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Factors Affecting the Improvement of Human Resource Competence in Adapting and Facilitating Learning Changes in Higher Education

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ABSTRACT

Currently the Ministry of Education and Culture has launched various programs to improve the quality of learning in higher education. One of the programs that are being intensely implemented is Merdeka Belajar dan Merdeka Campus (MBKM). Higher education institutions must adapt and immediately implement the MBKM program through various activities with 8 Main Performance Indicators *(Indikator Kinerja Utama, IKU)*. One of the important indicators is related to human resources, especially lecturers. This paper discusses the development of lecturers carried out at Universitas Tarumanagara (Untar) to realize IKU. The method of discussion was carried out by means of descriptive analysis and case studies. Based on the results of observations and case studies that have been carried out, Untar has implemented lecturer development in various activities, which are carried out internally, externally, and independently by the lecturers. This is marked by the increase of Untar's ranking, which is supported by the results of lecturer development. The results of this analysis will be used to carry out planning and further lecturer development.

Keywords: MBKM program, human resource management, lecturer development program

1. INTRODUCTION

Human resource is one of the important components in the success of an organization. An organization that has reliable human resources is an organization that can grow into an advanced and rapidly developing organization to become the best organization in its field. This is certainly the dream of many organizations that want to reach the pinnacle of achievement in their service work in the wider community. However, to produce human resources who are reliable, dedicated, have a good attitude, and can be relied on in various organizational conditions is not easy. There are many obstacles and problems related to human resources that arise and are sometimes difficult to overcome [1-6].

Human resource problems that are often faced by companies in general include the following: education, competence, skills, work ethic, discipline, competitiveness, loyalty, fighting power, leadership, managerial, and readiness for development. Some of these problems, some are easily fixed, but some are not easy to fix. At this time, the problem of human resources is also affected by the development of information technology and digital technology which need to be mastered properly. These

various problems are certainly interesting topics for discussion, and it is necessary to find comprehensive solutions from upstream to downstream [7-10].

Human resource management (HRM) is a management process to deal with various problems in the recruitment, development, guidance and utilization of human resources within the scope of employees, laborers, managers, and all workforce that support all activities of an organization, institution or company to achieve the goals that have been set and become a common reference as shown in Figure 1.
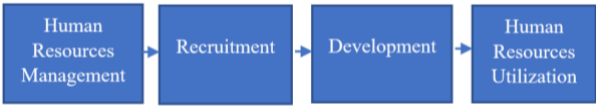

Figure 1. Basic Principles of Human Resource Management

In general, the functions of human resource management in organizations include managing workers, performance appraisal, recruitment and replacement of workers, training and coaching centers, creating worker and organizational relationships, overcoming labor problems, and dealing with worker health and safety. Some of the objectives of human

resource management include the following: social goals, namely the goal to be socially responsible for the challenges and needs that occur in society, especially within the scope of the organization, so as to reduce the effects of negative impacts and those that are detrimental to society; organizational goals, namely to help the organization achieve the goals that have been set; functional objectives, namely maintaining the contribution of human resources in organizational development according to the assigned tasks and responsibilities; individual goals, namely to accommodate the ideals of each individual worker that is aligned with organizational goals [3-5], [11-15].

Human resource management is expected to be able to carry out the recruitment process, manage human resources who are superior, skilled, have fighting power, and are loyal to the organization, improve the quality of existing human resources to be efficient, compile various rules and a good work system, foster a conducive work atmosphere and harmony, increase the welfare of human resources in a sufficient and not excessive amount, build a fair career system, and give attention to human resources who need special handling because of limited numbers, specialization, or poor performance [6-7].

This paper discusses how the application of human resource management in organizational development, especially the development of private universities in Indonesia. HR in tertiary institutions has qualifications that have been determined by the Ministry of Education and Culture, including an assessment system for the career development of lecturers from the lowest academic positions, namely Expert Assistant, Assistant Professor, Associate Professor and Professor. However, higher education must compile a system of recruitment, development, coaching, assignments, payroll systems and career development systems that are in accordance with the abilities and vision and mission of the college. The focus of the discussion in this paper is the application of good human resource management to support the achievement of a private university reputation with a case study at Universitas Tarumanagara (Untar). Untar as one of the oldest, largest, and best private universities in Indonesia is currently trying to develop human resources to gain a better reputation. The results of human resource development and the several reputations that have been obtained will be discussed in this paper.

