

Strategy Of Fulfilling The Needs Of Quality College Lecturer

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ABSTRACT

The purpose of this research is to review empirically the strategy of fulfilling the needs of quality lecturers. The research method used is a qualitative descriptive of a private college in Bandung involving respondents of the university leadership, Dean, course program and lecturer. The results of this study found that the fulfillment strategy was prepared as achieving the fulfillment of good regulatory standards for both qualifications, competencies and lecturers' ratio that is focused on for touching the issue. Conclusion of this research is a strategy to fulfill the quality needs of lecturers needed to improve the quality of education services and as a contribution to solve the problem of lecturers in the scientific and institutional aspects. Recommendation to meet the quality needs of lecturers is to develop long terms strategies supported by strategic leadership and rich professionalism that developed with networking partnership from stakeholders.

Keywords: Life Cycle System, Quality provision, Quality needs.

INTRODUCTION

The development of the situation and the dynamic of the college is so fast, the strategy factor becomes important to the leader in college education. The task of the leader to ensure the quality of education (Andi Arif Rifa'i, Aan Komariah, J. P. & A. S., 2018). The quality of education will be determined by the quality of lecturers (Kolman, 2017), and the quality of the institution in achieving the desired strategy objectives (Deem & Lucas, 2006; Durning & Jenkins, 2005; Hossler, D., Kuh, G. D., & Olsen, D., 2001).

Obtaining a quality lecturer requires a strong and intense system approach and supported by reliable management capabilities such as fulfilling the needs of lecturers (Breman, J., Giacumo, L. A., & Griffith-Boyes, R., 2019; David Hawkins A, 2013; Ermanita, 2015; Herson Anwar, 2016; Juan, 2014; Judge, 1991; Yusop, 2013), provision of lecturers (Dessler, 2005;

Gomer Faustino Cardoso, 2003; Jabid, 2016; Reissner & Pagan, 2013), the use of lecturers in the element of education (Baumann, C., Hamin, H., & Yang, S. J., 2016; Rahman, A. M., Mutiani, M., & Putra, M. A. H., 2019; Shan & Lu, 2020; Suseno, Y., Salim, L., & Setiadi, P., 2017), research (Aydin, 2017; Hedjazi & Behravan, 2011; Perry, 2010; Rohmah & Huda, 2016; Shin & Cummings, 2010) and community service (Bazeley, 2010; Noor, 2010; Riduwan, 2016). The last is the element of lecturer development (Erna Kusumawati, 2016; Gogan, L. M., Artene, A., Sarca, I., & Draghici, A., 2016; Peleyeju & Ojebiyi, 2013; Purba, 2015; Setiawati, 2017; Siti, 2014; Wu & Tsai, 2005).

Research on the lecturer existence continues to evolve with the rapid and sustainable growth of resources. Research conducted by Safari, A. S. (2015) analyzed influences of quality as an effort to improve the effective performance of lecturers. Siti Rokhmi

Lestari (2014) identifying the quality of lecturers needs to be fulfilled as professionals supported by professional agencies in improving the way of how the institute works. Some researchers identify the professionalism of lecturers to be the success factor in improving performance in universities. However, practically previous research is still on the development of implementation aspect and has not touched the underlying issues in strategic aspects. In the strategic aspects of the lecturer's quality touches the fulfillment, provision, usefulness and development elements of the current quality.

LITERATURE REVIEW

Strategy of Lecturer Needs Fulfillment

Lecturers are professional lecturers and scientists with the main task of transforming, developing, and disseminating science, technology, and the arts through lecturers, research, and community service. Lecturers have the duty to develop academic and professional activities to participate to the advancement of institutions (Masluyah, 2008). The lecturer serves as an image builder that connect the college with the public Interest (Surya,2006). Lecturers have a standard procedure in carrying out their duties and responsibilities in college (Amstrong, 2010).

Strategy is an organized process for carrying out the mission of the organization in the Future (Baker, 2007). The strategy has a basis as a future plan to achieve the objectives, (1) identify the target, (2) Provide services/products, (3) utilization of the strengths (uniqueness) of the company (Katsuhiko Shimizu, 2011). Strategy has principles and techniques, the principle of strategy is the ability to think strategically and plan effectively, techniques strategies used to create core competency capabilities, establish strategic processes, train personnel in strategic thinking, adjust strategic planning into the annual budget and implement strategic changes (Frederick Betz, 2001).

