



CAREER DEVELOPMENT AND MOTIVATION: A STUDY ON STRENGTHENING ORGANIZATIONAL COMMITMENT IN ISLAMIC EDUCATIONAL INSTITUTIONS

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Abstract:

This research aims to analyze the influence of career development on organizational commitment which is mediated by the work motivation of teaching and education staff in Islamic educational institutions. The problem of low organizational commitment in this context is thought to be related to less than optimal career development programs that do not fully consider motivational aspects. Using a quantitative approach, data was obtained from 100 respondents who met the inclusion criteria, then analyzed using the path analysis method with the help of the SmartPLS application. The research results show that career development has a significant direct influence on organizational commitment. In addition, work motivation was found to act as a mediator that strengthens the relationship between career development and organizational commitment. This finding is in line with Herzberg's motivation theory which emphasizes the importance of motivator factors in supporting individual and organizational performance. In the context of Islamic educational institutions, work motivation influenced by Islamic values is an important element in building strong organizational commitment. This research contributes to the development of literature by integrating these variables in a unique context, namely Islamic educational institutions. The practical implication of this research is the need for managers of Islamic educational institutions to design holistic and motivation-based career development programs to increase the organizational commitment of teaching and educational staff.

Keywords: *Career Development, Work Motivation, Organizational Commitment, Islamic Educational Institutions*

INTRODUCTION

Education has a strategic role in building quality human resources. Islamic educational institutions are one of the important pillars that not only instill moral and ethical values, but also build the professional competence of teaching and education staff. In this context, career development is a crucial factor that can improve individual performance while supporting the success of the institution as a whole. Robbins and Judge (2017) stated that career development contributes to increasing individual motivation and loyalty to the organization.

In reality, there are still many Islamic educational institutions that face challenges in managing the career development of their teaching and educational staff. Most workers express dissatisfaction with the career paths available, either

due to the lack of promotional opportunities or lack of organizational support. This phenomenon influences organizational commitment, which, according to Meyer and Allen (1991), is a key factor in maintaining sustainable institutional performance.

Organizational commitment is an important concern because it is closely related to workforce loyalty and productivity. Teaching and education staff who have high commitment tend to be more motivated in carrying out their duties, conversely, low commitment can have an impact on high turnover rates. In Islamic educational institutions, this condition can be a serious challenge because workforce turnover can disrupt operational stability and the quality of education provided.

Organizational commitment refers to the extent to which individuals feel attached and committed to the organization where they work. Meyer and Allen (1991) identified three components of organizational commitment: affective commitment, continuance commitment, and normative commitment. Affective commitment, which is related to emotional attachment, is considered the strongest form of commitment and contributes to organizational performance.

Organizational commitment is one of the key elements in achieving sustainability of Islamic educational institutions. However, a number of studies show that the commitment of teaching and education staff in these institutions is still not optimal. One of the causes is the lack of attention to comprehensive career development, which is often viewed only as an administrative aspect, without considering its impact on the intrinsic motivation of the workforce (Putri et al., 2021). On the other hand, strong work motivation is known to be able to strengthen the relationship between career development and organizational commitment, especially in the context of educational institutions based on Islamic values (Rahman & Suryani, 2020).

Motivation is a key factor that influences the behavior and performance of teaching staff. According to Deci and Ryan (2000), motivation can be divided into intrinsic and extrinsic motivation. Intrinsic motivation comes from within the individual, while extrinsic motivation is influenced by external factors, such as rewards or recognition. Research by Ryan and Deci (2017) shows that high motivation can increase the performance and commitment of teaching staff.

Career development can be defined as the process by which individuals develop the skills and knowledge necessary to achieve their career goals (Noe, 2010). In an educational context, career development includes training, professional development, and opportunities to advance within the organization. Research by Hall (2002) shows that good career development can increase job satisfaction and organizational commitment.

Previous research has shown that career development has a positive relationship with organizational commitment (Putri et al., 2021). Apart from that, workforce motivation has also been identified as a significant mediator in influencing organizational commitment (Rahman & Suryani, 2020). However, there is not much research that specifically examines the contribution of career development to organizational commitment by considering motivation as a mediator in the context of Islamic educational institutions. In addition, other research finds a positive relationship between career development and organizational commitment, but few discuss the role of motivation as a mediator in the context of Islamic educational institutions. Several studies such as those conducted by Arifin et al. (2020) stated that good career development can increase motivation, which ultimately strengthens commitment to the organization. However, this research is still limited to the general education sector, so it does not represent the condition of Islamic education institutions.

