

STRATEGY FOR IMPROVING THE PERFORMANCE OF EDUCATIONAL PERSONNEL IN THE FACULTY OF DENTISTRY, UNIVERSITY OF NORTH SUMATRA

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Received : 01 October 2025

Published : 24 December 2025

Revised : 15 October 2025

DOI : <https://doi.org/10.54443/ijebas.v5i6.4804>

Accepted : 25 November 2025

Publish Link : <https://radjapublika.com/index.php/IJEVAS>

Abstract

The performance of educational staff plays a strategic role in supporting the quality of academic services and university governance. The Faculty of Dentistry, University of North Sumatra (FKG USU) is required to improve the performance of educational staff in line with the implementation of the BINTANG values as the institution's work culture. However, the results of the pre-survey and data from the FKG USU Sub-HRD for the 2023–2024 period indicate that the performance of educational staff tends to stagnate and the implementation of BINTANG values has not been optimal. This study aims to analyze the implementation of BINTANG values in the work behavior of educational staff and formulate performance improvement strategies based on the SOAR (Strengths, Opportunities, Aspirations, Results) approach. This study used a qualitative descriptive method conducted at FKG USU from June–November 2025, involving 15 informants selected purposively. Data collection was carried out through in-depth interviews, observation, documentation, and open-ended questionnaires. The results of the study indicate that BINTANG values have been reflected in the work ethic of educational staff, especially in the aspects of integrity, discipline, commitment to service, and cooperation, although they still need to be strengthened. The SOAR analysis resulted in a performance improvement strategy that emphasizes strengthening leadership with integrity, developing human resource competencies, internalizing BINTANG values, and implementing a sustainable performance-based reward system.

Keywords: *performance of educational staff, STAR value, SOAR, FKG USU*

1. INTRODUCTION

Human resource (HRM) management is a strategic factor in determining the effectiveness and sustainability of an organization. HR is no longer positioned as an administrative implementer, but rather as a strategic asset that contributes directly to achieving organizational performance through systematically managed competence, commitment, and performance (Armstrong, 2020). In the context of higher education, the performance of educational staff plays a crucial role in supporting the smooth running of academic and administrative services, as well as the quality of the student learning experience. As a higher education institution, the Faculty of Dentistry, University of North Sumatra (FKG USU), is required to provide quality services in line with the University's vision of being a leading and globally competitive university. As an integral part of the academic community, the teaching staff plays a strategic role, as mandated by Law Number 20 of 2003 and Regulation of the Minister of Administrative and Bureaucratic Reform Number 6 of 2022, which emphasizes results-based performance assessment, objectivity, and accountability. However, pre-survey results and data from the USU Faculty of Dentistry's Sub-HRD indicate that the performance of educational staff in the 2023–2024 period tends to stagnate, for both civil servant and non-civil servant employees. Furthermore, the understanding and implementation of USU's BINTANG values as organizational values have not been optimal, reflected in weak work discipline, internalization of integrity, and a performance reward system. These conditions indicate that the implemented performance management system is still administrative in nature, not fully encouraging sustainable performance improvement. Based on these problems, a strategic approach is needed that not only focuses on weaknesses but also optimizes the organization's strengths and aspirations. The SOAR (Strengths, Opportunities, Aspirations, Results) approach is considered relevant because it

emphasizes the formulation of strategies based on potential, opportunities, and future vision. Therefore, this study aims to examine the strategy for improving the performance of educational staff at the Faculty of Dentistry (FKG) USU through the SOAR approach based on the BINTANG USU values, in order to support the development of performance oriented towards excellent service and institutional sustainability.

2. LITERATURE REVIEW

2.1 Human Resources and Educational Personnel in Higher Education

Human resources (HR) are a strategic asset in higher education organizations because they play a direct role in the sustainable achievement of institutional goals. In the context of higher education, HR includes lecturers and educational staff who collectively support the implementation of the Tri Dharma of Higher Education. HR management in higher education requires professionalism, competence, commitment, and the ability to adapt to the dynamics of the academic environment and technological developments (Armstrong & Taylor, 2020). Educational staff (tendik) play a crucial role in supporting academic and administrative services, from academic administration and information services to technology-based systems management. The professionalism and competence of educational staff directly impact service effectiveness, student satisfaction, and the image of higher education institutions (Tampubolon, 2018). Therefore, strengthening the capacity of educational staff is a key factor in improving the quality of higher education governance.

