

THE PERCEPTION OF INDIVIDUAL AND ORGANIZATIONAL CAREERS IN INCREASING THE ORGANIZATIONAL COMMITMENT

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ABSTRACT

Organization commitment is very important for individuals working in any organization. Therefore, considering individuals and the perception toward the careers is really important. This study determines the direction of influence of basic individual careers and career development programs on job satisfaction and organizational commitment. This research conducted a survey on Private Higher Education teaching staff of Kopertis (private higher education coordinator) Borneo in Banjarmasin. The data from 60 respondents were analyzed using the Partial Least Square (PLS) to examine the relationship among variables basic individual careers and career development programs that have a significant and positive impact on job satisfaction and organizational commitment. The results showed that the basic individual careers and career development programs affect organizational commitment and job satisfaction. In addition, it is also proved that job satisfaction mediate the increasing organizational commitment.

Key words: *basic individual careers, career development programs, job satisfaction and organizational commitment.*

PERSEPSI TENTANG KARIR INDIVIDU DAN ORGANISASI DALAM PENINGKATAN KOMITMEN ORGANISASI

ABSTRAK

Komitmen organisasi sangat penting bagi individu yang bekerja di organisasi mana pun. Oleh karena itu, pertimbangan individu dan persepsi terhadap karir benar-benar penting. Penelitian ini bertujuan untuk mengetahui pengaruh karir individu dan program pengembangan karir dasar terhadap kepuasan kerja dan komitmen organisasi. Penelitian ini dilakukan melalui survei terhadap staf pengajar Perguruan Tinggi Swasta Kopertis (Kordinator Perguruan Tinggi Swasta) wilayah Kalimantan di Banjarmasin. Data dari 60 responden dianalisis menggunakan Partial Least Square (PLS) untuk menguji hubungan antara variabel karir individu dasar dan program pengembangan karir yang berdampak positif dan signifikan terhadap kepuasan kerja dan komitmen organisasi. Hasil penelitian menunjukkan bahwa karir individu dasar dan program pengembangan karir berpengaruh terhadap komitmen organisasi, dan kepuasan kerja. Selain itu juga, terbukti bahwa kepuasan kerja menjadi mediasi dalam meningkatkan komitmen organisasi.

Kata Kunci: *karier individu dasar, program pengembangan karir, kepuasan kerja dan komitmen organisasi.*

INTRODUCTION

It is stated that the goal of any organization can be achieved from a high commitment of its members (Currivan, 2000; Suri, RK, 2007). In addition, the key to winning the individual commitment is to offer them an opportunity to own and fill out a successful career (Igrabia et al, 1991). Like other proponents, Weng et al, 2010 state that the individuals who get the opportunity for career development have a level higher organizational commitment.

As stated, individuals can be more satisfied with their jobs and committed to his job if understand what the basis of his career (Igrabia et al, 1991; Addae, Parboteeh and Velinor, 2008; Cichy, et al, 2009). For that reason, high organizational commitment of a person is required to enable an organization to survive and to improve the services and products that result. Individuals who have a high commitment will contribute to the career she lived (Igrabia et al, 1991). Schein (1974, 1996) states that individuals basically have only one dominant career anchor. If the anchor does not appear a single individual the possibility of a career in the individual has a career anchor as well. Thus, the combination of career anchors is called based anchors (anchor basically a career).

Private universities (PTS) qualification in the city of Banjarmasin is always based on ranking accreditation courses. These universities are the qualified in the majority of the 21 accreditation course B, and as many as 13 courses qualified with (web: koper-tis11.net)

It is closely related to the qualification level of education and professor of functional hierarchy. For according to the Miarso Bergquist and Philip (2006) that the development of lecturers is a core part of institutional development that includes personal development, professional development, organizational development, facilities development, and career development of faculty.

The fact shows that there is an indication of the low teacher commitment. This indicator is shown by the lecturer as they move

their work to other universities. They expect that they can search for a better college. This symptom is caused by the lack of respect and obtaining the structural and functional positions better outside. Another indication is the low commitment to the job, namely a university lecturer in doing their community services (Tridharma) in Banjarmasin as reflected in the functional hierarchy that most of them are assistant professors. Besides the reluctance to pursue higher education, there is no support for them in their organization, by comparing with the qualification level of education: the majority of educated staff (S1=undergraduate) and stratum 2 (S2) (master graduates).

