

Educational Staff Responses About Policy Models About Career Development Policy Models at Surabaya State University

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Abstract— Career development is very important for an organization, because career is a need that must be developed in an employee. The substance of this paper is related to the response of the career development model through the expertise channel for educational staff at Unesa. This study used an exploratory design, with a sample of 60 educational staff randomly drawn and not yet occupying structural positions. Data collection techniques using questionnaires, with data analysis techniques descriptive statistical techniques with percentage techniques. The results of this study indicate that the career development model through expertise is responded very well. With consideration: (1) this career path is able to provide alternative career limitations based on structural positions; (2) this pathway is able to accommodate educational personnel who have certain expertise; (3) Placement of this career path is based on certificates held and open in nature; (4) educational staff who occupy structural positions and career expertise must have a work ethic, be exemplary and have an innovative and creative spirit. Career development model of expertise pathway can be used as an alternative to structural path limitations.

Keywords— *career development, expertise, education staff, Unesa*

I. INTRODUCTION

Human resources are an important dimension in organizational success [1], is the main capital to achieve goals and improve performance [2], and the quality of human resources determines organizational performance [3], [4]. The quality of human resources (HR) is highly dependent on intelligence, honesty, skills, creativity, and professionalism (Damanpour, 1991). In the world of education, to achieve quality education personnel, there needs to be an increase in integrity and professionalism [5].

Educational staff as the agent of change are required to bring up the ideas of renewal and manage them [6]. Problems that arise are qualification, coaching, professional development and performance [6]. Continued intensive attention, direction and guidance is needed so that education staff are able to carry out their duties, functions and responsibilities according to established standards [7], [8].

Educational staff are human resources who are tasked with carrying out administration, management, development, supervision, and technical services to support the implementation of the educational process in education or research units [9]. Education personnel are tasked with planning and carrying out administration, management, development, supervision, and technical services to support the education process in the education unit [9].

Educational staff have various competencies. This has an impact on the level of integrity and quality of service [9], technology adaptation and adaptation of leadership performance [9]. Therefore the integrity and professionalism of the teaching force is seen as important to be improved [10]–[12]. Educational staff with integrity and professionalism is one of the needs in supporting academic performance and services [13]. One of the motivations of educational staff to improve integrity and professionalism is career development [13].

One of the motivations of educational staff to improve integrity and professionalism is career development. At present, education personnel need opportunities to develop their careers and competencies [14]. Career development has a role in enriching the competence of education personnel and increasing organizational output [15]. In addition to meeting the needs for promotion of positions and functions,

competency enhancement is needed to improve the existence of educational staff [16].

The career development of the education staff can be done by providing 4 professional domains; (1) self-awareness; (2) getting support; (4) work with a team; and (5) self-management [17]. In addition, the development of educational staff careers can be done through job rotation [18], giving rewards [19], providing training and fostering a competitive climate [20].

The role of education personnel is to help in managing educational institutions, help plan an educational plan, help facilitate educational activities, help secure the educational environment, help create a beautiful and comfortable atmosphere of the educational environment [21]. The function of the education staff is to guarantee the continuity of an education system, monitor a system within an educational institution, provide facilities to educators and students in carrying out an educational activity, provide comfort and safety of the educational environment, and regulate an educational process within an institution [22].

Related to the career development of educational staff, Surabaya State University has a structural career development path, which starts from the Bureau Chief, Section Chief and Sub Division Head. The number of structural careers is limited, so they are not able to accommodate educational staff who have potential. This structural career path only opens up opportunities, if the official enters retirement age or dies. Of course this condition is not fair for educational staff who have certain expertise that supports the smooth performance of the university. Warsono (2018) developed a policy model for the career development of education staff at Surabaya State University [23], in addition to structural careers and trying to provide alternative career paths for expertise. This paper describes the response of educational staff about career development through expertise.

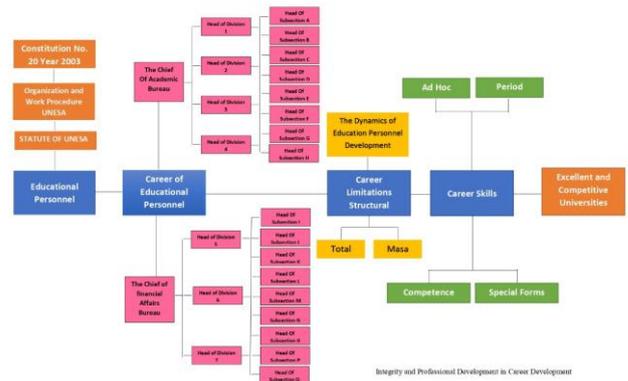
II. METHOD

This research uses exploration design. The substance of the study was the Educational Personnel Response About the Career Development Policy Model at Surabaya State University. The sample of this study was 60 educational staff randomly selected and not yet occupying structural positions. Repon is given to the Career Development Model resulting from the results of Warsono's research (2018), namely that education staff have structural career paths or career expertise. The response indicators are examined from aspects: (1) The urgency of career development in the path of expertise; (2) Response to career path expertise; (3) Increased integrity and professional competence to achieve structural careers and expertise; (4) Structural positions and Performance-based expertise positions. The data analysis technique used is descriptive statistical techniques with percentage techniques.

