

# Resource Management of Higher Education Personnel

Yayah Rahyasih, Rasto Rasto  
 Universitas Pendidikan Indonesia  
 Bandung, Indonesia  
 rahyasih@upi.edu

**Abstract**—This study is based on career development opportunities for educational personnel who have met the requirements of experience, term of office, and educational qualifications to occupy structural positions. Educational personnel as the human resources supporting system, has a strategic role in the organization of a college. Unfortunately, in the field of work, not all personnel who work in higher education met the requirement. This has become contradictive with the fact that management of career development for human resources personnel is actually one of the efforts in improving the college quality service in academic and non-academic activities. Not to mention the policies, decisions and managerial matters for the University's leaders, operationally require enormous contributions from education personnel. The research method used is research and development (R&D) and explorative survey. Primary data sources are non-lecturer staff in main campus and campus area. Secondary data source includes various parties related to the effort for developing the competence of human resources, that is: administrative staff, technician and librarian. Research targets include: learning process, actual or existing competence, and expected competence.

**Keywords**—*resource management; educational personnel; college*

## I. INTRODUCTION

Role and function of higher education as scientific institution in campus life is the occurrence of academic mobility in preparing human resources who have insight both in local and global through education process related with science field in every study program [1, 2]. The changes and development in higher education require the competency of human resources which give big contribution for all institution activities which are performing a development, innovation or establishing image accordingly with higher education trust and progress as the center of scholars' civilization [3, 4].

The research conducted in higher education regarding the management of education personnel as one of efforts to observe closer towards the performance of education personnel whose work and function are giving support in planning, actuating, learning process, research, and community service has been done several times [5-7].

The problems arise on the higher education personnel, especially someone or a group of people who can give contribution and vital role in attaining higher education

institution's vision and mission through various activates in a comprehensive and holistic [8, 9]. This is due to general description about higher education's function as performing education which preserve as an educational institution under The Ministry of Research, Technology and Higher Education.

The function of human resources management includes: (1) Staffing: recruiting, selection, separations and diversity; (2) Training and development: careers, continuous learning, and mentoring; (3) Compensation: Base pay on markets, pay for performance, benefit/non-financial; (4) Employee relations: communications, grievance/dispute resolution, union relations, safety and health; (5) Work structure: job analysis, teams, performance management, and employee involvement [10-12].

This paper is trying to obtained and analyze the information on the resource management, training management and personnel development of higher education personnel in Indonesia University of Education (a.k.a. Universitas Pendidikan Indonesia) as one of the top 10 universities in Indonesia.

## II. RESEARCH METHOD

The research method used was research and development (R&D), and explorative survey. The source of prime data was coming from all staff non-lecturer in the area of Universitas Pendidikan Indonesia (UPI) both in the main campus and region campus, and the secondary data consists of various actors related with the efforts to develop the mastery of human resources competency, such as administration personnel, technician and labor, UPI's librarian. The target research includes learning process, actual or existing competence, and expected competence. Data collection was conducted through interview, observation, documentary study, and questioner. Literature review is conducted for obtaining theoretical foundation.

Data analysis was conducted using SWOT analysis and hermeneutics. Afterwards, the validation was performed through focus group discussion to obtain a meaningful understanding from the researched context. Therefore, the research result can be interpreted in creative, open and meaningful for the quality improvement of education service particularly the service related with the management in this institution.

This research conducted identification towards human resources competencies as first step to find out the hypothetic model framework and strategy to know the institution management related with the competency mastery of all employees in which the human resource of higher education non-lecturer can professionally carry their duties.

**III. RESULT AND DISCUSSION**

The result from this research is important to be assessed using the right need assessment between the job which must be carried by employees with their education background. It needs priority programs refers to the development of education personnel resources performed according to the needs or work demand in organization.

The most important is the support both material and immaterial, and also the consciousness of all actors that the existence of education personnel takes part in developing institution related with their own capacity exclusively for the benefit of institution, university management and stakeholders. That support specifically relates with the allocated financial and policy which can embody the program implementation of education personnel resources improvements, such as training program, personal development and career development of education personnel in Universitas Pendidikan Indonesia (UPI). Based on the statement of Mathis and Jackson, almost in every part of the world nowadays, the lack of significant workforce occurs due to the lack of the employees who have skills which are needed to perform the additional job [13].

