

The Analysis of Human Resources Quality of Educational Staff

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ABSTRACT

This study aims at: 1). Identifying competencies condition of education staff in the Graduate Program in the University of Jambi; 2). Analysing the factors that affect the competence of teaching staff in the Jambi University Postgraduate Program. This study used primary data with descriptive and quantitative methods by utilizing multiple regression analysis tools. The results of this study show that the average year starting to work at Jambi University is > 2015 as many as 40 respondents. The average year starting to work at Postgraduate is 2013-2017 as many as 42 respondents. The average employment status is Non civil servant as many as 60 respondents. The average field of work according to the department is very suitable as many as 31 respondents and the average field in accordance with the competence that is suitable as many as 51 respondents. Simultaneously, the variables of education, work experience, age, work ethic, training that has been attended and social roles have an effect on the competence of teaching staff at the Graduate Program of Jambi University. Partially the work ethic and training variables that have been followed have a significant effect on the competency of teaching staff at the Postgraduate Program at Jambi University.

Keywords: *Quality, Human Resources, Education Staff, Postgraduate.*

1. INTRODUCTION

Human Resource Planning (HR) is intended to estimate the quantity and quality requirements of an organization's HR in the future. An organization will not be able to maintain and develop its existence without the support of human resources in the right quantity and quality. Jambi University (UNJA) is the largest public university in Jambi Province which has been established since 1963. Jambi University in the national ranking by the uni-rank version in 2020 is in 37th place out of 571 public university and private university in Indonesia (<http://www.2020.-version-unirank?page=all>).

The qualifications of existing education staff have never been recorded and measured. In academic activities on campus, if lecturers are not supported by the performance of qualified educational staff, it will have an impact on the quality of the

implementation of Tri Dharma itself. Meanwhile, the educational staff who support the implementation of the Tri Dharma also do not really have sufficient competence. For that we need an in-depth study of human resource planning for education staff at UNJA. Other than those whose assigned to the faculty, there are also those assigned to work units including the Bureau of Academic and Student Affairs (BAK), Bureau of General Affairs, Planning and Finance (BUPK), LPPM, LP3M, LPTIK, UPT Libraries, UPT Student Development, UPT Languages, UPT International Services and UPT Basic and Integrated Laboratory.

The University needs to do forecasting and calculations concerning education manpower needs for the future will come. On the other hand, the qualifications and competence of education staff in several study programs are not yet balanced, so that in

the assessment of the accreditation rankings it will cause quite serious problems. Based on the description above, the researcher is interested in conducting a study at the Jambi University Postgraduate Program to find out, analyze and explain educational staff planning.

Postgraduate program at Jambi University as one of the Tri Dharma implementing programs, namely education and teaching, research, and community service, has 19 master study programs and 5 doctoral study programs requiring educational personnel who meet the quality standards of human resources in accordance with applicable rules and regulations.

The success of an organization depends on the quality of its human resources. Therefore, HR planning must be done to avoid the advantages and disadvantages of employees in the future. However, the planning, not only planning how many employees are needed, but also regarding how employee competencies can support the achievement of organizational goals. HR planning is a key issue for professional organizations in determining the structure, selection costs, workload and so on [1]. Thus, human resource planning of an organization is making decisions about the quantity (amount) and quality of human resources that can realize the goals to be achieved [2].

The core indicator of HR planning is the determination of the types of teaching staff and lecturers that public university will need in the short, medium and long term [3]. In more detail, Mondy [4] explains that human resource planning is a systematic process to match the availability of existing human resources with previously predicted job vacancies. In human resource planning, it is determined the number and types of employees who will be recruited and who will be laid off [5].

Hariandja [6] describes the steps in HR planning in 5 steps, namely, "(1) analysis of factors causing changes in human resource needs, (2) forecasting human resource needs, (3) determining human resource needs in the future, (4) analysis of the availability of human resources and company capabilities and (5) program determination and implementation". The five steps can be summarized into three steps, namely: (1) analysis of HR demand, 2) analysis of available human resources and 3) reconciliation of demand and supply of available human resources [3].

The first step in HR planning and mapping is to forecast future human resource needs. Then predict the availability of human resources owned within the institution (*internal supply*) and outside the organization (*external supply*). The final step to carry out reconciliation is to make adjustments to the mapping of the needs and supplies of education

staff. The ultimate goal is to obtain final data about the shortage or excess of educational personnel in each study program and unit within the institution.

