

Strategic Performance Development Management To Boost Private University Lecturer Productivity

Wati Irnawati¹, Aan Komariah², Neli Yuliawati³,
Atep Suherman⁴, Adriantoni⁵, Asep Priatna⁶

¹Department of Public Administration, STISIP Guna Nusantara
Sukajadi, Cianjur, West Java
watiirnawati@yahoo.com

²Department of Education Administration,
Universitas Pendidikan Indonesia
St. Dr. Setiabudi No. 229, Bandung, West Java, Indonesia
aan_komariah@upi.edu

³Department of Public Administration,
STISIP Guna Nusantara
Sukajadi, Cianjur, West Java
neliyuliawati85@gmail.com

⁴Department of Education Administration,
Universitas Pendidikan Indonesia
St. Dr. Setiabudi No. 229, Bandung, West Java, Indonesia
atepsuherman11@yahoo.com

⁵Departement of Primary Teacher Education, Universitas
Adzkia St. Taratak Paneh No. 7, Padang, West Sumatra, Indonesia
adriantoni@adzkia.ac.id

⁶Elementary School Education Program, Faculty of
Teacher and Education Sciences, Universitas Mandiri, Subang, Indonesia.
aseppriatna064@gmail.com

Abstract

This study aimed to design strategic management of performance development to improve private university lecturer productivity. This study used the research and development (R&D) approach and the Four D Model design with four stages, namely define, design, develop, and disseminate. This study was carried out at Universitas Putra Indonesia (UNPI) Cianjur with several key respondents, namely the Chancellor, Head of LPPM, Dean, Head of Study Program, and Lecturers. Based on the results, the strategic management of performance development indicator reached 75.70%, meaning that the strategic management of lecturer performance development has been carried out well. From the measured aspects, the highest percentage of 80.55% was found in the strategic planning component, and the lowest percentage of 67.73% was found in the follow-up component. Thus, it is

recommended for the head of the university to pay more attention to lecturer performance. In addition, lecturers are expected to improve their performance and productivity both independently and through institutions by participating in various kinds of education and training provided by certain institutions.

Keywords: Lecturer Performance, Strategic Management, Lecturer Productivity.

Introduction

Private universities in Indonesia are currently facing a much bigger risk because they have to protect their reputation in order to remain competitive. On the other hand, there are stakeholder demands and expectations for a private university to make changes in academic management, such as reviewing the strategic and operational planning processes. The head of a private university that does not have a "sense of urgency" towards change will not be able to adapt to the environment so that it will experience failure in managing the organization, which is in line with a statement by (Vican et al., 2020) that if the sense of urgency is ignored, then the change will fail due to being too satisfied with what has been done.

One of the important components of a university is a lecturer. Thus, it is important that the quality of lecturers be maintained and continuously improved. Stated that quality educators are an absolute requirement to create a quality education system. The professional development of lecturers is an important effort to improve the quality of the university (Burstion, 2020). In the United States, professional development programs began to receive attention in the mid-60s, known as faculty development. The program emerged after an anomaly where teaching at the university was ineffective, so that most students were anxious and felt that their interests had been neglected (Terblanche et al., 2020).

Strategic management development is a necessity and a challenge, especially in competitive times. To realize the spirit of competition, organizational development innovation is needed through strategic and effective knowledge and concepts (Sahibzada et al., 2020). Based on a survey at Universitas Putra Indonesia (UNPI) Cianjur, as a private university, UNPI must pursue standards and improve management, especially for educators. UNPI has no professors, and only a few have functional positions as lecturers. Of the 42 lecturers, only 15 have functional positions as expert assistants and lecturers. Based on the analysis, the problem was caused because the lecturers at Universitas Putra Indonesia had not optimally implemented the "Tri Dharma" of the university, especially in the field of research. Of the number of

lecturers at Indonesia University of Men's, only a small proportion are productive in research and scientific publications.