2.2 Performance of Educational Personnel

Employee performance is the work results achieved by individuals in accordance with the tasks and standards established by the organization. In a higher education environment, the performance of educational staff is measured not only by administrative completion, but also by service quality, punctuality, work accuracy, communication skills, and utilization of information technology (Mangkunegara, 2017). Performance is influenced by various factors, including individual competence, motivation, job satisfaction, leadership, organizational culture, and support systems and work facilities (Gibson in Mangkunegara, 2017). Objective and results-oriented performance evaluation is an important foundation for human resource development and improving the quality of higher education administrative services (Armstrong, 2018).

2.3 Institutional Values and Work Culture of BINTANG USU

The University of North Sumatra has established the BINTANG values as a behavioral guideline for all academics. These values encompass devotion to God Almighty, innovation and integrity, and resilience and wisdom. The organization's values serve as the foundation of a work culture that shapes the attitudes, ethics, and behaviors of employees in carrying out their duties (Robbins & Judge, 2020). The implementation of the BINTANG values is expected to enhance the integrity, innovation, resilience, and professionalism of educational staff. These values serve as a strategic instrument in building a work culture oriented toward performance, excellent service, and continuous improvement, thus positively impacting the quality of administrative services and the institution's reputation.

2.4 Higher Education Administrative Services

Administrative services are an integral part of higher education governance, ensuring the smooth running of academic and managerial processes. The quality of administrative services is reflected in the speed, accuracy, transparency, and responsiveness of services to the needs of users, particularly students and lecturers (Sinambela, 2017). Digital transformation is driving higher education institutions to develop information technology-based service systems. The success of digital services is highly dependent on the competence of educational staff, the primary implementers of the administrative system. Therefore, improving the performance of educational staff is a key prerequisite for creating effective, efficient, and quality-oriented administrative services.

2.5 SOAR Analysis as a Strategic Approach

SOAR (Strengths, Opportunities, Aspirations, Results) analysis is a strategic planning approach that emphasizes internal strengths, external opportunities, future aspirations, and measurable results. Unlike the problem-based approach, SOAR emphasizes an appreciative and participatory perspective in formulating organizational strategy (Stavros & Hinrichs, 2009). The SOAR approach is relevant for use in the context of developing educational staff performance because it encourages the optimization of human resource potential, alignment of individual and institutional aspirations, and the formulation of results-oriented performance improvement strategies. Thus, SOAR can be an effective strategic framework for improving educational staff performance and the quality of administrative services in higher education.

2.6 Conceptual Framework

This study uses the SOAR (Strengths, Opportunities, Aspirations, Results) approach to analyze the performance of educational staff at the Faculty of Dentistry, University of North Sumatra (FKG USU). Performance is understood as the result of the interaction of internal and external organizational factors.

SOAR analysis is used to identify strengths, opportunities, aspirations, and expected results as a basis for formulating a performance improvement strategy based on USU's BINTANG values, thereby encouraging continuous improvement in the performance of educational staff.

