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The Determination of Resilience, Cultural Adaptation, and Multicultural Organizational Culture as Predictors of Superior Performance of Higher Education Lecturers in Jakarta, With Training and Career Development as Mediators

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Abstract: In the increasingly globalized landscape of higher education, the superior performance of lecturers has become a primary pillar of institutional excellence. However, lecturers face unique challenges in the form of adaptation pressures and complex multicultural dynamics. This study comprehensively examines a model of the determinants of superior lecturer performance by positioning resilience, cultural adaptation, and multicultural organizational culture as predictor variables. Furthermore, this research investigates the mediating role of training and career development as crucial mechanisms that transform individual and organizational assets into superior performance. Adopting a quantitative approach with an explanatory design, this study involved 30 lecturers from higher education institutions in Jakarta as participants. Primary data were acquired using a Likert scale questionnaire and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) to validate the hypothesized model. The main finding of this study reveals a mechanism that differs from what was assumed: the influence of resilience, cultural adaptation, and multicultural organizational culture on superior performance does not occur directly. Crucially, the mediation analysis shows that career development serves as the sole essential and significant linking mechanism. A full mediation effect was found, implying that the influence of the three predictor variables is significantly channeled through lecturers' perceptions of institutional support for long-term career growth. Conversely, training was not proven to be a mediator or a direct predictor of performance. This study enriches the human resource management literature in higher education by highlighting career development as a central pathway to superior performance. The practical implications for higher education leaders are clear: recruiting resilient and adaptive lecturers is not enough; to actualize their potential into tangible performance, institutions must strategically build and provide a transparent and supportive career development system.

Keyword: Superior Performance, Resilience, Cultural Adaptation, Multicultural Organizational Culture, Career Development, International Schools, Mediation, SEM.

INTRODUCTION

The era of global disruption has pushed the internationalization of higher education to become a strategic imperative, no longer just an option. Higher education institutions worldwide, including in Indonesia, are now in a competitive arena that demands they transform into globally reputed institutions or World-Class Universities (Knight & De Wit, 2018). In the effort to achieve this competitive advantage, lecturers play a central role as key actors and front-liners. The superior performance of a lecturer not only reflects individual capabilities but also cumulatively determines the competitiveness, ranking, and sustainability of the institution on the world stage. Therefore, understanding the determinant factors that shape the superior performance of lecturers in the context of global demands has become a fundamental research urgency.

The challenges faced by lecturers in modern higher education are multifaceted and far more complex. They are not only required to carry out the Tri Dharma Perguruan Tinggi (Three Pillars of Higher Education) mandate with international standards but also must operate in a highly diverse academic ecosystem. The demands to publish research in international journals, collaborate with researchers across countries, and teach students from various cultural backgrounds create significant psychological pressure. In this context, resilience—the ability to endure and bounce back from pressure and failure—emerges as a crucial psychological attribute for maintaining well-being and academic productivity (Letona-Ibañez et al., 2021). Additionally, cultural adaptation becomes an essential functional competency, enabling lecturers to communicate and collaborate effectively in an inclusive global academic network (Zelenková & Hanesová, 2019).

However, these individual attributes do not operate in a vacuum; their effectiveness is highly correlated with the institutional context in which they reside. A multicultural organizational culture internalized by the higher education institution becomes an essential foundation that can either accelerate or hinder lecturer performance. Research consistently shows that an inclusive and supportive organizational climate positively correlates with job satisfaction and employee performance, including in the higher education sector (Yusuf, 2019). A culture that proactively promotes inclusivity will create a conducive work climate, while a failure to strategically manage diversity can hinder institutional acceleration.

