

Study of Lecturer Performance of Private University Case Study in Bandung and Cimahi, West Java

Nano Sukmana¹, Endang Komara^{2*}, Abdorrakhman Gintings³

^{1,3} Universitas Langlangbuana, Bandung, Indonesia

² STKIP Pasundan, Cimahi, Indonesia

¹ nanosukmana@unla.ac.id, ² endang_komara@yahoo.co.id, ³ agintings@yahoo.com.

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Abstract

The purpose of this study was to describe the increase in understanding of the fraction The important role of private universities is increasingly felt in the midst of the limited number of state universities. Private universities are proven to be able to accommodate 300% more students than state universities. Thus, so that human resources are qualified, the quality of private higher education institutions needs to have a serious concern from the leader. This research is a quantitative descriptive study that wants to capture the performance of private universities based on the quality and performance of lecturers, management performance and learning outcomes. The study was conducted at 4 (four) private universities in Bandung and Cimahi, West Java Province which had educational characteristics. The used data are obtained from documents and are strengthened by data from surveys and interviews for each variable of university performance. All data were quantified using a Likert scale and categorized into four qualifications namely very good, good, moderate, and low, and analyzed the correlation with student learning outcomes. The results of the study indicate that the performance components of private universities, in general, need to be improved because they are still in moderate qualifications. The management component has the highest score, followed by sequential components of lecturer quality and lecturer performance. In general, student learning outcomes are also in the moderate category. The three components analyzed have a very strong influence on student learning outcomes.

Keywords: Private Universities, Lecturer Quality, Lecturer Performance, Management Performance, Learning Outcomes.

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INTRODUCTION

Indonesia with the total population about 250 million people consequently improves the quality of human resources, so they can effectively play role in the development. A reliable human resource become strategic power in order to constructively compete and collaborate in this global era (Sisdiknas, 2020). Education has a vital role in the development of qualified human resources. To develop the qualified human resources, it needs the accomplishment and management of qualified education. (Permendikbud, 2020).

University is one of the education institutions which must be available to facilitate the education of citizen on higher education level. State university is the accomplishment and management of higher education organized by government, its number is still limited and could not accommodate the secondary education graduates for advanced study (Permenristek, 2015) & (Saefuddin, *et all* 2020). Private university is an alternative solution in resolving advanced study capacity on the level of higher education, but mostly have drawbacks which must be subsequently improved. The number of state universities in Indonesia is 2.75% compared to the private universities that is 97.25%. The number of college students in state universities is 29.18%, in contrast with that in private universities that is 70.82%. Those data show the private universities have an important role in improving society education which cannot be accommodated by state university (Saefudin, *et all* 2020).

In private university, lecturers who are qualified as professors are 1%, associate professors and assistant professors are 17.30%, instructors are 19.85% and lecturers are 62.12%, and not all of private universities have professors. The potency of lecturers to improve their education from the amount aspect is adequate. They are young lecturers who are indicated still have spirit, energy, and power to continue their study. The demand of society on higher education is increasingly because there is a rise on school participation every year about 4% (Saefudin, *et all* 2020).

The improvement of quality and relevance which must be driven includes improving the lecturers' and educative staff's qualification, competency and professionalism. The problem faced by private universities certainly is very varied started from the group which encounters the lack of consumers (college students) until which is ready to enter the competition arena with reputable state universities. Certainly, this condition will give the great effect to the organizer to improve the university capacity (UU Permendikbud, no 14 2005).

West Java Province has the most private universities which are 469 and 579 study programs (44.21%) have been accredited. The accreditation distribution consists of superior predicate only one university, 58 universities have A predicate, 284 universities have predicate B, 234 universities have predicate C and 2 universities have L predicate. 55.79% study programs in West Java have not been accredited because are deemed not to meet proper standards. That condition has an impact on the quality of graduates who will compete in working realm and can also has an impact on society perception in advanced study of their children (Abdullah, 2014) & (Abdullah, 2011).