In addition, improving into a research-based university is still a difficulty for small universities. Lecturers are still trying to meet the demands of the faculty and study programs. This makes management inefficient and makes the university unready to be research-based. Therefore, they need more attention, for example, from the government or the Ministry of Research, Technology, and Higher Education. Meanwhile, large universities, especially those with legal status, are better prepared to be directed to become research universities. They can be directed to collaborate with large industries and establish cooperation. Stated that university management must ensure a comprehensive and continuous lecturer performance assessment in an effort to improve the overall quality of management at the university (Sánchez & Moreira, 2021). Stated that lecturer performance evaluation is a serious challenge for university managers (O'Sullivan, 2018). In addition, (Tarn & Yen, 2020) stated that the lecturer performance evaluation aims to develop an understanding of evaluation practices so that higher education managers can ensure that the learning process carried out can run well. Based on the reasons above, the authors conducted a study on strategic management with a focus on the improvement of private university lecturer performance, especially in the field of research and scientific publications (Rozak et al., 2022).

Literature Review

Lecturer Performance

Every individual in an organization, both formal and informal, needs performance as an essential aspect that must be owned. The performance of each individual is a core concept in work psychology and organizational psychology (Al Kadri & Widiawati, 2020). In general, performance is an activity carried out by each individual and is closely related to the achievement of planned goals. Performance is the success of a person or group in carrying out tasks in accordance with their responsibilities and authorities based on the performance standards that have been set for a certain period in achieving organizational goals (Arthur, 2020). Explained that every organization requires high performance from each individual so that the organization is able to achieve goals, provide services, and achieve a competitive advantage (Pa-alisbo, 2017). Explained that performance is equated with quality and excellence (Evans, 2002). In one definition, it is explained that performance is "the value of the set of employee behaviors that contribute, either positively or negatively, to organizational goal accomplishment" (Bai et al., 2014).

Strategic Management

The implementation of strategic management in education has become a trend because it is related to the quality standards of education that must be accredited every time (R.C & A, 2016). Besides having to prepare a long-term plan, university development must also prepare a strategic plan (Jónás et al., 2018). Thus, the development of lecturers as the main human resource in implementing the "Tri Dharma" of a university needs to apply the concept of strategic management so that program activities are developed according to the needs of the lecturers and in accordance with the vision and mission of the university (Aguilar et al., 2021). Strategic management is the development of a sustainable competitive position in which the firm's competitiveness provides continued success (Seiffert-Brockmann et al., 2021). Many successful and consistent organizations perform better than competitors because they have implemented strategic management (Cheng, 2021).

Explained that a strategic management approach is carried out by analyzing parts called strategy formulation (Stevenson & Baborska-Narozny, 2018). The process is then formulated along with strategic planning (Gillespie, Kay J. Robertson, 2010). The strategic approach consists of: (1) positioning the company through strategy and capability planning; (2) responding to strategic issues issued by management; and (3) systematic management during strategic implementation. Stated that in using a strategic management model, two major phases are needed, each of which requires two stages, namely strategy formulation and strategy implementation (Lafuente & Berbegal-Mirabent, 2019). The strategy formulation includes the mission formulation, environmental assessment (internal and external), formulation of direction and goals (goal setting), and strategy determination. Meanwhile, strategy implementation consists of strategy implementation, strategic evaluation, and strategic control (Howard, 2022).

The formulation of the vision and mission is carried out in conjunction with an environmental assessment to find out what environmental needs (stakeholders) need to be met (Lee, 2018). After determining the vision and mission, it takes the formulation of specific objectives regarding the school situation, study program, or expertise, as well as the subject background (Löfsten et al., 2020), which is then compiled through an achievement strategy with a number of programs as a strategic activity (Marler & Parry, 2016). In the implementation of strategic activities, strategic evaluation and control are needed so that they are consistent in achieving goals and do not deviate from the stated vision and mission.

Lecturer productivity

Every organization always strives for employees to excel by providing maximum work productivity. Work productivity for an organization is very important as a measure of success (Matos et al., 2022). The higher the work productivity of employees in the organization, the more goals will be achieved and productivity will increase (Howard, 2022). Likewise, at a university, when lecturer productivity gets higher, it means that the university is increasingly achieving its goals (Ortagus et al., 2018). Productivity can be measured in monetary or physical terms. In classical terms, productivity can be defined as physical output per unit of time worked. Thus, with higher productivity, it is possible to evaluate the quantity of the product by the worker with the inputs available to the worker (Raffoni et al., 2018). Productivity is the result of effectiveness and efficiency, as stated to determine productivity as a combination of effectiveness and efficiency. To determine productivity, one must ask both whether the desired result was achieved (the effectiveness question) and what resources were consumed to achieve it (the efficiency question). According to Putti (1989: 345), increasing productivity can be achieved with the lowest possible cost of all kinds, including the use of human resources (do the right thing) and increasing output as much as possible (do the right thing). In other words, productivity is a reflection of the level of efficiency and effectiveness in total.

