Model of Research Evaluation to Map Profile and Competence of Graduate Lecturer of Sultan Ageng Tirtayasa University

Suherman

Pascasarjana Universitas Sultan Ageng Tirtayasa
Jalan Raya Jakarta Km 4, Panancangan, Cipocok Jaya, Banjaragung, Kota Serang, Banten 42124
suherman@untirta.ac.id

Abstract - **In order to develop competency-based Human Resources management, it is necessary to mapping lecturer competency. The study was conducted with the aim to map the profile and competence of lecturers, as the basis for mapping the students and final student supervisor. To achieve these objectives, a database of lecturers from the Employee Number to the level of education is required. The methods used to evaluate the research, as well as the publications were done using a score. The result of the research shows that the research of lecturer with the skill of capacity improvement is only 8% while the basic research scheme of decentralization is only 12%. Of the 25 lecturers in Graduate Untirta, 9 people or about 36% have journals.**

Index Terms - Lecturer competence, lecturer mapping, research lecturer, journal

I. INTRODUCTION

Persaingan Competition among Universities is getting tighter, especially in terms of quality. This prompted the University of Sultan Ageng Tirtayasa (Untirta) to improve the competence of Human Resources (HR) in order to become a competing university [3]. In order to develop competency-based human resources, it is necessary to mapping lecturer competency. Lecturer mapping is not only done based on hard competences but also by soft competences [5]. One approach in human resource management that can accommodate adjustments more flexibly by taking into account the competencies of the lecturers.

According to the Law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers of competence is a set of knowledge, skills and behavior that must be possessed, experienced, and mastered by teachers or lecturers in performing professional duties. For the lecturers of the set, it can be applied through the college tridharma. One dharma that requires a certain competence, namely the field of research. In conducting research, lecturers are required to have certain abilities, ranging from mastery of theory, analysis, and alternative solutions to solve research problems [1]. Research is one of the dharma that must be done by the lecturer, which is also the determinant for the increase of functional position of the lecturer. If the lecturers do a lot of research, then to increase functional positions will not experience obstacles [6]. However, if the lecturer never conducts research, then for the increase of functional

positions, it is assumed to be constrained. Based on the results of administrative analysis in Graduate Untirta, there are still some lecturers who rarely do research. Therefore, in this study, the evaluation of research activities for the lecturer of Graduate Untirta. The research was conducted with the aim to map the profile and competence of lecturers, as the basis for mapping the students and final student supervisor.

II. MATERIALS AND METHODS

Data to conduct research, including: lecturer database starting from Employee Identity Number (NIP) to education level. Then, for the data of research activities among: the type of research and dedication from the Ministry of Research Technology and Higher Education, internal, as well as from the Ministry or other Institutions. Meanwhile, for the publication of journals, either reputable journals, international journals, or national journals, proceedings, and books.

The methods used to evaluate the study, as well as the publication were performed using a score [4], as shown in Table 1 below.

TABEL I
TYPES OF RESEARCH, SCHEME AND SCORE

| Research Scheme | | | | Implementation of Activities | |
National Competence Scheme	Score	Skema Desentralisasi	Score	Team	Score
Basic research (PKLN, PBK)	3	PDUPT	1	Leader	1
Applied Research (PSN, P3S, PUSN)	3	PTUPT	1	Member	0,5
1) Research on Capacity Building (PMDSU,PKPT, PPD)	2	PPUPT	1		
2) Research on Capacity Building (PDD,PTP, PDP)	1				

Then, the evaluation model for publication, calculated from journal index, to author, is fully shown in Table 2 below.

TABEL II
INDEX OF THE JOURNAL, AND AUTHOR

Journal Index	value	score	Author	Author Sum	Score
Impact Factor (Q1)	40	4,00	Main	1	1,00
Reputable (Q2)	35	3,50	Author (1)	2	0,60
Reputable (Q3)	32,5	3,25	Author (2)	3	0,50
Reputable (Q4)	30	3,00	Author (3)	4	0,40
Indexed Thomson	30	3,00	Author (4)	5	0,30
International (DOI)	20	2,00	Co-Author (1)	1	0,40
International (ISSN)	15	1,50	Co-Author (2)	2	0,30
National index	25	2,50	Co-Author (3)	3	0,25
National (DOAJ)	15	1,50	Co-Author (4)	4	0,20
National (ISSN)	10	1,00	Co-Author (5)	>5	0,15

Furthermore, the evaluation model for the publication of proceedings and books, reviewed starting from the type of proceedings, the type of book to the number of authors, in full is shown in table 3 below.

