

Development of Human Resource Management (A Study of Lecturer Competency at Universitas Muhammadiyah Bandung)

Setiadin*

Universitas Muhammadiyah Bandung
dokter.dinsetiadin@umbandung.ac.id

Leni Rohida

Universitas Muhammadiyah Bandung
leni.rohida@gmail.com

Abstract. This study aims to obtain empirical evidence and find clarity of phenomena about the Development of Human Resources Management related to competence. Competence is a set of knowledge, skills, and behaviors that lecturers must possess, internalized, and mastered by lecturers in carrying out professional tasks. Quality lecturers are lecturers who have competence in carrying out the teaching and learning process. The competencies required by a lecturer in carrying out their duties are pedagogical competence, personality competence, professional competence, and social competence. The lecturer as a professional educator and a scientist has a very strategic role and has the main task of transforming, developing, and disseminating knowledge and increasing productivity in producing scientific and research work, which are among the main functions of a lecturer. The lecturers' work productivity is influenced by education, skills, work discipline, management, ethics, attitude, work motivation, technology, facilities, production, work opportunities, achievement, and a supportive work environment. This study uses qualitative methods. It is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. The results of this study are expected to provide input related to the impact of the development of human resource management on the competence of lecturers at Universitas Muhammadiyah Bandung.

Keywords: *human resource management, competency, lecturer*

INTRODUCTION

Managing human resources in the education field is very important. The success and performance of a person at work are primarily determined by the level of competence, professionalism, and also his commitment to the occupational field he occupies. The position of lecturers as professionals serves to improve the dignity and role of lecturers as agents of learning,

the development of science, technology, and arts, as well as community service functions to improve the quality of national education. Higher education institutions as providers of higher education have a significant role in the framework of national development. There are two main tasks carried out by tertiary institutions, the first is to educate the students as part of the nation to master science and technology; and secondly to be the locomotive of national development including preparing the nation's future leaders [1]. The effort of preparing for quality human resources and education needs to be improved continuously.

The improvement of education quality must be supported by the development of teaching staff quality, which is an essential component in the administration of education. The teaching staff plays a pivotal role in education by conducting teaching, training, and research activities, as well as managing and providing technical services in the field of education [2]. Lecturers are one of the essential components of the education system at university. The roles, duties, and responsibilities of lecturers are crucial to produce quality resources. Lecturers are required to show excellent performance through their competence and professionalism. However, lecturer professionalism is not always evident in their work [3].

Several studies found that lecturers do not show professionalism. The professional quality of many lecturers is still low [4]. Ipong Dekawati found that the level of professionalism of lecturers tends to be low [5]. In terms of teaching, Semiawan's observation shows that some lecturers are the main actors in class, making students passive during the learning process. Data from the Directorate General of Higher Education (2002) also reveals a large number of lecturers having poor qualities [6]. Society often questions the quality of education in Indonesia because the country is among other countries that have low education quality. According to a survey in 2004, Indonesia ranked 102 out of 107 countries surveyed and ranked 41 out of 47 countries in Asia. The expected benefits are that this research can contribute to organizations, society, or the government. The current research is expected to provide input for the faculty of economics to

improve its lecturers' performance, professionalism, and competence. By improving lecturer performance, the goal of national education, namely to produce quality human resources, will be achieved. Besides, this research is intended to enhance faculty research performance.

METHOD

This study used the descriptive method. The purpose of this research is to identify ways of strengthening the lecturer competence. The data used were secondary data obtained from various books and data published on the Internet.

RESULT & DISCUSSION

Development of Human Resource Management

Human Resources (HR) is one of the crucial factors that cannot be separated from an organization, both institutions, and companies. HR is also a key that supports the development of the company. In essence, human resources can be in the form of people who are employed in an organization and serve as a driver to achieve the goals of the organization. Human resource management (HRM) is planning, organizing, directing, supervising the procurement, development, compensation, integration, maintenance, and termination of labor relations that help in the achievement of organizational, individual, and community goals.

HR is usually managed by a Human Resource Department division, which plays a vital role in managing human resources in the company, starting from planning, recruiting staff, training and development, managing performance, and other staff-related things like compensation and benefits. One of the HR division tasks is to handle various problems related to employees, managers, and other workers to support the activities of the organization or company to achieve the goals. HR Division is an integral part of the company and works to solve problems related to HR. Human resource development is an effort to develop the quality or capability of human resources through the process of education planning and training and management of personnel or employees to achieve an optimal result.