Methods

Research Design

This study used the research and development (R&D) approach (Creswell, 2023). The development model in this study went through several stages, namely the conceptual model, the theoretical model, the hypothetical model, and the final model (Ockwell et al., 2015). The model developed in this study is called the Quality Improvement Program with the Focus Group Discussion (FGD) activity. This study used a 4-D model. The 4-D model (Four D) is a learning device development model. This model was developed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel (Radziwill, 2014). The 4D development model consists of 4 main stages, namely: define, design, develop, and disseminate. This study used the 4-D development model (Richey et al., 2010), which includes four stages, namely define, design, develop, and disseminate, as described as follows:

Define stage: The define stage aimed to determine and define the needs in the lecturer performance development process as well as various information related to the product to be developed. The defined stage is divided into several stages, namely: preliminary analysis, concept analysis, and development goal analysis. A preliminary analysis was conducted to find out the basic problems

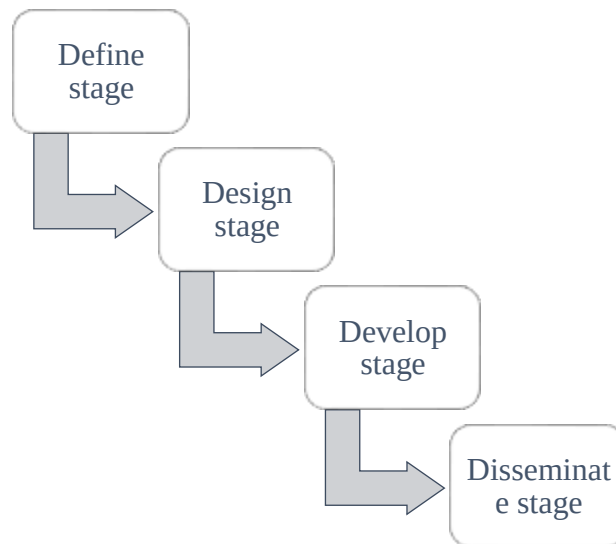
related to lecturer performance in implementing the "tri dharma" of a university. In this stage, the facts related to the real conditions of the lecturers in the field were presented so that it could determine the first stages in developing lecturer performance according to the needs. Concept analysis aimed to determine the material on lecturer performance development. The development goal analysis aimed to determine indicators of success or improvement in lecturer performance in implementing the "tri dharma" of a university.

Design stage: After finding the problem, the design stage was carried out. In this stage, the lecturer performance development model was designed so that it could be implemented. The lecturer's performance development model was designed with input from the supervisor as an initial draft of the model.

Develop stage: The develop stage aimed to produce a revised lecturer performance development model based on expert input and trial. There are two steps in this stage, namely as follows: Expert validation, product trial. The expert validation aimed to validate the content of the lecturer performance development model design before the trial, and the validation results were used to revise the initial product. The lecturer's performance development model was then assessed by expert lecturers to determine its feasibility. The validation result was used as an improvement material for the perfection of the developed model. After the draft, it was validated and revised, and draft II was produced. Draft II was then tested in the field trial. After the lecturer performance development model was validated by an expert, it was tested in the field.

Disseminate stage: After the trial model was applied, the disseminated stage was applied. The purpose of this stage was to disseminate the lecturer performance development model that the researcher had designed.