In research conducted by Clery & Frye (2018) in the lesson learned from educational data shows that the need analysis is needed as a challenge of the problem of lack of standardization and development in accordance with the desired provisions. As Breman et.al has ever stated (2019) that needs analysis is fundamental in identifying what should be happening, what is happening, how the sources feel about what is or is not happening, and what is causing the problem.

Necessity analysis has a constructive and fundamental category to do as the development of organizations and resources are seen from the types, topics, methodologies, funding, geographical location and the desired outcome in analyzing trends and change percentages (Rock, M. L., Cheek, A. E., Sullivan, M. E., Jones, J. L., Holden, K. B., & Kang, J., 2016; Zahratul Hasanah, 2015).

Strategy becomes a planning activity for the positioning of a college with markets and education services that are considered distinctive and innovative to be offered to its market share especially its human resources. The college education strategy can also be used as a dynamic human resources (employers) decision making according to the company's needs (Schuler, 1989). Therefore, lecturers ' readiness must be a priority for the institutions to produce quality graduates and the quality of the universities as capital to face strict competition and strengthening the competitiveness of the institutions (Purba, 2015).

The needs of lecturers must be fulfilled by the educational institution as a lecturer professional service user to provide educational services (M. Fakry Gaffar, 1987). Human resource-based strategies associated with the mobilization of perceived resources represent the potential source of value creation, the resources need to be mobilized to create value (Gottschalk, 2005). The critical aspect of the management work in creating value is the competency matching of resource organizations and internal skills) with opportunities and risks created effectively and efficiently (Michael Amstrong, 2008). In the analysis of the needs of lecturers are based on instruments and methods that are commonly done by universities in fulfilling the quality of lecturers owned. The quality of education services resulted from several indicators including, (1) The feasibility of teaching, (2) The number of permanent lecturers, (3) The number of academic positions of lecturers, (4) The percentage of retirement, (5) The number of seniority, (6) The percentage of retirement for education, (7) Percentage of qualification of educational personnel (Kintamani DH, 2011) John McNeil (2008) that need is essentially a gap (discrepancies) between what has been available with what to expect, and the need assessment is the process of collecting information about gaps and determining the priorities of the gaps to solve. Then the need analysis is a tool or method to identify the problem to determine the appropriate action or solution. Improving the quality of education must be met

through a percentage ratio of lecturers with students, adequate qualifications and competence of lecturers as well as the ability of lecturers to increase career

position into one thing that can not be separated from the needs analysis process. As illustrated below