One of the important factors in maintaining the quality of service, managerial and education in higher education such as how to improve the quality of human resources. The resources of higher education have strategic role and also decide the development and growth on the higher education in the future. Article 39 in National Education System Act no. 20 2003 stated (1) education personnel are in charge to perform administration, management, development, supervision, and technical service bolstering education process in education units. The future of higher education is very dependent on the quality of human resources which are inside because human resources contribute on the quality of process and product, such as the creation of educational work, research result, artwork, policy implementation and the others of higher education duty taken into account for the nation competitiveness. One of human resources in higher education is education personnel.

Based on the obtained data from this research result, it can be described using the education level figure of education personnel.

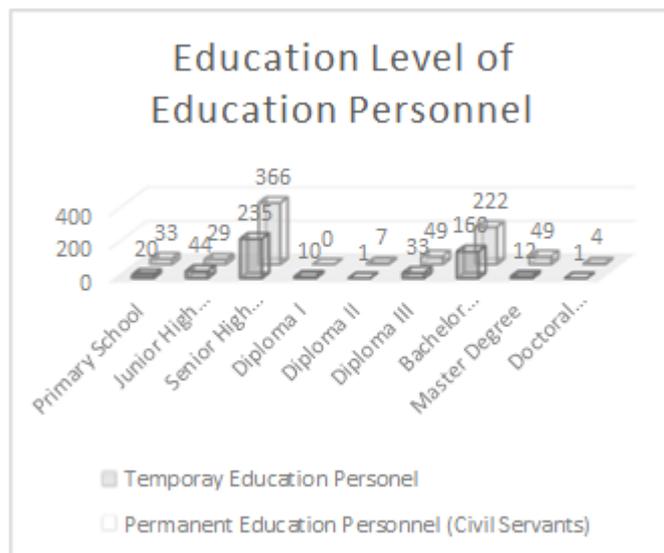


Fig. 1. Education level of education personnel.

Based on the figure 1, it is illustrated that the education level of education personnel in the university is dominated by senior high school, therefore it is needed the education improvement using further study program for education personnel. It is needed the development of education personnel in order to improve skills. The aim of development and training basically obtains three things, such as: improving knowledge, skill, and changing attitude [14-16]. In general, the aim of employee’s development is to correct and improve the knowledge, skills and attitudes towards their jobs or their responsibility on organization in order to achieve the aim of education and the improvement of education quality. It also gives basic in achieving long-term aim in order to improve career for themselves, so their work productiveness in achieving the aim can be effectively and efficiently reached.

The population of education personnel in UPI is described in the figure 2:

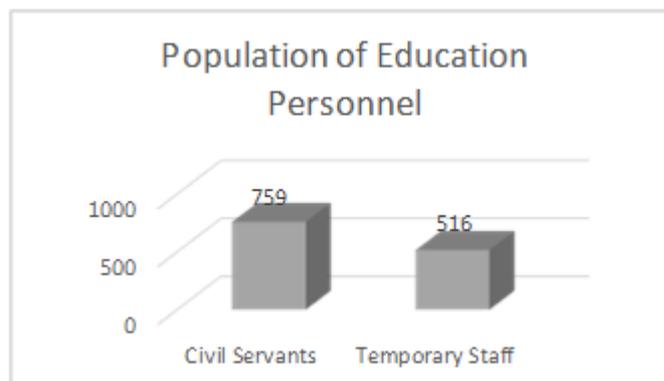


Fig. 2. Population of education personnel.

Based on the figure 2, it is illustrated that the population of civil servants in education personnel is higher than that of temporary staff. Therefore, the performance of education personnel should be optimal.

The population of civil servants, the percentage of their education is described in Figure 3:

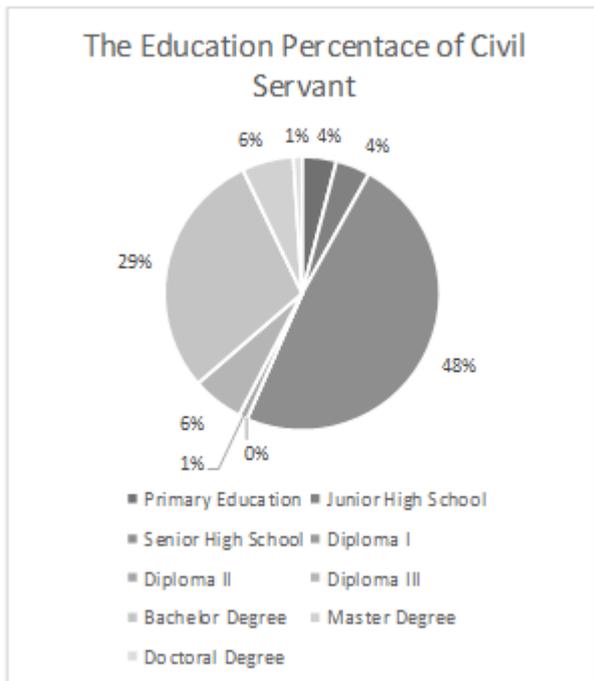


Fig. 3. The education percentage of civil servants.

