



Analysis of the Performance of Education Personnel to Improve Services (Quantitative and Qualitative Study)

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Abstract. An organization is defined as a collection of people, the process of division of labor between these people, and the existence of a system of cooperation or social system among these people. One part of the educational organization on campus is the education staff. The objective of this research is to gain insight into the effectiveness of the educational staff within the academic setting of Universitas Negeri Semarang. This research involved a sample of 50 educational staff members within the academic setting of Universitas Negeri Semarang. This study employs a mixed research approach, combining both quantitative and qualitative methods, and follows an explanatory sequential mixed methods design. Quantitative data collection uses psychological scale instruments of the job performance scale, while qualitative data collection uses open survey questions. The findings indicated that the quantitative description of college administrators' performance reached a high rating. The findings in this study qualitatively explain that communication competencies and professional identity attitudes are competencies that must be possessed by educational administrators at this time and in the next five years. Even though they have received a high-performance predicate, the competencies of education administrators at universities must be continuously improved to become a professional workforce.

Keywords: College Administrators, Competencies, Services..

1 Introduction

Organizations are cooperation between two or more people to achieve a goal. An organization is defined as a collection of people, the process of division of labor between these people, and the existence of a system of cooperation or social system among these people (Samsuni, 2017). Human resources (HR) have an important role as a potential driver of all organizational activities. Every organization must be able to maintain, maintain, and improve the quality of HR performance.

As an educational institution, Universitas Negeri Semarang (UNNES) plays a significant role in generating high quality human resources. Achieving this objective undoubtedly depends on the contribution of individuals within the organization, particularly the faculty members and educational staff at UNNES. Capable human resources are essential for enhancing institutional performance and advancing UNNES' vision and mission to become a World Class University (WCU).

UNNES' efforts in achieving WCU are marked by the change of UNNES from a State University (PTN) to a Legal Entity University (PTNBH) in 2023 based on Government Regulation (PP) Number 154 of 2000 concerning the Determination of UNNES as a State-Owned Legal Entity or BHMN. With PTNBH, UNNES has the management ability to gain independence, autonomy, and responsibility to develop the expertise of the academic community and institutional staff.

Education personnel as one of the human resources in higher education governance play an important role, especially in managing learning administration (Nurziah, 2016). Within the realm of education, the role of educational staff serves as a crucial factor in the successful execution of administrative tasks. Their presence holds significant strategic importance in overseeing the management of tri-dharma activities in higher education.

As stipulated in the Education Act No. 20 of 2003, Article 38 specifies that educational staff are responsible for conducting administrative, managerial, developmental, supervisory, and technical tasks to facilitate the educational process within educational institutions. Although the performance of educational personnel is above average, continuous competency development is still needed to achieve a modern education system, improve the quality/weight of educational personnel careers, educational personnel can carry out their duties effectively and efficiently, and stabilize/standardize educational personnel (Wahyuni et al., 2022). That has also been regulated in the regulation of the Rector of Semarang State University No. 7 of 2017 concerning the management of educational personnel in articles 23 and 24, which state that coaching and development are conducted to build professional, responsible, and committed employees.

2 Methods

This research focuses on describing the performance of education personnel in one of the faculties in the State University environment. The research methodology employed here is a mixed methods approach, which combines both quantitative and qualitative research methodologies, integrating data from both qualitative and quantitative research

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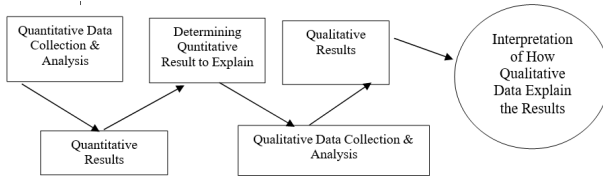
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within a single study (Gay et al., 2009). Generally, this research design aims to obtain complete and robust data to understand the phenomenon more comprehensively than using only one approach.

The research design type is Explanatory Sequential Mixed Methods Design. According to (Creswell & Clark, 2007), This approach facilitates the sequential collection of both quantitative and qualitative data in two distinct phases. It involves initially gathering quantitative data, followed by the collection of qualitative data, which serves to provide explanations and additional insights into the research findings (Creswell & Clark, 2007). The sequential-explanatory design is detailed in the following figure:

Fig 1. Sequential-explanatory design



The study included 50 educational staff members at Universitas Negeri Semarang as the target participants, employing a saturated sampling technique where the entire population served as the research sample. Of the 50 instruments distributed, researchers obtained feedback data from 39 respondents who filled out the survey consisting of 19 male respondents and 20 female respondents. Of the 39 respondents, 37 of them already have 5 or more years of work experience.

The collection of primary data involved the distribution of surveys to educational staff through the use of Google Forms. There are two instruments used to extract data in this study. The first instrument (Na-Nan et al., 2018) to see job performance. The purpose of researchers using this instrument is to see how high the performance of the research sample is.