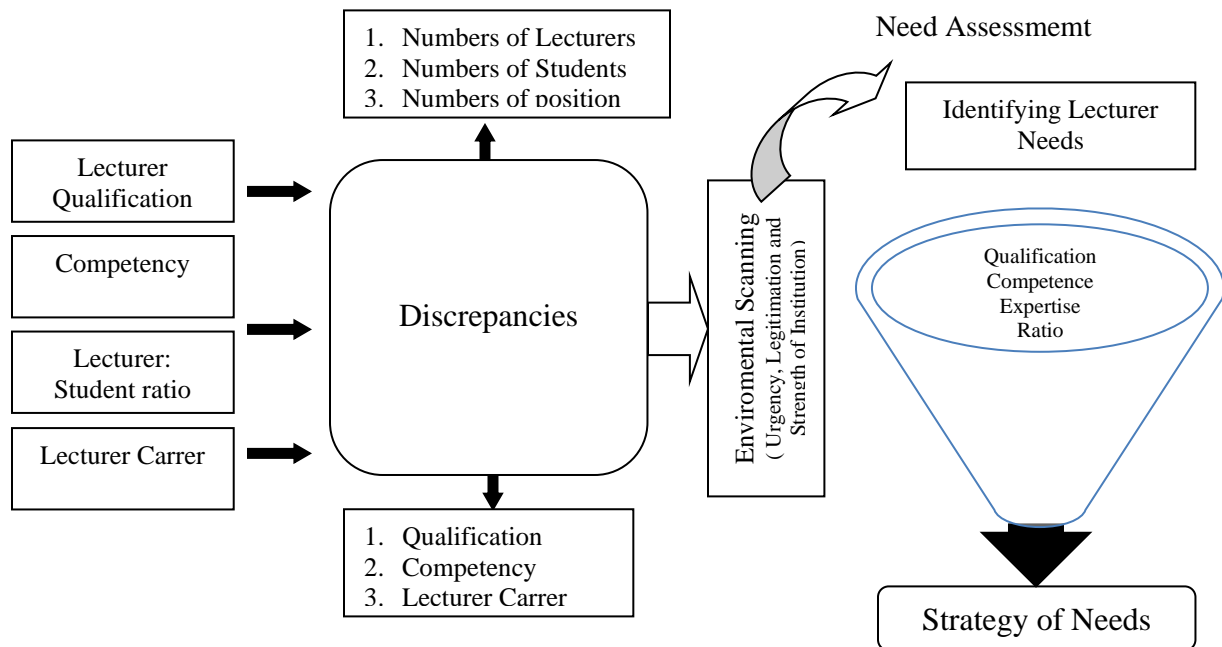


Figure 1: Needs Analysis Strategy (John McNeil, 2008)

This research is supported by some previous research which is a reference in the context of fulfilling the quality needs of lecturers in universities as conducted by Schuler (1989) on Strategic Human Resource Management and Industrial Relations, Sulaeman (2017) on Analysis of the Needs of Ideal Lecturers and Strategies to Attract Prospective Lecturers, Herson Anwar (2016) on the Projection Needs Lecturer, Mimi Hariyani (2017) on the Professional Competency Lecturer Analysis, Matra & M. Giatman (2019) on the Analysis of Needs of Lecturers with Forecasting Approach, Breman et al., (2019) on A Need Analysis to Inform Global Humanitarian Capacity Building, Kintamani DH (2011) on Analysis of Human Resource Needs of College Education, (Guo, C., Brown, W. A., Ashcraft, R. F., Yoshioka, C. F., & Dong, H. K. D., 2011) on Strategic Human Resources Management in Nonprofits Organizations, Sultana, (2018) on Need Analysis An Invaluable Step for Successful Autonomous Learning, Czerniawski, G., Guberman, A., & MacPhail, A. (2017) on The Professional Development Needs of Higher Education Based Teacher Educators : An International Comparative Need Analysis, Purba

(2015) Development Strategy of Lecturer to Face the Economic Community of Southeast Asia, Paskalina (2017) on the Analysis of Recruitment and Selection of Lecturers and Field Coordinator in the University, RR Ella Evrita H (2015) on HR fulfillment strategy of Creative Media field, Hartatik (2013) on Analysis and Planning of Selection of Officers in a Position using Profile Matching Method, Owais Shafique (2012) on Recruitment in the 21st Century. By observing the research results that have been done, the study has not touched the issue related to the fulfillment of the quality of lecturers with components of fulfilling the need and provision of systemic as a strategic approach in the study of quality fulfillment of lecturers in college.

Strategy for Providing Lecturers

Building strategies on the aspect of provision is implemented based on the thought of management conditions described completely; What products or services are served, what has been achieved, in the manner of how, such as the condition of lecturers and leaders, and what supporting facilities have been used. (Sarinah, S., Gultom, R. S., & Thabah, A. A., 2017).

The preparation strategy becomes a work program or activity that is enabled to achieve the desired objectives (Katsuhiko Shimizu, 2011; Baker, 2007). The objectives of the provision strategy will be achieved with a success indicator that is competitive ability, able to capture the opportunity, suitability, excellence and reputation in the workforce (Frederick Betz, 2001; Wu & Tsai, 2005).

