

THE SYNERGY OF INDIVIDUAL CAPACITY AND ORGANIZATIONAL SUPPORT IN LECTURER CAREER DEVELOPMENT

Hariyanto T. Huntua¹, Sastro M. Wantu², Sukarman Kamuli³

Udin Hamim⁴, Yanti Aneta⁵

¹²³⁴⁵Universitas Negeri Gorontalo

hariyanto.huntua10@gmail.com, sastrowantu@ung.ac.id, sukarman_kamuli@ung.ac.id,
udinhamim@ung.ac.id, yantianeta@ung.ac.id

ABSTRACT

This study aims to analyze the synergy between individual capacity and organizational support in lecturer career development at private higher education institutions. A qualitative approach was employed, with data collected through in-depth interviews, observation, and documentation. The findings reveal that individual capacity comprising academic competence, intrinsic motivation, and personality characteristics plays a significant role in promoting lecturer career development. However, such capacity cannot be optimized without adequate organizational support, including a conducive academic culture, supportive leadership, and a structured career management system. The lack of synergy between individual and organizational factors is identified as one of the main causes of career stagnation. Therefore, lecturer career development requires an integrative approach that combines strengthening individual capacity with continuous institutional improvement.

Keywords: career development, lecturers, individual capacity, organizational support, higher education

INTRODUCTION

The transformation of higher education in the era of disruption has positioned the development of academic human resources as a strategic priority in enhancing institutional quality and competitiveness (Altbach & de Wit, 2018). Higher education institutions are not only expected to produce competent graduates but must also be supported by lecturers who are productive, innovative, and adaptable to change (Luthans, 2021). In this context, lecturer career development has become a crucial issue, as it is directly related to the quality of teaching, research productivity, and academic contributions to society (Arifin, 2019).

However, in practice, lecturer career development does not always proceed optimally. Although various regulations have governed the mechanisms for academic promotion, their implementation often faces numerous challenges (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2020). Some lecturers experience career stagnation despite meeting administrative requirements, while others struggle to meet increasingly complex academic demands. This condition indicates that lecturer career development is not solely determined by formal aspects but is also influenced by more fundamental factors (Dessler, 2020).

One important aspect of lecturer career development is individual capacity, which includes academic competence, motivation, and the ability to adapt to changes in the work environment (Robbins & Judge, 2022). This capacity serves as the primary asset for lecturers in performing their professional duties. However, individual capacity does not develop automatically without a supportive environment. In many cases, limited facilities, insufficient institutional support, and suboptimal career management systems hinder lecturers from fully actualizing their potential (Mangkunegara, 2019).

On the other hand, higher education institutions play a strategic role in creating conditions that enable effective lecturer career development. Organizational support can be manifested through clear policies, structured career management systems, visionary leadership, and an academic culture that promotes productivity and collaboration (Schein, 2019; Yukl, 2020). However, not all institutions are able to provide such support optimally, particularly those with limited resources (Sedarmayanti, 2020).

These issues indicate that lecturer career development cannot be understood by separating individual and organizational factors. Both are interconnected and form a relationship that determines the success or failure of career advancement (Gibson et al., 2019). When individual capacity is not supported by organizational systems, lecturers' potential cannot be developed optimally. Conversely, strong organizational support will not produce significant outcomes without adequate individual readiness.

Based on these conditions, an approach that emphasizes the synergy between individual capacity and organizational support is necessary to better understand lecturer career development. This approach enables a more comprehensive analysis of the factors influencing lecturers' careers while providing a foundation for formulating more effective and sustainable strategies. Therefore, this study aims to analyze how the synergy between individual capacity and organizational support contributes to lecturer career development, particularly in private higher education institutions.

METHOD

This study employs a qualitative approach to gain an in-depth understanding of the synergy between individual capacity and organizational support in lecturer career development. This approach was selected because it allows for the exploration of experiences, perceptions, and interaction dynamics within the real context of higher education institutions (Creswell & Creswell, 2018; Moleong, 2019).

The research was conducted at several private higher education institutions using a purposive sampling technique to select informants. The participants included lecturers, institutional leaders, and individuals involved in human resource management. Data sources consisted of primary data obtained through in-depth interviews and observations, as well as secondary data derived from institutional documents, policies on academic promotion, and relevant reports (Sugiyono, 2020).

Data collection was carried out through interviews, observations, and documentation to obtain a comprehensive understanding of the phenomenon under

study. Data analysis was conducted interactively through processes of data reduction, data display, and continuous conclusion drawing, following an iterative analytical framework (Miles, Huberman, & Saldaña, 2019).

To ensure data validity, this study applied source and method triangulation, as well as member checking to confirm the consistency between the findings and the informants' experiences (Creswell & Creswell, 2018). This approach is expected to provide a holistic understanding of the synergistic relationship between individual capacity and organizational support in lecturer career development.