2. METHOD

Human resource development in tertiary institutions has major references, including the Higher Education Law No. 12 of 2012 and the National Higher Education Standards as outlined in the Regulation of the Minister of Education and Culture, Permendikbud No. 3 of 2020. In this regulation, it has been explained how universities must prepare human resources, especially lecturers and education personnel who help the process of implementing the *Tri Dharma Perguruan Tinggi* activities. Based on these rules and various other supporting regulations, universities are required to carry out recruitment, development, coaching,

training and various other necessary activities, so that their human resources can carry out academic and non-academic processes that are able to produce graduates, both intermediate, undergraduate and graduate applied, professional, qualified masters and doctors [1-4]. The resulting qualities include competence, science, skills, and attitude in accordance with the noble values of Pancasila. In this paper, the discussion focuses on the management of human resources starting from the recruitment process, fostering and developing human resources, assignments, advancing career paths, reward and punishment systems, and the role of human resources in life in society through various community service activities. The discussion of various matters mentioned above refers to the applicable regulations at both the national and internal levels in tertiary institutions. The flow of discussion follows Figure 2.
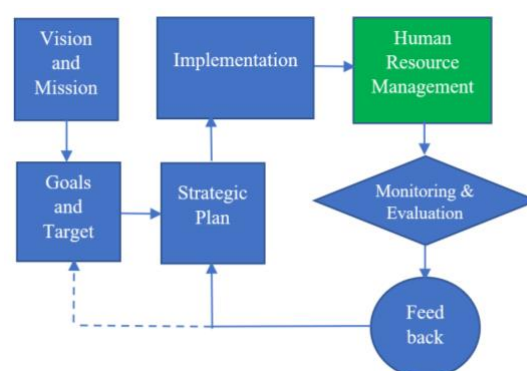

Figure 2. HRM implementation framework

3. RESULT AND DISCUSSION

Human resources in higher education, especially lecturers, are at the forefront of the implementation of learning, research, and community service. In accordance with government regulations, lecturers who meet the qualifications to carry out the learning process in higher education are lecturers with a minimum master's education, have an academic position as Expert Assistant lecturers and have educator certificates through the lecturer certification process. Fulfilling the requirements and qualifications of lecturers to carry out learning at the professional, master, and doctoral levels is certainly higher and tighter. This should be the concern of every university leader, especially private universities that require greater effort in recruiting, developing, and coaching lecturers to meet the required qualifications.

In general, the flow of the lecturer development process in human resource management can be carried out with a model as shown in Figure 3. The development of lecturers in higher education starts from the vision and mission that are the basis for higher education development, which is outlined in the strategic plan and achievement targets. Furthermore, the strategic plan is implemented in various real activities, especially regarding the human resource requirements needed. If the needs and qualifications of human resources have been determined, a recruitment and

selection process is carried out according to the agreed criteria. The results of the human resource selection process are then continued in education, training, and development programs to match the required qualifications and competencies. The processed human resources are then sent to the user to carry out the task according to the task description that has been prepared. Based on the implementation of this work, an assessment is then carried out to determine the career path of the human resources that you already have. The next process is evaluating and monitoring the performance of these human resources, so that job levels and positions can be determined according to the abilities and achievements of these employees. The results are then used as feedback for the next development plan [6-8].
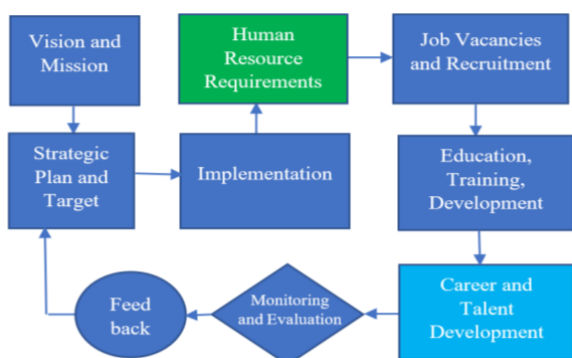

Figure 3. The flow of lecturer development as part of HRM

According to Chalmers (2008) in Denise at el (2015), for a review of learning quality indicators, it consists of 4 things, namely input indicators that refer to human, physical and financial resources dedicated to certain programs; output indicators that refer to the outcome of the program; process indicators describing methods of program delivery in a specific context referring to policies and practices related to learning and teaching, performance management and professional development of staff, quality of curriculum and assessment of student learning, and quality of facilities, services and technology; outcome indicators that focus on the quality of provision, levels of satisfaction and value added from the learning experience [16]. The complete process of input, process, output, and outcome can be described in Figure 4.
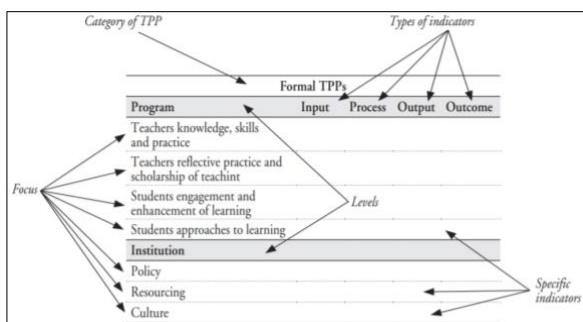