There are some proponents that have done some basic research related to a career with a variety of variables and indicators. Jiang et al, 2004; Barnett and Bradley, 2007; Iskandar, 2007; Kalayar and Ozmutaf, 2009 found that the basis of individual careers and a significant positive effect on job satisfaction and organizational commitment. However Nachbaggeur and Ridle, 2002; Danziger and Valency, 2006; Coetzee et al, 2007 found no effect between individual career base on job satisfaction and organizational commitment.

Barnett and Bradley, 2007; Iskandar, 2007 found that career development programs and a significant positive effect on job satisfaction, while Nachbaggeur and Ridle, 2002 found no significant effect. Meanwhile, the influence of career development programs for organizational commitment has not proven any influence by Hedge et al, 2006 because it is still a proposition. Jernigen et al, 2002 and Zagladi, 2004 found no effect of a positive and significant correlation between job satisfaction and organizational commitment. Scotter, 2000 and Currivan, 2000 did not either find any effect of job satisfaction with organizational commitment.

There exists a difference (gap) in the results of these studies because this is using different measurements and different test equipments. In this study, the researchers try

to fill that gap by using the indicators based on talent and career skills, career based on motives and needs, careers based on the attitudes and values. This study attempt to prove the re-inventory conceptualization of career anchors of Schein (1974, 1990) that Feldman and Bolino (1996) who argue that one does not just have one dominant career anchor but may have more than one career anchor as included in the basic indicators of individual career. The variable is added by adding a career development program indicators: organizational needs, and qualifications (Hedge et al, 2006; Law Lecturer, 2005) as well as indicator variables of job satisfaction with the work itself, co-workers, supervision, promotion and reward as well as the organization's commitment to indicators of affective commitment, continuous commitment and normative commitment.

In connection with the previous theories as well as the empirical phenomena and the differences in the findings, the researchers now raise the question as follows: Do the basic individual careers and Career Development Program affect job satisfaction and organizational commitment? In that, the objectives to be achieved in this study is to empirically test and assess the influence of the basis of individual careers and career development programs on job satisfaction and organizational commitment.

THEORETICAL FRAMEWORK

In this section, basic relationships and individual career development program career with Job Satisfaction and Organizational Commitment are asserted for clarification of the concept in this study.

Basic Individual Career

Individual needs of the so-called career is a career needs (Chen et al, 2004), career orientation (Igrabia et al, 1991; Kalayar & Ozmutaf, 2009), and also called career anchors (Schein, 1974, 1990; Feldman & Bolino, 1996). All these are derived from the individual characters that form the basis of individual careers. Thus, this study uses the ba-

sic terms of individual careers as exogenous. Individual career is formed as the basis of the personal character of each individual. Individual career formed the basis of indicators based on talent and career skills, motives and needs as well as attitudes and values.

Career Development Program

It can be described that career development program is basically an integration of individual career planning and career management activities consist of individual organizational, leadership and organizational elements (Igrabia et al, 1991; Hall, 1995). It is basically stated as a system in which the context of career development programs does not have different meanings because of the dimensions contained in it are the same (Hedge et al, 2006; Iskandar, 2007). Therefore, in this study, the researcher uses the term career development program.

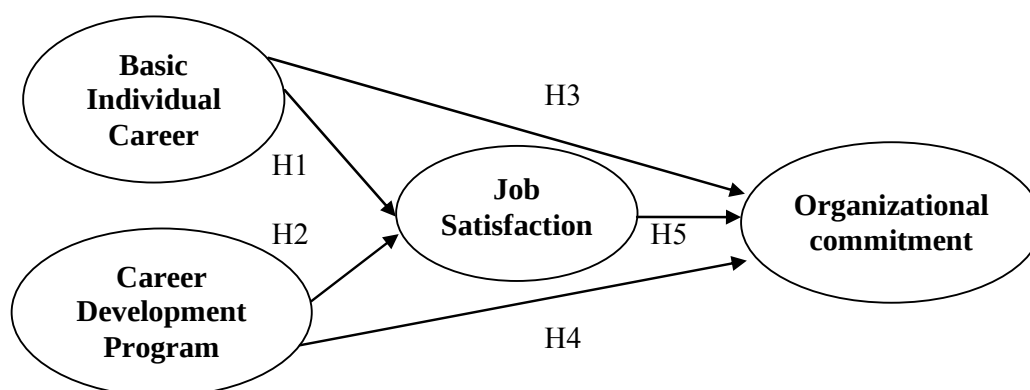
Job Satisfaction

The total concept of job satisfaction is considered a positive result or the individual's sense of direction toward their jobs. As such, job satisfaction is the sum total of pleasure or satisfaction connected with the work. In addition, job satisfaction is a person's emotional reaction to the work itself. In other words, it was his attitude toward his work (Suri, 2007; Locke in Luthan, 2006; Robbin, 2006).

