

**Process and Results of Lecturer Performance Assessment
Through Internal Quality Assurance Unit of Private Universities
In Bandung - West Java, Indonesia**

Dr. H. Sudiyono, M.M¹ (Corresponding Author)

Faculty of Language IKIP Siliwangi, West Java - Indonesia

sudivonostkipslw@gmail.com

Prof. H.E. Mulyasa²

Professor of Education Management

Post-Graduate Faculty, Nusantara Islamic University, West Java - Indonesia

ABSTRACT

This study discusses the process and results of lecturer performance appraisals carried out by the Internal Quality Assurance Unit at universities in the city of Bandung, West Java Province - Indonesia. The research objective was to identify and describe the process and the results of lecturer performance. The research method used is descriptive method, while the approach used is a qualitative approach. The research stages were observation, exploration, and member-check. Meanwhile, the collection technique is in the form of documentation study, interview, and observation. Research findings (a) the process of assessing the performance of lecturers in the universities under study has been carried out well and coherently in accordance with the dimensions and stages of the assessment, involving lecturers as input, and good lecturer performance as output. There are similarities among tertiary institutions, namely the desire to carry out the performance appraisal process as well and as objectively as possible. (b) the achievement of lecturer performance is not the same in every aspect, according to the wishes of the community, the good quality of lecturers will have an impact on the learner's personality. In addition, good quality lecturers guarantee the quality of education and offer continuous improvement in the quality of education. It can be recommended that in assessing lecturer performance it is necessary to pay attention to the process steps, objectivity, and the results of the assessment so that the implementation of the lecturer performance appraisal can be achieved as expected.

Keywords ; Performance appraisal, lecturers, internal quality assurance unit.

1. INTRODUCTION

1.1. Background

Lecturers are educators who work in tertiary institutions, the role of lecturers is very dominant in conveying their knowledge to students. In Law of the Republic of Indonesia number 14, 2005 concerning Teachers and Lecturers, article 1 paragraph 2 explains that lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating knowledge, technology, and arts through education, research, and community service. Meanwhile, education personnel are tasked with carrying out administration, management, development, supervision and technical services to support the educational process in the education unit. (UURI number 14/2005, article 39 paragraph 1). According to the same Law, article 60, section (a) in carrying out professional duties, lecturers are obliged to carry out education, research and community service, (b) plan, carry out the learning process, as well as assess and evaluate learning outcomes.

To maintain and improve the quality of lecturers' work, higher education institutions need to carry out performance appraisals and guidance to them regularly and continuously. The legal basis for higher education quality assurance is Law number 12 of 2012 concerning higher education (Dikti Law), in article 52 paragraph (3) it is stated that the minister establishes a higher education quality assurance system and national higher education standards. Provisions regarding the higher education quality assurance system are regulated in the Minister of Research and Technology Regulation number 62 of 2016 concerning the higher education quality assurance system (SPM Dikti). One of the contents of the regulations contained in the regulation is the internal quality assurance system (SPMI).

Academic assessment of lecturer performance is usually carried out by the internal quality assurance unit according to the home base of each lecturer. Lecturer performance appraisal is focused on the main tasks and functions of lecturers related to the Tridharma (three devotions) of higher education with the main objectives being: Education, including: planning and mastering learning materials, mastering skills in carrying out the learning process inside and outside the classroom, being able to carry out assessments of students. The fields of research include: making / editing scientific works in the form of: journals, proceedings, editing / editing, making published designs and technological works, making monumental artwork / performing arts designs, and literary works. The field of service includes: holding leadership positions in Government institutions / State positions, developing educational and research results that can be utilized by the

community, providing training / counseling / upgrading / lecturing to the community, providing services to the community / other activities that support the implementation of government tasks, and development, creating / writing community service works that are not published. (Source: U.U.R.I. Number 14/2005).

Process and results in a performance appraisal system are inseparable parts and are interconnected with one another, thus speaking of the process cannot be separated from talking about results. From the above phenomenon, the writer interested in conducting a research related to the lecturer performance appraisal system of private universities in Bandung, West Java Province. The research is only focused on the process and results of lecturer performance appraisals at Pasundan University Bandung (U1) and IKIP Siliwangi Bandung (U2), by involving fifty lecturers as respondents.