This research is one of efforts to reveal the performance of private universities in Bandung and Cimahi through the lecturer quality, lecturer performance, management quality and student learning outcomes.

LITERATURE REVIEW

Lecturer Quality

Lecturer is a profession which needs a certain qualification and competency. As a doctor and other professions, lecturer qualification and competency are determined and regulated by Laws. In detail, it is regulated in Law no 14 of 2005 on Teacher and Lecturer. In that law, it is explained that lecturer is required to have academic qualification, competency, educator certificate, physically and mentally healthy, and fulfill other qualifications required by higher education institution where he is on duty, thus has capability to realize the national education goal [6, 7].

The mentioned lecturer's academic qualification is at least through the accredited post-graduate program according to his expertise field. In the past, bachelor graduate can become a lecturer. After the enactment of that Law, it requires that the lecturer must have a master degree to give lecture in a diploma and bachelor program, and doctoral degree for lecturing in post-graduate program (UU Permendikbud, no 14 2005). Educator certificate for lecturer is given if he or she meets several requirements as following: has working experience as lecturer in higher education institution at least two years, has academic position at least as instructor; and pass the certification conducted by higher education which conducts procurement program of education staff in higher education appointed by government.

Educator certification for lecturers is conducted through lecturer competency test to obtain educator certificate. The mentioned competency test is conducted in the form of portfolio assessment. Portfolio assessment is academic and professional experience assessment using lecturer portfolio. Lecturer portfolio assessment is conducted to determine a recognition on lecturer's professional capability in the form of assessment on collected documents which describe academic qualification and show three university responsibilities (in bahasa: tri dharma perguruan tinggi), perception from superior, peer, students and self evaluation about the

ownership of pedagogic, professional and social skills and also personality; and self-statement about the concerned lecturer contribution in the implementation and development of three university responsibilities.

Lecturer who passes the portfolio assessment obtains educator certificate. Lecturer who does not pass the portfolio assessment performs professionalism development activities in order to fulfill his portfolio document completeness to be re-assessed in certification program in the following period. For lecturer procurement, it just can be conducted by the pointed higher education which has been accredited by government and all regulations regarding lecturer certification and establishment of accredited higher education which conduct education staff procurement program (UU Permendikbud, no 14 2005).

Lecturer status consists of full-time lecturer, temporary lecturer, and honorary. Full-time lecturer is a lecturer who works in full time, has status as fixed educational staff at certain higher education institution, and has recognition from higher education directorate showed by National Lecturer ID Number (in bahasa: Nomor Induk Dosen Nasional / NIDN). While temporary lecturer is a contract lecturer appointed by the leader of university or foundation for a certain period of time, they have home base and work full-time or part-time, have National Lecturer Serial Number (in bahasa: Nomor Urut Pengajar Nasional / NUPN). Honorary lecturer is the lecturer who teach in higher education without contract, they do not have home base, are not recorded in higher education database (in bahasa: Pangkalan Data Pendidikan Tinggi / PDDIKTI). The honorary lecturers include substitute lecturer, guest lecturer, and extraordinary lecturer.

Position level of full-time lecturer consists of instructor, assistant professor, associate professor and professor. The requirement to fulfill the professor position must have doctoral qualification. The management of authority on academic position level and temporary lecturer is determined by every higher education institution according to the Laws. [6, 7]. Professor is the highest academic position in higher education institution which has authority to guide doctoral candidate. Professor has certain obligations like write books and do scientific work or other monumental work which is special in his field and obtains international recognition appointed to be full professor.

Lecturer Performance

Competency is capability to consistently behave, think, and act as embodiment from the owned knowledge, attitude, and skill (Saud, 2005). While the capability to manage learning process is lecturer's ability in creating educative communication between lecturer and student including cognitive, affective and psychomotor as the effort to learn something based on planning until the evaluation and follow up in order to achieve learning goals [6,7].