Organizational Commitment

Organizational commitment is a psychological bond to the organization's employees which are characterized by: 1). Strong belief and acceptance of the goals and values of the organization, 2). Willingness to pursue the achievement of organizational interests, and 3). Strong desire to retain a member of the organization (Mayer & Allen, 1991; Luthan, 2006). Three components of organizational commitment are such as, a) Affective Commitment, occurs when employees want to be part of the organization because of the emotional bond, b). Commitment continuance,

Figure 1
Conceptual Framework



Description:

H1: (Jiang, et al, 2001; Iskandar, 2007)

H2: (Chen et al, 2004; Hedge et al, 2006 'Barnett and Bradley, 2007; Iskandar, 2007)

H3: (Danziger and Valency, 2006; Coetzee, and Tladinyane Schreuder, 2007).

H4: Hedge et al (2006)

H5: (Nachbageur and Ridle, 2002; Jernigan et al, 2002, Robbin, 2006)

there remained an employee of an organization because it takes a salary and other benefits, or because the employee does not find another job, c). Normative Commitment, arising from the values in employees. Employee last became a member of the organization because of the realization that the commitment to the organization is supposed to do.

The Research Concept

General theory or grand theory is the source and the main support in this study that is to discuss theories about human behavior in the view of Schein's career development. It is reconceptualized by Feldman and Bolino (Suutari and Taka, 2004; Danziger and Valency, 2006; Coetzee et al, 2007). Satisfaction theory of job satisfaction from Herzberg (1963) in Spector, 2001; Robbin, 2006, Luthan, 2006, the theory of organizational commitment on Porter, 1974, which was developed by Meyer and Allen (Luthan, 2006)

Based on literature review and a review of previous studies, it can be prepared the conceptual framework of this study as in Figure 1.

The Research Hypothesis

Hypothesis 1: The better the basis of individual careers, it will increase job satisfaction.

Hypothesis 2: The better the career development program, it will increase job satisfaction.

Hypothesis 3: The better the career individual basis, it will increase the organization's commitment

Hypothesis 4: The better the career development program, it will increase the organization's commitment

Hypothesis 5: The better the job satisfaction, it will increase the organization's commitment

RESEARCH METHOD

This is a positivist and a quantitative approach which attempts to explain or by definition it is an explanatory research or the study of causality. It was conducted on the lecturers (teaching staff) of the private universities (PTS) under the Kopertis (Coordinator of private universities) region XI, Banjarmasin, Kalimantan. The unit of analysis is a lecturer in Region XI Kopertis deposits of Borneo in Banjarmasin. The sample used is a saturated sample in which it covers

the entire population gathered by means of census.

The criteria for basing the sample selection are as the following. First, the lecturers of the *Kopertis* (government lecturers) assisted in the universities who have worked for 5 years. Second, they are the lecturers of *Kopertis* that have not entered the age of retirement (aged ≤ 60 years). From these criteria, the sample gathered consists of 78 lecturers.

The analysis tools used embody PLS (Partial Least Square) that is the factor indeterminacy powerful method of analysis. This is assumed that there is no measurement of the data that must be considered a certain scale, the small sample size, and can also be used to confirm the theory (Ghozali, 2008; Hair et al, 2010; Solimun, 2010). Based on Hypothesis Testing Results Table (see in Appendices) can be explained as the following.

