



# Personnel Management Of Higher Education In Improving The Quality Of Education At University Of Islam Malang (Unisma)

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**Abstract.** In Indonesia, High education had its higher education national standard. One of its standard was lecturer's standard. Lecturer was one of the personnel of high education who should be managed well through personnel management. Planning, developing and evaluation must be done in a measured and structured manner. The research aimed to analyze personnel management in developing student's quality. The research used qualitative approach with multi cases study. The similarities of different two object was studied by proposed theory. The data was taken through three methods; depth interview, participant observation, and documentation. Analyzed data used Miles and Hubberman's model by; collecting data, condensation data, displaying data and conclusion. To gain data credibility, researcher did triangulations, member checking, research extension, peer discussion, continuous observation, and reference material checking. The result of data analysis showed that the personnel planning in increasing educational quality at Unisma based on the university's vision, analysis, and identification of need, competences, personnel ratio, ideology and dedication. The personnel developing based on the development of functional position, carrier development and development of profession while the personnel evaluation was done centrally and based on the assessment of credit number and lecturer performance load.

**Keywords:** Personnel Management, High Education, Educational Quality..

## 1 Introduction

A higher education must meet the national higher education standards (SNP Dikti). SNP Dikti was a standard unit that included national education standards, research standards and community service standards. The standards consisted of graduate competency standards, learning content standards or curriculum, learning process standards, assessment standards, lecturer's standards, facilities and infrastructure standards, management standards, funding standards, research standards and community service standards.[1] The function of SNP Dikti as a main guide in

planning, implementation, and supervision of education in the context of realizing quality national education.

One of the SNP Dikti was the standard of lecturers and education staff. Lecturer standards are minimum criteria regarding the qualifications and competencies of lecturers to provide education in order to fulfill learning outcomes. According to national law of Indonesia, Number 14 of 2005, a lecturer was defined as a professional educator and scientist with the main task of transforming, developing, and disseminating science, technology and art through education, research and community service. [2] The position of lecturers as professionals serves to increase dignity. Meanwhile, the role of lecturers as agents of learning, developers of science, technology, and art as well as community service to improve the quality of national education. Because of their very dominant role in higher education, the standards of educators or lecturers in higher education must be directed to the fulfillment of the quality of education.

Mathis & Jackson presented the results of the study which stated that the competence of educators had a significant relationship with the quality of higher education. This means that the higher level of competence of the lecturers, the higher the quality of education produced. The competence of the lecturer was identified with three main competency dimensions, namely; knowledge, skills, and abilities. [3] These three competencies played an important role in improving the quality of education in higher education.

In Indonesian map, there was a famous city with its education. The city was Malang. Malang had many universities as the organization of higher education. Many higher education institutions exist in this city, both state universities (PTN) and private universities (PTS). One of the famous private University in Malang was University of Islam Malang (Unisma). Unisma was a modern private campus. Even though it is a private campus, Unisma was ranked 44<sup>th</sup> nationally. Unisma was also ranked 5<sup>th</sup> out of 332 private universities throughout East Java in awarding the superior campus from Kopertis VII East Java in 2016. In 2017 Unisma received the best performing university of the year 2017 award at Indonesia Achievement and Best Performing. This assessment was based on four areas, namely institutions and cooperation, educators and educational personnel, research and community service, and learning and student affairs.

One of the assessment above was the aspect of the educator or lecturer. In the field of management, this was studied in the field of personnel management. Personnel management was an effort made by managers to be able to utilize or develop lecturers, education staff, or students in universities. Personnel will mobilize existing resources within the organization or institution. With personnel management, component development within the institution could be monitored and directed continuously. [4] Therefore, the quality of the institution could be reached throughout personnel management.

In the other hand, the term quality in the context of education was input, process, and educational output that was managed by good management. By implementing good management will gave consequence on efficiency program and improving quality. Quality institutions were institutions that able to provide what customers need, both

internally and externally. This was conveyed by Juran, that quality has a definition of fit between the use of products to meet customer needs and satisfaction. [5] This statement was also supported by Deming who states that quality was conformity with market needs or whatever the needs and desires of consumers.