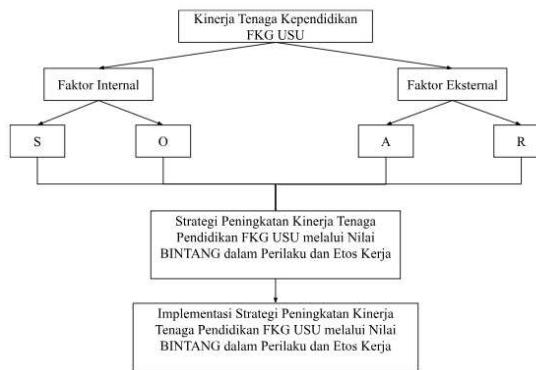


Figure 2.1 Conceptual Framework

3. RESEARCH METHODS

This study uses a descriptive qualitative approach to deeply understand the performance of educational staff at the Faculty of Dentistry, University of North Sumatra (FKG USU). The qualitative approach was chosen because it allows researchers to explore the meaning, process, and context of phenomena naturally without intervention, with the researcher as the primary research instrument (Sugiyono, 2019). The research was conducted at the Faculty of Dentistry (FKG) USU, Medan, from June to November 2025. Research informants were selected using purposive sampling, taking into account their involvement and experience in the service and management processes of the faculty. A total of 15 informants were selected, consisting of students, lecturers/doctors, administrative leaders, and educational staff. Data collection was conducted through in-depth interviews, participant observation, documentation, and open-ended questionnaires to obtain comprehensive data and support source triangulation. The collected data were analyzed using the Miles and Huberman interactive analysis model, which includes data collection, data reduction, data presentation, and conclusion drawing and verification. This approach was used to generate a comprehensive understanding of the performance of educational staff and to formulate performance improvement strategies relevant to the organizational context.

4. RESULTS AND DISCUSSION

4.1 Description of Research Location

This research was conducted at the Faculty of Dentistry, University of North Sumatra (FKG USU), located on the USU Campus in Medan, North Sumatra. FKG USU was established in 1961 and is one of the oldest and most strategic dental education institutions in the North Sumatra region, with a primary role in education, research, and dental and oral health services. FKG USU offers various levels of education, including undergraduate, professional, postgraduate (masters and doctoral), and specialist programs. In implementing the Tri Dharma of Higher Education, educational staff play a crucial role as administrative, operational, and academic service supporters, supporting the smooth running of educational activities and faculty services. Faculty management is based on a vision to produce superior and globally competitive graduates, and a mission that emphasizes the development of education, research, community service, and human resource development. The organizational values of BINTANG (pious, innovative and with integrity, resilient, and wise) serve as a behavioral guideline for the entire academic community, including educational staff, in building a professional work culture oriented towards improving performance.

4.2 Respondent Description

The study subjects consisted of 15 respondents purposively selected to represent various roles within the Faculty of Dentistry, University of North Sumatra (FKG USU), including educational staff, administrative leaders, lecturers/doctors, and students. Respondent characteristics are presented to provide empirical context for the study results. Based on gender, respondents were predominantly female (53.33%), while male respondents accounted for

46.67%. In terms of age, the majority of respondents were in the 20–30 year range (60.00%), indicating a predominance of the productive age group in the early to mid-career stages. In terms of job title or position, the majority of respondents were educational staff (60.00%), followed by lecturers/doctors and students each with 13.33%, as well as elements of faculty administrative leadership. This composition indicates that the research data primarily came from individuals directly involved in administrative activities and academic services.

Based on their most recent educational level, the majority of respondents held a bachelor's degree (66.67%), while the remainder held master's degrees (20.00%) and doctoral degrees (13.33%). This reflects the relatively adequate qualifications of human resources to support the implementation of organizational tasks and functions. In terms of length of service, respondents had a diverse range of experience, with 46.67% having worked for 1–6 years and 13–18 years, respectively, and 26.67% having worked for 7–12 years. This variation in length of service allows for a comprehensive perspective on the performance dynamics and strategies for improving the performance of educational staff at the Faculty of Dentistry (FKG) at USU.

4.3 SOAR Analysis of Educational Personnel Performance Improvement Strategy Faculty of Dentistry, University of North Sumatra

The SOAR analysis was compiled based on data from in-depth interviews with educational staff, unit leaders, lecturers, and students at the Faculty of Dentistry, University of North Sumatra (FKG USU). The SOAR approach was used to identify internal strengths, external opportunities, organizational aspirations, and expected outcomes in order to formulate strategies for improving educational staff performance that are sustainable and oriented toward positive organizational values.

4.3.1 Strengths

The USU Faculty of Dentistry's educational staff possesses several key strengths, including high levels of work loyalty and responsibility, strong teamwork, relatively open communication with management, discipline in implementing standard operating procedures (SOPs), and a commitment to providing service to students and lecturers. The BINTANG values, particularly Integrity, Wisdom, and Resilience, are reflected in their daily work, although their implementation is not yet fully uniform across all units.