Figure 1 The Procedure of research and development (R&D)



Results

This study aimed to produce a model or design of performance development programs so that lecturers can carry out "tri dharma" in an integrated and simultaneous manner. In addition, by applying this model, lecturers can improve their proficiency in information technology and professional commitment at UNPI. The program design developed is stated to be feasible based on material expert validation, curriculum expert validation, test results by lecturers and heads of the university, as well as lecturer responses. This study refers to the development model by Thiagarajan, namely: a) define stage; b) design stage; c) develop stage; and d) disseminate stage. Thus, it is obtained as follows:

Define stage

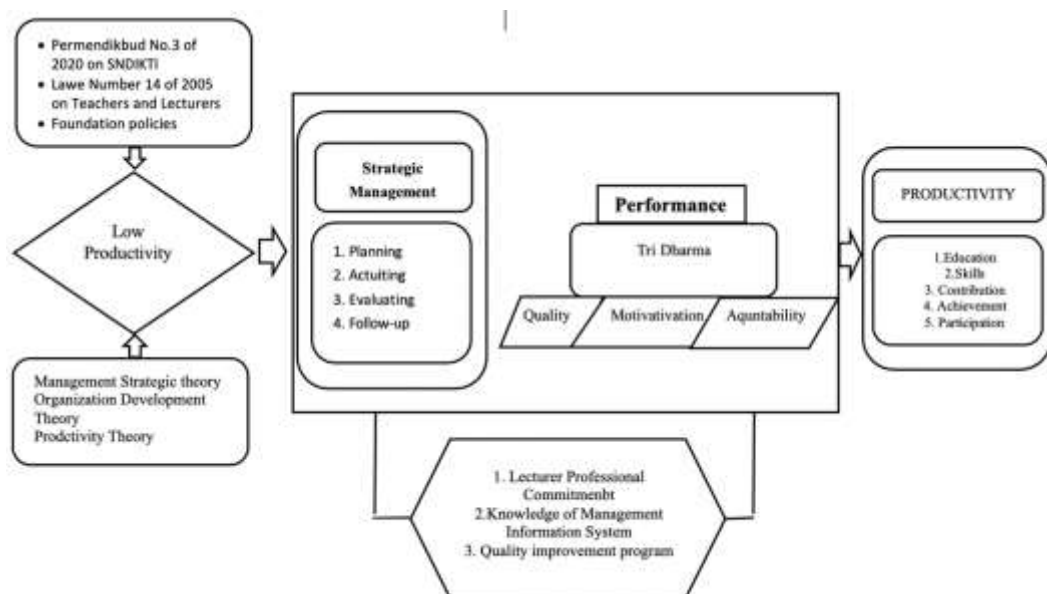
In this stage, information was collected on the implementation of a program to improve the quality of private university lecturers in the Cianjur Regency. Based on a literature review, curriculum or competence, study results, and practices in various places, describe the implementation of the "tri dharma" of a university. Data collection was carried out through direct observation at a private university in Cianjur Regency, namely UNPI. The data were used to construct the implementation model design to be developed. Based on the initial survey at Universitas Putra Indonesia (UNPI) Cianjur, as a private university, UNPI must pursue standards and improve management, especially for educators. UNPI has no professors, and only a few have functional positions as lecturers. Of the 42 lecturers, only 15 have functional positions as expert assistants and lecturers. The problem was caused because the lecturers at Universitas Putra Indonesia had not optimally implemented the "Tri Dharma" of the university, especially in the field of research. Of the number of lecturers at

Universitas Putra Indonesia, only a small proportion are productive in research and scientific publications. At the education level, there are still many lecturers with master's qualifications and only one lecturer with doctoral qualifications. Most of the permanent lecturers at UNPI still do not have educator certificates. Of the 44 permanent lecturers at UNPI, only eight have In terms of research related to publishing research results in reputable national journals, UNPI is still not optimally carried out, and moreover, research results are not published in indexed international journals. This reality shows that the lecturer's performance in implementing the "dharma" of research has still not reached the predetermined target.

Design stage

In this stage, the strategic management model of performance development to improve private university lecturer productivity was designed. This model was based on the results and supported by an assessment of various kinds of relevant theories related to the topic of this study. This study designed a strategic management model of performance development to improve private university lecturer productivity.