Lecturer capability refers to Government Regulation No. 19 of 2005 on Education National Standard and Law No. 14 of 2005 on Teacher and Lecturer including pedagogic, professional, personal, and social ability [3]. Pedagogic ability includes understanding student characteristics; implementing learning theory; learning theory which is relevant to student; and learning model which is interactive, inspiring, fun, challenging, motivating student to actively participate, thus gives adequate space for initiative, creativity, and independence according to student's talent, interest, physical and psychological development. Characteristic ability is characteristic which is steady, stable, mature, wise, thoughtful, and authoritative, becomes role model for student, noble, self-evaluating his performance, sustainable improving himself. Indicator of lecturer quality includes relevance, development, preparation, use, gift, utilization, and dedication. [6, 7].

Management Performance

Management performance, in general, is partial or whole action or activity from an organization in a period of time by referring on several standards such as policy, cost, and service which is oriented on effective, efficient, and accountable (UU no 2, 2012)., (Abdullah, 2014)., (Abdullah, 2011)., (Ishikawa, 1994)., & (Robbins dan

Coulter, 2012). Higher education performance is directed to achieve goal and objective which has been outlined by continuous adaptation with management quality development and improvement. Higher Education management is quality attribute of higher education including (1) the relevance of goal and objective, (2) efficiency, (3) productivity, (4) effectiveness, (5) accountability, (6) system management and (7) academic environment. Those attributes continuously become part of quality continuous improvement which the result is Total Quality Management of Education (Ishikawa, 1994); (Sallis, 1993); (Robbins & Coulter, 2012); (Wibowo, 2012); (Engkoswara *et al*, 2010).

Student Learning Outcomes

Learning outcomes are evaluation results from learning interaction or the top of learning process (Dimiyati & Mudjiono, 2013). Learning outcomes means the change which happen on students concerning cognitive, affective, and psychomotor realm (Dimiyati & Mudjiono, 2013). Learning outcomes, in essence, are the behavior changes which are wider including cognitive, affective, and psychomotor. The factors influencing learning result are internal including physiology and psychology factors and external, including environment factor such as lecturer quality and performance as well as management quality. The meaning about learning result can be confirmed as the student's level success in learning a subject stated in the obtained score from the test result regarding several certain subjects (Dimiyati & Mudjiono, 2013); (Onisimus, 2011); & (Dimiyati & Mudjiono, 2007).

METHOD

The research method is causal descriptive with the main aim to describe characteristics of the phenomenon and decides causality correlation from a phenomenon (Sudjana, 2002). This research is conducted at 4 (four) private universities in Bandung and Cimahi West Java Province which have education characteristics and include 20 lecturers and 50 students from each university. This research has three variables such as lecturer quality, lecturer performance, management quality, and dependent variable which is Student Learning Outcomes (Sudjana, 2002).

The used data are obtained from document for instance the lecturer quality using document-based data of lecturer academic, lecturer performance using document-based data of lecturer workload, management quality using document-based data of form, and learning result using document-based data of performance index. Besides resource data from document, it is also conducted a survey and interview using appropriate instrument to every respondent which the result is quantified into Likert scale (Sudjana, 2002).

RESULT AND DISCUSSION

Research data is based on formal document from four universities and can be shown in table 1 below.

Table 1. General data of University

General Aspect	U-1	U-2	U-3	U-4
Established	1998	1986	1998	1987
Accreditation average	C	B	B	B
Lecturer Student Ratio	1:37	1:10	1:50	1:21
Lecturer Academic Qualification	Master Degree	Master Degree	Master Degree	Master Degree

U: University

In general, those universities are already established more than 15 years, it means that, they have been three times accredited or management period but mostly difficult to improve/obtain A-qualification accreditation even moreover university has C accreditation. This can decrease the competition data on working market

because the requirement of worker user agency needs A-accreditation (Engkoswara, *et all*, 2010) & (Onisimus, 2011). This condition decreases the student candidate's interest to enroll in the related university which in the end the small number of students causes in-efficient higher education (Engkoswara, *et all*, 2010) & (Onisimus, 2011).