4.3.2 Opportunities

Opportunities to improve educational staff performance are supported by the availability of training and human resource development programs, university policy support, the use of digital technology in administration, interdepartmental collaboration, and performance-based promotion opportunities. These opportunities provide space for competency strengthening, work innovation, and a more systematic internalization of BINTANG values.

4.3.3 Aspirations

The aspirations of education personnel include expectations for exemplary leadership and integrity, ongoing competency development programs and BINTANG values, improved staff welfare, a performance- and values-based reward system, and the creation of a harmonious, fair, and productive work culture. These aspirations reflect the need for a work environment that supports optimal performance and job satisfaction.

4.3.4 Results

The expected outcomes of this performance improvement strategy include improved service quality, ensuring speed, professionalism, and friendliness; enhanced work efficiency through innovation and structured procedures; improved individual and team performance; and increased job satisfaction among educational staff. Furthermore, this strategy is expected to positively impact the reputation and image of the Faculty of Dentistry (FKG) at USU as an institution that consistently implements the BINTANG (Star) values in academic governance and services.

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Table 4.6 SOAR Analysis Matrix of Strategies for Improving the Performance of Educational Personnel at the Faculty of Dentistry, University of North Sumatra

	Strengths	Opportunities
	<ol style="list-style-type: none"> 1. High Work Loyalty and Responsibility 2. Good Teamwork 3. Good Relationship and Communication with Leaders 4. Discipline and Responsibility for Rules 5. Commitment to providing services to students and lecturers 	<ol style="list-style-type: none"> 1. Availability of training and human resource development programs, including internalization of BINTANG values 2. Support official university policies and guidelines 3. Utilizing digital technology for efficiency and innovation 4. Cross-unit collaboration to strengthen work integrity and effectiveness 5. Promotion opportunities and rewards based on STAR scores
Aspirations <ol style="list-style-type: none"> 1. Strengthening exemplary and integrated leadership 2. Providing competency development programs and fostering BINTANG values 3. Improve the physical, mental and professional well-being of staff 4. Creating a reward and motivation system based on STAR values 5. Cultivating a harmonious, fair and productive work culture 	Strengths - Aspirations <ol style="list-style-type: none"> 1. Leveraging high loyalty and responsibility (S1) to strengthen exemplary and integrity-based leadership (A1). 2. Optimizing good teamwork (S2) to provide competency development programs and STAR value coaching (A2). 3. Using good relationships and communication with management (S3) to improve the physical, mental and professional well-being of staff (A3). 4. Leveraging discipline and responsibility towards rules (S4) to create a STAR value-based reward and motivation system (A4). 5. Optimizing commitment in service to students and lecturers (S5) to foster a harmonious, fair and productive work culture (A5). 	Opportunities - Aspirations <ol style="list-style-type: none"> 1. Utilizing the availability of training and HR development programs (O1) to provide competency development programs and STAR value coaching (A2) 2. Leverage the support of official university policies and guidelines (O2) to strengthen exemplary leadership and integrity (A1) 3. Optimizing cross-unit collaboration (O4) to foster a harmonious, fair, and productive work culture (A5) 4. Leverage STAR (O5) value-based promotion and reward opportunities to create a STAR (A4) value-based reward and motivation system. 5. Using HR training (O1) to foster a harmonious, fair and productive work culture (A5)