Although literature has identified various predictors of lecturer performance, these studies tend to be partial and have not holistically integrated individual psychological variables with the organizational context. More crucially, there is a conceptual gap regarding the translational mechanisms that explain how positive attributes of lecturers can be converted into performance outcomes (Letona-Ibañez et al., 2021). This research proposes that systematic training and career development function as vital mediating bridges. Institutional support through relevant professional development programs has been proven to be a key factor in enhancing lecturer efficacy and performance (García-Rivera et al., 2022). Without structured institutional intervention, the resilience and cultural adaptation abilities of lecturers risk not being optimally actualized. Therefore, this study aims to fill this gap by testing a comprehensive model of superior lecturer performance, where training and career development are positioned as key mediating variables.

This research is designed to answer the following key questions:

1. Do resilience, cultural adaptation, and multicultural organizational culture have a positive and significant correlation with the superior performance of higher education lecturers?
2. Do resilience, cultural adaptation, and multicultural organizational culture have a positive and significant correlation with the training and career development of higher education lecturers?
3. Do training and career development have a positive and significant correlation with the superior performance of higher education lecturers?

4. Are training and career development able to mediate the relationship between resilience, cultural adaptation, and multicultural organizational culture with the superior performance of higher education lecturers?

In line with the problem formulation that has been presented, this research has a comprehensive main objective. Fundamentally, this study aims to analyze the direct correlation of individual variables (resilience and cultural adaptation) and organizational variables (multicultural organizational culture) on the superior performance of lecturers. In addition, this study will also test the direct correlation of institutional intervention variables, namely training and career development, on performance. The main focus and most crucial objective of this research is to investigate the mediating role of training and career development, to explain the mechanism by which these predictor attributes are indirectly transformed into the superior performance of lecturers in a higher education environment.

Through the achievement of these objectives, this research is expected to make a significant contribution to both theoretical and practical domains. Theoretically, this study contributes to enriching the human resource management literature in the higher education sector by testing an integrative performance model, which specifically highlights the mechanism of institutional intervention as a conceptual bridge that has received less attention. On a practical and managerial level, the findings of this research offer evidence-based guidance for higher education leaders and policymakers in designing more holistic lecturer recruitment strategies, developing relevant faculty development programs, and building transparent academic career paths to accelerate and sustain the superior performance of the academic community in the face of global competition.

METHOD

This research adopts a quantitative approach with an explanatory survey design aimed at explaining and testing the causal relationships between the identified variables (Zulfikar et al., 2024). The research sample consists of 30 lecturers actively teaching at higher education institutions in the West Jakarta area. The sample was determined using a purposive sampling technique, with the criterion that all respondents must have a teaching appointment letter from the campus to ensure the relevance and richness of the data (Zulfikar et al., 2024).

The main instrument for data collection was a structured questionnaire consisting of statement items to measure each variable: resilience, cultural adaptation, multicultural organizational culture, training, career development, and superior lecturer performance (Manurung et al., 2021). Response measurement used a Likert scale, and this questionnaire was compiled based on adaptations from previous research scales that have been tested for validity and reliability to ensure data quality.

After all data were collected, data analysis was conducted using inferential statistical techniques, namely Partial Least Squares Structural Equation Modeling (PLS-SEM) with the help of SmartPLS 3 software. The choice of the PLS-SEM approach was based on its purpose as a powerful predictive method and its ability to work effectively with limited sample sizes (N=30). The analysis procedure will go through two main stages according to PLS-SEM guidelines. The first stage is the evaluation of the measurement model (outer model) to test for validity and reliability, which includes testing for convergent validity (Average Variance Extracted - AVE value), discriminant validity (Fornell-Larcker criterion and HTMT), and internal reliability (Cronbach's Alpha). The second stage is the evaluation of the structural model (inner model), where a bootstrapping procedure will be run to determine the statistical significance of each hypothesized path. This testing will include the evaluation of direct and indirect correlations to confirm the mediating role of training and career development. The final result of this analysis will provide empirical confirmation as to whether the proposed hypothetical model is supported by field data (J. Hair, Hult, Ringle, & Sarstedt, 2022).