RESULTS AND DISCUSSION

This section presents the research findings obtained through data collection and analysis, while linking them to the conceptual framework and relevant previous studies. The discussion focuses on how the synergy between individual capacity and organizational support contributes to lecturer career development in private higher education institutions. The findings are not only described but also critically analyzed to understand the dynamics, relationship patterns, and factors influencing both success and challenges in lecturer career development (Robbins & Judge, 2022; Luthans, 2021). Thus, this section aims to provide a comprehensive understanding of the interaction between individual and organizational factors, as well as their implications for improving the quality of academic human resources.

1. Individual Capacity as the Driving Force of Career Development

The findings indicate that individual capacity is a fundamental factor that serves as the primary driving force in lecturer career development. This capacity encompasses not only technical academic skills but also psychological and adaptive dimensions that shape lecturers' readiness to meet increasingly complex professional demands (Dessler, 2020).

In terms of academic competence, lecturers with strong research capabilities, consistent publication productivity, and active involvement in scholarly activities tend to demonstrate more progressive career advancement. This competence reflects mastery of disciplinary knowledge as well as methodological expertise, both of which are essential prerequisites in the academic promotion system (Arifin, 2019). However, academic competence is not developed instantly; rather, it evolves through continuous learning processes influenced by experience, access to resources, and a supportive academic environment.

Furthermore, intrinsic motivation plays a crucial role in encouraging lecturers to continuously develop themselves. Lecturers with strong self-development orientation are more proactive in seeking opportunities to enhance their capacity, such as participating in training programs, seminars, and research grants. This motivation functions as internal energy that enables lecturers to remain productive despite limitations in facilities or administrative challenges (Luthans, 2021). In contrast, lecturers with low motivation tend to be passive and perform their duties routinely without innovation.

In addition to competence and motivation, personality characteristics also significantly influence career development. Traits such as discipline, responsibility, and effective time management are essential in fulfilling the tridharma of higher education. Moreover, adaptability has become increasingly important in the context of rapid changes in higher education, characterized by digitalization, internationalization, and rising quality standards (Altbach & de Wit, 2018). Lecturers who are adaptive are better able to respond to policy changes and technological advancements, thereby increasing their opportunities for career growth.

However, this study also found that high individual capacity does not always correspond to accelerated career progression. In some cases, lecturers with strong competencies still experience career stagnation due to limited access to resources or insufficient institutional support. This finding suggests that individual capacity, while necessary, is not sufficient to ensure successful career development without adequate external support.

2. Organizational Support as an Enabler of Career Development

Organizational support has been shown to play a significant role in determining the direction and quality of lecturer career development. It acts as an enabling factor that allows individual potential to be effectively actualized (Schein, 2019).

One of the most influential forms of organizational support is academic culture. A strong academic culture is characterized by active scholarly traditions, including regular academic discussions, research collaborations, and recognition of academic achievements. In such environments, lecturers are encouraged to continuously improve their performance due to both social expectations and collective motivation (Gibson et al., 2019). Conversely, a weak academic culture tends to create a stagnant work environment where scholarly activities are not prioritized.

Institutional leadership also plays a strategic role in supporting lecturer career development. Leaders with a clear vision and strong commitment to human resource development are more proactive in establishing policies that facilitate career advancement. This support may include providing research facilities, publication incentives, and access to academic networks (Yukl, 2020). In addition, participatory and communicative leadership fosters a positive working environment, making lecturers feel valued and motivated to contribute more effectively.

Another important aspect is the career management system. A structured and transparent system provides clarity regarding career pathways, including promotion requirements, performance evaluation mechanisms, and success indicators. In such systems, lecturers not only understand what is expected of them but also receive continuous guidance and evaluation (Armstrong, 2020).

However, the findings reveal that not all institutions have well-developed career management systems. Several institutions still face challenges related to coordination, policy consistency, and limited resources. These constraints create uncertainty, which in

turn negatively affects lecturers' motivation to advance their careers (Sedarmayanti, 2020).

3. The Dynamics of Interaction between Individual Capacity and Organizational Support

The key finding of this study lies in the dynamic interaction between individual capacity and organizational support, which shapes the pattern of lecturer career development. This interaction is not linear but rather complex and interdependent. Under ideal conditions, high individual capacity supported by strong organizational systems creates synergy that accelerates career development. In such situations, lecturers are not only able to fulfill administrative requirements but also contribute significantly to institutional development. This synergy creates a positive cycle in which individual success enhances institutional reputation, while institutions provide greater support to further develop individual potential.

Conversely, a lack of synergy between these factors can hinder career development. For instance, lecturers with high capacity working in unsupportive organizational environments may experience frustration and decreased motivation. Over time, this condition can lead to reduced performance or even intentions to leave the institution. On the other hand, organizations that provide extensive resources but lack capable individuals may fail to achieve meaningful improvements in academic performance.