DATA ANALYSIS AND DISCUSSION

On Individual Career and Job Satisfaction

The basic individual career has a significant and positive effect on job satisfaction, with path coefficients of 0.579. This explanation can be understood, that the higher level of compliance the basis individuals career of the lecturers in Banjarmasin, the more increase of job satisfaction or the other way around. The findings of this study are consistent with the theory of Schein's Career Anchor (1990) which states that when an individual can achieve an appropriate work with the foundation of his career, they are more likely to achieve positive career outcomes, such as the effectiveness of the work, job satisfaction and job stability

It is said that each individual has his own views and judgments on the basis of his work. This view is referred to as internal career or career anchor theory, which suggests that individuals may choose jobs and working environment in the long term permanent (Schein, 1990; Suuturi and Taka, 2004). Those individuals not only have just

one dominant career anchor but may have more than one career anchor (Schein, 1990; Feldman and Bolino, 1996; Holland, 2000). Individuals can be more satisfied with their jobs and committed to his job if understand what the basis of his career (Igrabia et al, 1991; Hardin, Stock and Graves, 2001; Addae, Parboteeh and Velinor, 2008; McCabe and Garaban, 2008; Cichy et al, 2009).

Thus empirically, the study's findings are also consistent with the results of research conducted by Jiang et al (2007), Danziger and Valency (2006), Alexander (2007) who found that the basic individual career significant effect on Job Satisfaction. This also means that the object of study and different indicators can be applied here in this study. On the other hand the results of this study contradict the findings of the study Nachbagger and Riedl (2002) which says that the concept of career dimensions no significant effect on Job Satisfaction.

When concerning the differences in the findings, it can be derived from such things as career-dimensional concept that is used to measure basic dimensions of a career. They are such as a structural objective, subjective dimension of structural and content dimensions of the work further highlights the work rather than to individuals. In addition to the indicators used in measuring job satisfaction is the development, and organizational tasks. Respondents were taken to obtain data to measure job satisfaction using two different kinds of respondents, namely the administrative staff and teaching staff in Austria.

Wether and Davis (1996) suggested that the career needs of individuals are always associated with the five factors namely: a support system through the promotion of career advancement opportunities, supervisor's attention, and awareness of opportunities for career advancement, interest in job and career satisfaction. However, it should also be added that the majority of people in general will not move or shift from one another before the demands of existing demands on him had been achieved or accom-

plished, or it becomes saturated because of its failure to achieve them.

If the Basic Career Individuals in accordance with their needs at work, so that they can achieve high satisfaction (very satisfy). Thus, if the PTS where faculty can meet all deposits work requirements in accordance with the Basic Career Individual professors so they have a higher work satisfaction and it can have a high commitment to the job and the institution.

Effect of Career Development Program on Job Satisfaction

Career development program directly affects a significant and positive impact on work satisfaction, with path coefficients of 0.282. This means that the better the Career Development Program which is administered by the institution to the faculty staff in Banjarmasin, it can directly increase Job Satisfaction faculty itself.

The findings of this study are in line with as well as strengthening the research results of Chen et al, 2004 and Iskandar, 2007 regarding the influence of the Career Development Program Job Satisfaction, Career Development Program which was positively correlated with Job Satisfaction. Similarly, Barnett & Bradley, 2007, which concluded that the Career Development Program is planned as well, and organizational support for career development (OSCD) and career social cognitive theory (SCCT) has a strong relationship in the increase in job satisfaction.

The results of this study are consistent with research findings and Ridle Nachbaggeur (2002) who found no influence of the Career Development Program for Job Satisfaction and Organizational Commitment. This is possible because in this study Career Development Program is an indicator variable stability Career scattered in several dimensions and a low possibility of further career promotion as forming the Subjective Dimension Structural variables and the lack of novelty of the task of forming a variable as an indicator of job content dimensions. In

addition, they use two different kinds of respondents, namely administrative and teaching staff in Austria.

The Effect of Basic Individual Career on Organizational Commitment

Basic individual career has a significant direct and positive influence on Organizational Commitment, with a path coefficient of 0.273. This means that the higher the level of the basic suitability of individual careers, it can directly increase the faculty's commitment to the organization deposits in Banjarmasin. Besides the basic individual careers also an indirect effect significant and positive impact through Job Satisfaction Organizational Commitment.

The finding of this study is consistent with the theory of Schein (1990), when an individual can achieve an appropriate work with the foundation of his career, they are more likely to achieve positive career outcomes, such as the effectiveness of the work, job satisfaction and job stability (Danziger, Moore and Valency, 2008). Organizations should seek planning and individual career development program tailored to the needs of their career (Igrabia, Greenhaus & Parasuraman, 1991; Chen et al, 2004), because the width of the gap between career development program designed organization with individual career needs will be increasingly low levels of commitment to the organization (Nachbaggeur & Ridle, 2002; Hedge et al, 2006).

