

## Pengaruh Komunikasi Interpersonal dan Pengembangan Karier serta Peran Motivasi Berprestasi sebagai Variabel Moderasi terhadap Kinerja Dosen DPK LLDIKTI Wilayah VII Jawa Timur

*(The Influence of Interpersonal Communication and Career Development and the Role of Achievement Motivation as a Moderating Variable on the Performance of Lecturers at the DPK LLDIKTI Region VII, East Java)*

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### Abstract

*This study aims to analyze the influence of interpersonal communication on the career development and performance of lecturers and examine the role of achievement motivation as a moderating variable in the relationship between career development and performance of lecturers at the Regional Lecturers Association (DPK) of the Indonesian Higher Education Institution (LLDIKTI) Region VII, East Java. The study used a quantitative approach with explanatory research methods. The study sample consisted of lecturers at the Regional Lecturers Association (DPK) of the Indonesian Higher Education Institution (LLDIKTI) Region VII, East Java, selected using proportional random sampling. Data analysis was performed using Structural Equation Modeling (SEM). The results showed that interpersonal communication had no significant effect on career development ( $\beta=0.196$ ;  $p=0.252$ ) or lecturer performance ( $\beta=0.085$ ;  $p=0.277$ ). Career development also had no direct effect on lecturer performance ( $\beta=0.007$ ;  $p=0.808$ ). However, achievement motivation was shown to positively moderate the relationship between career development and lecturer performance ( $CR=3.929$ ;  $p<0.001$ ), indicating that the higher the achievement motivation, the stronger the contribution of career development to improving lecturer performance. The research findings indicate that career development does not automatically improve lecturer performance; rather, its effectiveness is largely determined by the lecturer's level of achievement motivation. Therefore, career system development in higher education needs to be integrated with strategies to increase achievement motivation to optimally improve lecturer performance.*

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**Keywords:** *interpersonal communication, career development, achievement motivation, lecturer performance.*

### **Abstrak**

Penelitian ini bertujuan menganalisis pengaruh komunikasi interpersonal terhadap pengembangan karier dan kinerja dosen serta menguji peran motivasi berprestasi sebagai variabel moderasi pada hubungan antara pengembangan karier dan kinerja dosen DPK LLDIKTI Wilayah VII Jawa Timur. Penelitian menggunakan pendekatan kuantitatif dengan metode explanatory research. Sampel penelitian terdiri atas dosen DPK LLDIKTI Wilayah VII Jawa Timur yang dipilih menggunakan teknik proportional random sampling. Analisis data dilakukan menggunakan Structural Equation Modeling (SEM). Hasil penelitian menunjukkan bahwa komunikasi interpersonal tidak berpengaruh signifikan terhadap pengembangan karier ( $\beta=0,196$ ;  $p=0,252$ ) maupun terhadap kinerja dosen ( $\beta=0,085$ ;  $p=0,277$ ). Pengembangan karier juga tidak berpengaruh langsung terhadap kinerja dosen ( $\beta=0,007$ ;  $p=0,808$ ). Namun demikian, motivasi berprestasi terbukti memoderasi secara positif hubungan antara pengembangan karier dan kinerja dosen ( $CR=3,929$ ;  $p<0,001$ ), sehingga semakin tinggi motivasi berprestasi maka semakin kuat kontribusi pengembangan karier terhadap peningkatan kinerja dosen. Temuan penelitian mengindikasikan bahwa pengembangan karier tidak secara otomatis meningkatkan kinerja dosen, tetapi efektivitasnya sangat ditentukan oleh tingkat motivasi berprestasi yang dimiliki dosen. Oleh karena itu, pengembangan sistem karier di perguruan tinggi perlu diintegrasikan dengan strategi peningkatan motivasi berprestasi agar mampu menghasilkan peningkatan kinerja dosen secara optimal.

**Kata kunci:** komunikasi interpersonal, pengembangan karier, motivasi berprestasi, kinerja dosen.



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## **PENDAHULUAN**

Perubahan lingkungan pendidikan tinggi menuntut dosen untuk terus meningkatkan kompetensi, produktivitas akademik, dan kualitas pelayanan kepada mahasiswa. Kinerja dosen tidak hanya dipengaruhi oleh kemampuan individu, tetapi juga oleh kualitas komunikasi dalam organisasi, kesempatan pengembangan karier, serta motivasi internal untuk mencapai prestasi.