2. LITERATURE REVIEW

2.1 Systems Theory

Husaini Usman (2011) cites Bertalanffy's (1970) opinion which states that *"on top of existing knowledge it is necessary to establish and develop a basic science based on general systems theory. The system is a group of elements that influence each other. The general form of a system consists of input, process, output and feedback."*

From the above statement it can be concluded that: First, systems theory can be applied and developed into various activities in human life. The second statement, that the system is a group of elements that influence each other. And finally it is stated that the general form of a system consists of input, process, output and feedback. Systems in an organization are influenced by internal and external conditions of the organization itself.

Attending to the opinion above, it is known that the process is an inseparable part of a single unit in a system. In this connection it can be stated that a process is an activity consisting of various resources that make input into output as expected.

2.2. Performance Appraisal Process

To find out the lecturer performance appraisal process, the approach that is considered the most appropriate by the author is to use the theoretical approach of the performance appraisal process proposed by Marvin C. Alkin (1990) in his book entitled *Debate on Evaluation.*, as cited by Wirawan, (2016). He stated, *"The term evaluation refers to the activity of systematically collecting, analyzing and reporting information that can be used to change attitudes or to improve the*

operation of a project or program. The word systematic stipulates that the evaluation must be planned. "

2.3. Dimensions and Indicators of the Performance Appraisal Process

The dimensions of the performance appraisal process and indicators of the Performance appraisal process according to the expert opinion above can be described as follows,

- 2.3.1. Planning and assessing the indicators: (a) clearly planning the objectives of the performance appraisal, (b) determining goals and assessing the performance of aspects of teaching, research, service, and supporting tasks performed by the lecturer.
- 2.3.2. Collecting information on the results of the assessment, the indicators are: (a) collecting data and information on the results of the performance appraisal
- 2.3.3. Analyzing data and information on the results of the assessment, the indicators are: (a) analyzing data and information on the results of performance appraisals, research, community service, and supporting tasks performed by lecturers.
- 2.3.4. Reporting information on the results of the assessment, the indicators are: (a) reporting the findings of the assessment information to the leadership.

2.4. Aspect of Lecturer Performance Assessment

Academic assessment of lecturer performance is usually carried out by the internal quality assurance unit according to the home base of each lecturer. The lecturer performance appraisal is focused on the main tasks and functions of the lecturers related to the Tridharma with the main objectives being:

- 2.4.1. The field of education includes: planning and mastering learning materials, mastering skills in carrying out the learning process inside and outside the classroom, being able to carry out assessments of students.
- 2.4.2. The fields of research include: making / editing scientific works in the form of: journals, proceedings, editing / editing, making published designs and technological works, making monumental artwork / performing arts designs, and literary works.
- 2.4.3. The field of service includes: holding leadership positions in Government institutions / State positions, developing educational and research results that can be utilized by the community, providing training / counseling / upgrading / lecturing to the community, providing services to the community / other activities that support the implementation of government tasks, and development, creating / writing community service works that are not published. (Source: Law of the Republic of Indonesia Number 14/2005.

2.5. Lecturer Workload

Referring to the 2010 Lecturer Workload Guidelines, lecturers are required to carry out educational, research and community service activities as well as additional assignments for academic elements. The composition of lecturers' work hours that must be fulfilled as a percentage is as follows: (1). Carry out activities by 40% (2). Carry out research by 35% (3). Carry out community service by 15% (4). Carry out additional 10% academic element assignments.

2.6. Previous Studies

Previous studies of lecturer performance research have been conducted by a number of researchers, including:

2.6.1. According to H.E. Mulyasa (2016) states that: *learning based on improving the quality of character management can have an impact on the personal development of learners in preparing graduates to enter the era of globalization;*

2.6.2. H. E. Mulyasa, et al. (2018) stated that: *... management of quality insurance of higher education based on self-evaluation at private universities in Bandung, both related to policy and quality insurance program has been in continuous improvement;*

2.6.3. Rochmat Taufik (2015) said that *performance appraisal is important for every employee and useful for the company to determine the next policy action. Likewise, for lecturers who are teaching courses to see the results of the teaching and learning process, it is necessary to carry out the performance of the lecturers.*

Eddy Triyono (2016) states that *the service levels of each Polytechnic in the professional development of lecturers in all fields A (Education and teaching), B (Research), C (Community Service), D (Support) are different from one another;*