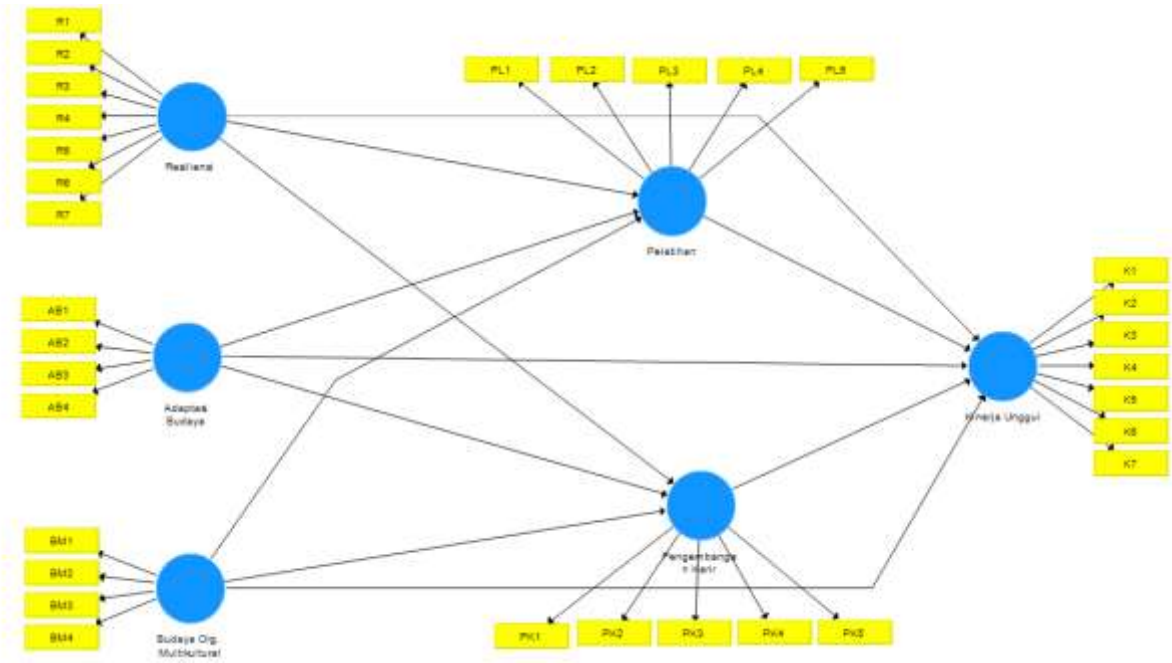

Figure 2. Research Framework

RESULTS AND DISCUSSION

1. Measurement Model (Outer Model) Analysis Results

Convergent Validity Results

The evaluation of the measurement model begins with testing convergent validity at the indicator level through the analysis of outer loadings. According to (J. Hair, Hult, Ringle, Sarstedt, et al., 2022) in PLS-SEM analysis, the ideal outer loading value should be greater than 0.70 to indicate that an indicator is valid in measuring its construct.

Table 1. Outer Loading Results

Latent Variable (Construct)	Indikator	Outer Loading	Status
Culture Adaptation	AB1	0.769	Valid
	AB2	0.816	Valid
	AB3	0.905	Valid
	AB4	0.764	Valid
Multicultural Org. Culture	BM1	0.858	Valid
	BM2	0.929	Valid
	BM3	0.891	Valid
	BM4	0.782	Valid
Superior Performance	K1	0.942	Valid
	K2	0.903	Valid
	K3	0.959	Valid
	K4	0.719	Valid
	K5	0.743	Valid
	K6	0.906	Valid
	K7	0.892	Valid
Training	PL1	0.702	Valid
	PL2	0.854	Valid
	PL3	0.634	Not Valid
	PL4	0.814	Valid
	PL5	0.803	Valid
Career Development	PK1	0.868	Valid
	PK2	0.914	Valid
	PK3	0.837	Valid

