Managing Human Resources In A Higher Education Institution: Managing The Lecturers

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Abstract: This study aims at discussing the management of human resources (HR) at Muhammadiyah University, Jakarta, comprises: HR planning, recruitment, selection, training and development, compensation, and performance evaluation activities. This study uses a qualitative method with a case study approach. Data collected from document studies, interviews and observation. The results of the study show that: (1) HR Planning is unstructured and has not been centralized yet, (2) recruitment activities still mostly emphasized from within the internal resources (3) interview-based selections are applied and unsupported by written tests, (4) training and development is carried out by each department without set guidelines, (5) centralized compensation system is conducted by the university, and (6) performance appraisal of lecturers is conducted through evaluation by students in the absence of any official policy. This study recommends the necessities for external and internal analysis (SWOT analysis), routine coordination and evaluation during plan developments, and establishment of policy and guidelines for managing the lecturers of the university. The study raises an interesting case of HR management in an old Islamic-based university in Indonesia. Moreover, this study proposes information system flow model of HRM for Muhammadiyah University of Jakarta.

Index Terms: compensation, HR planning, performance appraisal, recruitment, selection, and training and development.

1 INTRODUCTION

Higher education, as the center of excellence, should be able to produce high quality manpower to face the challenges in increased competition in this globalization era. In various literatures, institutions of higher education must carry out three functions: developing human resources, developing knowledge and technology, and producing agents of change. Those three functions must be fully understood by the administrators and faculty members of a university. Human resources (HR) are the key in the success of a higher education institution to produce graduates who can positively contribute to society. Educational service providers need to be managed in a stay up-to-date with the needs of the society and with the development in science and technology. A higher education institution has to be managed dynamically with well-planned and modern management systems. As noted by Heru et al (2017), higher education institutions face challenges in planning, organizing, and assessing the performance of HR in achieving the goals of producing high quality graduates. Muhammadiyah University of Jakarta (UMJ) is the oldest university in the Muhammadiyah academic system, established on 18 November 1955. Located on Jalan KH Ahmad Dahlan, Cirendeul, Ciputat, Jakarta, UMJ has the vision of “Becoming A Leading, Modern, and Islamic University by 2025”. Currently, there are ten faculties consisting of 48 departments with 39 undergraduate, eight master, and one doctorate programs at UMJ. There are 604 permanent lecturer, supported by 350 administrators and serving 22,000 students. Based on educational background, lecturer with doctorate make up 19.04%. The lecturer in the functional positions consist of 9.13% chief lecturers and 1.8% full professors. Based on the reports released by Direktorat Pendidikan Tinggi (DIKTI/ Higher Education Directorate) for 2015 and 2016, the ranking of UMJ declined from the 53rd to 212th.

This is a significant issue for UMJ and must be corrected with swift and appropriate steps. HR are the main component to achieve the goals of academic programs in a university in the efforts to attain its visions and missions. A university must have a complete system for its HR management that is suitable for its plans and developments. Considering its central role, HR must be well governed and consistently improved whether from the academic side to fulfill professional demands as well as from the character side to provide the best services to the students. In regards to the University ranking alluded earlier, UMJ has been continuously aiming to improve the quality of the graduates as well as the management of the University. The steps taken must be conscientious and accurate to achieve optimal improvement. The governance of a university is a very complex system involving the management of academic and teaching processes, as well as administration. The lecturers are the key element, both in supporting the university's accreditation as well as the quality graduates. It is in this regard, this study focuses on HR management of the lecturers of UMJ, an old Islamic-based university, with the following sub-sub focuses: (1) HR planning, (2) recruitment, (3) selection, (4) training and development, (5) compensation, and (6) performance appraisal.

2 LITERATURE REVIEW

2.1 Human Resources Management (HRM)

The management of human resources has important roles in organizations. HRM is the process of acquiring, training, appraising and compensating employees, as well as paying attention to their welfare fairly and justly (Dessler,2014:4), it is also a strategic, integrated and coherent approach to the employment, development and well-being of the people working in organization (Armstrong, 2009:4), that formally ensures the effective use of employees’ knowledge, skills, abilities, and other characteristics (KSAOCs) to accomplish organizational goals and concerns with recruitment, selection, training and development, compensation and benefits, retention, evaluation, and promotion of employees, and labor-management relations within an organization. (Pynees, 2009:3). It is the management of work and people towards desired ends and a fundamental activity in any organization in which human beings are employed. It is not something whose
existence needs to be elaborately justified, as such HRM is an inevitable consequence of starting and growing an organization (Boxall et al, 2007:1).