Another information that is considered important in building organizational strategies in the provision aspect is about the circumstances of the environment. Such information includes government policy, business competition, supplier availability and distributors, partners and Market Growth (Reissner & Pagan, 2013). Information originating from inside or outside the organization is essentially a strategic history; or recording of an organization life history with the present state (Clarke, 2001). The process of planning a preparation strategy begins with current assessment (current strategy), a strategy that runs management in providing resources. This strategy combines intended strategy with a proposed strategy (emergent strategy). The human resources provision strategy is designed to ensure that the needs of the Organization's of labor supply are fulfilled with the appropriate number and qualification requirements (Witcher, 2019). Strategy was not present in real time in this process, but it was realized with the support of the resources owned by the school (Firman Adam, Aan Komariah, Dedy Achmad Kurniady., 2020) Acquiring proficient resources and having a high working motivation at the right time is required to be a careful approach to strategy and planning by integrating a comprehensive system approach from the Organization (Paul Bracken & Ian Bremmer, 2008; Ruddiman, 2003).

METHOD

This research used qualitative methods to get results about the reality of implementing a life cycle based system through a strategy of fulfilling the quality needs of lecturers in private colleges. Reason for choosing qualitative research because the process was done that was the interpretation of some of the informant opinions in exposing the research phenomenon (Strauss, A., 2003). This research was conducted at the private College of Telkom University Bandung West java. The participants in this study were vice rector I of academic and vice rector II of Human Resources, dean, head of study program and lecturer. While the data source was set

based on the required data and to whom the data was obtained.

The power required for this study was;

- a. Data on the Strategic Planning of the College Lecturer Management to answer the analytical strategies conducted in fulfilling the needs of lecturers in college
- b. Data on the number of qualified lecturers undergraduate/graduate/postgraduate of the total, the standards of competency set by the College and Improvement Program of the lecturer Development that conducted.
- c. Data on the qualifications and competencies needed from the field of study that became the needs of universities.

Researchers created instruments consisting of a document review guidelines, interview guidelines and observation or observation guidelines, each of which can be described as follows;

- a. Manual for Document review

Document review guidelines were instruments used to compile documentation data such as the number of qualifications of lecturers undergraduate/graduate/postgraduate, the number of students, the number of lecturers who have an academic position, qualification and competency established and lecturer development program. This document included photographic and written archives.

- b. Interview guidelines

The interview guidelines were used to facilitate researchers in conducting interviews so as to accurately compile the data of the mind and opinion of the respondent. The collection of data obtained from this instrument was through a structured interview process with the type of data set and described in the form of descriptions, explanations, ideas, analyses and thoughts directly from the respondent. The respondent to this study was conducted to Vice Rector I of academic, Vice Rector II of Human Resources, dean of faculty and head of study Program.

- c. Observation guideline

These observation guidelines became one of the tools to obtain the results of the phenomenon being observed and the results of a predetermined research question. The phenomenon observed in this research was seen from the geographical location, the general profile of the university, the means of

supporting the learning process and institutional governance and performance evaluation of lecturers conducted in the private college Telkom University.

RESULTS

Based on the data obtained by researchers, lecturers as a whole amounted to 845 people. Based on a lecturer qualification of 10 have undergraduate background, 413 have graduate background, and as many as 422 have postgraduate background. While based on the functional position, based on data obtained lecturers who have a functional office as Instructor dominated at Telkom University for 41%, while the below such as Non functional position as much as 29%, the Assistant Professor 26%, Associate Professor 4% and the professor only 0%. While the total number of students amounted to 31,003 and as many as 7,100 students living in dormitories. As well as the number of faculty of 7 faculties and 31 courses

Lecturer domination found based on education level, for education level undergraduate found in telecommunication engineering program with 8 people, and the next level of graduate was in Visual communication design program as much as 57 and level of education postgraduate was in the study program of Telecommunications Engineering and Informatics Engineering, which was 18 people each. While the smallest level of education lecturer owned from course program such as industrial engineering and Visual communication design that has undergraduate lecturer with 2 people from each course, hereinafter for graduate was in the program of physics as many as 12 people and postgraduate was in the study program of Visual design with the number of 5 people. The data obtained was the definitive data that is likely to change because some courses such as marketing management, hospitality, multimedia systems and visual arts were currently still in the process of validation by researchers.