The result extends the results of research and Ozmutaf Kalayar (2009) who found that the basic individual career significant effect on the commitment of the Organization. There is a different measure used in this case. For example, Ozmutaf Kalayar (2009) uses as a basis for individual career planning career and loyalty to the organization as a measure of commitment. In addition the research object is also different. However, the results of this study are consistent with research Coetzee et al, 2007, which found that the basic results do not affect individual career Organizational Commitment. This is

possible because the basic measurement using an eight-dimensional career anchors career with 470 respondents' graduate students majoring in Industrial Psychology in South Africa who work part time with regression testing tool.

The indirect effect of the basic individual career on the Organization Commitment and Job Satisfaction is positive and significant, with a coefficient of 0.490. The result of these tests has meaning that mediates the effect of Basic Job Satisfaction Career Individuals to significantly Organizational Commitment. Looking at the path coefficient is positive; it means the relationship of these variables is unidirectional. Thus, the results of this test proved that better career Basis Individuals or higher, the better through Job Satisfaction Organizational Commitment increasing. The findings of this study indicate that satisfaction can be a liaison Basic Work Career Individuals in increasing the commitment of the Organization.

The above explanation provides an understanding that in order for faculty staffs in Banjarmasin is always committed to the job and the institution; the universities should always be improving and enhancing relationships with them intensely. Beside, they should increase the job satisfaction for the teaching staff. This can be done by improving prove and enhancing the system, human resource skills, and placement in accordance with the faculty workload.

Career Development Program on Organizational Commitment

It is found that career development program has a significant and positive impact on the Organization's commitment, with a path coefficient of 0.279. This means that the better the Career Development Program administered by the private universities / institutions teaching staff in Banjarmasin. The more the career development program is held, it can increase faculty commitment to the institution or the other way around

The above finding supports the theory of

Schein (1990), when individuals can achieve an appropriate work with the foundation of their career; they are more likely to achieve positive career outcomes, such as the effectiveness of the work, job satisfaction and job stability. In addition, the finding of this study also reinforces the idea Dessler (2007) that in order to enhance the Organization's commitment is to provide support for career development and promotion of employees.

Organizational commitment is a sense of attachment that connects the individuals to the organization (Currivan, 2000; Suri, RK, 2007; Cichy, Cha and Kim, 2009). It is determined by the exchange contribution which can be given to the member organization (Scotter, 2000; Trial in Spector, 2001), so that the greater suitability of the exchange that is based on members' views, then the greater their commitment to the organization (Kalayar & Ozmutaf, 2009). The key to winning the individual commitment is to offer them an opportunity to own and fill out a successful career (Igrabia et al, 1991). Individuals who have the opportunity in career development have a higher organizational commitment (Weng et al, 2010)

It is advisable that the organizations should seek planning and individual career development program tailored to the needs of their career (Igrabia, Greenhaus & Parasuraman, 1991; Chen et al, 2004). Because of the wide gap between career developments program designed and the needs of individual career organizations will be increasingly low level of commitment to the organization (Nachbaggeur & Ridle, 2002; Hedge et al, 2006).

The above evidence supports the proposition of Hedge et al, 2006 stating that the effect on the Career Development Program Organizational Commitment. Qualitative research conducted Hedge et al, 2006 using the respondent members of the U.S. Navy (U.S. Navy) in designing a career development system in order to increase the commitment of its members.

Again, the qualification indicators adopted from the research findings from

Hedge et al, 2006 in the form of propositions and empirical testing shows a positive and significant relationship between Career Development Program and Organizational Commitment. This is consistent with the PPRI No. 37 of 2009 on the lecturer that the lecturers are required to have academic qualifications, competence, Educator Certificate, physically and mentally healthy, and meet other qualifications are required (Chapter II, Article 2).

It is argued that qualifications is related to the respondent's answer which is the strongest indicator variable in shaping the Career Development Program of the average yield answers to the question items qualifying indicator. This shows the respondents considered the lecturers have agreed to higher education, working to improve the system by evaluating their own learning and the end of each semester students as well as the necessity for the creation of professionalism in the process of teaching and learning for faculty, as well as trying to improve the quality of research in cooperation with other parties. It is shown from the results of a mean score of answers the question items are indicators of 4.08. This indicates that the tendency of respondents considered agree lecturers are professional educators and scientists who are considered to be superior compared to the students. A professional in the field of science teachers will be bound by professional ethics and academic ethics, so that qualified teachers can be seen from the practice of teaching ethics. In accordance with the opinion Sigit (2003) the higher one's education, the better it is moral.