Figure 2 Model Design of Performance Development to Improve Private University Lecturer Productivity



Source: Design by Researchers (2020)

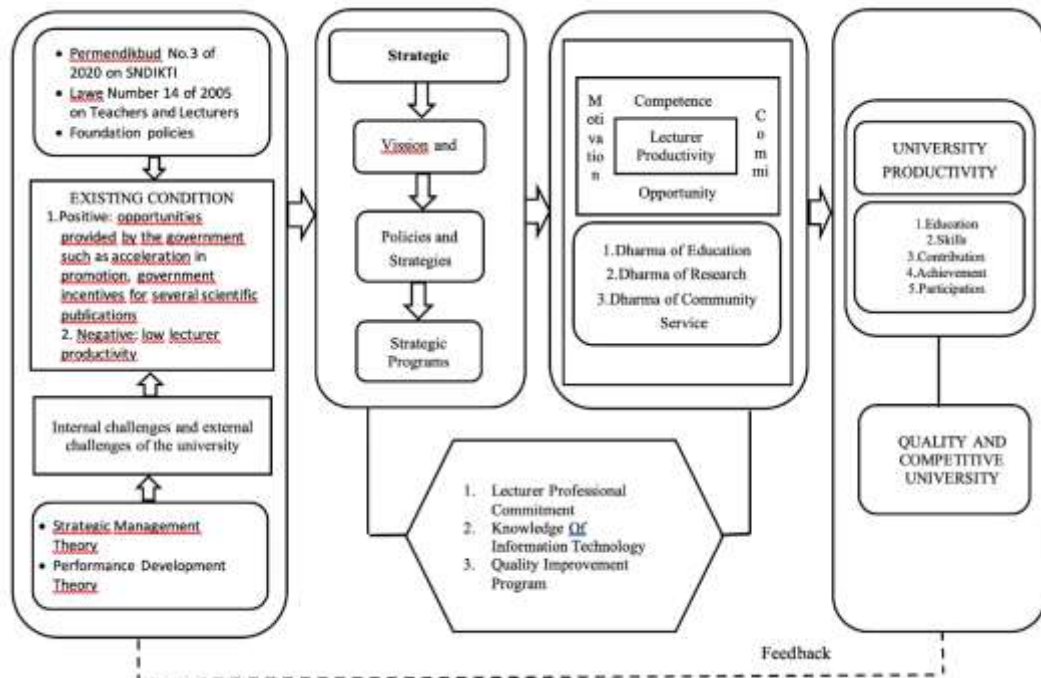
This model was the initial design to be validated by a team of experts through a focus group discussion (FGD), which consists of experts and

university practitioners. The results of FGD aimed to improve the model's feasibility.

Develop stage

The development stage is the third stage carried out in a study using the Four-D Model. The development stage aimed to produce a revised model based on suggestions or input from related experts. In the development stage, the activities carried out were focus group discussions to socialize the initial design of the model and collect input as an evaluation of the model. The focus group discussion was held online on Saturday, November 21, 2020, through the Zoom Meeting application. This FGD was attended by promoters, co-promoters, dissertation promoter members, and the academic community of UNPI as study respondents, consisting of representatives of lecturers from each study program, heads of study programs, heads of LPM, and heads of LPPM. Based on input from the expert opinions above, the model was revised according to the input given. In addition, overall, the data presented by the researchers were valid and agreed with the model that had been designed.

Figure 3 Final Model of Performance Development to Improve Private University Lecturer Productivity



Source: Design by Researchers (2020)

Disseminate stage

The disseminate stage consists of distributing tested products for the benefit of others. In the early stages, the dissemination of this product through this journal is expected to provide input to readers, especially university practitioners who want to increase lecturer productivity.

Discussion

Teachers and educators across the country are starting to see that the goal of improving teaching is to increase learning opportunities. A number of studies have reported the positive effects of teacher professional development on teaching practice (Slabbert, 2019). Referring to the above, the improvement of lecturers as educators at universities is a must for universities in order to increase the implementation of the "tri dharma" of universities. Human resource development (lecturers) is the process of developing human expertise through training and development with the aim of improving performance (Lamberg et al., 2022). Categorically, human resource (HR) development aims to increase organizational efficiency by developing individual technological knowledge, skills, and expertise, which has significant implications. Stated that teacher performance development aims to disseminate information and ideas to improve teacher performance (Turwelis et al., 2022). Teacher performance development can also provide a forum for discussion about the future of the teaching profession and teaching as a job.

