

Management of Lecturers Performance Assessment Improving The Quality of Higher Education Academic at Syekh Yusuf Islamic University Tangerang

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Abstract

This Research aims to determine the management of lecturer performance appraisal and the steps of lecturer performance in quality improvement. The research method uses a qualitative approach to describe lecturer performance. Data collection techniques through (1). in-depth interviews with the quality assurance unit as the main informant, senior lecturers, and the dean, (2). Observation observing the events at the research location. (3). Documentation studies include meeting notes, photos of activities, lecturers' scientific work, and those related to the research focus. The conclusion is that management of lecturer performance evaluation, including lecturer performance assessment in Teaching, Research, and community service, has been carried out through the stages of planning, organizing, implementing, and supervising. Lecturer performance can improve the quality of Higher Education. Systematic lecturer performance can enhance academic quality. Based on an integrated value data system in the educational section in each semester, with very good accreditation, a cumulative grade point index of 3.5 with lecturer performance fulfilling lecturer certification and available positions. Based on LAM-PT accreditation. That the Faculty of Teacher Training and Education in the English Language Study Program and Economics Education is Very Good, fulfilling the indicators of human resources, education, Research, and community service

Keywords: Assessment, Lecturer Performance, Academic Quality

1. Introduction

The quality of tertiary institutions is largely determined by the Human Resources owned by these tertiary institutions, in this case, the lecturers. The role of lecturers is very important to realize and improve the quality of higher education. Therefore, a lecturer must perform optimally to create professional and high-quality productivity results. The higher the quality of the lecturers in a tertiary institution, the higher the quality of the tertiary institution, so lecturer resources must receive serious attention. Lecturers who have good performance will greatly affect the quality of higher education. The achievement of each component in the Teaching, Research, and community service indicators determines a good performance measure. The accuracy of fulfilling each element in these indicators depends on the lecturer's understanding and ability to translate their duties and responsibilities into daily work. These three indicators form a single unitary commitment that cannot be separated from their fulfillment.

The challenge the world of higher education faces concerns the number and quality of lecturers. The number of students in higher education has experienced a high increase, thus requiring many lecturers to offset this increase. Therefore, higher education institutions

increase the number of lecturers, but not all prospective lecturers are good quality. To improve the quality and quality of lecturers, not all tertiary institutions have high funds or good funding management, so that improving the quality and coaching of lecturers in all tertiary institutions is not evenly distributed; this is a different problem that can hinder enhancing the quality of education in tertiary institutions. Tall.

The task of the lecturer is to carry out the tri dharma of higher education, namely teaching, Research, and community service. Based on the main job of the lecturer, it can be used as a parameter to describe the performance and quality of lecturers in certain disciplines. Education and Teaching are the main pillars of the tri-dharma of higher education, besides other dharma. With good education and Teaching, universities will produce the next generation who are competitive and will later make this nation more focused on the global era we are currently facing. Research is needed to develop science and technology applications. To be able to conduct Research, lecturers who have adequate competence are required. Science developed due to education and Research should be implemented through community service so that people can take advantage of and enjoy scientific developments and advances.

2. Resaerch Methods

Qualitative Research is a research method used to examine natural object conditions. The research method can obtain answers and in-depth data information about lecturer performance.

2.1. Data Source

The data used in this study are primary data and secondary data. Preliminary data is obtained directly from sources trusted as primary data. In contrast, secondary data was collected by researchers from available sources. The main data sources in this study are words and actions and additional data such as documents and others.

2.2. Data Collection Techniques

Data collection techniques are part of the data collection instruments that determine the success or failure of a study.

- a. Observing events and incidents, accompanied by a list to follow. The researcher made direct observations by bringing data compiled previously to check what was observed, which matched the observation data.
- b. Structured interviews using a list of questions that have been prepared beforehand. The researcher asked several questions to all informants to get data and responses so as not to cause processing difficulties.
- c. Documentation in the Implementation of research activities through notes and pictures as physical evidence in conducting Research. Documentation is a method of collecting qualitative data by analyzing existing documents on research subjects.

3. Result and Discussion

Lecturer performance appraisal is a process in which tertiary institutions evaluate lecturer performance. The assessment carried out on lecturers is carried out on lecturers to assess performance and also functions to supervise lecturers in carrying out their main tasks, namely education and teaching activities, Research, and community service, which acts as a tool to monitor lecturer performance.

