previous discussion, several conclusions can be drawn as follows:

1. Emotional Intelligence has a positive and significant effect on the competence of lecturers at DPK LLDIKTI Region 7 East Java. The results of this study confirm the theories of Goleman (2015), John Mayer and Peter Salovey (1997)

and McClelland (2012). The results of this study are the same as the results of the research by La Ode As Ari et al. (2019), Rahayu, Sri et al. (2018).

2. Emotional Intelligence has no significant effect on the career development of lecturers at DPK LLDIKTI Region 7 East Java. The results of this study confirm the theories of Goleman (2015), John Mayer and Peter Salovey (1997) and Andrew J. Dubrin (2015). The results of this study differ from the results of the study by López, María Inmaculada -Núñez (2022), Fitriana, Charissa Sherly (2015).

3. Emotional Intelligence has a significant effect on the Performance of Lecturers at LLDIKTI Region 7, East Java. The results of this study can confirm the theories of Goleman (2015), Bernadin and Russel (2015) and Law Number 14 of 2005. The results of this study are the same as the results of the studies of Trad, Moni et al. (2020), Khassawneh, Osama et al. (2022) and Cherniss, (2000), Lulus (2010) and Puspitaningrum (2018).

4. Interpersonal Communication has a significant effect on the Competence of Lecturers at DPK LLDIKTI Region 7 East Java. The results of this study can confirm the theories of Mead (2014), DePotter (2013) and McClelland (2012). The results of this study are the same as the results of the research by Krisdyawati, Risqi Cesar (2017), Puspitaningrum, Vera (2018).

5. Interpersonal Communication has no significant effect on the Career Development of Lecturers at DPK LLDIKTI Region 7 East Java. The results of this study confirm the theories of Mead (2014), DePotter (2013) and Andrew J. Dubrin (2015). The results of this study are not the same as the results of the research by Afridhamita, Chellsa et al. (2020), Yolanda, Wafa et al. (2022) and Chairiah Yulianti Siregar et al. (2013).

6. Interpersonal Communication has no significant effect on the Performance of Lecturers at DPK LLDIKTI Region 7 East Java. The results of this study can confirm the theories of Mead (2014), DePotter (2013), Bernadin and Russel (2015) and Law Number 14 of 2005. The results of this study differ from the results of research by Hasbi Sjamsir (2021), Haryaka (2018), Nkemakolam, Emmanuel et al. (2021) and Vera Puspitaningrum (2018).

7. Career Development has no significant effect on the Performance of Lecturers at DPK LLDIKTI Region 7 East Java. The results of this study can confirm the theories of Veitzhal Rivai (2003), Andrew J. Dubrin (2015), Roe (1956), Bernadin and Russel (2015), Law Number 14 of 2005 and Mathis-Jackson (2004). The results of the study differ from the results of the studies produced by Helisia (2020), Afridhamita, Chellsa et al. (2020), Helisia (2020), Syahbaniah, Achmad Jaya (2015), Al-Arsy, Auliana Farrababnie (2014), and Winarti, Endah (2015).

8. Achievement Motivation can moderate (strengthen) the influence of Competence on the Performance of Lecturers at DPK LLDIKTI Region 7, East Java

9. Achievement Motivation can moderate (strengthen) the influence of Career Development on the Performance of DPK LLDIKTI Lecturers in Region 7, East Java.

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