Armstrong states, "Human resource development is related to the availability of opportunities and development of learning, making training programs that include planning, organizing, and evaluating these programs." [7]. Harris and DeSimone argue that human resource development can be defined as a set of systematic and planned activities designed by an organization to facilitate its employees with the skills needed to

meet the demands of work, both now and in the future [8].

Indonesia must see the AEC as an excellent opportunity to improve economic conditions in Indonesia. All of that can be realized if improvements in the quality of human resources are taken into account to improve competitiveness among ASEAN countries. The government must work together with various parties to provide education and prepare the community to face the 2015 MEA. The Indonesian government must be able to encourage skills training because most Indonesian workers lack attitude, intelligence, English language, and computer skills. In this case, universities play a significant role in producing the best products. Lecturers are the main actor in the process of teaching and learning activities in universities. Therefore, the career development of lecturers must be put at the top priority. Professional educators and scientists must carry out the *tridarma* of Higher Education, namely teaching, doing research, and conducting community service.

The government and universities spend much money to improve the quality of universities and increase the budget for research, seminars, and scientific publications. It is expected that universities can achieve higher accreditation and have an excellent reputation. Therefore, they will achieve good recognition, both locally and internationally, and be more competitive.

To run a good program, it requires lecturers who have good quality to produce the best graduates. The career development of lecturers is significant. The Directorate General of Higher Education has provided instructions on the stage of lecturer development, explaining that adequate compensation is also a factor in improving the quality of lecturers so they can teach properly. Accreditation is a form of an external quality assurance system, a process used by authorized institutions to provide formal recognition that an institution has the ability to carry out certain activities. BAN-PT is an institution that has the authority to evaluate and assess and determine the status and quality ratings of study programs based on established quality standards.

Lecturer Competence

In carrying out a job or activity, an excellent competency in the respective field is required. With the competency, someone will be able to complete his work more efficiently. According to Shateau in Sekar Mayangsari [9], competence can be defined as someone's expertise to achieve the target of his job well. Muhaimin [10] defines competence as a set of responsible intelligence and actions that must be possessed by a person as a condition to be considered capable of carrying out tasks in specific fields. According to Muhibbin

Syeh [11], competence means the ability and is a factor that determines professionalism.

Meanwhile, Robbins [12] said that competence is "ability, namely the capacity of an individual to do various tasks in a job." Furthermore, Robbins explains that "Individual abilities are formed from two sets of factors, namely intellectual ability factors and physical ability factors. Intellectual ability is the ability needed to perform mental activities. In contrast, physical ability is the ability needed to perform tasks that require stamina, dexterity, strength, and skills " [12].

According to Law Number 14 of 2005 concerning Teachers and Lecturers, and according to the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 Concerning Academic Qualification Standards and Teacher and Lecturer Competencies, there are four competencies that must be possessed by a teacher and lecturer in carrying out their tasks. The competencies include pedagogic, professional, personal, and social competencies. They are integrated into the performance of teachers and lecturers. The definition and aspects related to each competence are explained below.

1. Pedagogic competence includes teacher and lecturer understanding of students, learning design and implementation, evaluation of learning outcomes, and student development to actualize the various potentials they have.

2. Personality competence is a personal ability that reflects a steady, stable, mature, wise, and authoritative personality. It is a role model for students and good morals.

3. Social competence is the ability of teachers to communicate and interact effectively with students, fellow educators, educational staff, parents/guardians of students, and the surrounding community.

4. Professional competence is the mastery of extensive and in-depth learning materials, which includes the mastery of curriculum subject matter in schools and the scientific substance that houses the material, as well as mastery of its scientific structure and methodology.

The four competencies mentioned above are holistic and integrative in the performance of teachers and lecturers. Therefore, the whole figure of the teacher and lecturer competencies includes knowing the students well, mastering the content and teaching materials in the school curriculum, organizing educational learning (including planning and implementing learning, evaluating the learning process and results, and following up for improvement and enrichment), and continuously developing their personality and professionalism. With these competencies, a

teacher and lecturer will be able to carry out their duties professionally.

CONCLUSION

From the results of the interviews, there are several factors that make the competitiveness of universities in Indonesia low. In general, these factors are categorized into three: quality of human resources, the number of human resources, and research. These three factors are interconnected. Professionals who work as lecturers in universities must be someone who has excellent competence [13]. The mastery of HR knowledge comes from the concepts, languages, research, and practice of HR. Competencies describe what individuals know and do. HR professionals must prove their competence in three domains: knowledge, HR practices, and the ability to manage change [13]. In the results of interviews in the field, it was found that there are lecturers who are reluctant to do further education. The self-awareness of the lecturer still lacks, even though further education also affects career development. Many lecturers are reluctant to continue their education, even though they are provided with adequate funding and institutional support.