Latent Variable (Construct)	Indikator	Outer Loading	Status
	PK4	0.839	Valid
	PK5	0.915	Valid
Resilience	R1	0.676	Not Valid
	R2	0.915	Valid
	R3	0.798	Valid
	R4	0.909	Valid
	R5	0.84	Valid
	R6	0.869	Valid
	R7	0.783	Valid

Source: Primary Data Processed, 2025

The evaluation of the measurement model shows that convergent validity at the indicator level is largely met, with the majority of outer loading values significantly exceeding the recommended threshold of 0.70. Most indicators proved to be very strong, with many values above 0.80 and even 0.90, indicating high reliability. However, two weak indicators were found, namely PL3 (0.624) and R1 (0.676), whose contribution to measuring their constructs was considered inadequate. Nevertheless, the researcher deemed it necessary to use these items as they could be considered with the Average Variance Extracted (AVE) results.

Table 2. Average Variance Extracted Results

	Average Variance Extracted (AVE)
Culture Adaptation	**0,665**
Multicultural Org. Culture	**0,751**
Superior Performance	**0,758**
Training	**0,587**
Career Development	**0,767**
Resilience	**0,735**

Source: Primary Data Processed, 2025

After ensuring validity at the indicator level, the next step in the measurement model evaluation is to test for convergent validity at the construct level using the Average Variance Extracted (AVE) value. According to (J. Hair, Hult, Ringle, Sarstedt, et al., 2022), adequate convergent validity is achieved if the AVE value for each construct is greater than 0.50, which indicates that the construct can explain more than half of the variance of its indicators.

The analysis results show that all six constructs in this study meet the established criteria, with AVE values ranging from 0.587 to 0.767. Specifically, the AVE values for Cultural Adaptation (0.665), Multicultural Organizational Culture (0.751), Superior Performance (0.758), Training (0.587), Career Development (0.767), and Resilience (0.735) are all significantly above the 0.50 threshold. Thus, it can be concluded that this measurement model has strong convergent validity, meaning that each set of indicators effectively and cohesively measures the latent construct it represents.

Discriminant Validity Results

The evaluation of discriminant validity was conducted to ensure that each construct in this research model is conceptually distinct from the others. This test was performed using three methods: the Fornell-Larcker criterion, cross-loadings analysis, and the Heterotrait-Monotrait (HTMT) ratio (J. Hair, Hult, Ringle, & Sarstedt, 2022).

Table 3. Discriminant Validity Test Results (Fornell-Larcker and HTMT Criteria)

Construct	1	2	3	4	5	6
Culture Adaptation	0.815	0.722	0.709	0.778	0.841	0.823
Multicultural Org. Culture	0.705	0.867	0.799	0.664	0.731	0.729
Superior Performance	0.638	0.697	0.871	1.086	0.823	0.776
Training	0.708	0.661	0.761	0.766	0.679	0.778
Career Development	0.745	0.736	0.73	0.723	0.876	0.93
Resilience	0.793	0.62	0.654	0.744	0.761	0.857

Source: Primary Data Processed, 2025

Based on the Fornell-Larcker criterion, discriminant validity is achieved because the square root of the AVE for each construct (the diagonal in the table) is higher than its correlation value with all other constructs. The cross-loadings analysis also showed satisfactory results, where each indicator had a higher loading value on the construct it measures compared to other constructs. However, the more stringent test using the HTMT ratio revealed a problem. Using a conservative threshold of 0.85 or a lenient threshold of 0.90, two pairs of constructs were found to fail the criteria. There is a significant discriminant validity issue between Superior Performance and Training with an HTMT value of 1.086, and between Career Development and Resilience with a value of 0.930. A value exceeding 1.00 even indicates that the two constructs (Superior Performance and Training) are empirically indistinguishable. Although the classic criteria were met, the modern HTMT results suggest a conceptual overlap that needs to be addressed before proceeding to the structural model analysis.

