

MANAGEMENT OF LECTURER PERFORMANCE APPRAISAL IN IMPROVING THE ACADEMIC QUALITY OF HIGHER EDUCATION (CASE STUDY AT THE INSTITUTE OF TECHNOLOGY AND BUSINESS SWADHARMA JAKARTA)

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Abstract. One important factor in increasing resources in higher education is lecturers. As one of the universities, the Swadharma Jakarta Institute of Technology and Business strives to improve the quality of lecturers. Increasing the quality of lecturers is carried out by assessing lecturer performance. Good quality lecturers will result in improving the academic quality of higher education. Assessment is carried out by measuring through lecturer assessment indicators in education and teaching activities, research activities, community service activities and other supporting activities. ITB Swadharma has made various efforts to improve academic quality, including by conducting lecturer performance assessments

Keywords: lecturer performance assessment; improving academic quality

I. INTRODUCTION

Higher education assumes a critical role in the endeavors to cultivate a nation's human capital. Lecturers' presence is one of the most crucial components in efforts to develop these resources. Lecturers contribute significantly to initiatives aimed at enhancing the caliber of tertiary education. Lecturers are expected to conduct themselves in a professional manner in order to produce graduates of high caliber. Enhanced professionalism among lecturers directly correlates with improved quality of higher education. Universities must give profound consideration to the expansion of lecturing capacity. In order to assess the effectiveness of instructors, evaluations are conducted in the form of student performance. The accuracy of fulfilling each component in the lecturer's task indicators depends on the lecturer's understanding and ability to translate their duties and responsibilities into the work they do and is a unified responsibility that cannot be released and must be comprehensive.[1], [2]. The challenges faced by universities as institutions in developing human resources are related to the number and quality of lecturers. If the number of students from a university increases, the university must increase the number of lecturers according to the predetermined ratio of lecturers to students.[3]stated that the low average level of education in Indonesia is a challenge that must be faced by universities, so efforts are needed to develop and educate lecturers as teaching staff.

In implementing the tridharma of higher education, especially teaching education, lecturers are required to have the concept of self-efficacy, namely a person's belief that he

or she as a lecturer can achieve goals and overcome the problems being faced well. Self-efficacy can be increased in various ways, including achievement, vicarious experience, social persuasion, and emotional arousal. The higher a lecturer's self-efficacy, the more motivation to achieve, develop a career and improve lecturer performance will increase and grow[4], [5]. The Swadharma Institute of Technology and Business (ITB) as a university also plays a role in improving the quality of human resources. ITB Swadharma is a tertiary institution which is a merger between the Swadharma College of Information and Computer Management (STMIK) and Ppliteknik Swadharma. The establishment of ITB Swadharma was carried out in accordance with the instructions of the Ministry of Education and Culture of the Republic of Indonesia, where educational foundations that have two or more tertiary institutions should be merged into one to increase the capacity of tertiary institutions. STMIK Swadharma was founded in 1992 and Swadharma Polytechnic was founded in 1993. The Danar Dana Swadharma Foundation as the organizing body of STMIK Swadharma and Swadharma Polytechnic implemented these instructions by combining the two universities. In 2020 a ministerial decree regarding the establishment of ITB Swadharma as a merger of STMIK Swadharma and Swadharma Polytechnic which is based in Jakarta.

Currently, ITB Swadharma has 5 undergraduate study programs and 4 Diploma 3 study programs. These study programs are the Information Systems Study Program, Informatics Engineering Study Program, Data Science Study Program, Accounting Study Program and Digital Business

Study Program for undergraduate level. Accounting study program, Electronics Engineering Study Program, Business Administration Study Program and Finance and Banking Study Program for Diploma Three level.

