



Lecturer resource management at Ambon state Christian religion institute

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Abstract

This study aims to analyze and describe the management of lecturer resources at the Ambon State Christian Religion Institute (IAKN), regarding plans, recruitment, selection, placement, development, and performance evaluation of lecturers, supporting factors, inhibiting factors, and strategic efforts to overcome factors inhibitors. The qualitative approach, descriptive analytic method and design from Miles and Huberman are used in this study. Data collection through observation techniques, document studies, and in depth interviews. Resources namely informants relating to the management of lecturer resources. Data obtained by snow ball sampling, analyzed through the following procedures of data collection, reduction, display, and verification/conclusion drawing. Test the validity of the data through credibility criteria, namely the extension of observation time, perseverance, discuss with colleagues, through triangulation of data sources and methods/techniques. The results showed the management of lecturer resources at the Ambon State Christian Religion Institute (IAKN) covering the determination of lecturer resource management plans, carrying out external and internal recruitment. Then the file selection, competency selection includes psychological tests, interviews. The selection graduates are placed based on scientific fields and institutional strategies. During their main tasks, the lecturer follows the development program through in-service training and off-service training. Performance evaluation of lecturers is carried out by quality assurance personnel. Supporting factors for lecturer resource management are a) a long history of institutional experience, b) lecturer empowerment, a reliable auditor team, collaboration with UGM and UNPATI, and active participation of BAN PT assessors from Ambon IAKN lecturers, the implementation of participative and democratic leadership. The inhibiting factors are the incomplete Development Plan (RIP) and Renstra, the low quality of applicant lecturers, the lack of lecturers in certain study programs, lecturers who passed non-Christian selection experience difficulties in spiritual formation of Christian students, lack of journals for publishing articles as requirements for promotion, lack of Professor lecturers, the influence of changes in the status of transformation from STAKN to IAKN. Strategic efforts that have been taken to overcome the obstacles in the management of lecturer resources include completing RIP and its renovations in a short time, expanding socialization and streamlining the recruitment program, placing lecturers selected according to their competencies and supporting the principles of developing Christian institutions by prioritizing study programs in need, optimizing this program in-service and off-service for the career development of all lecturers, procurement of professors/initiating lecturers to become professors to meet the requirements of Doctoral Study Programs and accreditation of all study programs, optimizing cooperation with other universities for the purpose of publishing articles in journals for the promotion of lecturers.

Keywords: management, lecturer resources, IAKN

1. Introduction

The success of the implementation of education in each institution in creating the quality and quality of graduates is largely determined by the process of managing education management, because management is one of the strategic efforts to improve the quality of education, and is an integral component that cannot be separated from the overall education process. The success of education as measured by the output and outcome of its human resources is expected to be able to answer the challenges of the Indonesian people in the era of globalization, especially those related to human resources who are able to compete in the fields of science and technology. Meanwhile, the Indonesian people were faced with moral problems that arose as a result of the modernization and globalization of culture whose access also affected the next generation.

Facing the problems of this nation, the Ambon State Christian Religion Institute (formerly the Protestant

Christian High School), as a Christian tertiary institution and as a supporting component of national development, felt the need to develop itself. One of the fundamental steps taken is to develop the management function of an institution that not only organizes academic/vocational education within the scope of a scientific, technological/or artistic discipline but develops into an academic and/or vocational education organizer within a group of scientific, technological, and/or art, and this is called an institute.

The development of the institution's function from STAKPN to IAKN was carried out because it was based on: first, the phenomenon of the demands and expectations of the community which was quite large towards higher education institutions that integrated general sciences with religious sciences. This is reflected in the hopes of the community towards Christian scholars who are of Christian character, have faith, have morality and are able to answer the challenges of the times through the implementation of

the Tridharma of Higher Education. Second, there are demands from service users and stakeholders for the variety of study programs offered by IAKN Ambon to accommodate the interest of Christian students in Maluku and surrounding provinces who want to study in the Christian Religious Education Study Program (PAK), Theology especially text studies, Pastoral Counseling, Church Music, Religion and Culture, Christian Counseling Guidance, Music Arts Education, Early Childhood Christian Education, Communication and Broadcasting of the Gospel, Cultural and Religious Tourism, Music Performances and Christian Religious Instructors. In this way, IAKN Ambon is expected to be able to develop and improve institutions and prepare “products” that are appropriate and in line with market demand. The intended market includes industrial needs (professional needs), professional needs, and community needs (societal need). The educational, business, business, and industrial environment in Maluku grows rapidly each year, requiring skilled workers who have basic Christian Religious Education, Theology, or Pastoral Counseling and Church Music. Professional needs include the preparation of Christian Religious Education (PAK) teachers in various types and levels of education, both formal, informal and non-formal education continues to increase, the preparation of service personnel for various churches to meet the needs of church services in the city to remote rural areas. In addition, professional service needs such as family service needs, social institutions, hospitals, correctional institutions, state prison, and other needs. Third, considering the specificity of Maluku Province as an area whose people are plural, including diversity in the fields of religion, ethnicity and being safe, harmonious and peaceful after previous years experiencing disruption of harmony and security. Now it has become a safe place for comfortable, safe, and comfortable learning.