The Decree of Ministry of Administrative and Bureaucratic Reform of Republic of Indonesia No. KEP / 75 / M.PAN / 7/2004 concerning the guidelines calculation of required staff based on the workload in preparing the formation of civil servants, there are three (3) main aspects that should be considered that "(1) Workload; The workload needs to be determined through a work program, then translated into job targets for each position. Workload Analysis, namely determining the number of workers required to complete a job within a certain period of time, calculated from the work volume divided by the predetermined performance standards. (2) Average Ability Standard; The standard of average ability can be the standard of ability which is measured from the unit of time used or the unit of result. The unit of time used to measure how many results can be obtained is called the Time Norm. Meanwhile, the standard of ability of the unit of result is called the Norm of Results. (3) Working time; The working time referred to here is the working time that is effectively used for work, consisting of effective working days and effective working hours."

Spencer & Spencer in the book *Competence at Work* [7] states that competence is defined as a unique characteristic that is contained in a person and affects the effectiveness of performance in a job. Characteristics are what can be observed from the way a person thinks and acts in various situations and conditions. Characteristics are believed to be the hallmarks of *superior* and effective performance.

Tyson [8] argues that competence is used to describe things that are needed to produce effective performance. Competence is a combination of personal and work attributes related to the role that is assumed. Organizations use competencies as a basis in the HR system so that the assessment, development, training and recruitment of employees are based on effective performance standards. In terms of the subject of competence, Barbazette [9] states that competence is based on what employees do and their observed behaviour. Competence is a collection of behaviours that are supported by attitudes, skills and knowledge that underlie and relate to the role of job responsibilities.

Wijayanto, Hubeis, Affandi and Hermawan [10] separate competence into soft competence and hard competence. Soft competence is influenced by family values, personal life goals, social environment, presence of mentors and formal education. While hard competence is influenced by training, work experience, clarity of job description and determine specific goals (*Specific*), measurable (*Measurable*),

can be achieved (*Attainable*), relevant (*Relevant*) and has a period (*Time bond*) or commonly referred to determination SMART goals.

The problems that will be analyzed in this study were (1) Identify the condition of education staff competency in the Graduate Program of Jambi University, (2) Analysing the factors that affect the competence of teaching staff in the Jambi University Postgraduate Program.

2. METHOD

The type of data used in this study was primary data obtained directly from the object of research and collected using a questionnaire. In order to answer the problem of the research, it analysed the descriptive

quantitative data, using multiple linear regression analysis as follows:

$$Y_i = \beta_0 + \beta_1 X_{1i} + \beta_2 X_{2i} + \beta_3 X_{3i} + \beta_4 X_{4i} + e_i$$

Note:

Y_i = Competency of Education staff

β_0 = Constant.

$\beta_1, \beta_2, \beta_3, \beta_4, \beta_5, \beta_6$ = Regression Coefficient

X_{1i} = Knowledge and Skill

X_{2i} = Work Experience

X_{3i} = Work ethic

X_{4i} = Social Role

e_i = Standard Error

3. RESULTS AND DISCUSSION

3.1. The condition of education staff competency

Table 1. Demographic Analysis of Respondents

Description	Respondent Profile	
Age	Number	Percentage
23-27	8	11.9%
28-32	18	26.9%
33-37	13	19.4%
38-42	18	26.9%
43-47	9	13.4%
> 48	1	1.5%
Gender		
Male	33	49.3%
Women	34	50.7%
Education		
High school	12	17.9%
D3	4	6.0%
S1	43	64.2%
S2	8	11.9%
High school	12	17.9%
Marital status		
Married	47	70.1%
Single	18	26.9%
Divorce	2	3.0%

Source: Research Results in 2020 (Data processed)

According to the table 1 the average age of academic staff is 33 years, as many as 50.7% of

women and 49.3% men, 64.2% as much as S1, and as many as 70.1 % were married status.

Table 2. Analysis of Education staff

Description	Respondent Profile	
Employment status	Number	Percentage
Civil servants	7	10.4%
Non Civil Servant	60	89.6%

Year Started Work at Jambi University		
1985-1999	3	4.5%
2000-2014	24	35.8%
≥ 2015	40	59.7%
Rental mat	1	2.0%
Year Starting Work at Postgraduate		
2008-2012	6	9.0%
2013-2017	42	62.7%
> 2018	19	28.4%
Field of Work According to Department		
It is not in accordance with	11	16.4%
Not quite right	25	37.3%
Very suitable	31	46.3%
It is not in accordance with	11	16.4%
Field of Work According to Competence		
Already appropriate	51	76.1%
Not appropriate	16	23.9%
Outside jobs other than at Jambi University		
There is	12	17.9%
There is no	55	82.1%

Source: Research Results in 2019 (Data processed)

According to the table 2, it is known as much as 89, 6 % the status of non-civil servants and 10.4% are civil servants. The average work experience at Jambi University for seven years is as many as 62.7% in the year 2013 to 2017 worked at the Masters as educators. As many as 46.3% categories are very much in accordance with the field of work according to the department. 76.1% of the categories are in accordance

with the field of work according to competence, and 82.1% of the category there is no side job apart from Jambi University.