II. RESEARCH METHODS

This research method uses a qualitative research design with data collection methods through interviews, observation and document analysis at the Swadharma Jakarta Institute of Technology and Business. The steps in the research are: College Identification, Initial observations, Interview, Document analysis, Mapping research results, Validate findings, Cross case analysis, Preparation of Recommendations According to [6], [7] Performance management is a continuous process of identifying, measuring and developing the performance of individuals and teams and aligning their performance in accordance with company goals. According to [8] Performance management is a process where managers or leaders must ensure that the activities of workers or employees and the results must be in accordance with the goals of the company. According to [9] Performance management is everything about efforts and synchronized improvements to increase or create value from customers or customers by creating increased economic value for owners or shareholders. According to [10] Performance management is a goal-oriented process that directs all processes in the organization to maximize employee productivity.

Motivation is a process that explains the intensity, direction and persistence of a person as an individual to achieve their goals. There are three main keys to this process, namely intensity, direction and persistence [11].

Professional is stating a profession from a position or job that requires expertise from its members [12]. And according to Walter Johnson in Djam'an Satori, the characteristics of a profession are 1) the existence of standard standards, 2) the existence of an institution that produces a profession, 3) the existence of a professional institution that oversees the profession, 4) the existence of rules in the form of ethics and a code of ethics. that regulates members of the profession, 5) there are rules that regulate the reward system for services and 6) there is recognition from society for this work. According to [13] states that campuses can carry out their role as institutions for the dissemination of values, scientific bases, commitment, attitudes, abilities and have discipline, so lecturers are needed who have 1) ability, 2) a sense of responsibility, 3) honesty, 4) professional sensitivity and 5) dedication to profession, nation and state [14]. According to the law, lecturers are professional educators who can professionally carry out their duties and functions as lecturers. The lecturer profession refers to the efforts made by educators in order to manage and organize learning in a higher education institution. In other words, professional development of lecturers can be interpreted as an effort to increase competence, improve the quality of learning and increase the academic role of educators in higher education.

According to JG Gaff and Doughty quoted by Miarso (2004) there are 3 things related to lecturer professional development, namely 1) instructional development, 2) organizational development and 3) professional development. According to Bergquist and Philips, lecturer development is the main thing in the development of higher education.

According to [15] states that evaluation can be carried out using a balanced score card (BSC) to broaden perspectives in carrying out strategic planning. BSC in its approach uses 4 perspectives, namely: 1) Financial, 2) Customer, 3) Internal Process and 4) Learning and Growth. In the context of performance management, the Balanced Score Card can be expressed as [16]:

Financial, In the context of lecturer performance management, financial aspects can include the lecturer's contribution to institutional income, and the efficient use of financial resources for lecturers

Customer, In the context of lecturer performance management, lecturers have a role as service providers to the main customers, namely: 1) students and 2) the community. This aspect includes evaluating student satisfaction with lecturers' teaching and lecturers' contributions to activities in the community.

Internal Process, In the context of lecturer performance management, lecturers are involved in the internal processes carried out by the lecturers themselves. In this context, internal aspects include teaching methods, research and community service carried out by lecturers

Learning and Growth, In the context of lecturer performance management, lecturers are considered professionals, so lecturers need continuous development. This aspect includes an assessment of lecturers' participation in professional development activities as lecturers and contributions to institutional development.

The CIPP (Context, Input, Process and Product) model will provide a framework for understanding the elements that will be evaluated in assessing lecturer performance [17]. Context focuses on understanding the external and internal environment in which the program runs. In the context of lecturer performance management, it involves understanding social conditions, educational policies and labor market needs. Input will relate to the resources owned and needed to implement the current program [18]. In the context of lecturer performance management, input can involve aspects such as lecturer recruitment policies, professional development systems and resources used to support their duties as lecturers.

Process is evaluating the way the program is implemented. In the context of lecturer performance management, the process can include the performance assessment process, teaching methods, and management practices in supporting and hindering lecturer performance. Product is the result produced by the program. In the context of lecturer performance management, the product is the output of the lecturer's performance, such as the quality of the lecturer's teaching. Decisions in the form of resulting value can be seen from various things such as 1) observation, 2) background, 3) training. This model is an evaluation model in

collecting and utilizing data so that the right information will be obtained so that the evaluation objectives can be achieved.