Komunikasi interpersonal merupakan salah satu faktor penting dalam membangun hubungan kerja yang harmonis, memperlancar koordinasi, serta meningkatkan kolaborasi akademik. Di sisi lain, pengembangan karier menjadi bentuk penghargaan organisasi yang diharapkan mampu meningkatkan semangat kerja dosen melalui kesempatan promosi, pelatihan, maupun peningkatan jabatan akademik.

Namun demikian, berbagai penelitian menunjukkan bahwa pengembangan karier belum tentu secara langsung meningkatkan kinerja apabila tidak disertai motivasi intrinsik yang tinggi. Dosen yang memiliki motivasi berprestasi tinggi cenderung memanfaatkan kesempatan

pengembangan karier sebagai sarana meningkatkan produktivitas akademik sehingga menghasilkan kinerja yang lebih baik.

Penelitian ini bertujuan menguji pengaruh komunikasi interpersonal terhadap pengembangan karier dan kinerja dosen serta menguji peran motivasi berprestasi dalam memperkuat hubungan antara pengembangan karier dan kinerja dosen DPK LLDIKTI Wilayah VII Jawa Timur.

## METODE PENELITIAN

Penelitian menggunakan pendekatan kuantitatif dengan desain explanatory research. Analisis dilakukan menggunakan Structural Equation Modeling (SEM) dengan pengujian hubungan langsung dan efek moderasi. Variabel penelitian meliputi komunikasi interpersonal, pengembangan karier, motivasi berprestasi, dan kinerja dosen.

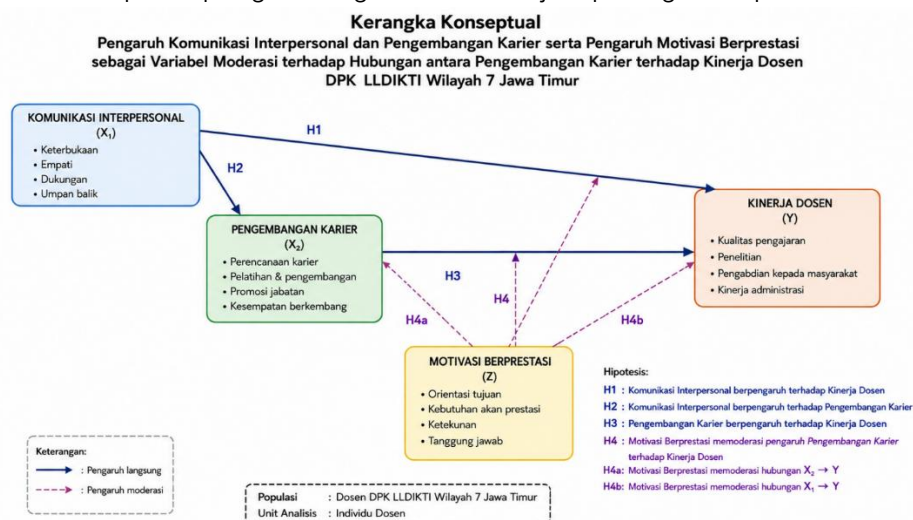
## HASIL PENELITIAN

Hasil SEM menunjukkan bahwa komunikasi interpersonal tidak memberikan pengaruh yang signifikan terhadap pengembangan karier ( $\beta=0,196$ ;  $p=0,252$ ). Temuan ini mengindikasikan bahwa peluang pengembangan karier dosen lebih banyak dipengaruhi oleh faktor administratif, regulasi jabatan akademik, dan pencapaian kinerja dibandingkan kualitas komunikasi interpersonal.

Selanjutnya, komunikasi interpersonal juga tidak berpengaruh signifikan terhadap kinerja dosen ( $\beta=0,085$ ;  $p=0,277$ ). Hal ini menunjukkan bahwa komunikasi yang baik belum tentu langsung meningkatkan pelaksanaan tridarma perguruan tinggi apabila tidak didukung faktor-faktor lain.