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	<p>6. Combining work loyalty (S1) and teamwork (S2) to strengthen leadership with integrity (A1).</p> <p>7. Utilizing good communication with leaders (S3) to support competency development programs and STAR value development (A2).</p> <p>8. Combining discipline (S4) and service commitment (S5) to create a STAR value-based reward system (A4).</p> <p>9. Optimizing teamwork (S2) and communication with leaders (S3) to foster a harmonious and productive work culture (A5).</p>	<p>6. Leveraging university policy support (O2) to enhance the physical, mental and professional well-being of staff (A3)</p> <p>7. Leveraging digital technology (O3) to create a STAR (A) value-based reward and motivation system</p> <p>8. Cross-unit collaboration (O4) is utilized to strengthen exemplary and integrated leadership (A1)</p> <p>9. Promotion and reward opportunities (O5) are used to encourage the provision of competency development programs and STAR value coaching (A2)</p>
Result	Strengths - Result	Opportunities - Results
<p>1. Improved quality of service that is faster, more professional and friendly.</p> <p>2. Higher staff work efficiency through innovation and structured procedures.</p> <p>3. Improved individual and team performance with better motivation, discipline, and collaboration.</p> <p>4. Higher job satisfaction due to a conducive, fair work environment and leadership support.</p> <p>5. The positive impact on the reputation and image of the faculty, making it an example of the application of BINTANG values.</p> <p>6. Higher job satisfaction due to a conducive, fair work environment and leadership support.</p> <p>7. Positive impact on the reputation and image of the faculty, making it an</p>	<p>1. Utilizing the high loyalty and responsibility of staff (S1) to improve the quality of fast, professional and friendly service (R1)</p> <p>2. Optimizing good teamwork (S2) to improve staff work efficiency through innovation and structured procedures (R2)</p> <p>3. Leveraging good relationships and communication with leaders (S3) to improve individual and team performance with better motivation, discipline and collaboration (R3)</p> <p>4. Using discipline and responsibility towards rules (S4) to increase job satisfaction based on a conducive, fair and leadership-supported work environment (R4)</p> <p>5. Staff loyalty and responsibility (S1) are implemented to drive work efficiency through procedural and</p>	<p>1. Utilizing training and human resource development programs (O1) to improve the quality of service to be faster, more professional and friendly (R1)</p> <p>2. Using official university policy and guideline support (O2) to improve staff work efficiency through innovation and structured procedures (R2)</p> <p>3. Utilizing digital technology (O3) to improve staff work efficiency and service quality (R1 & R2)</p> <p>4. Optimizing cross-unit collaboration (O4) to improve individual and team performance with better motivation, discipline, and collaboration (R3)</p> <p>5. Leverage STAR value-based promotion and reward opportunities (O5) to enhance individual and team motivation and performance (R3)</p> <p>6. HR training (O1) is used to increase job satisfaction due to a conducive and fair work environment (R4)</p>

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example of implementation of STAR values	technological innovation (R2) 6. Good teamwork (S2) is used to increase staff job satisfaction through harmonious support and coordination (R4) 7. Good teamwork (S2) is used to increase staff job satisfaction through harmonious support and coordination (R4) 8. Good relationships and communication with management (S3) are utilized to improve the quality of service in a professional and responsive manner (R1) 9. Staff discipline (S4) is implemented to improve individual and team performance through structured procedures and accurate work results (R3) 10. Staff commitment to service (S5) is utilized to enhance the faculty's reputation through quality service and user satisfaction (R5)	7. University policy support (O2) is utilized to improve staff job satisfaction through a fair and professional work environment (R4) 8. Cross-unit collaboration (O4) is used to enhance the faculty's reputation as an example of implementing STAR values (R5) 9. Promotion and reward opportunities (O5) are utilized to encourage staff to participate in training and work innovations for optimal faculty results (R2 & R5)
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Source: Primary Data Analysis, 2025

4.4 Strategy for Improving the Performance of Educational Personnel

4.4.1 S–A Strategy (Strengths–Aspirations)

The Strengths–Aspirations (S–A) strategy focuses on leveraging the internal strengths of the Faculty of Dentistry, University of North Sumatra (FKG USU) to realize aspirations for improving the performance of its teaching staff. This approach aligns with the SOAR concept, which emphasizes developing strategies based on the organization's strengths and positive potential (Stavros & Hinrichs, 2019). The high level of loyalty and responsibility of the educational staff is leveraged to strengthen exemplary leadership and integrity. The support of employees who demonstrate organizational commitment serves as the foundation for building trust and transforming a work culture based on BINTANG values. Furthermore, well-established teamwork is optimized to support competency development programs and fostering BINTANG values through participatory training and collective learning.