Construct Reliability Results

The internal consistency reliability test was conducted to ensure that all indicators used to measure a construct are consistent and reliable. This evaluation was performed using three main metrics: Cronbach's Alpha, rho_A, and Composite Reliability (CR).

Table 4. Construct Reliability Test Results

Variable	Cronbach's Alpha	rho_A	Composite Reliability
Culture Adaptation	0,830	0,843	0,888
Multicultural Org. Culture	0,888	0,894	0,923
Superior Performance	0,945	0,958	0,956
Training	0,822	0,851	0,875
Career Development	0,924	0,930	0,942
Resilience	0,941	0,957	0,951

Source: Primary Data Processed, 2025

According to (J. Hair, Hult, Ringle, & Sarstedt, 2022), a construct is considered reliable if the values for these three metrics are greater than 0.70. The analysis results presented in Table 4 show that all constructs in this study have a very high and satisfactory level of reliability. The Cronbach's Alpha values for all variables are in the range of 0.822 to 0.945, while the Composite Reliability values are in an even higher range, between 0.875 and 0.956. Because all values consistently and significantly exceed the 0.70 threshold, it can be concluded that this measurement model has excellent internal consistency reliability, and all instruments used are reliable for measuring their respective variables.

Based on the overall evaluation results that have been presented, it can be concluded that the measurement model (outer model) in this study is acceptable because it has met the required validity and reliability criteria. All constructs showed excellent internal consistency reliability, with Composite Reliability and Cronbach's Alpha values consistently above the 0.70 threshold. Convergent validity at the construct level was also proven to be strong, as indicated by the Average Variance Extracted (AVE) values for all variables exceeding 0.50. Although

consideration was given to eliminating two indicators (PL3 and R1) due to having outer loading values below 0.70 and the discovery of a discriminant validity issue in the HTMT test, the adjusted measurement model is declared valid and reliable overall. Thus, the analysis can proceed to the structural model evaluation stage (inner model) for hypothesis testing.

2. Structural Model (Inner Model) Analysis Results

Direct Correlation Hypothesis Test Results

Correlation of Resilience, Cultural Adaptation, and Multicultural Organizational Culture on Superior Performance of Higher Education Lecturers

The direct correlation hypothesis test was conducted to determine the significance and direction of the relationships between latent variables as formulated in hypotheses H1, H2, and H3. This analysis is based on the path coefficient values (β) and their significance levels, which were evaluated through a bootstrapping procedure with 5,000 resamples (Hair et al., 2019).

Table 5. Hypothesis Test Results of Predictor Variables on the Response Variable

Research Model	Original Sample (O)	T Statistics (|O/STDEV|)	P Values
Culture Adaptation -> Superior Performance	0,000	0,003	**0,499**
Multicultural Org. Culture -> Superior Performance	-0,049	0,279	**0,390**
Resilience -> Superior Performance	0,084	1,090	**0,138**

Source: Primary Data Processed, 2025

The results of the direct correlation hypothesis test, evaluated based on path coefficient values (β), T-Statistics, and P-Values through a bootstrapping procedure, showed findings that were different from expected. Using the significance criteria (T-Statistics > 1.96 and P-Values < 0.05), it was found that none of the three predictor variables had a direct and significant correlation with Superior Performance. Specifically, the correlation of Cultural Adaptation on Superior Performance was found to be not significant (β = 0.000; T = 0.003; p = 0.499), so hypothesis H1a is rejected. Furthermore, the correlation of Multicultural Organizational Culture was also not significant and even showed a negative direction (β = -0.049; T = 0.279; p = 0.390), which means hypothesis H1b is also rejected. Lastly, although it had a positive direction, the correlation of Resilience on Superior Performance was also not statistically significant (β = 0.084; T = 1.090; p = 0.138), so hypothesis H1c is also rejected. Overall, these findings indicate that in the context of this research sample, these three predictor variables were not proven to be determining factors that directly correlate with Superior Lecturer Performance, which strengthens the suspicion that their correlation might be indirect through mediator variables.