Figure 4. HR Development Structure [16]

In the development of teaching staff or lecturers, Jabreel et al (2014) wrote a development cycle as developed by O'Sullivan et. al (1998) following a process flow as in Figure 5 [17].
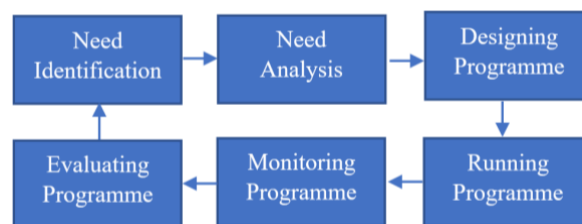

Figure 5. Focus academic staff development cycle [17]

According to Jabreel Asghar, et al (2014), the process cycle of developing teaching staff or lecturers to become better and more professional can be carried out in stages over several years, with various development and assessment programs that have been designed according to the objectives to be achieved HR as follows (Figure 6):

Figure 6. Lecturer development cycle, Jabreel Asghar, et al [17]

Based on Figure 6, it can be seen that the teaching staff or lecturers are developed in a structured process, provided provisioning, the learning process in class, professional discussions, first stage assessments, second stage assessments, continued activities to improve professionalism, then continued in the second year with the same program or a more advanced continuation program, so that the teaching staff or lecturers are ready to accept assignments from their leaders.

For lecturers who have participated in the development program, then they are given assignments to carry out learning, research, and community service activities. This activity is the main activity for lecturers in Indonesia, in addition to other additional assignments that can be given to lecturers. In this case, lecturers must also make productivity plans in carrying out learning, research, and community service activities. This is because higher education institutions need a lot of activities and work from lecturers to collaborate with students and partners from outside the university to obtain several achievements and performance

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to meet standards for accreditation, ranking and other reputation building [16-19]. The general cycle that can be a pattern in developing the productivity of the work of lecturers and students refers to Figure 7.

Figure 7. The Productivity Cycle [17]

As a case study, the implementation of human resource management at a private university is the development of HRM at Untar. Some of the results of lecturer development have had a positive impact on improving the implementation of the independent campus learning approach program at Untar. This can be seen from various activities involving lecturers that have been successfully carried out in a sustainable manner, such as the implementation of ICEBM, TICATE, TICASH, ICASTE, ICEBSH, various national seminars, increasing the number of publications, community service activities and various other performance achievements. The involvement of lecturers and students in implementing the work of lecturers has benefited the community or gained international recognition, has resulted in many community service outcomes in the form of scientific writing, popular writing, writing in online mass media and various resource activities by lecturers. Some of the outcomes can be addressed in Figure 8.

Various achievements that have been obtained by Untar, are clear evidence that attention to human resources, both lecturers, students, and employees, must be the focus of an organization. Good management of human resources will give birth to various achievements and reputations that can increase the ranking of the organization compared to similar organizations. This is in accordance with the basic principles in organizational development where human resources are the biggest assets that must be cultivated, managed, and maintained so that they can become a driving force for the advancement of an organization including private universities such as Untar.

Figure 8. Some of the achievements from the implementation of HRM at Untar

4. CONCLUSION

The development of an organization depends on human resources that support the operations of the organization. Quality human resources are the main capital to achieve various organizational achievements and performance. Therefore, the attention given to human resources must be properly focused, both in terms of numbers, knowledge, competencies, skills, attitude, and development programs. Good attention to human resources can produce various other organizational development programs, which will bring the performance and reputation of the organization. Organizations must prepare various supporting regulations, an employee development system, a remuneration system, a career development system, a training system, a reward and punishment system, a conducive working atmosphere, and various infrastructure to support job success. Another thing that is needed is good leadership which gives exemplary and involves appreciating every potential and work result of employees. Organizational leaders must prepare employees to be brave and able to face various changes, both internally and externally. The success of the organization must be a mutual success by all the stakeholders involved in it. The various reputation and performance achievements discussed in this paper, show that human resources are a very valuable asset and must be managed properly, so that they can be productive, have quality and produce values that are beneficial to the organization as a whole.

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