This dynamic highlights that lecturer career development cannot be understood in isolation. A holistic approach is required, considering the interdependence between individual and organizational factors as a unified system (Robbins & Judge, 2022).

4. Implications for Lecturer Career Development Strategies

Based on the findings, several strategic implications can be formulated to enhance lecturer career development.

1. First, strengthening individual capacity should be conducted systematically through continuous training and professional development programs. These programs should not only focus on improving academic competence but also include the development of soft skills such as time management, leadership, and adaptability.
2. Second, institutions need to establish integrated support systems, including research facilities, performance-based incentives, and mentoring mechanisms. These systems should be designed transparently and aligned with lecturers' needs to ensure tangible outcomes.
3. Third, it is essential to foster a conducive academic culture through various scholarly activities that actively engage lecturers. Such a culture should be reinforced not only through formal policies but also through everyday practices that promote collaboration and innovation.

4. Fourth, institutional leadership should adopt a more humanistic and participatory approach. Leaders should act not only as decision-makers but also as facilitators who support the development of lecturers' potential.
5. Overall, the findings indicate that lecturer career development results from the complex interaction between individual capacity and organizational support. These two factors are inseparable and should be viewed as complementary elements. Individual capacity provides the foundation for growth, while organizational support offers the opportunities to actualize that potential. When both factors operate synergistically, career development can be optimized. Otherwise, a lack of synergy becomes a significant barrier.
6. This study reinforces the importance of an integrative approach in managing human resources in higher education. Career development cannot rely solely on improving individual competence or organizational systems independently. Instead, coordinated and sustainable efforts are required to ensure that both factors operate harmoniously.

Thus, this study contributes to a deeper understanding of the factors influencing lecturer career development and offers a conceptual framework that can serve as a basis for formulating more effective and sustainable policies in higher education institutions.

CONCLUSION AND RECOMMENDATIONS

Based on the research findings and discussion, it can be concluded that lecturer career development in private higher education institutions is a complex process influenced by the dynamic interaction between individual capacity and organizational support. Individual capacity has been proven to be the fundamental foundation that determines the direction and pace of lecturers' career advancement. This capacity includes academic competence, intrinsic motivation, and personality characteristics that enable adaptability to change. Lecturers who possess strong competencies, high internal motivation, and adaptive abilities are more likely to meet the demands of the tridharma of higher education and demonstrate more significant career progress. However, individual capacity alone does not guarantee successful career development without adequate organizational support.

On the other hand, organizational support serves as a reinforcing factor that enables individual capacity to be fully optimized. This support is reflected in a conducive academic culture, supportive leadership, and a structured and transparent career management system. Organizations that are capable of creating a work environment that encourages productivity, innovation, and collaboration provide opportunities for lecturers to actualize their potential. Conversely, institutions that fail to provide adequate support tend to hinder career development, even when individuals possess sufficient capacity.

An important finding of this study is that the lack of synergy between individual capacity and organizational support is one of the primary causes of lecturer career

stagnation. This misalignment may occur when lecturers have strong individual capacity but are not supported by adequate organizational systems, resulting in underutilized potential. Conversely, it may also occur when institutions provide various facilities and policies that are not optimally utilized due to limited individual capacity. This finding emphasizes that lecturer career development cannot be understood partially but must be viewed as the result of an interdependent relationship between individual and organizational factors.

Therefore, lecturer career development requires an integrative and sustainable approach that emphasizes the synergy between individual capacity and organizational support as a key element. Higher education institutions need to strengthen career development systems through structured, transparent, and performance-based policies, while also providing supporting facilities such as research funding, training programs, and continuous professional development. In addition, it is essential for institutions to foster a conducive academic culture by strengthening scholarly traditions, collaboration, and recognition of academic achievements. Institutional leaders are also expected to adopt visionary, supportive, and participatory leadership styles in order to create a work environment that facilitates the optimal development of lecturers' potential.

At the individual level, lecturers also play a crucial role in their own career development. They are expected to actively enhance their capacity through improving academic competencies, developing soft skills, and strengthening intrinsic motivation for continuous learning and innovation. Furthermore, lecturers should be more proactive in utilizing opportunities provided by institutions, such as research programs, training, and academic networking. Meanwhile, policymakers in higher education are encouraged to formulate more adaptive regulations that support lecturer career development, particularly in private institutions, by expanding access to research grants, training programs, and academic qualification enhancement.

In conclusion, the synergy between individual capacity and organizational support is a key factor in establishing an effective and sustainable lecturer career development system. Integrated efforts among individuals, institutions, and policymakers are expected to enhance lecturer quality, which will ultimately contribute to improving the overall quality of higher education.

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