2.2 Human Resources Planning (HRP)
HR Planning is a systematic process to determine the various skills, duties, and knowledge needed to carry out the tasks in an organization (Mondy,2008:95), that describes the procedures for determining the duties and skill requirements of a job and the kind of person who should be hired for it (Dessler,2013:102), to ensure that an organization has the right number of personnel at the right period to be able to streamline the tasks and achieve all organizational goals (Negendra and Deshpandi,2014). HRP systematically evaluate and monitor the conditions of human resources to ascertain that the quantity and quality of the skills are appropriate and available when needed (Mondy and Noe.,2010:8), Study on HR Planning in higher education institution suggest that in line with increasing numbers of students and demand for better services, university needs a Human Resources Information System (HRIS) that provides a systematic procedure for collecting, storing, maintaining, displaying, and validating data required by the organization on number, activities, and organizational unit characteristics of its human resources. (Pravin, 2010)

2.3 Recruitment and Selection
Recruitment and selection are defined as information on the tasks and characteristics of personnel required to carry out the tasks in the organization that can assist the manager to determine the type of people to be recruited and employed (Desler,2013: 104). In other words, recruitment is an effort by the organization to find the right candidates to fill the available positions. Recruitment and selection are one of the aspects of human resource management that are of great importance and adopting appropriate policies in this area could provide the appropriate use of human resources (Ahmady et.all,2016). Faculty members are one of the major capital and the development and application of appropriate policies for faculty members play a major role in the success of a higher education.

2.4 Training and Development
Training and development are the heart of the efforts to sustainably improve the personnel competency and organizational performance (Mondy,2018:210). Training provides the participants the knowledge and skills required for their current tasks. Development involves educating the personnel beyond the need for the current tasks and is focused for long term goals. Employees who always be in step with the changes and growth of the organization are to be prepared in the development process. Training could be defined as to provide new and current employees the skill to perform the prevailing tasks (Dessler,2013). Training is a set of systematic and planned instructions to increase understanding of the tasks (Armstrong,2009). This practice has been much forgotten and that pedagogical training in professionals has not been on the same as other educational levels. The universities may have highly qualified professionals in different subject areas, but have pedagogical difficulties. They must therefore identify an adapted approach for the new challenges they are facing today.

2.5 Performance Appraisal
Performance appraisal is the most effective way in management to measure the motivation, satisfaction, and productivity of employees (DeNisi,2005). Performance appraisal also is defined as an evaluation that compares the actual work of each employee to his/her task and performance standards (Dessler,2013:327). The accuracy of appraisal requires good information on how each employee performs on his/her tasks in order to reward those with good performance and improve those with low performance (Noe,2010: 105). Analysis of tasks help identify the characteristics and results related to effective performance. conducted a study on the criteria for evaluating the performance of faculty members. The evaluation criteria for performance appraisal of faculty members are an interdisciplinary study situated in between the concern for the quality of the education process and efficient human resources management. These two needs can be addressed through the introduction of a system of performance appraisal for faculty members (Arnautu and Ioana, 2015).

2.6 Compensation
HRM has the function of paying or compensating employees and providing benefit packages. Its role further described as a mechanism that can be designed to reward the acquisition of individual knowledge, skills, and abilities that support unit competency (e.g., pay-for-knowledge systems) and can play an important role in recruitment and retention (Farr and Tippins,2010: 208). The word compensation is sometimes used as an alternative to reward, which seems to imply that work is an unpleasant necessity for which people have to be compensated rather than spending their time more profitably elsewhere (Armstrong, 2009: 733). Strategic Human Resource Management in Higher Education Institutions of Saudi Arabia found that the most important aspect of an effective strategy implementation is a future orientation on the part of managers. Furthermore, a reward system can indicate what the company considers to be important. Matching reward with accomplishment of strategic goals constitutes a little used, but effective, compensation system (Allui and Sahni,2016).

3 METHOD
This study is qualitative one with a case study approach, focusing on HRM at Muhammadiyah University of Jakarta. This study discusses HRM activities in regard with the lecturers of the university, supported by data collection of document, studies, interviews and observation. Collected data is displayed, reduced, analyzed and then summarized.

4 RESULT AND DISCUSSION
The following results presented and discussed simultaneously into five sub-focuses, 1) HR planning, 2) recruitment and selection, 3) training and development, 4) performance appraisal, and 5) compensation. The interviews are carried out with the management of university comprises 9 informants (Vice Rector I for academic affairs and Vice Rector II for finances, facilities, and infrastructures), four Deans and Vice Deans, and three Department Chairmen.

Findings on HR Planning (HRP)
HRP for lecturers is based on a lecturer-student’s ratio. However, the challenges exist, coordination between university and faculties/departments is unappropriate resulted
in disability to precisely determine the capacity/number of new lecturers needed and the cost of recruiting new lecturers. This condition affects the other HRM activities; selection, training and development, performance appraisal, and compensation. On one hand, HRM activities at UMJ are centralised at the university level, on the other hand, the faculties and departments as the users are not fully involved, whereas they have to plan it yearly.