With the institutional transformation from STAKPN to IAKN, the organizational structure will certainly change in shape as described in the Regulation of the Minister of Religion of the Republic of Indonesia No.18 of 2018 concerning Organization and Work Procedure of Ambon's IAKN. This change in organizational structure has broad implications for changes in institutional aspects and requires readiness that is not easily fulfilled in a short time. One of the things that must be prepared is its human resources, because the change in nomenclature from STAKPN to IAKN means that there will also be an opening of new faculties and courses for IAKN. In this regard, human resources (lecturers) are not an easy problem, because the good number of lecturers is still limited, especially related to the background of lecturers whose field of expertise is limited to new study programs that are opened.

The need for lecturers to be a serious problem is addressed given the aim of the transformation from STAKPN to IAKN is meeting the demands of the community and also responding to the challenges of the quality of institutions that have produced graduates who have worked in various fields and places.

From preliminary observations conducted by researchers showed that there was an unpreparedness in Ambon's IAKN in the face of the addition of new faculties and study programs such as the absence of lecturer resource planning to handle several new courses related to the opening of new study programs because there were 12 study programs that needed each at least 6 home base lecturers, lecturer

recruitment planning that still depends on the quota given by the Ministry of Religion of the Republic of Indonesia, lack of qualified lecturer resources to occupy leadership positions in several faculties, lecturer resource development has not accommodated the entire lecturer resources available, the monitoring and evaluation are still carried out as in the old STAKPN.

The magnitude of the responsibilities of lecturers in turn requires universities to implement human resource management on an ongoing basis for the development of professionalism, so that the goals of higher education can be achieved well.

For the management of lecturer resources at Ambon's IAKN, with due regard to the problems that have been raised together with its urgency in Higher Education, the matter of lecturer resource management occupies a very strategic position. Lecturer implementing Tridharma Higher Education through three major tasks namely educators and scholars (dharma education and teaching), researchers for the development of science (dharma research), implementing service to the community based on science (dharma devotion to the community). In addition, no less important is the implementation of additional tasks according to the criteria and mechanism or procedure for recruitment.

So great and the importance of the lecturers' strategic position, they are in dire need of effective, efficient and professional management of lecturer resources. The management of lecturer resources is intended primarily through its functions which include planning, recruitment, selection, placement, development, and performance evaluation functions. In recruitment will be analyzed with regard to the needs of lecturers, both in terms of the number according to the field of study or science based on needs, recruitment, selection, placement, development, management or performance evaluation. In the planning of lecturer resources, of course, they will depart or use a reference to the development master plan (RIP) and the Institute Renstra (IAKN Ambon), these two closing documents are also still in the process of preparation or completion. Thus the language of other functions is also included in resource planning regarding recruitment, selection, placement, development, and performance evaluation.

Considering the importance of lecturer resources in tertiary institutions, researchers are interested in conducting research under the title Lecturer Management in IAKN Ambon, with a focus on research in Human Resource Management, especially Lecturers in carrying out their duties in Ambon IAKN Higher Education.

2. Research Methods

Qualitative approaches, analytic descriptive methods, and designs from Miles and Huberman were used in this study. Data collection through observation techniques, document studies, and in depth interviews. Resources namely informants relating to the management of lecturer resources. Data obtained by snow ball sampling, analyzed through data collection procedures, reduction, display, and verification/conclusion drawing. Test the validity of the data through credibility criteria, namely the extension of observation time, perseverance, discuss with colleagues, through triangulation of data sources and methods/techniques.

3. Result and Discussion

3.1. Lecturer Resource Planning

The planning of lecturer resources at IAKN Ambon is carried out starting from the discussion at the study program level together with other related needs. Furthermore, it is finished in the faculty, the faculty is brought in at an institute-level working meeting to be discussed and decided upon. In the preparation and discussion, taking into account thought input in the Development Master Plan and Strategic Plan both the institute and the faculty. The study of Ambon IAKN institutional travel experiences that have programmed and implemented this program as well as studying and interpreting developments are also valuable inputs for the human resource planning of this lecturer.