The second instrument to collect qualitative data was open-ended survey questions that adopted an instrument from (Townsend & Bassoppo-Moyo, 1997). Through the use of open-ended questions, each respondent had the opportunity to specify one or more categories of knowledge, skills, or attitudes that, in accordance with their own comprehension and expertise, are essential for educational personnel. The components in the questionnaire include the following: (a) The knowledge, skills, and attitudes needed by academic administrative personnel at present. (b) The knowledge, skills, and attitudes anticipated for academic administrative personnel in the coming five to ten years. And (c) The knowledge and skills that will be relevant in the subsequent five to ten years.

Furthermore, to code the qualitative data obtained, researchers used Stark's grounded theory "Professional Preparation Outcomes in Responsive Professional Education" which was developed by (Townsend & Bassoppo-Moyo, 1997). The matrix can be seen in the table below:

Table 1. Professional Competencies

<i>Adaptive Competence</i>	The capacity to adjust to alterations
<i>Communication Competence</i>	The capacity to proficiently convey messages through spoken and written forms, along with digital literacy abilities
<i>Conceptual Competence</i>	Basic understanding of higher education, academic disciplines in higher education, and course content in various fields of study
<i>Contextual competence</i>	Understanding of the current working environment at their respective institutions, including specialized knowledge in higher education (such as accreditation), as well as higher education partners
<i>Integrative competence</i>	The capability to apply theory and technical expertise in practical situations
<i>Interpersonal competence</i>	The aptitude for efficient work, encompassing establishing connections, guiding, bargaining, human resource matters, oversight, and fostering teamwork
<i>Technical competence</i>	The capability to engage in the performance of administrative duties, which encompass tasks like financial planning, class scheduling, enrollment management, faculty assessment, fundraising, and program evaluation. This also entails fundamental administrative competencies, such as critical thinking, decision-making, policy development, strategic planning, stress management, and time management

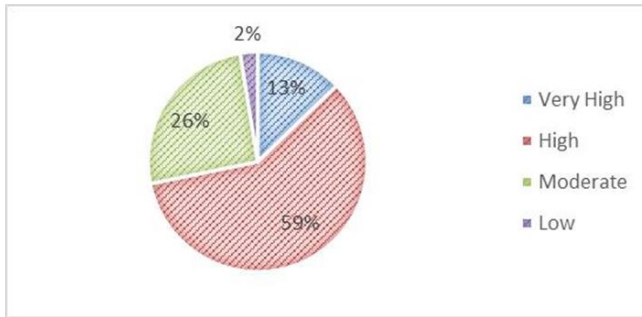
Table 2. Professional Attitudes

<i>Professional identity</i>	The degree to which an administrator embraces the professional standards and values.
<i>Ethical standards</i>	To what extent the administrator operates in accordance with professional ethical principles.
<i>Scholarly concern for improvement</i>	The extent to which an administrator acknowledges the necessity of enhancing professional knowledge through research
<i>Motivation for continued learning</i>	The extent to which administrators desire to maintain the currency of their professional knowledge and skills

3 Results and Discussion

In general, the quantitative descriptive results on administrators in higher education 59% (23 people) feel that their job performance is high followed by 13% (5 people) who get a very high predicate. The next value in the moderate predicate obtained a percentage of 26% (10 people) followed by 2% (1 person) who had a predicate with low job performance. It can be said based on the results of the table below that the average job performance of education administrators gets a high predicate or they can carry out their duties as administrators well.

Fig 2. Percentage of Job Performance



Then, the results of an open survey on what competencies and attitudes are needed as an educational administrator today and in the next five years obtained from 39 responses coded according to the competencies in Table 1 can be seen in Table 3 below:

Table 3. Coding of Competencies Necessary for Academic Administrators in Community Colleges

Competencies	Necessary Currently	Necessary in The Future (Five Years)
<i>Adaptive</i>	1	1
<i>Communication</i>	20	25
<i>Conceptual</i>	2	1
<i>Contextual</i>	1	0
<i>Integrative</i>	6	3
<i>Interpersonal</i>	3	2
<i>Technical</i>	7	10

The need for communication competencies was mentioned most in this open-ended survey in the competencies needed now by education administrators. Communication competency is the ability to communicate well and includes digital literacy skills or communicating in the digital world either verbally or in writing. Furthermore, 19 of them explained the importance of digital literacy skills. 1 respondent explained the importance of communication skills, especially language mastery and communication skills in general.

Then followed by technical competencies which were mentioned 7 times by respondents on the current required competencies. Technical competencies are the capacity to engage in the performance of administrative tasks, which include responsibilities related to financial planning, class scheduling, enrollment management, faculty assessment, fundraising, and program evaluation. Additionally, it encompasses fundamental administrative competencies like analytical thinking, decision-making, policy development, strategic planning, stress management, and time management. Most mentions are related to administrative functions such as correspondence, public relations, and filing.