Indicators of Islamic educational institution was the result that will be provided by an educational institution, both educational institutions in general and Islamic educational institutions in particular to their customers. Sallis said that in education there are two kinds of clients, namely internal and external clients. These internal clients include lecturers and institutional staff, while external clients include students, parents, government, community, and the job market. [6]

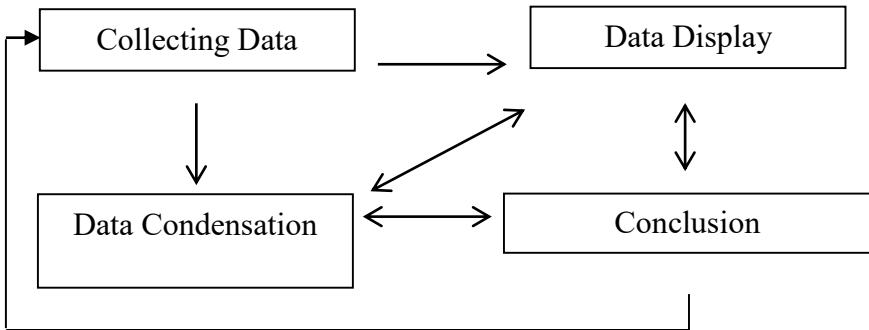
In the context of higher education, the quality of education is determined by the universities themselves. Higher education can choose and set their own higher education quality standards for each study program. The determination of the quality refers to the points of the quality of higher education. These items consist of the study program curriculum, human resources or lecturers and supporting staff, students, learning process, facilities and infrastructure, academic atmosphere, finance, research and publications, community service, governance, institutional management, information systems, and work. [7] But, this research only limited on personnel management.

From the descriptions above, it will be very appropriate if it linked between personnel management and the quality of education, especially higher education. So, it was very interesting if it is used as an educational management study. For this reason, it was necessary to examine in more depth the way personnel management was built in a higher education institution to improve the quality of education. Starting from its planning, developing and evaluating. Therefore, the author was interested in studying it in a study with the title Personnel Management of Higher Education in Improving the Quality of education at University of Islam Malang.

## **2 Research Method**

The research was done by using qualitative approach. Researcher decided what will be studied, arrange specific research question, limiting question, collecting data from the participant, and doing research objectively [8]. Field research with case study was used to identified the research subject. The subject was higher education, university of Islam Malang.

Data was collected by using three methods. They are depth interview, participant observation and documentation. After data collected, data will be analyzed by using Mile's and Hubberman method. The steps of analyzing followed this chart;



For making sure about the data, it was also done checking data's validation. For validating data, the researcher used credibility, dependability, confirmability and transferability.

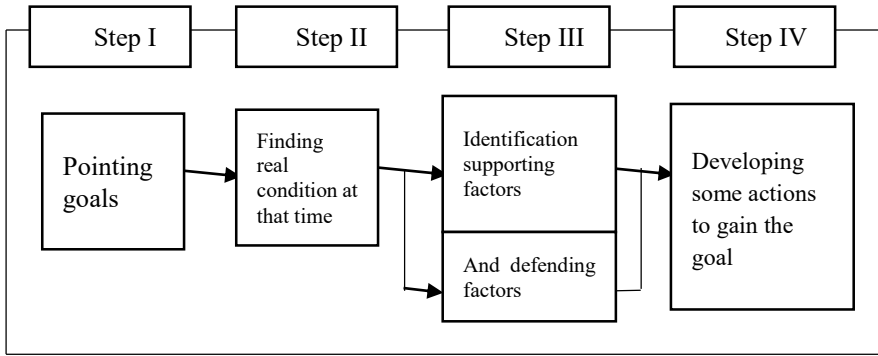
### 3 Result and Discussion

The result of the research was divided into three sub theme, they are:

#### 3.1 The Planning of Personnel Management to Improve The Quality of Education at University of Islam Malang

The personnel planning process is a very important part in organizations, especially in higher education organizations. Planning will determine the demand and supply of employees for the future. By the planning, employee needs can be estimated systematically and accurately.