Lecturer resource planning is very important because it will find who is right and has a commitment in carrying out the task. This is in line with the opinion of Yuniarsih and Suwanto (2011), who said: "Human resource planning is directed at efforts to get the right people and have a strong commitment to the vision, mission, and goals of the institution" ^[1]. This continues to be done by IAKN Ambon because it also deals with the long journey of this tertiary institution, which has experience in implementing institutional activities, including matters relating to human resources of tertiary institutions especially lecturers.

3.2. Recruitment of Lecturer Resources

The recruitment of lecturers at IAKN Ambon is carried out in three ways, namely:

- a) Follow the CPNS admission mechanism whose announcements/notices are attached to the quota in the field of science, requirements, types of tests/selection, and time of implementation, directly by the center/Ministry of Religion of the Republic of Indonesia.
- b) Admissions for non-PNS permanent lecturers, recruitment mechanisms, requirements, and selection remain the same in CPNS. Except the age limit requirement, which is more than 35 years.
- c) Internal cadre system. Prospective lecturers taken from the best graduates are motivated and developed specifically assigned to study. After finishing their studies, they were appointed as contract lecturers and at the time of CPNS selection they took part and some immediately graduated. In this recruitment, the IAKN intensified the socialization and publication to attract so many prospective students to register and take the state higher education entrance selection test.

3.3. Lecturer Resource Selection

Selection of lecturer resources for both CPNS and non-PNS permanent lecturers is carried out by a mechanism determined by the center (Ministry of Religion of the Republic of Indonesia). In the CPNS selection, the implementation goes through stages: (1) file selection with the requirements that have been set, (2) selection of basic competency (SKD), (3) field competency selection (SKB). The SKD is handled directly by the Ministry of Religion, together with the SKB aspects of psychological testing. For the SKB aspects of teaching practice and interviews were submitted to a special team formed by the IAKN Chancellor's SK Ambon.

In the last two years experience, namely 2018 and 2017, if the results are analyzed it can be said that in 2017, only three people passed. In 2018, also the news "trending" the lack of candidates who reach the passing grade determined according to quality studies according to the demands of the development of the community/existing school. From the case of the past two years, we will point to two things that need to be analyzed. First, is it related to the quality of education that must work hard to improve its quality, or secondly, regarding evaluation tools or test/selection that need to be studied more thoroughly and in depth.

The importance of implementing quality selection, both with regard to the mechanism of the aspects, substance, and technical quality of its implementation in order to obtain optimal results of the selection tests of qualified lecturers according to the required standards. With quality selection tools, the level of reliability and trust will increase and produce high quality production according to criteria and can meet the goals of the institution.

3.4. Placement of Lecturer Resources

Lecturer placement has occurred since registration based on the quota per field of study required. Furthermore, SK NIP and placement per faculty and study program are in the policy of the chancellor and remain based on competencies and also considerations for institutional development. Institutional development in study programs, faculties, institutions, and institutes. In the implementation of tasks both with regard to Tridharma (education/teaching, research, and community service) and the institution is carried out based on the applicable provisions. The provisions carried out both statutes, KMA, PP, and the Law. Among other things are equivalent to rank factors and so on. To occupy additional duties, the Chancellor forms a special team for this need, examines and produces results as a consideration for the chancellor to determine whether someone is suitable or not occupying a certain position. According to Mathis and Jackson (2014) describe simply that placement is placing a job position from someone to the right job position and will affect the amount and quality of work if human resources are placed in jobs that are suitable for him ^[2]. More broadly Sastrohadiwiryo (2001) describes that: "Job placement is a process of assigning tasks and work to human resources who pass the selection stage to be carried out according to the specified scope, and be able to account for all risks and possibilities that occur for duties and work, authority, and responsibility" ^[3]. Thus, an appropriate workforce (lecturer) placement in accordance with expertise/competence and talent or hobby, will affect the quality of performance.

3.5. Development of Lecturer Resources

HR development steps according to Rachmawati (2008) include (1) identifying needs, (2) determining the goals of development programs, (3) planning and developing HR development programs, (4) implementing programs, (5) identifying benefits, and (6) evaluating and monitoring programs ^[4]. The factors that influence the development of human resources consist of internal factors and external factors. Internal factors include vision, mission, goals, strategies for achieving goals, the nature and type of activities, and the type of technology used. External factors include government policy, socio-cultural society, and the development of science and technology (Wijatno, 2009) ^[5].