3. RESEARCH METHODS

The research method chosen in this research is descriptive qualitative method. Qualitative research according to Bogdan and Taylor (1975: 5) in Lexy J. Moleong (2001: 3) is: *"research procedures that produce descriptive data in the form of written or spoken words from people and observable behavior."* *"Descriptive research is a research method that seeks to describe and interpret objects according to what they are"* (Best, 1982: 199) in (Sukardi, 2003: 157). This research is also often called non-experimental, because in this study the researcher did not control and manipulate the research variables. This research was made for the purposes of preparing a dissertation, its type is educational research with the following characteristics: *"exploring a problem*

and developing a detailed understanding of a central phenomenon, having literature review playing a minor role but justify the problem, starting the purpose and research questions in a general and abroad way so as to the participant's experiences, collecting data based on words from a small number of individual so that the participant's view are obtained, analyzing data for description and themes using text analysis and interpreting the larger meaning of the findings, writing the report using flexible, emerging structure and evaluative criteria, and including the teachers' subjective flexivity and bias. (Creswell, John W., 2012: 16).

In a qualitative research, the main instrument is the researcher himself, because the researcher is a key instrument. Because researchers are human, and humans cannot be separated from mistakes which are commonly known as human errors, then researchers must be 'valid'. *Validation of researchers includes: understanding qualitative research methods, mastery of insight into the field under study, readiness of researchers to enter research objects both academically and logically (Sugiyono, 2009: 305). Qualitative researchers as human instruments function to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and make conclusions on their findings (Sugiyono, 2009: 3).*

The data collection technique in this study was carried out by (a) observations made of the data required in this study. (b) documentation study is carried out by collecting and digging up documents related to the problem under study (c) interviews are conducted with people who are directly or indirectly involved in the implementation of lecturer performance appraisals. In the implementation of data collection needed to support this research, apart from the researcher being the main instrument, the researcher also used several non-test instruments in the form of interview guidelines and observation sheets. The hope of researchers using more than one data collection technique is expected that the validity and reliability of the data and information obtained can provide a holistic and comprehensive description of lecturer performance appraisals.

Data analysis is the process of compiling, categorizing data, looking for patterns or themes, with a view to understanding their meaning. Data analysis is a creative activity. There are no detailed steps, so each researcher must find his own way. Data analysis carried out in qualitative research is an inductive analysis based on facts found in the field and then constructed into a hypothesis or theory. Field fact finding is done by conducting documentation studies, interviews, observations, and online searches from internet social media.

The research stage consisted of the observation stage, namely the search and collection stage of the data required in this study. The next stage is the exploration stage, which is to explore and

explore more deeply the data obtained. The last stage is the member-check stage, which is the stage where the researcher cross-checks all the data that has been obtained. After the data is deemed sufficient, the next step is to analyze the data, data analysis is the process of compiling data, categorizing data, looking for patterns or themes, with a view to understanding its meaning. Data analysis is a creative activity. Finally, after the data is analyzed, the validity and reliability of the data are tested. Data validity and reliability testing is a data testing technique that is highly dependent on the objectivity of the main instrument in qualitative research, namely the researchers themselves.

4. RESULTS AND DISCUSSION

4.1. Lecturer Performance Appraisal Process

The desire of the internal quality assurance unit to plan the quality of the assessment in accordance with the objectives is a measure of the dimensions of the performance appraisal process, particularly in the planning and assessment perspective. The indicators that are assumed to represent the dimensions of planning and assessment include planning the assessment team membership, planning and assessment objectives, planning assessment objectives, planning the focus of the assessment, and the process of implementing the assessment. From the observations and information obtained related to planning and assessment of lecturer performance, it is known that the internal quality assurance unit in each university wants a good planning and assessment system with the same indicators, however the reality in the field shows that the implementation of each indicator is not the same in every internal quality assurance unit in every university. This difference in implementation is caused by different perspectives and priorities of interest between each internal quality assurance unit in higher education.

The desire of the internal quality assurance unit at the study program level to properly administer the assessment results is a measure of the dimensions of the performance appraisal process, particularly in the perspective of gathering information on the results of the assessment. The indicators that are assumed to represent the dimensions of collecting information from the research results are collecting data and information on the results of the assessment for all aspects of the performance being assessed. From the observations and information obtained related to the collection of information and the results of lecturer performance appraisals, it is known that the internal quality assurance unit in every university wants a good administration system, the reality in the field shows that there are differences in procedures and bureaucracy that are applied in each

university. This difference in implementation is caused by different perspectives and priorities of interest between each internal quality assurance unit in higher education.