Correlation of Resilience, Cultural Adaptation, and Multicultural Organizational Culture on Training and Career Development

Table 6. Hypothesis Test Results of Predictor Variables on Mediator Variables

Research Model	Original Sample (O)	T Statistics (|O/STDEV|)	P Values
Resilience -> Training	0,125	2,098	**0,018**
Resilience -> Career Development	0,280	3,493	**0,000**
Culture Adaption -> Training	0,035	0,624	**0,267**
Culture Adaption -> Career Development	0,288	2,563	**0,005**
Multicultural Org. Culture -> Training	0,836	18,741	**0,000**
Multicultural Org. Culture -> Career Development	0,382	3,722	**0,000**

Source: Primary Data Processed, 2025

The first stage in testing for mediation is to analyze the direct correlation of the predictor variables (Resilience, Cultural Adaptation, and Multicultural Organizational Culture) on the mediator variables (Training and Career Development). Based on the bootstrapping test results in Table 6, using the significance criteria T-Statistics > 1.96 and P-Values < 0.05, it was found that most of the hypothesized paths were acceptable. Specifically, Resilience was proven to have a positive and significant correlation with Training (β = 0.125; T = 2.098; p = 0.018) and Career Development (β = 0.280; T = 3.493; p = 0.000). Multicultural Organizational Culture showed the strongest positive and significant correlation with Training (β = 0.836; T = 18.741; p = 0.000) and also had a significant correlation with Career Development (β = 0.382; T = 3.722; p = 0.000). A different finding was shown by the Cultural Adaptation variable, which had a positive and significant correlation with Career Development (β = 0.288; T = 2.563; p = 0.005), but its correlation with Training was found to be not significant (β = 0.035; T = 0.624; p = 0.267). Overall, these results indicate that the prerequisite for mediation to occur (i.e., a significant correlation from the independent variable to the mediator) is largely met, with the exception of the path from Cultural Adaptation to Training.

Correlation of Training and Career Development on Superior Performance of Higher Education Lecturers

Table 7. Hypothesis Test Results of Mediator Variables on the Response Variable

Research Model	Original Sample (O)	T Statistics (|O/STDEV|)	P Values
Training -> Superior Performance	0,015	0,073	**0,471**
Career Development -> Kinerja Unggul	0,889	9,918	**0,000**

Source: Primary Data Processed, 2025

The next stage is testing the direct correlation of the mediator variables (Training and Career Development) on the dependent variable (Superior Performance), which refers to hypotheses H3a and H3b. Based on the bootstrapping test results presented in Table 7, different results were found for the two mediator variables. The Career Development variable was proven to have a very strong, positive, and statistically significant correlation with Superior Performance (β = 0.889; T = 9.918; p = 0.000). This result provides very strong empirical support for accepting hypothesis H3b. Conversely, the correlation of the Training variable on Superior Performance was found to be not significant (β = 0.015; T = 0.073; p = 0.471), which means hypothesis H3a is rejected. This finding indicates that in this research model, only the perception of institutional support for long-term professional growth (Career Development) is a strong direct predictor of Superior Lecturer Performance, while the perception of the quality of training programs does not show a significant direct correlation.