According to [19] Quality of education is the ability of an educational institution to use educational resources to improve learning abilities. In general, the quality of education is the quality of a process of changing the attitudes and behavior of a person or group to mature humans and get closer to the creator through the educational process.

higher education, Higher education consists of 1) academic education and 2) vocational education. Academic education focuses on mastering science and technology, while vocational education focuses on the readiness of graduates to be able to apply their skills in society. Based on its form, higher education in Indonesia can be divided into five, namely 1) University, 2) Institute, 3) College, 4) Academy and 5) Polytechnic. According to [20] states that higher education performance management can be integrated into the structure and goals of higher education..

III. RESULTS AND DISCUSSION

The Swadharma Institute of Technology and Business (ITB) Jakarta is a tertiary institution that is a merger between the Swadharma Polytechnic and the Swadharma School of Information and Computer Management (STMIK) with the Decree of the Minister of Education and Culture Number 447/M/2020 dated April 15 2020. Currently ITB Swadharma has 5 Bachelor level study programs and 4 Diploma three study programs. Both institutions and study programs are all in accredited status. These study programs are the Information Systems Study Program, Informatics Engineering Study Program, Data Science Study Program, Accounting Study Program and Digital Business Study Program for undergraduate level. Accounting study program, Electronics Engineering Study Program, Business Administration Study Program and Finance and Banking Study Program for Diploma Three level. The vision of ITB Swadharma is to become a provider of superior higher education in the fields of technology and business at the national level that produces graduates who are highly competitive and have a technopreneurship spirit. Currently ITB Swadharma has 2 campuses: 1) Malaka Campus with the address Jl. Malaka No. 3 West Jakarta and 2) Pondok Cabe Campus with the address Jl. Raya Pondok Cabe No. 36 South Tangerang.

The mission of ITB Swadharma is:

- a. Organizing technology and business education with a critical, creative and innovative thinking approach
- b. Carrying out and publishing the results of research and other scientific activities for the development of the ICT-based business world (Information and Communication Technology)
- c. Carrying out professional community service that is useful for the community
- d. Organizing seminars, workshops and training activities both internally and externally for the benefit of institutional development
- e. Organizing collaborations with other agencies/universities through national networks

The objectives of ITB Swadharma are:

- a. Long term: the formation of people based on technology and business that is oriented towards the interests of society and is useful for themselves and others.
- b. Medium Term: produce personnel who have competence in the fields of technology and business for the benefit of society
- c. Short Term: a) produce experts in the field of information technology who can implement developments in information technology and 2) produce experts in the field of business based on information technology.

Lecturer performance assessment management

In every increasingly global development, ITB Swadharma needs qualified lecturers. On the one hand, as lecturers, they need feedback on their performance as a guide for the lecturer's next actions. From the results of the lecturer performance assessment, the institution will be able to find out whether the lecturer meets what the institution wants, both in terms of quality and quantity, as required by the institution and stakeholders, namely the government and society. Assessment is carried out by referring to a formal and structured system that can be used to measure and assess characteristics related to work, behavior and results. ITB Swadharma uses measures in assessing or evaluating lecturer performance including: 1) Quality of work, 2) Communication and 3) Actual accuracy (promptness). Apart from the above, you must also pay attention that performance assessment must include: 1) related to the lecturer's work, 2) lecturer assessment standards, 3) an assessment system that is practical and easy to understand, 4) assessment must be carried out objectively and transparently, 5) must provide benefits for lecturers and institutions, 6) can be used as a basis for further development, 7) is a continuous activity and 8) is an integral part of management activities. Several things must also be evaluated according to the lecturer, including: 1) assessment of lecturer performance in the field of education and teaching, 2) assessment of lecturers in the field of research, 3) assessment of lecturers in the field of community service, 4) assessment of lecturers in supporting activities, 5) assessment lecturers in terms of behavior and 6) assessment of lecturers in terms of rank/functional position and certification. The last six aspects are lecturer assessments that are adjusted to the Lecturer Workload Reporting (BKD) which is reported every semester to the Ministry of Education, Culture, Research and Technology. Each indicator is created to facilitate assessment.