The desire of the internal quality assurance unit at the study program level to obtain good and accurate assessment results is a measure of the dimensions of the performance appraisal process, especially in the perspective of data analysis and information on the results of the assessment. The indicators are assumed to represent the dimensions of data analysis and information results. Research includes the course of the performance appraisal process, the obstacles faced, the causes and consequences of the problems, and how to overcome the obstacles that arise. From the observations and information obtained related to the analysis of data and information on the results of lecturer performance appraisals, it is known that the internal quality assurance unit in every university wants good and accurate assessment results. In that direction, each internal quality assurance unit implements each existing indicator in different ways and stages. This difference is due to the information on the results of different performance assessments in each internal quality assurance unit of each university.

The desire of the internal quality assurance unit at the study program level to report the results of performance appraisals procedurally is a measure of the dimensions of the performance appraisal process, especially in the perspective of reporting information on the results of the assessment, the indicators that are assumed to represent the dimensions of reporting information on research results include the reporting flow of results. lecturer performance appraisal. From the observations and information obtained related to the reporting of information on the results of lecturer performance appraisals, it is known that the internal quality assurance unit in each college wants a good procedural performance appraisal report, but in the field there is still a different reporting flow, this difference is due to the rules and bureaucracy. different in each college.

4.2. Lecturer Performance Assessment Results

From the results of field observations obtained data that the achievement of lecturer performance is as follows: (1) The achievement of lecturer performance in education based on self-assessment is 92%, (2) The achievement of lecturer performance in research based on self-assessment is 50%, (3) The achievement of lecturers' performance in the field of service based on self-assessment is 62%, (4) The achievement of the performance of the lecturers in the field of additional assignments based on the self-assessment is 70%,

Apart from the above results, it is known that it turns out that lecturer performance assessments carried out in tertiary institutions are very necessary because they are proven to improve the performance of the lecturers being assessed.

In addition, the results of lecturer performance appraisals are very much in line with the wishes of the community. The expectations of the community with the assessment of lecturer performance will result in qualified lecturers, lecturers who master the field of education with academic abilities according to their fields of expertise. This is reflected in the existence of an assessment of the aspects of achievement of lecturer performance in the field of education. Another hope from the community for lecturers is that lecturers are more involved in real life in the midst of society by carrying out more community service activities. This is reflected in the existence of an assessment of the aspects of achievement of lecturers' performance in the field of community service.

Good quality lecturers will have an impact on the learner's personality. The criteria for a good lecturer are represented in the form of points of performance appraisal elements which are indicators of every aspect being assessed, the better the aspects of the assessment obtained by a lecturer, the better the impact on the student's personality.

In addition, the existence of good quality lecturers guarantees good quality education and continuous improvements made by universities. This is something that is reasonable in the implementation of learning in tertiary institutions because lecturers are the spearhead who determines the success or failure of the learning process in universities campus, lecturers are also human resources in the field of education who have the highest and most important value compared to other existing educational resources.

5. CONCLUSION AND RECOMMENDATION

The level of achievement of mastery of the aspects of lecturer performance appraisal sequentially. The process of assessing the performance of lecturers in the universities under study has been carried out properly and coherently in accordance with the dimensions and stages of the complete assessment with each assessment indicator. The performance appraisal process involves lecturers as *input*, and good lecturer performance as *output*. In the lecturer performance appraisal process there are similarities among universities, namely the desire to carry out the performance appraisal process as well and as objectively as possible.

The order of achievement of lecturer performance is as follows: First, the achievement of lecturer performance in education; Second, the achievement of lecturers' performance in research; Third, the achievement of lecturer performance in the field of service; Fourth, the achievement of lecturer performance in additional assignments. In addition, the results of the lecturer's performance appraisal are very much in accordance with the wishes of the community who want good quality lecturers. Good quality lecturers will have an impact on the learner's personality. In addition, good quality lecturers guarantee the quality of good education and there will be a continuous improvement in the quality of education offered by universities.

From the research findings, it can be recommended that in assessing the performance of lecturers, it is necessary to pay attention to the process steps, objectivity, and the results of the assessment so that the implementation of lecturer performance appraisal can be achieved as expected.

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