Therefore, lecturer development is something that must be done by UNPI, considering that lecturer development will be able to improve lecturer performance in carrying out their professional duties. Strategic management for improving lecturer performance is one of the management activities that must be performed by each university in order to improve lecturer performance as the main resource. The optimal strategic management of improving lecturer performance is very necessary so that every program and activity carried out in the context of developing lecturer performance can be carried out as expected. On average, based on the results, the strategic management of lecturer performance development met good criteria, or 75.70%, showing that in general, the aspects carried out in order to implement the strategic management of lecturer performance development have been carried out well. However, in several aspects, there are still things that need to be improved. Basically, formulating and implementing strategic management to improve lecturer performance is a real step for any university to improve its lecturer performance.

Planning is the first step that must be carried out in any management activity, including strategic management. Strategic planning is a process carried out by an organization to determine the

organization's strategy or direction and make decisions about allocating organizational resources to achieve a goal. Strategic planning can also be used as a mechanism to control and guide the implementation of a strategy. Strategic planning is an important effort and process in facilitating sustainable school development (Kedzior, Magaret and Fifield, 2017), and linking organizational goals and institutional activities (Tyagi & Moses, 2020) leads to the design of a strategic plan (Subaidi et al., 2023). Referring to this, the strategic management of improving lecturer performance is one of the most important processes to facilitate the development of sustainable lecturer performance. Based on the results, strategic planning was performed by UNPI. The results of data processing showed that strategic planning reached 80.55%. This percentage indicates that strategic planning has been carried out well.

This is also based on the results of open-ended questions given to informants, which indicate that the strategic planning process has been carried out well by UNPI. In the planning process, all heads of foundations, universities, faculties, study programs, lecturers, students, and stakeholders were involved. As was done at the faculty level, formulating the vision and mission was carried out by involving all lecturers, alumni, stakeholders, and students to get a comprehensive perspective. Because, basically, the active role of the entire university academic community in preparing a strategic plan is the capital for the university to formulate a good plan. A vision will be perfectly realized if there is good planning and all university parties take an active role. Before carrying out a lecturer performance development program, UNPI carried out and compiled a lecturer performance development plan based on the vision and mission of UNPI. The formulation of the vision and mission is based on the results of studies, analyses, and an in-depth evaluation of the internal and external conditions of UNPI.

In analyzing the internal environment, an effort to develop lecturer performance is to hold work meetings every week between the rector, faculty, and study program. Regarding the lecturer performance development planning, input from students from distributing questionnaires at the end of each semester was also used as a basis for the plan to develop lecturer performance in the learning process. Furthermore, to improve lecturer performance, a number of performance improvement programs are, of course, required. In this case, UNPI has a flagship program designed to develop lecturer performance, namely increasing lecturer productivity in the implementation of the "tri dharma" of the university, such as increasing the academic qualifications of lecturers, encouraging them to be more productive in researching, and encouraging them to participate in community service activities. As is done in a faculty, the

flagship program is to provide opportunities for lecturers to continue their studies and manage functional positions.

Vision and mission must be formulated together. UNPI has formulated strategic planning by analyzing the internal and external environment of UNPI. UNPI formulates the plan by involving all its stakeholders. Strategic planning is considered an effective means of strategy implementation. Strategic planning is involved in the strategy preparation process, supports the implementation, and develops the strategy into a detailed strategic plan, which is part of the strategy implementation. Strategic planning also coordinates the process of developing strategic plans at lower levels of the hierarchy (Wilkinson, 2019). Showed that all stakeholders affected by the strategic plan should be included in the discussion and that the plan should be made available to all interested parties prior to implementation. Therefore, the results of the strategic planning that has been performed to develop lecturer performance are expected to form the basis of planning for the development of lecturer performance at the university (Yu et al., 2017).

Strategic Implementation

All forms of planning that have been prepared by an organization, including higher education institutions, of course, need to be implemented according to plan. The plan that has been made must be implemented so that it is not only discourse in the organization. Basically, a strategic implementation must be carried out in accordance with the strategic plan that has been prepared. Defined strategic implementation as the total number of activities and options required to carry out strategic planning (Yu et al., 2017). Strategic implementation is the process of turning various strategies and policies into action through the development of programs, budgets, and procedures. The results on lecturer performance and strategic implementation by Universitas Putra Indonesia (UNPI) Cianjur reached 76.97%. This percentage means that strategic implementation has been carried out well. Stated that "the implementation of the strategic plan should be focused on identifying the changes the skills needs, systems and structures, and organizational culture change (Tyagi & Moses, 2020). The strategic plan must be converted into an annual operating budget.