Pengembangan karier juga tidak menunjukkan pengaruh langsung terhadap kinerja dosen ( $\beta=0,007$ ;  $p=0,808$ ). Hasil tersebut menunjukkan bahwa kesempatan promosi atau kenaikan jabatan belum otomatis meningkatkan kualitas kinerja dosen.

Berbeda dengan hubungan langsung tersebut, motivasi berprestasi terbukti berperan sebagai variabel moderasi yang memperkuat hubungan pengembangan karier terhadap kinerja dosen ( $CR=3,929$ ;  $p<0,001$ ). Artinya, dosen yang memiliki motivasi berprestasi tinggi mampu memanfaatkan kesempatan pengembangan karier menjadi peningkatan produktivitas akademik.



Gambar 1. Kerangka Konseptual

Tabel 1. Hasil Pengujian Signifikansi Jalur Langsung

| Hip.           | Hubungan Antar Variabel                        | Koefisien | C.R.  | P-Value | Ket.             |
|----------------|------------------------------------------------|-----------|-------|---------|------------------|
| H <sub>1</sub> | Komunikasi Interpersonal → Pengembangan Karier | 0,196     | 1,144 | 0,252   | Tidak Signifikan |
| H <sub>2</sub> | Komunikasi Interpersonal → Kinerja Dosen       | 0,085     | 1,088 | 0,277   | Tidak Signifikan |
| H <sub>3</sub> | Pengembangan Karier → Kinerja Dosen            | 0,007     | 0,243 | 0,808   | Tidak Signifikan |

Sumber: Data diolah Peneliti

Tabel 2. Hasil Pengujian Signifikansi Jalur Moderasi

| Hip.           | Moderating Relationship                                                             | Koefisien | C.R.  | P-Value | Ket.                    |
|----------------|-------------------------------------------------------------------------------------|-----------|-------|---------|-------------------------|
| H <sub>4</sub> | Motivasi Berprestasi memoderasi pengaruh Pengembangan Karier terhadap Kinerja Dosen | +0,000    | 3,929 | 0,000   | Signifikan (Memperkuat) |

Sumber: Data diolah Peneliti

Temuan penelitian memperlihatkan bahwa komunikasi interpersonal bukan merupakan faktor dominan dalam meningkatkan pengembangan karier maupun kinerja dosen. Sistem karier dosen di Indonesia lebih dipengaruhi oleh indikator objektif seperti angka kredit, publikasi ilmiah, penelitian, pengabdian kepada masyarakat, serta jabatan akademik.

Tidak signifikannya pengembangan karier terhadap kinerja menunjukkan bahwa promosi jabatan atau peningkatan karier belum cukup menjadi pendorong utama peningkatan produktivitas dosen. Banyak dosen memperoleh kenaikan jabatan sebagai konsekuensi pencapaian kinerja sebelumnya, bukan sebagai faktor yang mendorong peningkatan kinerja berikutnya.

Sebaliknya, motivasi berprestasi memiliki peran strategis dalam memperkuat efektivitas pengembangan karier. Dosen yang memiliki kebutuhan berprestasi tinggi akan memanfaatkan kesempatan pengembangan karier untuk meningkatkan publikasi ilmiah, kualitas pembelajaran, penelitian, serta pengabdian kepada masyarakat. Dengan demikian, motivasi berprestasi menjadi faktor psikologis yang menghubungkan kebijakan pengembangan karier dengan peningkatan kinerja dosen.

## KESIMPULAN DAN SARAN

Penelitian menyimpulkan bahwa komunikasi interpersonal tidak berpengaruh signifikan terhadap pengembangan karier maupun kinerja dosen. Pengembangan karier juga tidak berpengaruh langsung terhadap kinerja dosen. Akan tetapi, motivasi berprestasi terbukti memperkuat hubungan antara pengembangan karier dan kinerja dosen. Temuan ini menunjukkan bahwa keberhasilan program pengembangan karier sangat bergantung pada tingkat motivasi berprestasi dosen.

Implikasi praktis penelitian adalah perlunya perguruan tinggi mengintegrasikan kebijakan pengembangan karier dengan program peningkatan motivasi berprestasi melalui sistem penghargaan, pengembangan kompetensi, mentoring, coaching, serta budaya organisasi yang mendukung pencapaian prestasi akademik.

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