Analysis needs of lecturers included planning lecturer human resource needs. In the mechanism of accreditation, in addition to the ratio of lecturers and students, education and functional position of lecturers were made to be basic guidelines in considering the quality of lecturers through the analysis of the needs. Analysis of the need to be the main driver for the course as compliance with the required regulations and competencies. As the regulation must follow the 1:30 student lecturer ratio, the postgraduate qualification reaches 37.5% of all

lecturers, and the functional departments of the Assistant Professor and the professors reach 55.5% must be targeted. Competence analysis needs that lecturers ensured understanding information technology not only understanding with the industry.

The provision of lecturers was done through recruitment system, selection process, and set the results for the prospective lecturers who will be appointed as lecturers in the Environment of Telkom Education Foundation. Recruitment system was organized and implemented based on workforce plan with reference to especially position in fulfilling the lecturers ' needs including the required lecturer criteria with the emphasis of lecturers who have qualifications, scholarship and experience. The selection process was conducted with the selection of administrative, academic potential tests, psychological test, health tests, management interview tests and teaching practice tests.

Terms based on requirements, i.e. the number of lecturers, levels of education, majors or competencies must be linear, work experience, age restriction and specific requirements required by each course. The process of recruitment of lecturers prioritized the requirements of the university provision which was technically conducted by the Director of human Resources responsible to the deputy Dean II of human resources in the implementation of recruitment until the establishment of the lecturer. In determining the terms and qualifications of the lecturers required in each course, the process involved an element of faculty leadership, courses and expertise groups.

The standards of qualifications and competencies implemented in the analysis of the needs of lecturers to the qualifications were established consist of education level, academic competence, teacher's certificate, health and communication.

a. Education Path

The fulfillment of lecturers in the education level was conducted by determining the background needs of the college which was recognized and equal to Telkom University and accredited by minimum B from undergraduate, Magisterial/ graduate and doctoral/ postgraduate.

b. Academic Competence

The fulfillment of academic competence consists of the number of grade point of academic (GPA) requirements for undergraduate level at least 3.25. TOAFL 500, Academic Potency Test (TPA) at least 500 and

has a publication of scientific works. While at the Magisterial/ Graduate level GPA at least 3.50, TOAFL at least 500, TPA minimum 500 and has a publication of international scholarly works. At a doctoral/ postgraduate level GPA of at least 3.50, TOAFL at least 500, TPA 500 and has a publication of international scholarly works.

c. Certificate of Educator

The certificate issued by the University of Telkom or other certificate of the College was recognized equivalent to Telkom University after graduation selection.

d. Health

Healthy physical and spiritual by passing tests of psychological and health tests

e. Communication

Micro teaching and management interview at least 3.

DISCUSSIONS

Fulfilling the quality needs of the lecturers who were planned where the overall strategic aspects are developed perfectly and institutionally have a high ability to provide a professional educational service opportunity, qualified, have strong professional management skills (Gaffar, 2012). Fulfillment of needs was a planning that shows the gap between the result and the desired process (Matra & M. Giatman, 2019). The requirement required additional additions to determine the current results with the results obtained (A. Sunandar, 2006). It needs to be something fundamental as a structure of objective thinking in fulfill the desired needs. Development needs analysis at the organizational or school level must be consistent with efforts to achieve the school's vision and goals (Karsiwan, Wawan., Satori, Djaman., Komariah, Aan., Nurdin, Diding., 2020).

Needs became value added if the process was done based on a comprehensive analysis and review. Necessity analysis is a constructive tool to achieve changes that can functionally meet the needs of citizens, groups and individuals (Zahratul Hasanah, 2015). This change demonstrated a formal effort that systematically determines and draws the gap between "like what is" with "how it should". The need analysis has a scientific approach as a data collection technique to know the gap between the state and should have occurred (ideal) with the current condition (Purwono

& Syah, 2019). The process identified the need and determines the priority of its resolution (Arifin, 2012).