The aspects that in the implementation activities assess the performance of lecturers include several things, namely:

- a. Assessment of lecturer performance in the field of education and Teaching.
- b. Assessment of lecturer performance in the field of Research.
- c. Evaluation of lecturer performance in the field of Community Service.
- d. Assessment of lecturer performance in supporting areas.

The targets for fostering and developing lecturer performance are as follows:

- a. Increase awareness and discipline in carrying out tasks according to the authority of each lecturer
- b. Develop lecturer careers in functional lecturer positions
- c. Distributing tasks and responsibilities evenly to all lecturers.
- d. Improving the academic atmosphere to create an orderly and comfortable working atmosphere in the college environment
- e. Improving the academic quality of higher education.

Assessment of lecturer performance in improving academic quality at Sheikh Yusuf Islamic University, which includes evaluating the performance of lecturers in the fields of education and Teaching, Research, community service, and other supports, has been carried out through the following stages:

3.1. Planning for Lecturer Performance Assessment in Improving Higher Education Academic Quality

Activities in preparing assessment schedules, preparation of assessment instruments, and determination of assessment criteria. Planning is an activity that must exist in the organization and management of Higher Education as a requirement for every administrative action and academic management activity. As an organization, through the control of any activities carried out with planning, to get better results. Planning is an activity that must be carried out at the beginning and during administrative activities.

Furthermore, in planning, the steps that must be taken so that planning activities can run well, are as follows:

- a. Determine and formulate the vision, mission, and goals to be achieved, both long-term and short-term.
- b. Analyze the work to be done or the problems to be solved.
- c. Collect necessary contextual data and information, actual data relating to organizational strengths and weaknesses, opportunities, and challenges that will and must be faced.
- d. Determine the method, steps, series of actions, procedures, and regulations to guide.
- e. Formulate how the problems will be solved and how the work will be completed in more detail in formulating derivative plans from the planning principles made and determined.

3.2. Organizing Lecturer Performance Assessment in Improving Higher Education Academic Quality

Determination of assessment team 1, the decision of assessor 2, appointment of the value processing team, and division of tasks in writing. Organizing is the second function of management after planning. As with planning, organizing is important in the assessment efforts to achieve organizational goals in tertiary institutions. In the organizing process, functions,

relationships, and structures are determined. Operations are in the form of tasks that are divided into lines of command, staff, and functional. Relationships include responsibility and authority, while the structure is divided into vertical and horizontal forms, which can determine the distribution and accountability for achieving goals in the assessment.

In the organizing process, the following organizational steps can be carried out:

- a. It details all lecturer performance work that must be carried out to achieve higher education organizational goals.
- b. It is dividing the workload into activities that logically and adequately can be carried out by the lecturer or the group of study program lecturers who are the implementers.
- c. We were combining work as a lecturer's performance logically and efficiently.
- d. Establish a mechanism to coordinate lecturer work in aligned and cooperative study programs.
- e. Supervise the work effectiveness of lecturers and take steps to adjust and improve work effectiveness.

3.3. Implementation of Lecturer Performance Assessment in Improving Higher Education Academic Quality

Implement lecturer performance assessment activities through Observation, interviews, and documentation studies. The function of directing in management is to guide and provide instructions and instructions to lecturers so that they can work according to the plans set in each semester to achieve and fulfill the lecturer's workload.

Function as a continuation of the organizing process in management, after there is a draft of the lecturer's duties and responsibilities, as well as placement in each element of the lecturer's assignment in a particular section, the lecturer is directed to complete the duties and obligations to fulfill the lecturer's workload in each semester includes Teaching, Research, and service as well as supporting other lecturer duties.

Giving direction from the dean as the leader will require the ability to make the lecturer want to do what is his duty and responsibility, which means the dean, as the head of the faculty, has good communication skills and the ability to motivate lecturers as his subordinates.

To improve and develop the abilities of lecturers, to be able to implement several activities, including:

- a. Workshop on reputable scientific work and publication results in journals with Sinta accreditation. To improve the competence of lecturers. This is inseparable from the responsibilities of the college dean as the faculty leader. To influence and move lecturers to play a role in every activity held by the University itself or other universities. Actions by sending lecturers as representatives to participate in workshop activities to improve lecturer performance in producing scientific work as a result of Research.
- b. Scientific seminars as an effort to improve lecturer performance. This activity provides opportunities for lecturers to interact scientifically with colleagues in their profession regarding updating matters. Conferences are held to discuss scientific issues. To participate in following the field. During the seminar, all lecturers receive invitations, and the campus is responsible for sending a specified number of lecturers as representatives.
- c. Training is an effort made by universities to improve lecturer performance. The training is carried out to enhance the ability of lecturers to write textbooks, with the number of pages that have been determined as standard textbooks according to the curriculum and semester study plans; for its Implementation, received an invitation

through announcements distributed through brochures, to take part in these activities. The length of time in the training follows the materials and resource persons required.