Lecturer performance assessment management at ITB Swadharma has been implemented through the POAC stages (Planning, Organizing, Actuating, Controlling)

Planning (Planning)

This activity includes: 1) determining programs, 2) setting standards, 3) determining events, 4) determining budgets, 5) determining methods, 6) establishing policies, 7) establishing procedures and 8) establishing regulations.

Organizing (Organization)

This activity includes: 1) detailing all work, 2) dividing workload, 3) combining work, 4) establishing mechanisms and 5) monitoring organizational effectiveness.

Actuating (Implementation)

This activity includes assessment activities using observation methods, oral interviews and questionnaires.

Controlling (Supervision)

This activity includes supervision in assessing lecturer performance by following the PDCA (Plan, Do, Check, Action) pattern. Activities are carried out repeatedly. Assessment is also carried out indirectly. This indirect assessment is carried out based on 1) written reports from students, 2) self-evaluation results, 3) reports from administration. After supervision is carried out there will be follow-up actions in the form of 1) improvement and development of lecturer performance, 2) adjustment of compensation, 3) decisions within lecturers in the form of promotions, demotions and transfers and 4) training and development needs of lecturers

Lecturer Performance in improving Academic Quality

Dsoen coaching is a series of coaching activities that are carried out continuously and continuously. This activity is carried out by assessors/examiners both in structural and functional relationships. This coaching activity has the scope of activities 1) education and teaching, 2) research and 3) community service. Lecturer coaching and development is carried out with the targets: 1) increasing lecturer awareness and discipline, 2) developing lecturer careers, 3) distributing duties and responsibilities, 4) improving the academic atmosphere and 5) improving the academic quality of the institution. To improve lecturers' pedagogical competence, this is done in various ways, including: 1) workshops, 2) seminars and 3) education and training.

Academic quality resulting from lecturer performance

Lecturer performance will encourage improvements in academic quality based on a review of educational quality which can be detected from the following characteristics: 1) competency, 2) relevance, 3) flexibility which includes, 4) efficiency, 5) effectiveness and 6) credibility. There are 13 characteristics assessed including: 1) performance, 2) reasonable time, 3) reliable, 4) data durability, 5) beautiful, 6) human relations, 7) easy to use, 8) special form, 9) certain standards, 10) consistency, 11) uniformity, 12) being able to serve and 13) accuracy. The quality resulting from the performance of lecturers at ITB Swadharma is classified as good, because it can fulfill more than 85% of human resource indicators, and the Tridharma of Higher Education (education and teaching, research and community service).

To improve the quality of institutions there are 5 dominant factors, including: 1) leadership in higher education, 2) students as subjects, 3) maximum involvement of lecturers, 4) dynamic curriculum and 5) collaborative networks.

IV. CONCLUSIONS

Based on data processing, the findings and results of the discussion are the conclusions of the research, namely 1) The academic quality of the performance assessment of lecturers at ITB Swadharma based on various criteria is said to be good. 2) Implementation of lecturer performance assessment management at ITB Swadharma for various

indicators, especially the tridharma of higher education (education and teaching, research and community service) and support has been implemented well with the stages of Planning, Organizing, Actuating, Controlling. 3) Lecturer performance assessment can be carried out indirectly through student assessments, self-evaluation results and activity reports from the administration. 4) Increasing the performance of lecturers has a big influence on improving the quality of academic quality at ITB Swadharma. 5) The criteria used in evaluating lecturers are performance in the field of education and teaching, performance in the field of research, performance in the field of community service, supporting performance and behavioral performance. 6) The effectiveness of feedback in continuous development in improving academic performance can run well. 7) The challenges and obstacles experienced by institutions in implementing lecturer performance assessment are that there are still lecturers who have not actively carried out assessments, especially regarding the provision of documents. This research recommends an emphasis on analyzing lecturer assessment criteria, performance development strategies, and evaluating the effectiveness of feedback to improve academic quality at ITB Swadharma. This solution is expected to strengthen assessment management and the effectiveness of lecturer development.

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