TABEL III
PROCEEDINGS INDEX AND JOURNAL

Preceeding index/Book	Value	Score	Author	Author Sum	Score
proceeding					
Scopus Indexed	25	2,5	main	1	1,00
Thomson Indexed	20	2,0	Author (1)	2	0,60
International(ISBN)	15	1,5	Author (2)	3	0,50
National (ISBN)	10	1,0	Author (3)	4	0,40
Buku			Author (4)	5	0,30
Internasional	40	4,0	Co-Author (1)	1	0,40
Nasional	30	3,0	Co-Author (2)	2	0,30
Provinsi	25	2,5	Co-Author (3)	3	0,25
Kab/Kota	20	2,0	Co-Author (4)	4	0,20
Internal	25	2,5	Co-Author (5)	>5	0,15

III. RESULTS AND DISCUSSION

1) The result of evaluation of lecturer's research Lecturers at Untirta Graduate, in general are still homebase in undergraduate program. However, the lecturers who were evaluated in this study were lecturers with additional duties. Additional duties referred to, ranging from the Director to the Head of Study Program, as well as the quality control group. The data of the lecturer, shown in Table 4

TABEL IV
POSITION DATA AND UNTIRTA POSTGRADUATE LECTURER RANK

Fungtional Positions	Sum	Rank	Sum	Research	Sum
Professor	1	Principal founder	1	Research on Capacity Building (PDD,PTP, PDP)	2
Associated prosfessor	14	Junior Principal founder	5	Basic research (PKLN, PBK)	3
Associated prosfessor	8	First class administrator	1	PTUPT	3
Lecturer	2	adminisrator	5		
		First Class Superintendent	7		
		Superintendent	4		
		Officer BLU	2		

Based on the data in Table 1 above, it appears that the functional position of lecturers in Pascasarjana is generally still Head Lector. Lecturers with functional position of Head Lector is 54% while Professor only 4%. Functional position of lecturer at GraduateUntirta, still to be improved, because there is still a lecturer with functional position of expert assistant. Meanwhile, for the new study 0-12%, for skim capacity increase only 8% while the basic research scheme of desntralization each only 12%. The minimum lecturers who get the research grant, it is necessary steps to seek training of research proposal, such as focus group discussion with lecturers who have received research grant. It is hoped that this step will be a solution in adopting a proposal that has the potential to get a grant, so that there will be additional research for Untirta lecturer. This is in accordance with the results of the study [2] that the results of research have implications for the quality of learning.

1) Evaluation result of postgraduate lecturer Untirta The results of evaluation of the publication of graduate lecturer Untirta in the period of 3 years, since the Year 2015-2017, both journals, proceedings and books are shown in Table 5.

TABEL V
JOURNAL PUBLICATIONS DATA, PROCEEDINGS AND BOOK

Sum	Sum	Proceeding	Sum	Book	Sum
Impact Factor (Q1)		Scopus Indexed	2	International	
Reputable (Q2)		Thomson Indexed	2	National	
Reputable (Q3)	6	International (ISBN)		Province	
Reputable (Q4)	10	National (ISBN)		District/City	
Thomson Indexed	1			Internal	8
International (DOI)	5				
International (ISSN)	6				
National Accredited					
National (DOAJ)					
National (ISSN)	2				

Based on the data in Table 4 above, it appears that no Untirta Postgraduate lecturer whose articles are published in reputable impact journals. However, 40% of Untirta Postgraduate lecturers' articles are published in journals of Q4 and 24% in reputable journals Q3. Meanwhile, for articles published in the proceedings scopus and thomson new 8%, while the new book published on the internal publisher as much as 32%. In terms of improving publications in journals and in proceedings, steps are needed, so that publications rise above 50%. The results of the analysis of journal publications, proceedings and complete books are shown in Figure 1.
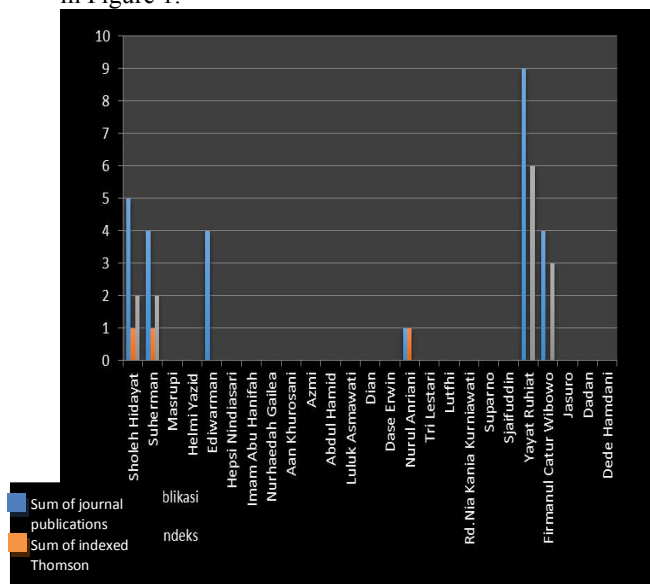