Mediation Analysis

Correlation of Resilience, Cultural Adaptation, and Multicultural Organizational Culture on Superior Performance with the Mediation of Training and Career Development

Table 8. Test Results of the Role of Mediator Variables on the Correlation between Predictor and Response Variables

Research Model	Original Sample (O)	T Statistics (|O/STDEV|)	P Values
Culture Adaptaion -> Training -> Superior Performance	0,001	0,030	**0,488**
Multicultural Org. Culture -> Training -> Superior Performance	0,013	0,072	**0,471**

Research Model	Original Sample (O)	T Statistics (|O/STDEV|)	P Values
Resilience -> Training -> Superior Performance	0,002	0,072	**0,471**
Culture Adaptaion -> Career Development -> Superior Performance	0,256	2,541	**0,006**
Multicultural Org. Culture -> Career Development -> Superior Performance	0,340	3,400	**0,000**
Resilience -> Career Development -> Superior Performance	0,249	3,229	**0,001**

Source: Primary Data Processed, 2025

The testing of the fourth hypothesis (H4) was conducted to analyze whether Training and Career Development could mediate the relationship between the predictor variables (Resilience, Cultural Adaptation, and Multicultural Organizational Culture) and Superior Performance. The analysis of the indirect effect through a bootstrapping procedure showed very contrasting findings between the two mediator variables. The results in Table 8 show that Training was not proven to function as a significant mediator (H4a rejected). All indirect paths through Training, whether from Cultural Adaptation ($\beta = 0.001$; $T = 0.030$; $p = 0.488$), Multicultural Organizational Culture ($\beta = 0.013$; $T = 0.072$; $p = 0.471$), or Resilience ($\beta = 0.002$; $T = 0.072$; $p = 0.471$), were found to be statistically insignificant.

Conversely, Career Development was proven to be a strong and significant mediator. The indirect correlations from Cultural Adaptation ($\beta = 0.256$; $T = 2.541$; $p = 0.006$), Multicultural Organizational Culture ($\beta = 0.340$; $T = 3.400$; $p = 0.000$), and Resilience ($\beta = 0.249$; $T = 3.229$; $p = 0.001$) on Superior Performance through Career Development were all found to be positive and significant. Thus, it can be concluded that hypothesis H4 is partially supported: the correlation of the three predictor variables on superior performance does not occur directly, but is significantly channeled through the lecturers' perception of support for long-term career development.

Discussion

This subsection presents an in-depth discussion of the data analysis results and hypothesis testing that have been described in the previous chapter. The purpose of this discussion is to interpret the statistical findings, not just to report them again, but also to explore their meaning and implications. The discussion will be organized according to the order of the hypotheses, where each finding will be contrasted with the JD-R and AMO theoretical frameworks as well as relevant previous research.

Discussion of Hypothesis 1: The Insignificance of the Direct Correlation of Predictor Variables on Superior Performance

The first discussion focuses on hypothesis H1, which tests the direct correlation of Resilience, Cultural Adaptation, and Multicultural Organizational Culture on Superior Lecturer Performance. The statistical analysis results surprisingly showed that hypothesis H1 was rejected. This finding is very interesting because at first glance it seems to contradict the strong theoretical foundation (Zhang & Luo, 2023), where literature extensively supports these three variables as performance drivers. However, the absence of this direct correlation does not necessarily mean these variables are not important. On the contrary, it strongly indicates the existence of a more complex mechanism, as can be explained by the research's theoretical framework.

Within the JD-R Theory framework, this finding indicates that Personal Resources (Resilience, Cultural Adaptation) and Job Resources (Multicultural Organizational Culture) do not automatically transform into performance outcomes, but require an activation mechanism or a translational pathway for their impact to be realized. Similarly, from the perspective of

AMO Theory, this result implies that the existence of the Motivation component (Resilience) and Opportunity (Organizational Culture) alone is not sufficient to directly produce Performance (P). In line with the interactive nature of AMO theory, the correlation of these resources is highly dependent on other factors, in this case, the mediator variables, to be actualized into performance. Therefore, the rejection of H1 crucially shifts the focus of the analysis to the role of the mediator variables (Training and Career Development) as the essential bridge between initial resources and final performance outcomes.