Good relationships and communication between management and educational staff are leveraged to support the improvement of staff's physical, mental, and professional well-being. Two-way communication allows employees' aspirations and needs to be conveyed constructively, allowing for targeted welfare policies to be formulated and impact work engagement. Discipline and adherence to regulations are used as the basis for establishing a reward and motivation system based on BINTANG values. This objective and transparent reward system is expected to increase motivation, productive work behavior, and consistent performance among education personnel. Furthermore, the commitment of the educational staff to providing services to students and faculty is utilized to foster a harmonious, fair, and productive work culture. Strengthening this service culture encourages improvements in the quality of academic services and strengthens the image of the Faculty of Dentistry (FKG) USU as an institution that upholds professionalism and BINTANG values.

4.4.2 O–A (Opportunities–Aspirations) Strategy

The Opportunities–Aspirations (O–A) strategy is aimed at utilizing external opportunities available within the University of North Sumatra to realize aspirations for improving the performance of the USU Faculty of Dentistry's teaching staff. This approach emphasizes how institutional opportunities can be converted into strategic instruments for strengthening competency, leadership, well-being, and a work culture based on BINTANG values. The availability of training and human resource development programs is utilized to improve technical competency and foster BINTANG values in education personnel. Continuous training not only improves job skills but also fosters professional attitudes and service character, supporting the creation of competent and integrated human resources. Official university policies and guidelines are leveraged to strengthen exemplary leadership with integrity. Clear regulations regarding governance, ethics, and human resource development serve as the foundation for consistent and accountable professional leadership at the faculty level. Cross-unit collaboration is leveraged to foster a harmonious, fair, and productive work culture. Synergy between departments promotes more effective work coordination, accelerates academic services, and strengthens the values of togetherness and mutual trust within the organization.

Promotion opportunities and a reward system are leveraged to build a reward and motivation mechanism based on BINTANG values. An objective and transparent reward system is expected to increase the motivation, loyalty, and commitment of education personnel to improving performance and service quality. Furthermore, the use of digital technology supports the implementation of a more accurate, integrated, and accountable performance appraisal and reward system. Digitizing HR management strengthens employee trust in the reward system and fosters a professional, performance-based work culture. Thus, the O–A strategy emphasizes that training opportunities, university policies, cross-unit collaboration, digital technology, and promotion and reward systems can be optimized to support the realization of the aspirations of developing superior human resources and a work culture based on BINTANG values at the USU Faculty of Dentistry.

4.4.3 S–R Strategy (Strengths–Results)

The Strengths–Results (S–R) strategy focuses on leveraging the internal strengths of the educational staff to achieve tangible results in the form of improved service quality, work efficiency, individual and team performance, job satisfaction, and the reputation of the Faculty of Dentistry, University of North Sumatra. The loyalty and high responsibility of the educational staff are utilized to improve the quality of fast, professional, and friendly service. Employees who have organizational commitment tend to provide more consistent, responsive, and user-satisfaction-oriented services, thus supporting the achievement of superior academic service standards. Good teamwork is optimized to increase work efficiency through innovation and more structured work procedures. Effective collaboration accelerates the completion of administrative tasks, reduces duplication of work, and encourages continuous improvement in service processes.

Good relationships and communication between leaders and staff are leveraged to improve individual and team performance by increasing motivation, discipline, and collaboration. Open communication creates role clarity, understanding of work targets, and employee engagement in achieving organizational goals. Discipline and adherence to rules are leveraged to create a conducive and fair work environment, thereby increasing job satisfaction among education staff. A clear and consistent work structure reduces uncertainty, conflict, and work pressure, ultimately improving employee psychological well-being. The commitment of the educational staff in providing services to students and lecturers is utilized to strengthen the faculty's reputation and image. Quality service and a focus on user satisfaction are crucial factors in building trust and a positive image of the Faculty of Dentistry (FKG) at USU both internally and externally. Thus, the S–R strategy demonstrates that optimally utilizing internal strengths can result in improved performance and service quality, which directly impact user satisfaction and the institution's reputation.

4.4.4 O–R (Opportunities–Result) Strategy

The O–R strategy emphasizes leveraging organizational opportunities to achieve optimal service performance and outcomes. Human resource training and development (O1) is utilized to improve the quality of prompt, professional, and friendly service (R1), while simultaneously encouraging job satisfaction through a conducive and fair work environment (R4). Support from official university policies and guidelines (O2) is used to create structured and efficient work procedures (R2), and to increase staff job satisfaction through a transparent and professional work system (R4). The use of digital technology (O3) plays a strategic role in improving work efficiency and service quality (R1 and R2), while strengthening the faculty's reputation and image through fast, accountable, and transparent services (R5). Cross-unit collaboration (O4) is optimized to improve individual and team performance through better motivation, discipline, and work coordination (R3), and supports the establishment of the faculty's reputation as a professional and collaborative institution (R5).