figure 1. Publication graph of untirta postgraduete lecturer

Based on Figure 1 above, it appears that Postgraduate lecturers who have journal publications, proceedings and books are still not evenly distributed. Of the 25 lecturers

in Pasirar Untirta, only 9 people have journals. In other words only 36% of Postgraduate lecturers have journals. The lack of publication of the journal, implies the increase of rank / class. The rank analysis results are shown in Figure 2.
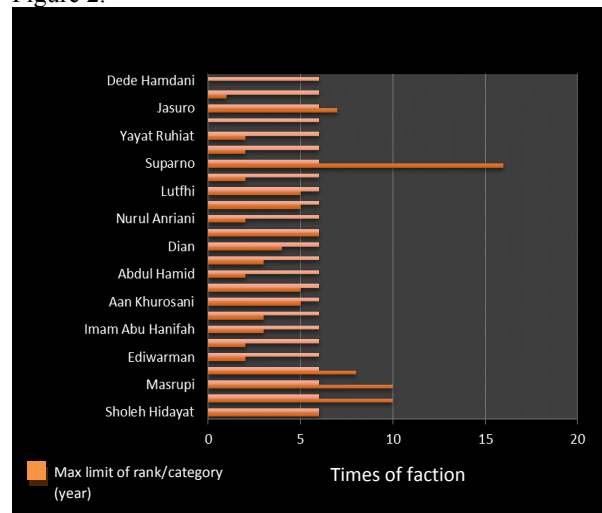

Figure 2. Graph of rank/catagory lecturer of untirta postgraduate

Based on Figure 2 above, it appears that there are still as many as 16% of Untirta Postgraduate lecturers who are late promoters / class. Based on the results analyzed, it turns out that the barrier raising rank / class is the research, including publications.

IV. CONCLUSION

Untirta Graduate Lecturer with the function of Head Lecturer is 54% while Professor only 4%. Meanwhile, for the new study 0-12%, for skim capacity increase only 8% while the basic research scheme of desntralization each only 12%. Meanwhile, for publication, articles published in reputable journals Q4 40% while Q3 of 24%. Meanwhile, for articles published in the proceedings scopus and thomson new 8%, while the new book published on the internal publisher as much as 32%. Of the 25 lecturers in Pasirar Untirta, only 9 people have journals. In other words only 36% of Postgraduate lecturers have journals.

REFERENCES

[1] Long, C. S., Ibrahim, Z., & Kowang, T. O. (2014). An Analysis on the Relationship between Lecturers' Competencies and Students' Satisfaction. *International Education Studies*, 37-46, Vol. 7, No. 1.
[2] McEachin, A., & Atteberry, A. (2017). The Impact of Summer Learning Loss on Measures of School Performance. *Education Finance and Policy*, 468-491, Volume 12, Issue 4.
[3] Muzenda, A. (2013). Lecturers' Competences and Students' Academic Performance. *International Journal of Humanities and Social Science Invention*, 6-13, Volume 3 Issue 1.

[4] Shavelson, R. (2012). Assessing business-planning competence using the Collegiate Learning Assessment as a prototype. *Empirical Research in Vocational Education and Training*, 77-90, Vol. 4(1).

[5] Tripathi , P. (2010). A Competency Mapping for Educational Institution: Expert System Approach . *Int. J. of Computer and Communication Technology*, 75-93, Vol. 2, No. 1.

[6] Wardoyo, C. (2015). The Measurement of Teacher's Personality Competence and Performance Using Embedded Model . *Journal of Education and Practice* , 18-24, Vol.6, No.26.