The development of lecturer competence and lecturer professionalism have carried out development programs/activities including, the implementation of trainings with regard to the field of tasks undertaken both with regard to the duties of the Triharma and institutional tasks including additional tasks. The importance of scientific discussions in the form of seminars, symposiums at the national level especially international, participants will get a lot of knowledge, the latest developments, the latest research results, quality studies, and experts who really have a contribution. Significant for the development of competence, scientific professionalism, scientific community and further strengthen/enhance the ethos of love for the scientific world. Even through high-level scientific discussions found many problems that can be identified to be topics of study that can be followed up into papers or research for self-development through theory or science as well as the need for policies that make a significant contribution to the relevant government.

Execution of tasks both with respect to Tridharma as well as institutional tasks and additional tasks. In carrying out this task, adjusted to the position and authority based on existing rules. Specifically with regard to ranks and academic positions. For those who already have an academic position as an Expert Assistant, they already have the authority to carry out their teaching/teaching duties. If not, it is still in a position to help lecturers who have academic positions as associate professor and associate professor. Likewise in the implementation of research and community service tasks. For additional tasks in certain positions, also adjusted to the existing rules and each function and certain position there are separate requirements.

Development through further study of doctoral programs. The IAKN Chancellor provided motivation and helped seek scholarships and educational assistance (in terms of funding) for those who were studying further. As stated by Hasibuan (2014) that "Human resource development is an activity of maintaining and increasing competencies in order to achieve organizational effectiveness^[6]. Development can be realized through career development, as well as education and training". IAKN Ambon has 23% doctoral qualifications. This number needs to be increased by at least 50% especially in the effort towards transformation from IAKN to UKN (State Christian University).

3.6. Monitoring and Evaluation

The results of Peleyeju and Ojebiyi's research (2013) which recommends that university managers must guarantee a thorough and continuous assessment of lecturer performance in order to improve the quality of lecturers and the overall quality of management in higher education^[7]. More emphasized by Bai, et al. (2014) states that evaluating lecturer performance is a serious challenge for university managers^[8]. Furthermore, Langen (2001) states that evaluating lecturer performance aims to develop a better understanding of evaluation practices so that managers of higher education can ensure that the learning process can be carried out properly^[9].

Monitoring and evaluation at Ambon IAKN at the level of study programs, faculties and institutes, carried out by quality assurance institutions (LPM) for faculty level implementation by the Faculty Quality Assurance Unit (UPMF) section / device of LPM at the level of study programs directly by study programs in togetherness in

UPMF. In its operations for the quality of work of the LPM in collaboration with the UGM auditor team and Patimura University, also empowerment for the BAN-PT Assessors owned by IAKN Ambon.

From the glimpse of the Monev findings can be said to have a quality that is relied upon to control performance for quality assurance. Even though there are not many study program accreditations yet, but with the existence of accredited study programs A and many accredited study programs B points to a future prospect in the effort to develop institutions that have an advanced level of development. The role of quality-oriented activity/program control in leadership that empowers such potential both internally and with the potential of the environment that supports quality performance, needs to be appreciated and supported in the framework of developing these higher education institutions to a more advanced level. Then quality control and strategic efforts in the follow-up are urgently needed.

3.7. Inhibiting Factors

Management of lecturer resources which includes: (a) the absence of a Development Master Plan (RIP) and a strategic plan that is the main reference or reference in MSDMD planning, implementation and evaluation, (b) the low quality of applicants, (c) a shortage of lecturers in the program certain studies, (d) lecturers who pass non-Christian selection are studied as something that is not supportive in fostering student spirituality, (e) lack of journals for publishing articles in relation to lecturer promotion, (f) shortage of academic lecturers as professors, (g) the effect of changing the transformation status from STAKPN to IAKN. These inhibiting factors, in fact, are very influential on the activities of lecturer resource management, both with regard to planning, implementation, and evaluation.

3.8. Supporting Factors

Supporting factors are assets that are optimally and optimally empowered for the progress of an institution in this case the IAKN tertiary institution. From the findings obtained through this research, there are five prominent factors that were identified as supporting the management of the lecturer human resources at IAKN Ambon. Five significant supporting factors influence the management of lecturer human resources at IAKN Ambon as follows:

- a) Sufficient number of lecturers
- b) The long history of the journey of this educational institution
- c) Strong quality audit team
- d) BAN-PT assessors owned
- e) Participative and democratic leadership

The number of lecturers who are sufficient especially with the addition of new staff (CPNS) as many as 25 people, becomes a sufficient supporting factor in the implementation of tasks regarding the three-tridharma of higher education and the task of lecturer shortages in certain study programs (especially tourism, cultural, religious study programs). But lecturers in practice who have adjacent fields of science (related) are optimally empowered. Likewise for institutional tasks and certain additional tasks, by empowering existing personnel.