There is an indirect effect of the career development program through job satisfaction toward organizational commitment is positive and significant, with a coefficient direction of 0.386 lane. The results of these tests have meaning, which mediates the effect of Job Satisfaction Career Development Program for the Organization's commitment significantly. Looking at the path coefficient is positive. It means the relationship of these variables is unidirectional. Thus, the results

of this test can give a sense, that the better the perceived Career Development Program, the better the teacher deposits or increased through Job Satisfaction Organizational Commitment is the better or improved. The results found that may mediate the effect of Job Satisfaction Career Development Program on Organizational Commitment.

The above description provides an understanding that in order for faculty deposits in Banjarmasin always been committed to the job and the institution's positive, then the institution in this PTS should always be improving and enhancing the career development program faculty deposits. Career development professor who is known as a lecturer professional development (Miarso, 2006) refers to a broad effort to improve learning and performance in college.

In relation to Bergquist and Phillips (Miarso, 2006), it is stated that the development of lecturers includes development tools, career development as part of organizational development, and development of welfare as an important part of personal development. Improve and enhance faculty career development programs. The teaching staff can be made through the placement of changing the system, improve the skills of human resources, and provide facilities and infrastructure in conducting *Tridharma* for the college. In addition, the teaching staff or lecturers want a chance for their career to obtain training as research methodology, data analysis and the opportunity to get higher education.

Job Satisfaction on Organizational Commitment

Job satisfaction is a significant and positive influence on Organizational Commitment, with a path coefficient of 0.376. This means that the higher the satisfaction level of teachers working in Banjarmasin deposits, then the lecturers can enhance organizational commitment. Conversely the lower level of job satisfaction, the more can lower organizational commitment.

The finding reinforces the theory of or-

ganization commitment (Meyer and Allen, 1997) that is the degree of trust employees to accept organizational goals can either survive or will leave the organization. Organizational commitment as an attitude that reflects the feelings of like or dislike of the employee to the organization. Organizational commitment is more often defined as: 1). Strong desire of members to survive in the organization, 2). Trying desperately to be part of the organization, and 3). A sense of trust and accept the values and goals of the organization. (Robbin, 2006; Mathis and Jackson, 2006; Cohen, 2007, Suri, 2007).

Job Satisfaction has strong relationship with Organizational Commitment can be caused by the average age of professors at the stage of determination of the teaching staff ranged from 24 to 44 years of age who are at the heart of a decent life gained in the field of work. The next stage is dealt with maintenance. The maintenance phase is the age range between 45 and 60 years, which is preceded by a phase of consolidation with an age range from 30 to 40 years.

In addition, most lecturers were married meaning that the marriage impose increased responsibilities that can make a steady, more valuable and important job. Respondents were mostly male meaning that women have a lower commitment than men. This is due to discrimination in the workplace which considers the ability of women is not equal to men, so that most women gain status or a lower position and less involved in organizational issues (Greenberg and Baron, 2011)

CONCLUSION, IMPLICATION, SUGGESTION AND LIMITATIONS

It can be generalized that all the variables have significant and positive relationship. It is the relationship among the basic values of individual careers, career development programs, job satisfaction, and there are indicators affecting each, play an important role in enhancing the organizational commitment of the private college lecturers in Banjarmasin either directly or indirectly.

Furthermore, a good basic individual ca-

reer enhance job satisfaction, as career that is based on talent and ability, based on the motives and career needs and career based on the attitudes and values can improve job satisfaction. Next is that a good career development program increases job satisfaction. In this case, career development program in the form of organizational requirements, the role of supervisor / leader, qualification and reward systems can enhance job satisfaction.

Moreover, a good basic individual career can enhance organizational commitment. Career based is based on talent and ability, based on the motives and career needs, career based on the attitudes and values can increase organizational commitment. Also, a good basic individual career with good job satisfaction also may enhance organizational commitment.

A good career development program can enhance organizational commitment. Career development program in the form of organizational requirements, the role of supervisor / leader, qualifications and remuneration system can increase organizational commitment lecturer. A good career development program with a good job satisfaction also may enhance organizational commitment.