3.2. Analysis of Factors Affecting the Competence of Teaching Personnel in the Jambi University Postgraduate Program

Table 3. Estimation Results of Factors Affecting the Competence of Teaching Personnel

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	2.619050	0.589905	4.439784	0.0000
X1	-0.017127	0.025236	-0.678679	0.5000
X2	0.002613	0.007511	0.347846	0.7292
X3	0.006987	0.007805	0.895299	0.3742

X4	0.409894	0.102333	4.005502	0.0002
X5	-0.078101	0.045644	-1.711086	0.0922
X6	-0.004051	0.042757	-0.094746	0.9248
R-squared	0.282850	Mean dependent var		4.077780
Adjusted R-squared	0.211135	SD dependent var		0.391658
SE of regression	0.347863	Akaike info criterion		0.824592
Sum squared residue	7,260526	Schwarz criterion		1.054933
Log likelihood	-20.62383	Hannan-Quinn criter.		0.915738
F-statistic	3.944082	Durbin-Watson stat		1.708135
Prob (F-statistic)	0.002175			

From table 3, it is known that the regression coefficient testing of the knowledge and skills variable can be seen that the t value is 4.441689 with the probability of the knowledge and skills variable of 0.0000 or less than the value of $\alpha = 0.10$ ($0.0000 < 0.10$), then H_0 is rejected and H_a is accepted. From these results, it can be concluded that the variables of individual knowledge and skills have a significant effect on the competence of teaching staff.

The regression coefficient variable work ethic can be seen that the value of t count equal to 2.625067 with probability variable work ethic of 0.0109 or less than the value $\alpha = 0.10$ ($0.0109 < 0.10$), then H_0 is rejected and H_a is accepted. From these results, it can be concluded that the individual work ethic variable has a significant effect on the competence of teaching staff. The regression coefficient variable work experience can be seen that the value of t count equal to 0.266749 with variable probability of working experience at 0.7905 or greater than the value of $\alpha = 0.10$ ($0.7905 > 0.10$), then H_0 is accepted and H_a is rejected. From these results, it can be concluded that the individual work experience variable has an insignificant effect on the competence of teaching staff.

The regression coefficient variable social roles can be seen that the value of t count equal to 0.185121 with probability variable social roles of 0.8537 or greater than the value of $\alpha = 0.10$ ($0.8537 > 0.10$), then H_0 is accepted and H_a is rejected. From these results, it can be concluded that the individual social role variables have an insignificant effect on the competence of teaching staff.

The influence of the independent variables (knowledge and skills, work ethic, work experience and social role) on the dependent variable (the competence of staff) indicated by the large coefficient of determination R^2 . R-squared figures obtained by 0.416336 or 41, 63 % so it can be stated

to have a strong correlation to the closeness of the competence of educational staff. It explains that the influence of the variables of knowledge and skills, work ethic, work experience and social roles on the competence of education staff is 41.63% while the remaining 58.37% is influenced by other variables not included in this research model.

4. CONCLUSION

The profile of the teaching staff is that the average age of the teaching staff is 33 years, as many as 50.7% women and 49.3% men, as many as 64.2% undergraduate education, and 70.1% are married. It is known that 89, 6% are non-civil servants and 10.4% are civil servants. The average work experience at Jambi University is 7 years, 62.7% in 2013-2017 worked in postgraduate work as educational staff. 46.3% categories are very much in accordance with fields of work according to majors; 76.1% of the categories were in accordance with the fields of work according to competence; 82.1% of the categories had no side jobs other than at Jambi University.

Factors affecting the competence of teaching staff at Postgraduate Jambi University are jointly influenced by the variables of education, work experience, age, work ethic, training that has been attended and social roles. While partially the work ethic and training variables that have been followed have a significant influence on the competence of teaching staff at the Postgraduate Program at Jambi University. Meanwhile, the variables of education, work experience, age and social roles did not have a significant effect on the competence of teaching staff at the Postgraduate Program at Jambi University.

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