**Findings on Recruitment and Selection**

The basis for recruitment is the needs of the lecturers based on a lecturer-student’s ratio or driven by the openings of new departments/program. The recruitment procedures consist of a request from the department to the faculty, which would be considered from the urgency and cost points of view. Internal recruitment, applications, acquaintances, and alumni could be considered for the recruitment. The selection process proceeds started from the department to faculty and has a final process at the University and Board of Trustees (BPH) levels. Selections take place at any moment, incidental/not at once and individual. The criteria of selection are based on the validity of documents, the suitability of study, and understanding of Islam and Muhammadiyah teachings. The selection methods compose of interviews with the department, faculty, and BPH. There is no written test. The right to hire a lecturer is determined by BPH, in which they would also perform tests on praying procedures, Qur’anic recitation, and understanding of Islam and Muhammadiyah teachings. The criteria on hiring lecturers is not stated clearly. The University does not have the guidelines for selection process.

**Findings on Training and Development**

The basis for training and development depends on the needs of each department. The current policy for training and development is that the University provides scholarship assistance for lecturers who continued their education, and financial aid for lecturers to become full professors. The faculties have the policy to provide internal funds for research and community services. The challenges in the training and development are lack of planning, guidelines, and policies. The control for these activities is at the faculty level, but they have not conducted thorough evaluations. The targets for lecturers have not been determined by the University, and therefore, the faculties and departments can only suggest and encourage their academic members to perform Tridharma (three mandatory obligation for any lecturer governed by The Ministry of Higher Education, Research, and Technology) and pursue career advancements.

**Findings on Performance Appraisal**

The basis for performance appraisal of the lecturers is the “evaluation of lecturer by students” (EDOM) and lecturer performance tasks (BKD), conducted by each faculty. These evaluations are conducted at the end of each semester by the quality control unit. The performance standards are based on the components in EDOM on teaching and BKD as an instrument of lecturer certification reports. The effects of these evaluations process have not been significant nor met the results expected by the faculties. The current strategy is that each faculty has its own policies, in which rewards are given but no punishment has been handed down. The rewards could either be financial incentive or certificates of excellence. No punishment has been taken because there is no university policy on this matter. The control of performance appraisal lies in the faculties, and the follow-ups are carried out by the departments.

**Findings on Compensation**

The basis for compensation stated in the yearly budget of the faculties and university. The forms of compensation can be material and non-material. The policy is determined mostly by the university. The criteria include the long term of services, functional ranks, institutional job, and attendance. The amount of compensation has not been based on performance. The challenge on the implementation has been the lack of policy setting the form and amount of the incentive. The implementation is controlled by Vice Rector II in coordination with the Vice Dean II.

**5 CONCLUSION**

Coordination between university and faculties/departments is unappropriate on HRP resulted in disability to precisely determine the capacity/number of new lecturers needed and the cost of recruiting new lecturers. The criteria on hiring lecturers is not stated clearly, the university does not have the guidelines for selection process yet. The training and development are still lack of planning, guidelines, and policies. The control for these activities is at the faculty level, but they have not conducted thorough evaluations. The performance standards are currently based on the components in EDOM on teaching and BKD as an instrument of lecturer certification reports. However, the effects of these evaluations process have not been significant nor met the results expected by the faculties. The compensation system of UMJ has not been based on performance yet, followed by the lack of policy in setting the form and amount of the incentive.

This study recommends the followings.

There is a need for UMJ to conduct a SWOT analysis in regard with both internal and external environments of the university as the basis for planning in all aspects of university’s administration, especially in HRM. Managerial functions have to be thoroughly carried out with discipline and full commitment in all units of the organization, coupled with right and convincing strategy, policy and guidelines, supported by Human Resource Information System (HRIS) that may assist the University’s Board in developing the plan and utilizing resources. The recruitment and selection processes, with up to date policy and guidelines, should be open publicly to attract more applicants and provide the best options for the university, carried out annually, centralized at the university level, and participated by all faculties. The criteria of selections must be suitable to the needs and capacity of the institution, coupled by written tes on academic ability, English and/or Arabic competency, psychological assessment, and teaching or communication competency, in addition to the knowledge about Islam and Muhammadiyah. The university has to develop policy and guidelines for training and development for lecturers, and the policy on reward and punishment to motivate the lecturers in achieving the highest education and academic levels, supported by human resource development management model (HRDMM). Policy and guidelines on performance appraisal should also be developed based on the Employee Task Goals (SKP), which is ruled by the Government, followed by monitoring and evaluating on the
implementation of performance appraisal, and linked to the policy on reward and punishment, carried out transparently and consistently. The university, UMJ, needs to standardize the budget based on the performance of study programs and faculties and the remuneration for faculty members. This study provides a proposed model of human resource information systems (HRIS) lecturers for UMJ as follows.

Model of human resource information systems (HRIS) for UMJ

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7 REFERENCES