In the planning process there are stages that must be fulfilled. The planning stages as Jackson and Schuler stated, there are 4 stages. The four stages are; collection and analysis of personnel inventory-related data, developing personnel planning objectives, designing and implementing programs that facilitate the achievement of personnel planning objectives and overseeing ongoing programs [9]. This is in line with that stated by Stoner. He stated that planning is an activity to think about and decide what to do in the future, its goals, parties and how to carry out the plan. In the planning process, Stoner provides the following basic planning steps as mentioned by Lijan [10]:



**Fig. 1.** Main Steps of Planning

The first step in the planning process is goal setting. The purpose of personnel planning refers to the goals of the college. In one of its objectives, it is stated that universities have a goal to develop a learning process and an academic atmosphere that is conducive to the implementation of technology-based education, research, and community service and to produce quality and pious human resources who are able to compete in the global era with a tolerant and moderate attitude. Therefore, the personnel planning process refers to this goal.

The second step is to determine the real conditions that are happening. This is related to job analysis. Job analysis is a process, method and technique to obtain job data. After that, process it into job information. Universities in order to obtain position data refer to the submission by the rectorate. The Rector coordinates with the faculties to determine the number of available lecturers. The amount is based on the ratio between students and lecturers.

If the position data has been accommodated, then the rector will process it into position information which is submitted to the foundation or ministry to follow up in the lecturer recruitment process. Before informing the public, foundations and ministries identify supporting and inhibiting factors.

Identification of supporting and inhibiting factors in the planning process is included in the third step. In this process, universities identify these factors. Among the supporting factors is the large availability of lecturer personnel who have academic qualifications in the fields of education and social humanities. So, the supply is abundant. However, qualifications in the medical field are very limited so that the fulfillment of lecturer personnel sometimes cannot be fulfilled.

Another inhibiting factor is the ideological factor on ideology-based campuses such as Unisma. This is different from other higher education institutions. This ideology is related to the ideology of Ahlissunnah Wal Jama'ah. Lecturer personnel must have at least an aswaja-based understanding. This is because Unisma, as its tag line, has pledged itself to be a university under the Nahdlatul Ulama' (NU) community organization. Therefore, the prospective lecturer personnel must have the same ideology as the campus.

The next step in the planning process is to develop the various actions that have been prepared. The next action taken is the recruitment or selection process. In the selection

process, the foundation determines various models or forms of tests for prospective lecturers. The Foundation determines the stages of the test that must be followed by all test takers. The first stage is a psychological test. The second stage is a private written test and a private interview and about college. The third stage is a test of academic potential in the form of a learning process that is adapted to the competence of the field. The final test is an interview related to his academic qualifications. Thus the various series of tests that must be carried out by each participant in the context of fulfilling the lecturer's personality.

Personnel planning carried out by universities can be simplified by referring to; First, the university's vision which is translated through the university's goals. Second, based on the needs of the faculty by referring to the mapping of needs. Third, based on the foundation with reference to the foundation's budget. Fourth, personnel planning refers to the process of analysis, identification of needs, competencies and ratios between students and lecturers' personnel. Fifth, the planning of lecturer personnel internally is also based on ideology and dedication.

Furthermore, in personnel planning, lecturers have a series of plans based on both external and internal. Externally, the planning of lecturer personnel refers to the regulations set by the Ministry of State Apparatus Empowerment (Kemenpan). Kemenpan organizes the admission of lecturers through the selection of civil servants (PNS) admissions. Internally, the institution carries out personnel planning based on the vision and mission of the University. Personnel are identified based on the needs of lecturers in each faculty. The need is based on the ratio of lecturers to students. Furthermore, the regulations regarding the recruitment of personnel are determined through the rector's regulation.