As an improvement in the fulfillment and quality of lecturers, the fulfillment strategy has a constructive, formulation and strategic position that implicates the decision-making process in solving the faculty gap with students, education and department (Paul Bracken & Ian Bremmer, 2008; Jabid, 2016; Putra, A. Y., Perizade, B., & Hanafi, A., 2019). The strategy of fulfilling the quality needs of lecturers was at the core of fulfilling the quality of education service that can be seen qualifications and competence of lecturers in college (Andriani & Fitria, 2014; Ben Zaied, R. M., Louati, H., & Affes, H., 2015; Peleyeju & Ojebiyi, 2013; Sánchez & Elena, 2006). In fulfilling the proper needs according to real conditions, an analysis and strategy was done accurately. For that need data or information needs lecturers were accurate anyway, so that through analysis of needs can be identified needs of real lecturers (Jukić Matić & Glasnović Gracin, 2020).

The improvement of qualification and quality of lecturers has an effect on the conformity of learning outcomes (Houck, 2010; Kolman, 2017; Lynch & Soukup, 2017; Mincu, 2015). Process quality and learning outcomes were ultimately determined by the quality of meetings between lecturers and students (Safari, 2015). The science of lecturers both empirically and rational as well as various skills he has continued and so the tool development of his student scholarship. As a spearhead in the educational process, lecturers have strategic positions, and have a direct influence on the learning process, because lecturers were a group of people who each day face and face directly with their students, especially in the learning process.

The lecturer's provision strategy emphasized on the quality specification aspects of lecturers seen from qualifications, expertise and education (Dessler, 2005; Hasibuan, 2008; Manullang M, 2001). While the provision strategy against the position was done for technical expertise is indispensable but for other positions conceptual expertise is preferable. To assess these criteria lecturers get their skills such as Technical Skill, Human Skill, and Conceptual (Azmy, 2018; Winarto, 2018; Yullyanti, 2009; Price & Cotten, 2005; Werther, William B, JR., 1996).

The provision of lecturers was a process that needs to be prepared and implemented by the college in obtaining the quality needs of lecturers in aspects of qualifications, sciences and abilities. One

implementation of the strategy in the provision of lecturers was to conduct a recruitment and selection system (R Sudiarditha, I. K., Supriyanto, A., & Mardi, M., 2017). Recruitment was based on needs analysis in terms of job specifications and requirements to be met. The implementation of the lecturer recruitment process is oriented towards the quality of human resources that have the scientific specifications, ability and qualifications as added value that must be compiled and implemented. The logical consequences in the recruitment process, if not undertaken and fulfilled, will have an impact on the subjective judgment of the politically inclined that will harm the company's productivity (Azmy, 2018; Gomer Faustino Cardoso, 2003; Jabid, 2016; Paskalina, 2017; Reissner & Pagan, 2013; Winarto, 2018).

CONCLUSION

This study concluded that the strategy of fulfilling the lecturers' needs was organized and implemented as achievement of compliance standards of both qualifications, competencies and lecturers' ratio focused on touching the issue. Percentage ratio between lecturers and students who are not appropriate will have implications for the quality needs of education services conducted by lecturers in ensuring the quality of service, coaching and mentoring the students and impeding in obtaining the desired quality of graduates. Fulfillment of the number of postgraduate qualified lecturers will have implications towards academic culture mindset in college, because the postgraduate qualified lecturers will make value added for the study program as a procurement of academic activities that both quantity and quality show the results in the development of lecturers in the sciences both in academic activities and activities of scientific and publication work. The fulfillment of lecturers who have the position of Professor will greatly have implications for the utilization of research as an accuracy to the change continuously and impact on the development of its human resources. In strategic aspects, great teachers demonstrate as a source of innovation, strategy direction and influence the management capacity needed for various influences of change and nonconstructive conditions.

Recommendations on this research is that the university can optimize the fulfillment of lecturers by drafting long term strategies by formulating several alternatives seen from urgency, legitimacy and strength of institutions that are owned specifically

related to the fulfillment of the quality of lecturers. To establish strategic leadership by strengthening the institutional optimally from the university leadership level to the majors and course level. Strategic leadership is one of the ability to combine the vision strategy and managerial strategy, so that the collaborative value arises in preparing the future lecturers. Lecturers need to get motivation and coaching continuously to fulfill their quality needs both on education, scientific, and career lecturers by developing rich professionalism and network partnership both in individual and between institutions from local and international level.

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