This phenomenon is interesting to study in more depth, especially because Islamic educational institutions have unique characteristics. Educators and educational staff in this environment are not only required to be academically professional, but also have moral and spiritual responsibilities. Therefore, an effective career development approach must consider these aspects in order to maximize its impact. Another issue that needs attention is the lack of attention to the specific needs of teaching and education staff in their career development. Some individuals feel trapped in a work routine without clarity about future career opportunities. This can reduce their work motivation, which ultimately has a negative impact on organizational commitment.

In the context of Islamic educational institutions, career development not only has an impact on individuals, but also on achieving the mission and vision of the institution. Employees who feel supported in their careers tend to have a stronger sense of belonging to the organization. Apart from that, career development based on Islamic values can be a differentiator in increasing organizational commitment compared to other educational institutions. Motivation as a mediator is also important to understand in this context. Employees who feel intrinsically motivated and supported by the organization tend to be more enthusiastic in carrying out their duties. In addition, high motivation can help individuals overcome obstacles in career development, such as lack of training or limited resources.

Based on the explanation above, this research asks the following question: How does career development influence organizational commitment in Islamic educational institutions, and can work motivation be a significant mediator in this relationship? Thus, this research aims to analyze the direct influence of career development on organizational commitment, evaluate the role of work motivation as a mediator in this relationship, and provide empirical evidence regarding the relevance of this relationship model in the context of Islamic educational institutions..

RESEARCH METHODS

This research uses a quantitative approach with explanatory research. This approach is used to test the causal relationship between career development variables (X), motivation (M), and organizational commitment (Y). This research also involves path analysis to determine the role of motivation as a mediator which is carried out through the SmartPLS application.

The research population is teaching and educational staff at Islamic educational institutions in West Java Province. The sampling technique uses purposive sampling with the criteria: (1) have work experience of at least 2 years, and (2) have participated in a career development program organized by the institution. The research sample was targeted at 100 respondents.

Data was collected using a 5-point Likert-based questionnaire to measure:

Independent Variable (X): Career development, which includes aspects such as training, promotion, and career planning. Consists of 21 items that measure respondents' perceptions of opportunities for career success, growth in career achievement, development of salary attainment, development of self-improvement, and development of personal skills.

Dependent Variable (Y): Organizational commitment, which is measured using three dimensions from Allen and Meyer (1990), namely affective, continuous and normative commitment. Consists of 15 items that measure intrinsic and extrinsic motivation.

Mediator Variable (M): Motivation, which consists of intrinsic and extrinsic motivation according to Herzberg's theory. Consists of 12 items that measure intrinsic and extrinsic motivation components. All items were measured using a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree).

Operational Definition of Variables

Career Development (X): A measure of individual perceptions of career development programs in the organization, assessed through a questionnaire developed based on the theory of Greenhaus et al. (2000).

Organizational Commitment (Y): The level of individual involvement in the organization, measured by the Organizational Commitment Questionnaire (OCQ) instrument by Meyer and Allen (1991).

Motivation (M): The level of an individual's drive to work, measured using Herzberg's (1959) motivation scale.

Data analysis

The data obtained will be analyzed using the Smart PLS (Partial Least Squares) application to test the relationship model between variables. Path analysis is used to identify the direct and indirect influence of career development on organizational commitment through motivation and education.

RESULTS AND DISCUSSION

This research involved 100 respondents consisting of 73 teaching staff and 27 educational staff from various Islamic educational institutions. Most respondents (70%) were aged between 20 and 40 years, with the majority's education level being bachelor's degree (S1). As many as 65% of respondents have work experience of more than five years, which reflects the stability of the workforce in Islamic educational institutions.

Table 1. Descriptive Statistics of Research Variables

Variable	Number of Items	Minimum Score	Maximum Score	Mean	SD
Career Development (X)	21	2.8	4.8	4.2	0.5
Motivation (M)	12	3.0	5.0	4.3	0.4
Organizational Commitment (Y)	15	2.5	4.7	4.1	0.6

Descriptive analysis shows that respondents' perceptions of career development are in the medium to high category, with an average score of 4.2 on a 5 point Likert scale. Respondents considered that the training and promotion opportunities provided by the organization were quite supportive. However, long-term career planning is considered to still need to be improved, especially for educational staff who feel they receive less attention than teaching staff.