The planning process carried out when connected with the theory of experts refers to the theory presented by Andrew F. Sikula. He argues that human resource planning or personnel is the process of determining workforce needs by meeting needs and demands so that they are integrated with organizational plans [11].

This opinion is in accordance with the personnel planning organized by the university. Universities in preparing their personnel plans refer to the university's vision and are based on the needs of each faculty. Based on the needs of the faculty, it means the basis of the real needs that exist in each faculty. If it is likened to a company or factory, the faculty is the main engine that produces existing goods, in this case the lecturers as educators.

The planning process in higher education is not preceded by a forecasting process but by the process of analyzing and identifying competency needs and the ratio of educators to students. The analysis is carried out on the fields of work needed or an analysis of the number of workers with the existing load. This is because the workload affects the existing workforce. The more people who work while the workload is small, it will also be ineffective, on the contrary if the workload is large while the workforce is few or the personnel is few then it will not be efficient. This is in accordance with Veithzal Rivai's opinion which states that new personnel planning can be carried out properly and correctly if information about job analysis, organization, and personnel supply situations. The personnel planning system includes the estimation of demand or

demand for and supply of personnel [12]. Thus, analysis is needed in universities, especially related to lecturers who support courses in each study program.

Other experts who argue related to the planning process as mentioned in the theoretical study are George Milkovic and Paul C. Nystrom. Both said that workforce planning is a process of forecasting, developing, implementing and controlling which ensures the company has the right number of employees, the correct placement of employees, the right time which is automatically more useful [13]. In universities, the forecasting process refers to the miles stone of universities or it can also refer to the strategic plans of universities which are explained in their operational plans.

The next step in the planning process is the identification of competency needs. This identification is adjusted to job vacancies that are tailored to their competencies, not to their workload. With the existing competencies, work can easily be completed. In universities, standardization of lecturers has been applied, called the ratio of lecturers to the number of students, for example one lecturer to 40 students. This means that the number of lecturers in each study program is adjusted to the number of students. So, the personnel plan in college is very careful because it is related to the quality or human quality. Therefore, strategic steps must be considered to be in accordance with the existing vision and mission.

There are 4 interrelated activities in the personnel planning system in universities. These 4 activities can be described as follows.

#### 1. Inventory of personnel supplies

Personnel inventory is an activity of recording or collecting data on the number of personnel present in carrying out tasks in the organization. It can also be interpreted that an inventory is the recording or collection of data about activities, results achieved, public opinion regarding current events.

#### 2. Personality forecast

Personnel forecasting is useful for predicting future personnel demand. The method of forecasting the availability of labor from external sources consists of recruitment planning and workforce selection. Future labor demand (demand) is more complicated and subjective than predicting labor supply (supply). This happens because of the many factors that influence it. According to Simamora, these factors are changes in the external environment, changes in organizational conditions, and changes in labor conditions.

#### 3. Preparation of personnel plan

The preparation of personnel planning means a process of determining the needs of the workforce based on forecasting the development, implementation, and control of needs that are integrated with organizational planning. This is in order to create the number of employees, appropriate employee placement and economically useful.

#### 4. Monitoring and evaluation

Monitoring and evaluation is a form of activity from things that have been planned. Everything that has been arranged in the planning process is monitored and evaluated by the highest leadership of the college or the foundation that oversees the college.

Gary added that workforce or personnel planning is a process to decide which opinion in the company to fill and how to fill it. The plan covers all future positions, from maintenance clerk to CEO. The company termed this activity with the term succession planning. Workforce planning uses various tools in the analysis of the company. For example, companies scan the skills of current employees based on employee biographical records and perform skills shortage analysis, succession planning, cross-training, hiring programs, and mentoring [14].