3.5. Supervision of Lecturer Performance Evaluation in Improving Higher Education Academic Quality

Lecturer performance evaluation is carried out indirectly as an assessment of written student reports, self-evaluation results, or accounts from administrative officers who record monitoring results. The evaluation is based on the opinions of the appraiser. The implementation time for Monitoring and Evaluation of Lecturer Performance is carried out at the end of each semester. The implementation time for Monitoring and Evaluation of Lecturer Performance is carried out at the end of each semester. Important things to do when monitoring and evaluating lecturer performance are:

- a. Refer to all Higher Education Regulations related to lecturer performance.
- b. Understand the elements of education and Teaching, Research, community service, and other supporting elements as a lecturer's task.
- c. It implements Lecturer duties following the standards of the directorate of higher education and the Lecturer guideline policies established at the University.
- d. I am implementing lecturer performance assessments on student achievement and the quality of student graduates.

Lecturer performance evaluation activities by officials in charge of carrying out the assessment need to determine the scope of their authority, including:

- a. Assessment and supervision of student achievement and graduate quality are carried out using the format provided by the faculty.
- b. Develop a supervisory program, and socialize it with the lecturers who will be assessed and the student's achievements participating in the lecture.
- c. Contact the lecturer who will be assessed, with prior notification to the person concerned.
- d. Request teaching materials, student attendance, and a list of required grades or information that must be provided by the lecturer being assessed.
- e. Provide technical administrative and learning technical advice to lecturers according to applicable work standards.
- f. Take corrective actions by the department or faculty leaders against irregularities in the Implementation of tasks by lecturers and report them to the dean.

Administrative reporting improvement actions that can be carried out from lecturer performance evaluation activities include:

- a. Improvement and development of lecturer performance.
- b. Lecturer career compensation adjustments.
- c. Decisions in giving assignments to lecturers and promotions.
- d. Training needs, continuing studies at a higher level, and developing new study programs.

4. Conclusion and Suggestion

4.1. Conclusion

Based on the results of the Research and discussion above regarding lecturer performance concerning assessment through education and Teaching, Research, and community service, several conclusions can be drawn as follows.

- a. Lecturer performance objectives which include evaluating lecturer performance in the fields of education and Teaching, Research, community service, and support, it has been carried out through stages (1). Planning, namely the preparation of assessment schedules, assessment instruments, and determination of assessment criteria (2). Organizing defines the assessment team and appoints the scoring team. (3). Implementation of assessment activities through Observation, interviews, and questionnaires. (4). Lecturer performance evaluation monitoring activities.
- b. Lecturer performance can improve academic quality, improving educational quality to better than before, otherwise, poor lecturer performance impacts the poor literary quality and graduate quality, so graduates need more confidence.
- c. Academic quality resulting from lecturer performance, based on value data in the educational section, through accreditation from LAM-PT with "Excellent" accreditation, with an average student achievement index above 3.0, graduate quality is very high, and lecturer performance very good, fulfilling more than 85% with indicators of human resources, education, Research, and community service.

4.2. Suggestion

Based on the results of the research discussion and conclusions described above regarding the performance of lecturers in improving academic quality, it can be recommended in the form of suggestions, namely as follows:

- a. The dean and deputy dean use the results of this study as a reference in evaluating lecturer performance. In improving the performance appraisal system so that it is integrated between the lecturer's workload and the lecturer's functional position. Performance appraisal is carried out for administrative purposes and for lecturer performance in improving lecturer performance.
- b. For lecturers to improve performance integrated with lecturer workload, lecturer certification, and lecturer functionary positions through the results of each lecturer's performance assessment.
- c. For students to be able to work together with other study programs through student creative weeks, independent learning programs, and independent campuses openly and be able to evaluate how the indicators and qualifications of independent learning are integrated.
- d. For further researchers to research more deeply by adding variables regarding lecturer performance to improve the quality of graduates so that they can be directed up to the users of these graduates.

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