The total of lecturers, in general, is less proportional to the total of university students and will decrease the service quality because the lecturers are over-loaded. Lecturer academic qualification fulfills the minimal standard master degree and this is difficult to improve moreover the work is overload. Below is university performance in general based on the result of data processing from formal document and other components. The result of performance is shown in the table 2 below.

Table 2. Performance of University

Component	Score (Max 4)
Lecturer Quality	2,63
Lecturer Performance	2,13
Management Quality	2,81
Student Learning Outcomes	2,29
Mean	2,31

In general, university performance in this research is categorized moderate by mean score 2.31. Lecturer qualification is categorized moderate nearly good because the lecturers have generally achieved master degree and have potential to self-improve. Lecturer performance is categorized moderate showed by the lowest score and needs serious concern. Lecturer performance is low because un-proportional in implementing three university responsibilities (Engkoswara, *et all*, 2010) & (Onisimus, 2011).

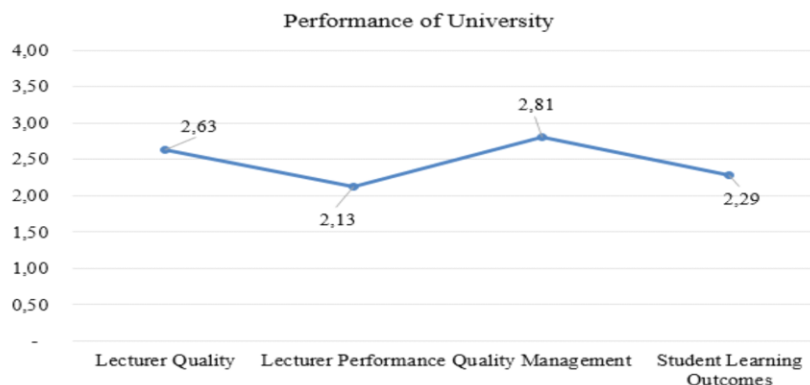


Fig. 1. Performance of All Universities

Based on data of lecturer-student proportion, which is still high, affects the lecturer teaching load which is very high, so the other performances such as research, innovation, dedication, writing a material for subject, and publication is rarely touched. The university management quality is categorized moderate nearly good and it has the highest score. This shows the seriousness of private university to conduct the learning process. The Student Learning Outcomes are culmination from all institution activities and in general student learning outcomes in private university is categorized moderate. Besides student internal aspect, these learning outcomes will be improved again by improving other components which in this research is lecturer and management (Engkoswara, *et all*, 2010) & (Onisimus, 2011).

Performance of each university becoming sample in this research is shown on table 3 below:

Table 3. Performance of Each University

University	Lecturer Quality	Lecturer Performance	Management Quality	Student Learning Outcomes
U-1	2,83	2,10	3,02	2,62
U-2	2,76	1,98	2,83	2,01
U-3	2,50	2,08	3,00	2,15
U-4	2,41	2,37	2,40	2,37

University performance is varied which there is superior in one, two and three components, but there is no superior in all components. This shows there are management focuses on their university development according to the resource availability. Component of university management quality is generally the highest among other components and categorized nearly good. Lecturer performance in all universities is the lowest among the analyzed components (Ishikawa, 1994); (Sallis, 1993); & (Robbins & Coulter).