III. RESULT AND DISCUSSION

Career development is very important for an organization, because a career is a need that must be continuously developed in an employee so that it can motivate employees to improve their performance. Career development includes every activity to prepare someone for certain career paths. This career development model is

structured in order to improve the integrity and professionalism of the teaching staff at Unesa. In detail the development model can be seen from the Figure below.



Structural career paths at Unesa start from the staff, then become the Head of Subdivisions, up to become the Section Head and the highest structural position is Head of the Bureau. At present (2019) at Unesa there are 17 positions of Heads of Subdivisions, 7 Heads of Sections and 2 Heads of Bureaus, while Career Skills, have not yet been formed. The above model provides an alternative to the presence of career expertise for education personnel. Career development of this expertise is expected to accelerate the achievement of the institution's goal to become a superior and competitive university. The response to the development of this model, as shown in the following table.

Table 1.
Educational Staff Responses About Career Development Policy Models at Surabaya State University

No	Indicator	Scale %					%
		1	2	3	4	5	
The urgency of career development is the path of expertise							
1.	Career path is able to motivate the performance of members of the organization			5 (8%)	10 (17%)	45 (75%)	
2.	Career development must be adjusted to the competencies and talents of the education staff			3 (5%)	10 (17%)	47 (78%)	
3.	Occupying certain career positions, will be a pride for education staff				10 (17%)	50 (83%)	
4.	Structural career paths (Kabiro, Kabag, head of sub-divisions) at Unesa are very limited so they cannot accommodate the careers of the teaching staff				5 (8%)	55 (92%)	
5.	The presence of career path expertise becomes an important dimension to accommodate educational staff who have certain expertise				7 (12%)	53 (78%)	

Response to career path expertise							
1.	The presence of career path expertise can motivate education personnel with certain expertise			5 (8%)	12 (20%)	43 (72%)	
2.	Career paths of expertise must be divided based on specific expertise				5 (8%)	55 (92%)	
3.	The career path of expertise was given a task within a certain period			10 (17%)	15 (25%)	45 (75%)	
4.	Career path expertise is given an assignment based on interests	5 (8%)		5 (8%)	10 (17%)	40 (67%)	
5.	Requirements for assigning career paths to expertise should not be based on rank and age, but prioritizing their expertise				10 (17%)	50 (93%)	
Important Dimensions Increased competence to achieve structural careers and expertise.							
1.	I will attend any education and training to improve competence				10 (17%)	50 (83%)	
2.	I will attend education and training according to the current assignment field				10 (17%)	50 (83%)	
3.	I will attend education and training in technology and English			5 (8%)	10 (17%)	45 (75%)	
4.	I will be pursuing personal education and training				10 (17%)	50 (83%)	
5.	In order for me to take office, I will try to please the leader			5 (8%)	5 (8%)	50 (83%)	
Structural positions and Performance-based expertise positions							
1.	Educational staff who occupy structural positions must have a work ethic				10 (17%)	50 (83%)	
2.	The performance of educational staff occupying structural positions must be emulated			5 (8%)	10 (17%)	45 (75%)	
3.	The performance of educational staff occupying structural positions must be innovative and creative				10 (17%)	50 (83%)	
4.	Educational staff who occupy positions of expertise must be based on certain competency certifications				10 (17%)	50 (83%)	
5.	Ownership of competency certification in positions of expertise must be			5 (8%)	10 (17%)	45 (75%)	

	open and accessible to all parties						
Total Rating Scores							

There are four important indicators, related to the response of education personnel to career development policy models at Surabaya State University. First, career development path expertise is considered very important. This argument is based that this career path is capable of motivating performance (75%); This career path synergizes with talent (78%); career positions make proud (83%); limitations of existing structural positions (92%); this position is able to accommodate expertise competence (78%). Secondly, the presence of career path concepts based on expertise gets good responses. This statement is based on; this pathway is able to motivate certain skilled education staff (72%); career expertise must base certain expertise (92%); there is no common opinion about the mechanism of assignment of career path expertise, time limit (75%); interests (67%); rank and age are not a requirement in this career path (93%).

Third, the importance of increasing competencies to achieve structural careers and expertise. Views that emerge; Education and Exercise are important for competency improvement (83%); Increased competence according to current assignments (83%); technological competence and English language skills (75%); personality competence (83%); competence is not yet the focus of attention, more important is pleasing the leader (83%). Fourth, structural positions and expertise positions must be performance based. There are several arguments: occupying a structural position must have a work ethic (83%); exemplified (75%); innovative and creative soul (83%); occupying positions of expertise must be based on certain competency certifications (83%); Ownership of competency certification occupying positions of expertise must be open and accessible to all parties (75%).

IV. CONCLUSION

Career development models through the expertise channel responded very well. With consideration: (1) this career path is able to provide alternative career limitations based on structural positions: (2) this pathway is able to accommodate educational personnel who have certain expertise; (3) Placement of this career path is based on certificates held and open in nature; (4) educational staff who occupy structural positions and career expertise must have a work ethic, be exemplary and have an innovative and creative spirit

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