

Human Resource Development in Improving Lecturer Performance

Lies Kumara Dewi ^{1*}, Eka Ubaya Taruna Rauf ²

^{1,2} Universitas Sang Bumi Ruwa Jurai, Bandar Lampung, Indonesia

¹ lieskumaraadewi13@gmail.com

Corresponding Author *

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ABSTRACT

Human Resources is a very essential element in the development of an organization or institution. Quality Human Resources will create quality organizations or institutions as well. Sang Bumi Ruwa Jurai University as an educational organization is also committed to developing human resources, in this case lecturers, to become qualified and competitive lecturers. The research aims to determine the development of human resources in improving the performance of lecturers and to find out the factors that encourage and inhibit lecturers' performance. The research was conducted on Saburai University lecturers. The research method used descriptive qualitative methods. The results of the study concluded that several efforts have been made for the development of Human Resources in improving Lecturer Performance, namely: 1) Providing opportunities for lecturers to take doctoral studies with scholarship programs both from foundations and from the government (LPDP), 2) Providing opportunities for lecturers to participate in various kinds of training, both those that have been programmed by their respective units as well as training activities that are invited from other parties, such as improving the quality of scientific writing, there is a Scientific Writing Assistance program from LLDikti, PEKERTI training, in collaboration with Lampung University, training on proposals making to obtain competitive grants, online journaling training and research methodology training. Barriers 1) There is no special program or priority program for the development of professional competence of lecturers, 2) There is no ongoing training program to support the activities of the Tri Dharma of Higher Education, namely for the implementation of education and teaching, for research and for community service, 3) There is still a lack of the ability and motivation of lecturers to improve their qualifications.

INTRODUCTION

Entering the Industrial Revolution Era 4.0 requires university managers to be able to anticipate carefully and provide a quick response to various developments in all fields, especially the increasingly sophisticated fields of science and technology. This of course has an impact on higher education. The development and changes in science and technology occur very quickly and are increasingly open, especially because they are supported by technological advances. Therefore, universities are required to not only produce quality graduates, but also to improve the performance of lecturers so that they become professional lecturers and can be competitive in facing global challenges.

Lecturers are one of the essential components in an education system in higher education. The roles, duties, and responsibilities of lecturers are very important in realizing the goals of national education, namely educating the nation's life, improving the quality of Indonesian people, which

includes the quality of faith/taqwa, noble character, and mastery of science, technology, and art, as well as realizing an Indonesian society that is advanced, just, prosperous, and civilized. To carry out these very strategic functions, roles, and positions, professional lecturers are needed. As mandated in Law Number 14 of 2005 concerning Teachers and Lecturers, lecturers are declared professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service (Chapter 1 Article 1 paragraph 2). Meanwhile, professionals are stated as work or activities carried out by a person and become a source of income for life that requires expertise, proficiency, or skills that meet certain quality standards or norms and require professional education. The competence of educators, especially lecturers, is defined as a set of knowledge, skills and behaviors that must be possessed, internalized, mastered and realized by lecturers in carrying out their professional duties. The main task of the lecturer is to carry out the Tridharma of Higher Education with a workload of at least 12 (twelve) credits and a maximum of 16 (sixteen) credits in each semester in accordance with academic qualifications. Meanwhile, professors or professors are lecturers with the highest academic positions in higher education units and have special duties to write books and other scientific works.

The size of the productivity of lecturers can be determined by the factors, following namely *knowledge* (knowledge), *skills* (skills), abilities (ability), *Attitude* (attitude) and *behaviors* (behavior). These five factors are contained in Law no. 14 of 2005 articles 20 and 60 as the obligations of teachers and lecturers. As an obligation, teachers and lecturers are responsible for carrying out their daily tasks. However, the obstacle is the absence of assistance from institutions and the length of the bureaucratic chain so that these obligations are difficult to realize. While the obligation to improve and develop academic qualifications and competencies on an ongoing basis, lecturers are required to always improve their intellectual abilities in accordance with the development of science and technology. As a form of improving the academic qualifications of the lecturers, namely by further study, attending education and training, seminars and workshops both carried out by the institution itself and activities carried out outside the institution.

Currently, based on the Higher Education Database, there are 101 permanent lecturers at Sang Bumi Ruwa Jurai University (Universitas Saburai), consisting of 48 men and 53 women, with details of functional positions as follows: 30 without position. lecturers, Head Lectors amounted to 2 lecturers, Lectors totaled 41 lecturers and Expert Assistants totaled 28 lecturers. While the educational qualifications with a Bachelor's Degree (S2) education level are 86 lecturers and a Bachelor's Degree (S3) amounting to 14 lecturers. Apart from that, from all permanent lecturers at Saburai University, there are 24 lecturers who already hold professional lecturers (certified lecturers). (https://pddikti.kemdikbud.go.id/data_pt.2020).