It is also generalized that a good job satisfaction can increase organizational commitment. Job satisfaction is related to the work itself, co-workers, supervision, promotion and remuneration/reward can enhance organizational commitment. The better the relationship the work itself, co-workers, supervision, promotion and remuneration/reward is to increase the commitment of both the faculty organization affective commitment, continuous and normative.

Finally, it can be concluded that basic career individuals can directly increase Job Satisfaction and Organizational Commitment. Therefore, to improve Job Satisfaction and Organizational Commitment, it is advisable for teachers to better understand what the basis of his career by way of adjusting to the environment and jobs. Thus the organization's commitment to the task and can be

further enhanced.

It is obvious that this study implies that in developing theories of Schein's career inventories further, it is advisable to combine a career anchor dimensions. The data used to measure the variables in the study were gathered by means of a census method, which uses specific criteria of the sample and the unit of analysis is a lecturer deposits. Therefore, for further research, it can use a stratified random sampling method with the analysis of organizational unit in private universities. Again, future research should include variables such as the results of the Performance and Organizational Commitment Turnover, because according to Luthan (2006) Organizational commitment is not directly related to performance and intention to stay in the organization.

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APPENDICES

Table 1
Hypothesis Testing Results

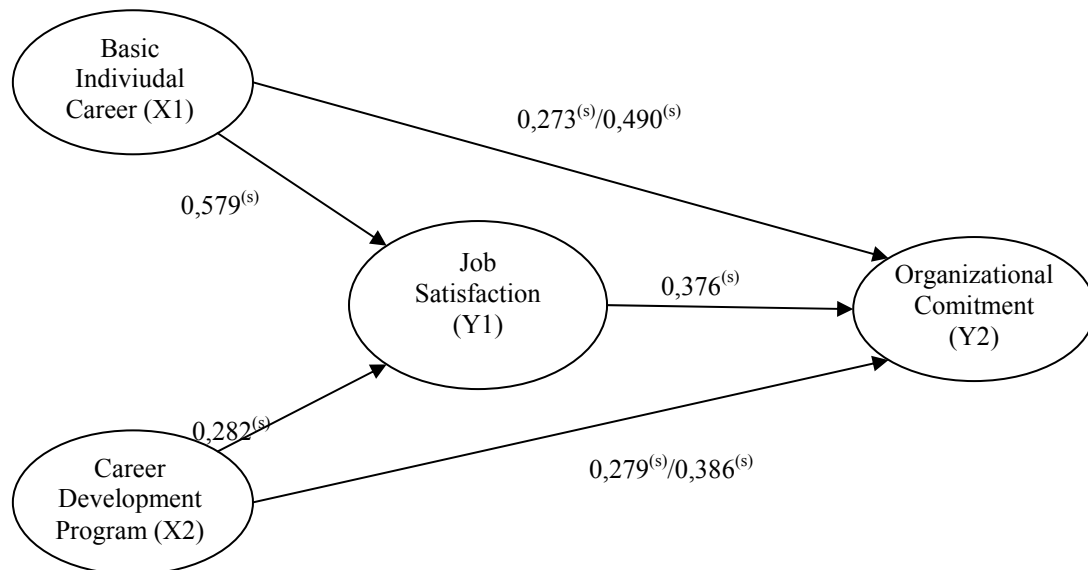
Relationships between Variables		Path Coef- ficients	T-Statistic	Note
X1 = Basic Individual Career	Y1 = Job Satisfaction	0.579	10.821	Significant
X2 = Career Development Program	Y1 = Job Satisfaction	0.282	3.280	Significant
X1 = Basic Individual Career	Y2 = Organizational commitment	0.273	2.470	Significant
X2 = Career Development Program	Y2 = Organizational commitment	0.279	2.585	Significant
Y1 = Job Satisfaction	Y2 = Organizational commitment	0.376	2.604	Significant

Table 2
Job Satisfaction as a Variable Mediation Test:
Without Variable Mediation Model

Relationships between Variables		Path Coef- ficients	T-Statistic	Note
X1 = Basic Individual Career	Y2 = Organizational commitment	0.490	6.645	Significant
X2 = Career Development Program	Y2 = Organizational commitment	0.386	2.497	Significant

Source: Data reprocessed from the results of PLS test (2011)

Figure 2
Direct Path Diagram



Note : s = significant.