Respondents' work motivation is also in the high category, with an average score of 4.3. Respondents tend to have strong intrinsic motivation, such as the desire to contribute to Islamic educational institutions and achieve job satisfaction. Extrinsic motivation, such as financial incentives and formal rewards, was considered sufficient, although some respondents proposed increasing incentives as an additional motivating factor.

Overall organizational commitment showed positive results, with an average score of 4.1. Respondents showed the highest level of affective commitment, followed by normative commitment, while sustainability commitment had the lowest score. This shows that many workers feel emotionally

attached to the organization, although there are still concerns about the long-term sustainability of the employment relationship.

Table 2. Path Analysis Results

Variable	Coefficient	t-Value	Significance (p-value)
Career Development (X) → Organizational Commitment (Y)	0.45	7.21	0.000
Career Development (X) → Motivation (M)	0.53	8.34	0.000
Motivation (M) → Organizational Commitment (Y)	0.42	6.19	0.000

The results of path analysis show that career development has a positive and significant influence on organizational commitment, with a coefficient value of 0.45 ($p < 0.05$). This shows that the better the career development program provided, the higher the level of organizational commitment of the respondents. This analysis is in line with previous research which shows the importance of career development in building employee loyalty.

Work motivation is proven to be a significant mediator in the relationship between career development and organizational commitment. The Sobel test produces a p value < 0.05 , which indicates that motivation has an important role in strengthening the influence of career development on organizational commitment. Respondents who feel motivated tend to have a positive perception of career development opportunities, which ultimately increases their involvement in the organization.

Discussion

The results of this research indicate that career development has a positive and significant influence on organizational commitment. This indicates that teaching and education staff who feel there is an opportunity to develop tend to have higher loyalty to the organization. This finding is in line with the theory which states that career development is an important factor in creating long-term relationships between employees and organizations (Greenhaus & Callanan, 2006).

Work motivation was found to be a significant mediator in the relationship between career development and organizational commitment. This confirms that motivation can strengthen the effect of career development on organizational commitment. In other words, when workers feel motivated, both intrinsically and extrinsically, they are more likely to appreciate the career development programs provided and show higher commitment. These findings are consistent with Herzberg's motivation theory, which states that intrinsic motivators, such as personal satisfaction, and extrinsic, such as rewards, can influence work behavior.

The difference between teaching and educational staff in perceptions of career development and motivation is one of the interesting findings in this research. Teaching staff show a higher level of perception towards career development than educational staff. This could be due to the greater focus on the professional development of educators compared to education in Islamic educational institutions. These differences need to be overcome by giving equal attention to both groups to create a sense of justice in the organization.

The analysis also shows that age and work experience moderate the influence of career development on motivation. Younger respondents and those

with less than five years of work experience were more responsive to career development programs. This shows that young employees tend to have greater ambition to advance in their careers than senior employees. Therefore, organizations need to design career development programs that can meet the needs of the workforce at various stages of their careers.

Intrinsic motivation was found to have a more dominant influence than extrinsic motivation in increasing organizational commitment. This confirms that factors such as the meaning of work, contribution to society, and a sense of personal achievement are more important to the workforce in Islamic educational institutions than material incentives. However, extrinsic motivation is still needed to complement and strengthen workforce commitment, especially for those who face financial challenges.

Affective commitment was found to have the highest score among the three dimensions of organizational commitment, indicating that workers in Islamic educational institutions tend to be emotionally attached to their organizations. This illustrates that they feel the organization has values that are in line with their personal principles and goals. However, lower continuance commitment scores indicate concerns about the long-term stability of the employment relationship.

CONCLUSION

This research found that career development has a positive and significant influence on the organizational commitment of teaching and education staff in Islamic educational institutions. A well-designed career development program can increase employee loyalty to the organization, which is reflected in high affective commitment scores. In addition, work motivation is proven to be a significant mediator in the relationship between career development and organizational commitment. Motivation, both intrinsic and extrinsic, strengthens the impact of career development on the level of employee engagement and loyalty.

The research results also show that there are differences in perceptions between teaching and educational staff regarding career development and work motivation, which indicates the need for a more inclusive approach to meet the needs of both groups. Additionally, age and work experience were found to be important moderators in the effectiveness of career development programs, with younger workers tending to be more responsive to the career opportunities provided.

The implications of this research emphasize the importance of organizations to design career development strategies that are not only relevant to the individual needs of the workforce but also in line with the vision and mission of Islamic educational institutions. A holistic and integrated approach, combining intrinsic and extrinsic motivation, is needed to ensure that the workforce feels valued and supported in achieving professional and organizational goals.

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