Based on the results, the strategic implementation reached 76.97%. This percentage means that strategic implementation has been carried out well. This is also based on open questions given to research informants. It is found that the implementation of lecturer performance development has been carried out well by UNPI. Besides that, the results found that not all lecturers have developed their performance. Therefore, the efforts made by UNPI are to involve

lecturers in various activities that are relevant to their knowledge. UNPI also provides supporting resources for the development of lecturer performance. In this case, the resources used by UNPI to improve lecturer performance include the Annual Budget Work Plan (RKAT), building communication with related stakeholders such as LLDIKTI, and the Ministry of Education and Culture. The implementation of a program must use the planning that has been performed as a guide. The implementation of an activity must be supported by a policy so that there is a binding regulation and the development of lecturer performance can be carried out simultaneously.

Strategic Evaluation

Evaluation in every activity program carried out by an organization, especially in the context of implementing the lecturer performance development program, is mandatory and cannot be separated from the overall performance development program. Through strategic evaluation, each higher education institution can measure the extent to which the lecturer performance development programs and activities carried out can be carried out according to the objectives. Based on the results of the lecturer performance strategic evaluation by Universitas Putra Indonesia (UNPI), Cianjur reached 77.58%. This percentage shows that the strategic evaluation of lecturer performance development at UNPI Cianjur has been carried out well. Through the evaluation of lecturer development strategies, it can be seen whether the lecturer performance development program has been able to achieve the set goals or not. This is because evaluation can be simply defined as the determination of the value of an item (Lamberg et al., 2022). Furthermore, based on informants' open questions, information was obtained that the evaluation of lecturer performance development had been carried out properly by UNPI. The form of evaluation carried out by UNPI to monitor strategic management planning for lecturer performance development is by implementing SPMI, accreditation by BAN-PT, and monitoring and evaluation by LLDIKTI. Furthermore, based on the study results, it was found that it was weak in terms of scientific publications, and there were still many lecturers who had not applied for promotion.

Evaluation is an activity that must be carried out in order to determine the strengths and weaknesses of something. Likewise with the development of lecturer performance. Through evaluation, it can determine the weaknesses and strengths found in relation to the development of lecturer performance. The evaluation must be carried out periodically so that the improvement process can also be carried out on an ongoing basis. As explained by an expert, the concept of evaluation as a process is defined as the check or measurement phase

in a quality assurance system (Slabbert, 2019). The final, or "evaluation," phase should evaluate the success or failure of the program. For example, if a program does not achieve its objectives, it must be redesigned (Löfsten et al., 2020).

Strategic Follow-Up

In implementing the lecturer performance development program, school service quality management will not experience a significant increase if the follow-up stage is not carried out by the school. The quality follow-up stage is the next important cycle in school quality management because, through this follow-up, each school is able to determine improvement plans for the next programs and services to be provided to education customers. Explained that follow-up is a process for starting a new initiative by setting new goals and completing the upgrade process for those involved with improving quality, as well as getting information about the progress and successes that will be achieved next (Raffoni et al., 2018).

Based on the results of the lecturer performance follow-up conducted by the University of Putra Indonesia (UNPI) Cianjur, it was found that the lecturer performance follow-up had been done by UNPI but was still not optimally implemented. Based on the results, the lecturer performance follow-up reached 67.73%, showing that the strategic follow-up to the development of lecturer performance at UNPI Cianjur has been implemented but is still in the sufficient category. Based on open questions given to informants, information was obtained that the follow-up activities in the framework of strategic management were still not optimally carried out by UNPI. In this case, UNPI was still not optimal in terms of analyzing the evaluation results. In addition, the follow-ups have not been used as a basis for further development of lecturer performance. Even so, UNPI is still in the process of improving lecturer performance gradually and continuously.

Conclusion

Strategic management of performance development to improve lecturer productivity is a new discovery that has never existed before. In this design, the strategic management component is the main and most important aspect of improving lecturer performance, which must be based on professional commitment, knowledge of information technology, and quality improvement programs. This is based on the assumption that if strategic management is carried out optimally with professional commitment, ICT knowledge, and a quality improvement program, the improvement of lecturer performance can be performed more optimally so that lecturer productivity and universities can also be improved.

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