Another factor is that the number of research conducted by lecturers in Indonesia is very low for some reason. First, the Indonesian culture is not accustomed to conducting research. Secondly, the support of universities in terms of time is still lacking. Overseas universities give time off to lecturers who will conduct research. However, in Indonesia, lecturers are given the burden of teaching extensively, so sometimes lecturers have difficulty managing their time. Most lecturers choose to teach only because teaching and researching have the same weight in education *tridarma*. They feel bad leaving the classroom for the sake of research. Thirdly, there is a limited number of human resources or lecturers, which mostly influence the university policy. If the number of human resources were sufficient, the university would grant lecturers permission to do further education or research. However, what actually happens is the contrary.

The management system covers the initial process of staff recruitment and staff development. Unfortunately, the HR division at a university is often overlooked [14]. According to Danai [15], the governance system is essential for a university, and there needs to be a grouping of divisions such as operational and strategic. The University of West Indies (UWI) is one of the examples. There are two levels of responsibility undertaken by HRD at UWI. The first level is related to contract renewal and the appointment of senior or professional staff. The second one is related to

recruitment, training, development, performance management, and HR information systems [16].

REFERENCES

- [1] S. Effendi, "Management of Higher Education Facing Global Challenges," delivered at the National Seminar of the Indonesian Chancellor Council in Makassar. 2003.
- [2] Hamalik. <http://www.infodiknas.com>. Accessed May 4, 2003.
- [3] A. Mubarok. "Paradox of Lecturer Professionalism." 2012. <http://suaramerdeka.com>. Accessed May 3, 2020.
- [4] Mahmud. "Lecturer Performance and Motivation Judging from the PTS Leadership Style in NTB Province." *Journal of Educational Media Scientific Communication*. No 2, July 1, 2011).
- [5] Ipong and Dekawati. "Competence and Notification Its Effect on Lecturer Performance and Its Impact on the Quality of Education Services." 2011. <http://zeparmas.blogspot>. Accessed March 4, 2020.
- [6] Directorate General of Higher Education Ministry of National Education. 2008. Book 1 Lecturer Certification. Jakarta: Academic Manuscript.
- [7] M. Armstrong. "Human Resources Management Management Guidelines Series (Interpreting: Sofyan and Haryanto)." Elex Media Komputindo Gramedia Group, Jakarta. 1997.
- [8] R.L. Desimone, J.M. Werner, & D.M. Harris, "Human Resource Management." Fort Worth: Harcourt College Publisher. 2001.
- [9] S. Mayangsari, "The Effect of Audit Expertise and Independence on Audit Opinions: a QuasiExperiment." *Indonesian Accounting Research Journal*. Vol. 6. No. 1. 2003.
- [10] A.M. Azzet, "Urgency of Character Education in Indonesia: Revitalizing Character Education for Learning Success and Nation's progress." Yogyakarta: Ar-Ruzz Media. 2011.
- [11] M. Syeh, "Collection of Educational Thesis Examples and Thesis Examples." 2011. <http://www.ilmiahpendidikan.com>. Accessed May 5, 2012.
- [12] G. Taasobshirazi and S. M. Glynn, "College students solving chemistry problems: A theoretical model of expertise," *J. Res. Sci Teach.*, Vol. 46, pp. 1070-1089, 2009. Robbins, Stephen P. *Organizational Behavior: Concepts, Controversies, Applications*, Volume 1, Issue 8, Prenhallindo, Jakarta, 20101.
- [13] W. Brockbank, D. Ulrich, R.W. Beatty,, "HR Professional Development: Creating the Future Creators at the University of Michigan Business School," *Human Resource Management*, Vol. 38, No. 2, 1999.
- [14] C.E. Psyhorn, J. Huisman, "The Role of the HR Department in Organizational Change in a British University," *Journal of Change Management*, Vol. 26, No. 4. 2011.
- [15] R. Stefanescu, R. Candea, R. Manolache, R., Danai. "Alumni Inclusion into the Strategic Management of the University. 2015
- [16] E.M. Knight, "Strategic Human Resource Management Practice," are we yet "? The Incorporation of a Human Resource Strategy within a University's Strategic Plan ", *World Academy of Science*, Vol. 71. 2012.