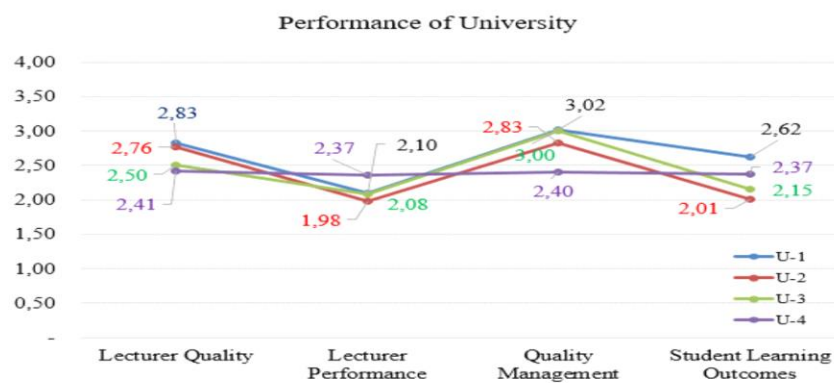


Fig. 2. Performance of Every University

The best performance is showed by U-1 and more consistent illustrated by the management performance is the highest in good category while the lowest component is lecturer performance but it is not the lowest among universities. The lowest performance is showed by U-2 particularly for lecturer performance categorized in the worst, while the highest component from U-2 is management performance. University of U-2 is interesting because in lecturer student ratio is the best in which the total of students is least (Ishikawa, 1994); (Sallis, 1993); & (Robbins & Coulter). This can be interpreted that the small number of students is the effect of the worst performance which decreases student candidates (Ishikawa, 1994); (Sallis, 1993); & (Robbins & Coulter). The second lowest performance showed by U-3 and the lowest component is lecturer performance. U-4 performance is relatively stable, but it is placed under U-1, and the lowest component in U-3 is also in lecturer performance.

Causality correlation between the analyzed components using Critical Ratio criteria which is identic with t-test in regression analysis shows the result as showed below in table 4.

Table 4. Regression Wight

Regression	Stand. Estimation	Estimate	S.E.	C.R	Prob.
Lecturer Quality □ Lecturer Performance	0,244	0,292	0,132	2,21	0,027
Management Performance □ Learning Outcomes	0,242	0,263	0,101	2,608	0,009
Lecturer Quality, Management Quality □ Learning Outcomes	0,213	0,205	0,096	2,13	0,033

Management performance strongly influences students' learning outcomes. This indicates that must improve the graduate quality, management element must constantly improve the university managerial quality (Ishikawa, 1994); (Sallis, 1993); & (Robbins & Coulter).

Quality and Lecturer Performance strongly influence students learning outcomes, so the lecturer's work management must be proportional in conducting three university responsibilities. Lecturer student ratio becomes one of instruments which must be kept and implemented, so lecturer can optimally show his performance accompanied by strict regulation (Ishikawa, 1994); (Sallis, 1993); & (Robbins & Coulter).

Field data shows there is a challenge for private university in optimally implementing its institution development strategy which satisfies the student, parents and society as the graduate user (UU Sisdiknas, no 20, 2003); (Sallis, 1993); & (Robbins & Coulter). The linkages between the component education resource of inputs, process and outcomes from university and the availability of jobs have strong connection. This can be observed from the occurred phenomenon in society, for instance the increasing of graduate unemployment, the limited-on technology information mastering, the low creativity and competition to get a job.

CONCLUSION

Based on the result of processing and data analyzing, it can be stated several conclusions and suggestions. Private university is an educational institution which its performance must be improved, so it is capable to develop the qualified graduates. (1) In general, private university performance in Bandung and Cimahi West Java is in the category of nearly good. (2) Commitment and management quality give guarantee and key to control university in implementing its work to develop qualified graduates.

RECOMMENDATION

Lecturers and management are the main components whose synergy must be increased so that universities and lecturers can jointly and reciprocally improve their performance in order to increase the achievement of the university concerned so that the quality of graduates can also be improved. For this purpose, it is recommended that universities in Bandung and Cimahi (1) Providing scholarships for them to continue their studies to a doctoral education program as the highest level that can be achieved. (2) Organizing relevant technical guidance programs so that lecturers are able to improve their performance in carrying out their academic tasks such as writing scientific articles, writing books, carrying out research and so on. (3) It is necessary to maintain proportionality between the teaching load of lecturers and the time required to carry out other academic tasks so that they have sufficient time to increase their credit score.

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