In higher education, personnel planning is not only limited to recording or collecting data on the number of personnel in carrying out tasks in an organization. However, personnel planning is more than that. Personnel planning in universities has its own model, namely internal planning based on competence and dedication. This means that the availability of personnel to fill the field of work has been prepared in advance, these personnel are properly nurtured, honed their skills as well as their dedication to the institution. If only their abilities are honed but their sense of belonging is not, then the workforce with this model only works based on money. In certain universities or organizations, the value of service and a sense of belonging is enough to be a serious consideration in building and developing a credible institution, especially in improving the quality or quality of its output.

From the dialogue between the theoretical study and the data found in the field, it can be concluded that personnel planning in universities is a series of activities carried out to anticipate public demands for university graduates and the environment in organizations in the future to meet the needs of human resources. work. Personnel planning in higher education is also one of the functions in personnel management that is oriented to how to formulate strategic steps in preparing lecturer personnel appropriately in the required quantity and quality. Personnel planning as a management process in determining the movement of higher education personnel from its current position to the desired position in the future by using data as a guide for planning in the future.

In the process of implementing the personnel must be adjusted to a certain strategy. This is intended to minimize the gap between planning and goals. In addition, so that goals with reality can be achieved. At the same time, to facilitate organizational effectiveness, personnel planning must be integrated with the short, medium, and long term planning objectives of an organization or college.

### **3.2 The developing of personnel management to Improve The Quality of Education at University of Islam Malang**

Personnel development is something that must be done by organizations so that personnel can be skilled and highly committed to developing the organization in the future. Personnel development is the most effective way to anticipate obsolescence or



underdevelopment of employee competencies. In addition, as an effort to face personnel competition, both at local and global levels.

Personnel development in universities is carried out to ensure that employees with the right qualifications and experience are available when needed. This is done through promotions and positions, job transfers, and promotions. To support promotions and positions, transfers and promotions, wide opportunities are given to attend education, training and further studies with the aim that lecturers in higher education can increase their professional capacity.

The pattern of lecturers' personnel development in universities seems to be in line with career development in human resource management. The pattern of career development in higher education pays attention to qualifications, competencies, performance appraisals, organizational needs and considers aspects of integrity and morality. In tertiary institutions this development pattern is based on the tridharma of higher education, namely learning, research, and community service. In addition, following the development pattern that has been set and designed by the foundation. Another development distinction is the pattern of ideological development carried out by certain universities. The pattern of career development can also refer to Law Number 5 of 2014 concerning State Civil Apparatus, Government Regulation Number 11 of 2017 concerning Civil Servant Management and UB Rector's Regulation Number 74 of 2016 concerning Personnel. Furthermore, in the context of career development and to meet the needs of personnel with certain skills and competencies, UB's Chancellor issues Rector's Regulation Number 58 of 2017 concerning Study Tasks and Study Permits. The rector's regulation regulates the opportunity for study assignments and study permits as well as funding for PNS lecturers, non-civil servant permanent lecturers, civil servant education staff, and non-civil servant permanent education staff.

From the description of the career development carried out, it seems to be in line with the theory put forward by Henry Simamora. He said that a career is a sequence of activities related to work and the behavior, values, and aspirations of an employee over the range of the job in question. Furthermore, in career development there are four principles that need to be considered. The four principles are as follows.

1. Work has a huge influence on career development.
2. The form of skill development required is determined by the specific job request. The skills needed to become a supervisor will definitely be different from the skills needed to become a manager.
3. Development occurs when a person has not acquired the skills needed to do the job. If these demands are developed further, someone who already has the new skills needed should be given a new job in accordance with his expertise.
4. Time spent on development can be reduced by identifying a rational series of individual job placements.

In addition to using a career development pattern, lecturer development is also carried out with a training pattern. Payaman Simanjuntak emphasized that training is part of human investment to improve job skills and abilities. Training is usually carried out with a curriculum that is tailored to the needs of the position, given in a relatively short time, aiming to equip someone with job skills [15].