By looking at these data, there are still many lecturers who have to improve their qualifications both in the field of education, namely further studies by taking a strata three education (S3) as well as by increasing their functional positions and increasing the number of certified lecturers (professional lecturers). However, budget constraints are often the reason for not being able to carry out these obligations. Even if they can, the lecturer concerned will set aside a part of his income to carry out research or community service independently.

Lecturer performance or work performance is the result achieved by the lecturer in carrying out the tasks assigned to him based on skills, experience and sincerity as well as the use of time. According to performance or *performance* is a person's activity in carrying out the main tasks assigned to him (King, 1993:19). Good performance, if the lecturer has implemented elements consisting of a high commitment to teaching tasks, mastering and developing subject matter, discipline in teaching and creativity in carrying out teaching and other objectives such as research and community service or what is often called the Tri Dharma of Higher Education. .

By looking at the above facts, the quality of lecturers will greatly affect the quality of graduates and the image of the university. Especially if the graduates have entered the community by working in various agencies, both government and in the private sector. This of course will bring the good name of the alma mater. Because if the potential of lecturers is neglected, it will have an impact on the low quality of learning and the educational process. Apart from that, it also has an impact on decreasing the potential for university development and decreasing student interest in learning. According to Richard A. Swanson defines Human Resource Development is a process of organizational development and personnel training for the purpose of improving performance. According to Castetter (1982:275) which states that development must be seen as an activity to increase individual abilities to be more responsible in the system. According to Manullang (1980:98), the goal of development is actually the same as the goal of training. In fact, the purpose of effective training or development is to obtain three things, namely: (1) increase knowledge; (2) increase skills; (3) change attitudes.

In other words, the quality of a lecturer's performance can be seen from the implementation of his duties and responsibilities as a lecturer, both in the fields of education and learning, research, and community service. Ace Suryani's study written by Rahman Assegaf in Swara Cendekia's Article No. 5 Th. I (2005:1). So large is the role of universities in preparing quality human resources and the strategic position of lecturers in the education and teaching process at universities in order to produce quality graduates, it is very necessary to develop programmed and integrated human resources by the university. This was also responded by Saburai University which always tries to improve the performance of lecturers through the Tri Dharma of Higher Education. The academic image of a higher education institution is largely determined by the quality of the human resources in it, along with the scientific works produced as a contribution to society and the development of their respective fields of knowledge.

Based on the background of the problems that have been stated, the problem can be formulated as follows: how is the development of human resources in improving the performance of lecturers at Saburai University Bandar Lampung and what factors can encourage and hinder lecturer performance at Saburai University Bandar Lampung?

The purpose of this study was to determine the development of human resources in improving the performance of lecturers and to determine the factors that encourage and inhibit lecturers' performance.

RESEARCH METHOD

This study used a qualitative descriptive method. Qualitative methods are used to obtain in-depth data, a data that contains meaning. Meaning is actual data, definite data which is a value behind visible data.

RESULTS AND DISCUSSION

Human resources are one of the determining factors in the development of higher education institutions. Human Resources development program must be the most important element in the development of an institution. The academic image of a higher education institution will be largely determined by the quality of the human resources in it, along with the scientific works produced as a contribution to society and the development of their respective fields of knowledge.

Human resource development to improve the performance of lecturers in their obligation to carry out the Tri Dharma of Higher Education, namely through education and training, which are planned systematically, in line with the course of the institution in accordance with the achievements

and interests of the lecturers, and pay attention to the opportunities that exist within the Saburai University and the field each other's knowledge.

Saburai University in developing human resources through the field of education, namely by providing opportunities for lecturers to pursue further studies at Strata three (S3) with scholarship programs both from foundations and from the government (LPDP), where there are still many permanent lecturers who have not attained doctoral education (S3). In this program, every lecturer is given the same opportunity to get scholarships according to their respective fields of knowledge. Meanwhile, in the field of training, it provides opportunities for lecturers to take part in various kinds of training, both those that have been programmed by their respective units and training activities that are invited from other parties. For example, in improving the quality of scientific writing, there is a Scientific Writing Assistance program from LLDikti, PEKERTI training, in collaboration with the University of Lampung, training on making proposals to get competitive grants, training on online journaling and research methodology training. Apart from that, to publish scientific works, there is a program from the Institute for Research and Community Service (LPPM) in the form of "*Grand Research*" where lecturers if their proposal passes the selection, they will receive financial assistance to conduct research and community service. On the other hand, there are also journal publications from each faculty that function as a forum for lecturers' scientific work in the form of research results and community service and lecturers also get rewards.