Describe the results of the research that IAKN Ambon has enough skilled personnel in implementing quality assurance

and is carried out by quality assurance agencies. The strength of the implementation of this task is due to cooperation with the UGM audit and Pattimura University. The proper functioning of the faculty quality assurance unit in collaboration with the study program further strengthens the implementation of this quality assurance task.

The BAN-PT Assessor, which consists of four people, helps in institutional development, especially with regard to educational standards which are the main aspects of the Accreditation Form, both study programs and institutions. In carrying out these activity programs there the lecturers as the main element of the main tertiary staff in managing institutions/tertiary institutions.

Participatory leadership that empowers existing potentials in educational institutions is a strong supporting factor. Colleges where human beings have high resources are very useful if they are led by top leaders (rectors) and their staff who embrace participative leadership types. This leader appreciates the actualization of the potentials that each person (lecturer) has in his role in accordance with his competence and capacity for the implementation of programs for institutional development.

3.9. Strategic Efforts

Strategic efforts carried out in conjunction with the management of lecturer resources in the context of developing IAKN Ambon. These eight efforts include: (a) expanding socialization and intensifying recruitment, (b) supporting the implementation of selection, (c) assisting the placement of lecturers wisely and wisely, (d) empowering internal and external competencies in strategic environment optimally, (e) implementing the system internal cadre of prospective lecturers, (f) S3 further study, (g) efforts to procure professors, (h) complete Development Master Plan (RIP) and Strategic Plan (Strategic Plan).

These eight efforts are said to be strategic because they are analyzed as Ambon IAKN needs for the implementation and development of lecturer resources that have a high role for an institution development. As stated by Arwildayanto (2013) that lecturers are the core staff in carrying out their duties and services in tertiary institutions^[10]. Lecturers are tridhrama executors of higher education.

4. Conclusion

1. The planning of lecturer resources at IAKN Ambon begins at the study program level and continues to the faculty level and then discussed and decided at the Institute level.
2. Recruitment of lecturer resources at IAKN Ambon is carried out in three ways, namely the CPNS lecturer mechanism for CPNS and the same mechanism for non-PNS permanent lecturers, and the internal method of cadre of advanced study of the best graduates prepared as lecturers.
3. Selection of lecturer resources at IAKN Ambon through the following stages such as file selection, Basic Competency Selection (SKD) test, field selection consisting of psychological tests, teaching practices, and interviews.
4. Placement of lecturer resources at IAKN Ambon based on scientific competence and strategic considerations for the future development of this tertiary institution.
5. Development activities followed/carried out include among others: scientific seminars, symposia, seminars,

and other scientific discussion models. Other development activities through training and education, and further study to S3, as well as efforts to procure professors.

6. Monitoring and Evaluation (monev), conducted by the Quality Assurance Institute (LPM) with its instruments in the faculties through the Faculty Quality Assurance Group (GPMF).
7. Factors that influence lecturer resource management that are quite prominent include: (a) the absence of a Development Master Plan (RIP) and Renstra, (b) the low quality of applicants, (c) a shortage of lecturers in certain study programs, (d) lecturers who passed the non-Christian selection are anticipated to experience difficulties in fostering the spirituality of students who are generally Christian, (e) lack of journals for publishing articles for promotion requirements, (f) shortage of lecturers with professors' academic positions, (g) the effect of changing status transformation from STAKPN to IAKN.
8. Prominent supporting factors regarding the empowerment of lecturer resources include: (a) the sufficient number of lecturers to be empowered for institutional development (IAKN), (b) Ambon's IAKN history which is quite long, (c) the Audit team (auditor) strong quality, (d) the presence of BAN-PT assessors at IAKN Ambon participated in the implementation of activities regarding standards in accreditation forms both for the accreditation of study programs and institutions, (e) the application of participatory and democratic leadership.
9. Strategic efforts undertaken in developing lecturer resources include: (a) expanding socialization and intensifying recruitment, (b) supporting the implementation of selection, (c) implementing lecturers wisely and wisely, (d) empowering potentials optimally owned and in a strategic environment (externally), (e) implementing an internal regeneration system for prospective lecturers through motivating the best graduates to continue their study to S3, (f) assigning lecturers to further study S3 according to the field of science they are in, (g) striving for the procurement of professors, (h) accelerating completion of the completion of the RIP and Renstra as the main reference and reference for the programs and activities of the IAKN Ambon university development.

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