From the above definition it can be concluded that training consists of several principles, namely developing understanding, knowledge, and skills, given instructionally, both indoor and outdoor, the object is a group of people or a person, the goal is to provide understanding, knowledge and skills to employees according to their needs, the process of learning and practicing by following procedures so that it becomes a habit, and the results are seen in changes in the form of improvements in the way things work in the workplace.

Simanjuntak's opinion when examined is in line with the pattern of training carried out by universities. In the process of developing university lecturers' personnel, lecturers receive various types of training with different objectives. If traced in the opinion of experts, some of the training in the organization are as follows.

1. Pre-service training (basic training). This training is carried out by universities that have lecturers with civil servant status. Pre-service training is training given to prospective workers or prospective members of the organization on how to carry out the work or tasks that will be carried out in their positions or jobs later. This basic training can last a few hours, a few days, a few months to several years. This training should be given to prospective employees who have never received any training and have no experience in the job.
2. Refresher training is training given to employees who have carried out a job long enough in an organization. This training is considered necessary, usually because the company makes two changes, namely (a) Changes in technology or equipment or machines used so that it becomes something new for old employees. (b) Changes in working methods or operating procedures or production procedures.
3. Remedial training is training aimed at eliminating weaknesses found in employees in carrying out certain tasks. This training is usually given when it can be ascertained that the weakness is due to lack of training and lack of understanding of workers and not due to weak motivation.
4. Leveling training is training carried out for employees who are directed and nominated to occupy a higher position than their current position. This training is more accurately called an education program because the emphasis is more on adding the knowledge component and changing participants' attitudes.

A training policy can be interpreted as a written statement in an organization's plan or program to develop the skills of its employees. Training objectives are usually derived from the current workforce situation in the organization, region or country. In educational organizations there are several types of training that are usually developed by the organization. The types of training are as follows.

1. In-service for teacher
2. Staff seminar
3. Induction course (pelatihan induksi)
4. On the job training
5. Off the job training
6. On and off the job training
7. Vestibule training

8. Refresher course (Kursus Penyegaran)
9. Sensitivity Training (Pelatihan Kepekaan)
10. Supplementary training (pelatihan tambahan) [16].

Wayne Monday also mentioned that the methods in training for development consist of instructor guidance, case studies, behavior modeling, role playing in-basketball training, on-the job training, job rotation, internships, and beginner training [17].

The training models proposed by the experts above serve as guidelines in the implementation of development training in universities. Training in higher education is centered in quality assurance institutions (LPM) or human resource development agencies, personnel divisions or foundations with competency and ideological-based training curricula for private universities under certain organizations.

The model of personnel training in universities is carried out with a multi-level training design, which means that training for existing personnel is multi-level. Starting from level 1, 2, 3 and so on, both internal and external training. The implementation process can also be done indoors (in-house management training) or outdoor adventures (outbound management training). Furthermore, higher education personnel development focuses on the development of studies and career development of personnel with a tiered model of early, middle and late careers.

The results of the research above, when examined, strengthen and develop the opinions of Wukir and Monday. The model of personnel training in universities is carried out with a multi-level training design. This means that training for existing personnel is stratified from level 1, 2, 3 and so on. All of them are based on in-house management training and outbound management training activities. Personnel development in the form of study development and career development with a tiered model, namely from the initial career level, middle career and final career. Development through further study with the term study assignment or study permit is a form of development of lecturer personnel in higher education.

### **3.3 The evaluation of personnel management to Improve The Quality of Education at University of Islam Malang**

Monitoring and evaluation of lecturer track records is carried out in stages and in various ways. Lecturers in addition to employees who must comply with applicable employment regulations, are also staff who have functional duties or positions. In the administrative field, lecturers as employees must come to the office and return from the office in accordance with applicable regulations. This track record is monitored through a tool called a finger print, which at the end of each month is tabulated by the personnel and finance sub-section of each faculty or personnel division. The level of attendance and punctuality of work will be used as the basis for filling out allowances and the amount of incentives and meal allowances.

The implementation of the lecturer's track record in the academic field is carried out through filling in the lecturer's workload (BKD) every semester, both lecturers who already have educator certificates and those who do not. Track record in the academic field includes aspects of education and teaching, research, and community service.