Discussion of Hypothesis 2 & 3: The Contrasting Roles of Training and Career Development on Superior Performance

The testing of hypotheses related to the mediators (direct effects on performance) yielded very contrasting findings and provided important clues. It was found that Career Development has a very strong and significant direct correlation with Superior Lecturer Performance (H3b accepted), while Training showed no significant direct correlation (H3a rejected). This finding is highly consistent with both theoretical frameworks. In AMO Theory, Training serves to enhance the Ability (A) domain, but without a clear Opportunity (O) to apply that ability, its impact on Performance (P) becomes minimal. Conversely, Career Development is a tangible manifestation of a strong Opportunity (O) component; it provides a clear path, goals, and incentives that directly motivate lecturers to perform better. In JD-R Theory, Career Development functions as a very instrumental Job Resource because it directly fulfills the psychological needs for growth and recognition, thereby triggering a strong motivational process. Meanwhile, Training as a Job Resource may only have an impact if it is integrated with other resources that facilitate its application.

Discussion of Hypothesis 4: Career Development as a Key Mediation Mechanism

This is the most crucial finding in this study, where hypothesis H4 was partially accepted. The analysis results show that Career Development significantly mediates the relationship between the three predictor variables (Resilience, Cultural Adaptation, and Multicultural Organizational Culture) and Superior Performance, while Training does not. This finding definitively answers why H1 was rejected. The correlation of internal capabilities and organizational context on performance is indeed indirect.

From the perspective of JD-R Theory, this mediation finding perfectly illustrates the motivational process. Personal Resources (Resilience, Cultural Adaptation) and initial Job Resources (Organizational Culture) do not directly produce performance but activate the lecturers' motivation to utilize another more instrumental Job Resource, namely Career Development, which then becomes the main driver of performance. Similarly, from the viewpoint of AMO Theory, this result confirms that Ability (Cultural Adaptation) and Motivation (Resilience) can only be effectively translated into Performance (P) when the institution provides a clear and structured Opportunity (O) in the form of Career Development. Without this Opportunity, the potential of A and M is not actualized. This confirms that Career Development is not just support, but the central mechanism that unlocks the potential of other resources to drive superior performance.

CONCLUSION

In conclusion, the total effect analysis conclusively confirms that all predictor variables—Resilience, Cultural Adaptation, and Multicultural Organizational Culture—do indeed have a significant final correlation in driving Superior Lecturer Performance. This finding carries an important implication: the correlation from lecturers' internal capabilities (resilience and cultural adaptation) and the work environment (multicultural culture) does not occur instantly, but through a structured process pathway. Specifically, institutional support for Career Development proved to be the most crucial and effective pathway. Investment in a clear

career path, mentoring, and opportunities for growth is the central mechanism that translates the potential of lecturers into tangible performance. Meanwhile, Training functions more as a supporting element in this process, but not a direct driver of the final performance outcome.

The managerial implication is clear: to achieve sustainable superior performance, it is not enough for higher education leaders to simply recruit resilient and adaptive lecturers. They must consciously and strategically build a strong Career Development system, because this is the main 'engine' that processes all resources, both personal and organizational, into a competitive advantage.

The evaluation of the measurement model shows that convergent validity at the indicator level is largely met, with the majority of outer loading values significantly exceeding the recommended threshold of 0.70. Most indicators proved to be very strong, with many values above 0.80 and even 0.90, indicating high reliability. However, two weak indicators were found, namely PL3 (0.624) and R1 (0.676), whose contribution to measuring their constructs was considered inadequate. Nevertheless, the researcher deemed it necessary to use these items as they could be considered with the Average Variance Extracted (AVE) results.

After ensuring validity at the indicator level, the next step in the measurement model evaluation is to test for convergent validity at the construct level using the Average Variance Extracted (AVE) value. According to (J. Hair, Hult, Ringle, Sarstedt, et al., 2022), adequate convergent validity is achieved if the AVE value for each construct is greater than 0.50, which indicates that the construct can explain more than half of the variance of its indicators.

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