In third place, integrative competence was mentioned 6 times by respondents. This competence is the ability to integrate theory and technical skills in practice. Most of the respondents who mentioned this said the need for excellent service and the application of soft and hard skills to their work.

Then 3 respondents considered interpersonal skills important, 2 respondents for conceptual competence, and 1 for adaptive and contextual competence. Furthermore, below will be presented data regarding professional attitudes obtained from the survey results.

Table 4. Coding of Attitudes Necessary for Academic Administrators in Community Colleges.

Competencies	Necessary Currently	Necessary in The Future (Five Years)
<i>Professional Identity</i>	6	4
<i>Ethical Standards</i>	0	1
<i>Scholarly concern for improvement</i>	0	0
<i>Motivation for continued learning</i>	1	3

Based on the findings, both now and in the next five years, according to the respondents, professional identity is central to the results of this research. Professional identity is how individuals envision themselves performing the role of a professional (in this context, educational administrators), which has an interpretation of how one becomes a good administrator and can accept the values and standards of a profession. Then followed by high motivation for continuous learning. The drive for continued learning pertains to the administrator's desire to continuously enhance their professional knowledge and skills. Then some minimal or no results are shown in the ethical standards aspect and the scholarly concern for improvement aspect.

In general, communication skills are one of the essential skills in the world of work. In an organization, some activities require coordination between employees or divisions where

communication is one of the main factors for the success of the coordination. Communication factors are needed to unite employee perceptions to achieve the essential goal of the organization to receive and process constructive ideas from employees. Several studies show that communication plays an important role in an organization such as a study from (Dewianawati et al., 2022) which affects performance, then a study from (Munir, Muhammad Fachmi, 2020) which affects job satisfaction and (Munir, Muhammad Fachmi, 2020) which affects job satisfaction and (Silalahi et al., 2023) which says that communication affects work productivity. Apart from all that, because the organization is an institution where there is cooperation between two or more people, employee performance is considered quite good when measured in terms of the quality of work produced and the ability of employees to work together to complete a job.

According to (Rowicki, 2009) communication is at the heart of educational organizations. The implication specifically for administrators is that their ability to communicate effectively is essential to the day-to-day operations on campus. With good communication, a positive organization will be formed which leads to healthy communication on campus. With this, decision-making, cooperation, motivation, and job satisfaction are likely to emerge on campus leading to the achievement of organizational goals. This may also have an impact on the success of the teaching and learning process.

Furthermore, in the realm of communication competence (Townsend & Bassoppo-Moyo, 1997) mention that one of the communication competencies is digital literacy. The development of this era directs everything in the form of digitalization, especially in the field of education. Therefore, administrators need to master the ability in the field of technology and informatics both at a basic and advanced level. This is proved by research from (Ohara, 2023) part of digitization, namely social media, plays an essential role in communication management in educational settings where it is currently a mediator of information for all stakeholders such as parents, students, lecturers, and administrators. In addition, the use of educational platforms is now also part of learning on campus. Therefore, all stakeholders in education must have a strong understanding and proficiency in digital literacy.

The last one related to professional attitudes that are considered relevant to be owned by administrators based on research findings is professional identity. (M. Hasibuan, 2013) says that professionalism is a behavior, a goal, or a set of qualities that mark or describe the style of a "profession". For academic administrators, the key point to consider is that professionalism relates to the caliber of competence and proficiency exhibited by personnel in fulfilling their professional duties. Professional individuals within the workforce are those endowed with skills and expertise. The expertise can be in the form of technical ability and conceptual ability. Human resources who carry out a profession professionally can align their abilities on an ongoing basis with the vision and mission of the institution. According to (A. Hasibuan, 2017) professional identity is something dynamic which means that it is not formed in just one process but through various processes, thus this also seems to be in line with the attitude to always develop oneself which is in line with the fourth aspect related to the attitude that needs to be developed by educational administrators, namely motivation for continued learning.

4 Conclusion

The results of this study clearly show that the quantitatively descriptive average performance of educational staff at the Faculty of Education and Psychology of Semarang State University can be called high. This shows that educational administrators in Universitas Negeri Semarang environment can work well. This study also revealed the competencies and attitudes needed by educational administrators now or next five years. As a result, from 39 responses obtained, the need for communication competence ranks first as the most required competency. The next order is technical competence followed by integrative competence, interpersonal competence, and adaptive and conceptual competence which ranks last.

In addition, this study found that professional identity is a competency that needs to be possessed by education administrators either now or in the next five years. Motivation for continuous learning then occupies the second position as a competency that must be possessed by education administrators. Education administrators play an essential role in the implementation of the tri-dharma of higher education. Even though they already have good performance, the competence of education personnel must be carried out continuously to become professional, responsible, and committed employees.

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