Especially for lecturers who have professorship positions, in addition to these three aspects, they fill the special duties of professors which include writing books and conveying ideas.

For lecturers who already have an educator certificate, this track record will determine whether the person concerned can get a professional allowance or not. For lecturers who do not have an educator certificate, the results of their track record will determine whether they can get incentives or not.

In addition, in the field of education and teaching, each lecturer's activities are monitored at the end of each month by the head of the department, regarding whether his attendance level meets the requirements or not. Likewise, the material provided is monitored according to its performance. At the end of the semester, monitoring and track records are also carried out on the accuracy of submitting student grades. Lecturers are also monitored by students through the EDOM mechanism (student evaluation of lecturers).

In the field of research, it is monitored and evaluated every semester whether the lecturer conducts research or not and the research is carried out in accordance with the scientific field or not. In addition, the research conducted is in accordance with the road map of the department or not. At the university level everything is monitored by LPPM (research institute and community service).

Each research proposal and its results must go through proposal seminars and results seminars and be evaluated by experts (internal or external) who are appointed according to their fields of expertise. Even administratively, to avoid delays, a research control card is made that can monitor the development or progress of research implementation.

In the field of service or community service, monitoring and evaluation are also carried out. Before doing community service, each lecturer submits a proposal. Then, the proposal is presented in a seminar in the departmental forum or LPPM. Aspects seen by the service have been carried out based on research results or not, suitability with the field of expertise and financial administrative feasibility. After completing the service, the results must also be evaluated by a team formed by the respective department or LPPM. In the field of financial administration, in order to avoid delays and in accordance with the work contract, monitoring of the implementation of community service is carried out.

From the findings above, it is shown that the assessment or evaluation is carried out in a structured and systematic manner with certain functions. This is in accordance with what was stated by Roger Below that employee assessment can be used as a tool in various decisions [18]. In more detail, it can be categorized as follows;

1. As a basis for payment of wages
2. As a tool in supervising job assignments
3. As a training tool
4. As a tool in providing advice to employees
5. As a means of giving stimulants.

The benefits of employee appraisal are not only as a decision-making tool, but also useful from an employee perspective. The employee appraisal program adopted by the company can create trust and good morals from the employees concerned with the

company. The existence of trust among employees that they will receive rewards in accordance with their achievements is a stimulus for employees to improve their performance.

Furthermore, the evaluation carried out by universities also develops from what was conveyed by Roger Below. Evaluation is also carried out to ascertain the ideology of the lecturers, especially in private universities. This evaluation is carried out by monitoring activities that are inculcating the aswaja ideology. Such as selawatan activities, istigasah, tawasul, keaswajaan studies, and planting the ideology of aswaja. Its presence on the beach through finger print and has an impact on performance aspects.

## 4 Conclusions

The planning of university lecturers' personnel in improving the quality of education is carried out in the first few stages, the planning is adjusted to the vision, mission and goals of the university. After that, a job analysis was carried out by the faculty and rectorate. Second, the personnel planning process begins with an analysis of the needs and competencies of the personnel required by the university by referring to the ratio of lecturers to students. Third, personnel planning is based on aspects of the qualifications and competencies of the required lecturers' personnel.

The development of university lecturers' personnel in improving the quality of education is based on the tridharma of higher education, namely learning, research, and community service. In addition, lecturer personnel can develop their personal competence through further studies in the form of study assignments or study permits. In academic development, he also follows functional positions in stages starting from the position of expert assistant to professor. Every lecturer's personnel development is manifested in the writing of research journals and community service reports.

The evaluation of university lecturers' personnel in improving the quality of education is carried out by the ministry of education in the form of credit score assessment (PAK) and lecturer performance burden (BKD). Evaluation is also monitored through an integrated system as well as an index system and technology. Periodic evaluation is carried out using instruments that have been determined by the quality assurance agency in each university.

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