Factors that encourage and hinder the performance of Saburai University lecturers. Law No. 14 of 2005 states that lecturers are professional educators and scientists with the main task of transforming, developing, disseminating science and technology, and the arts through education, research, and community service. Lecturers are an important component in higher education, regardless of the education quality improvement policy that is designed, which ultimately the lecturer implements in the teaching and learning process. As the spearhead of tertiary institutions, lecturers determine the quality of education and graduates produced by these universities, in addition to the general quality of the universities. If the lecturers are of high quality, then the quality of higher education is quality, and vice versa (Thoyib 2008).

Furthermore, Article 1 of the Law on teachers and lecturers states that lecturers are professional educators. As professional educators, lecturers serve as tutors for courses according to their expertise. One form of professionalism in teaching courses, a lecturer carries out planning activities, carries out lectures and evaluates the process and results of lectures (Setiawati, Linda: 2012).

The policy of developing a lecturer competency development program is one of the essential components in a higher education system. The roles, duties and responsibilities of lecturers are very important in realizing national education, namely educating the nation's life, improving human quality, covering the quality of faith and piety (Prasetyo, Tika Dedy, Kusrini, Hanif Al Fatta 2013).

The planning strategy for developing lecturer resources is actually an inseparable part of the higher education development program in general. The success of the program will affect the quality of the university itself. These programs need to be implemented regularly and continuously in order to create high-quality lecturers who are able to encourage the progress of higher education. There are several factors that support the development of lecturers' professional competence. The main supporter is the availability of opportunities for career development, both in the academic field and in academic structures. A career in academics is to become a scientist in the field of education as a Doctor or Professor. Careers in the academic structural field are as Chancellor, Assistant Chancellor, Dean, Assistant Dean, Head of Research Institute, Head of Community Service Institution, Head of Department / Head of Study Program, and other academic structural positions. Other supports are facilities that support the smooth implementation of lecturer competency development, namely the availability of scholarships or financial assistance for those who will carry out further studies to the

strata three (S3) program. Other facilities include encouragement or motivation, the necessity to improve the competence of lecturers to take part in training activities for self-development, including: seminars, workshops, symposiums, continuing education to a higher level and other scientific work activities as well as the availability of funds for development as well as for research activities, book writing, and modules.

The inhibiting factor in the development of lecturers' professional competencies is the absence of special programs or priority programs for the development of lecturers' professional competencies, and there is no ongoing training program to support the activities of the Tri Dharma of Higher Education, namely for the implementation of education and teaching, for research and for community service. Another inhibiting factor is that it arises from the lecturers themselves, namely the ability and spirit of the lecturers themselves, the lack of motivation and the absence of firm sanctions from the institution. Apart from that, some lecturers' abilities in certain fields are considered still lacking. Although there are plenty of opportunities to improve abilities, certain lecturers do not or do not take advantage of them because of the many tasks or busyness in structural positions. Although funding opportunities are available for further studies, due to the limited number and competitive nature, their utilization is also limited. Bureaucracy that is too tight can hinder the smooth process of activities, both in the planning and implementation stages of lecturer competency development.

CONCLUSION

Human resources are one of the determining factors in the development of higher education institutions. Human Resources development program must be the most important element in the development of an institution. The academic image of a higher education institution will be largely determined by the quality of the human resources in it, along with the scientific works produced as a contribution to society and the development of their respective fields of knowledge.

Higher education institutions, in this case Saburai University, need to conduct a performance assessment that refers to the Tri Dharma of Higher Education, because by incorporating the elements contained in the Tri Dharma of Higher Education, it will be possible to determine the performance assessment of lecturers. What needs to be considered in the implementation of this performance appraisal is the control of the assessor/college management. In addition to control, openness in the assessment system will make lecturers feel valued and they can set their own targets. Openness and objectivity will increase job satisfaction and will ultimately affect overall college performance. In general, in the development of human resources, Saburai University has provided opportunities for all lecturers in their respective fields of knowledge to develop their quality through education and training. It's just that sometimes this opportunity has not been utilized as well as possible by lecturers because it is very competitive, causing a decrease in lecturers' motivation to participate in education and training programs.

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