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Furthermore, promotion opportunities and rewards based on BINTANG values (O5) are utilized to improve individual and team motivation and performance (R3), encourage staff participation in training and work innovation (R2), and strengthen the faculty's reputation through a fair and performance-based HR management system (R5).

4.5 Managerial Implications

1. Strengthening leadership based on BINTANG values, through the application of a transformational leadership style that emphasizes exemplary behavior, effective communication, and ongoing development between leaders and staff.
2. Structured and sustainable human resource development, with needs-based training planning, regular competency evaluation, and improvement of technical and soft skills of education personnel.
3. Implementation of a fair and transparent performance-based reward and promotion system to improve work motivation, discipline, and clarity of staff career paths.
4. Optimizing the use of digital technology in performance management, documentation, and administrative services to increase efficiency, accountability, and transparency of work processes.
5. Strengthening cross-unit collaboration, through routine coordination, project-based teamwork, and a communicative and mutually supportive work culture to increase organizational effectiveness.
6. Improving the quality of service and image of the faculty, by implementing fast, friendly, professional service standards, as well as periodic user satisfaction evaluation as a basis for continuous improvement.

These managerial implications emphasize that consistent implementation of BINTANG values, supported by effective leadership, human resource development, digitalization, and cross-unit collaboration, plays an important role in improving the performance and quality of services at the Faculty of Dentistry.

5. CLOSING

5.1 Conclusion

- a. The results of the study indicate that the BINTANG values have been implemented in the work behavior of the educational staff of the Faculty of Dentistry, University of North Sumatra, which is reflected through work ethics, service commitment, discipline, integrity, cooperation, and the ability to adapt to work dynamics and technological developments. This finding indicates that the BINTANG values do not only function as an institutional slogan, but have been internalized in the work ethic of the educational staff, although it still requires continuous strengthening through coaching, exemplary leadership, and a performance-based reward system.
- b. The SOAR analysis revealed that the Faculty of Dentistry (FKG) at USU possesses internal strengths in the form of loyalty, discipline, commitment to service, teamwork, and effective communication, as well as external opportunities that include university policy support, human resource development training, digital technology advancements, cross-unit collaboration, and a performance-based promotion system. The organization's aspirations focus on strengthening leadership with integrity, improving the competence and welfare of educational staff, and establishing a professional, fair, and productive work culture. Optimizing these strengths and opportunities has the potential to result in improvements in service quality, work efficiency, job satisfaction, individual and team performance, and the faculty's reputation.
- c. Based on the SOAR matrix, strategies for improving educational staff performance include leveraging internal strengths to support organizational aspirations, optimizing external opportunities to accelerate goal achievement, and integrating strengths and opportunities to generate sustainable performance and service. Overall, this study confirms that improving the performance of USU's FKG educational staff requires integrated human resource management, exemplary leadership, a performance-based reward system, and strengthening the internalization of BINTANG values as an institutional work culture.
- d.

5.2 Suggestions

1. For the Faculty of Dentistry, USU, the Faculty is advised to develop a structured and sustainable human resource development system through training, coaching, and performance evaluation based on BINTANG value indicators, in order to improve the quality of academic and administrative services.
2. For Education Personnel Education personnel are expected to continue to internalize the BINTANG values in their daily work behavior through increasing discipline, communication, collaboration, and continuous development of professional competencies.

3. For the University of North Sumatra, the results of this study can be used as a basis for formulating policies for developing human resources for educational staff at the university level, especially in integrating BINTANG values into the institutional performance assessment system.
4. For Further Researchers Further research is recommended to expand the scope of objects, use a mixed methods approach, or conduct longitudinal studies to gain a more comprehensive understanding of the impact of the implementation of BINTANG values on the performance of educational staff.

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