In contrast, the education percentage of temporary staff is described in figure 4:

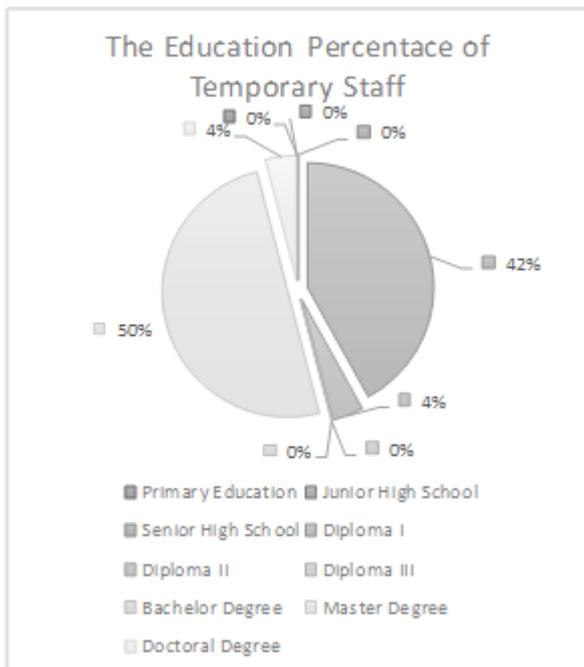


Fig. 4. The education level of temporary staff.

Based on figure 3 and 4, it is illustrated that the education level of education personnel in university is dominated by

senior high school, therefore the service from the education personnel will be doubtful.

The education personnel service from academic administration service which inside manage the registration of the new student, preparation course schedule, list of students until the preparation of room for learning process in every study program in the faculty area and the regional campus of UPI. Besides the academic service, the education personnel should give the facility service of the lecture room which inside the room must be equipped using device of multimedia for learning, such as preparing the LCD to make sure it can be well used to give the simplicity for both students and lecture while the learning is performing. The facility management included lecture room, other electronic devices as supporting tools for learning process should be well maintained. Another field which is not less important in the organization is financial management. Starting from planning the financial need for service operational until financial reporting in transparent and accountable. All those duties need the mastery and expertise particularly performing the rules of financial responsibility in the right way.

Besides education qualification, the experience of occupying position is a vital factor supported by the research which is conducted by Kuijpers and Scheerens stated that the further support the employee experiences, the farther the employee manages his work and learning process. Moreover, mobility opportunity and intentions to change work within the current employment situation contributes to career control [17].

Besides, the education personnel must be formed self-efficacy to achieve career goal. This is supported by Yakushko who stated that a person who has more positive self-efficacy regarding related educational or career goals, in addition to the role of self-efficacy, also emphasizes the role of a person's outcome expectancies on educational and career goal formation [18].

Relevancy of education qualification to the occupied position includes into relevant category because structural position which is prepared for the education personnel tend to be more demanding to managerial competency which is not too complex. Therefore, someone can perform their leadership role which is not demanding to technical task, and must finish several jobs. However, every individual who is promoted in certain position should be comprehensively able with firstly doing induction on position in which that individual is placed in accordance with the campus requirements.

Based on the research result, it is obtained (1) education personnel management with indicators. For instance, the education personnel planning in organization is oriented towards the need; the recruitment should base on the education background which is needed; the placement is adapted to the need; (2) every education personnel in higher education has potency to develop with the institution support through potencies which is had by individual of education personnel resources; (3) the most appropriate opportunity is that the education personnel is given a chance to continue their study or develop their competencies through various education and training, mastery of science and technology, responding the organization change in brilliant.

The tight competency both in regional, national and international, the higher education itself is very important to pay attention its human resources. One of aspects on education quality in the higher education is the role improvement of education personnel (non-academic staff) in the higher education whose main task and function give operational service of higher education started from the admission preparation of new students, lecturing process to the preparation and execution of graduation, managing asset and facility for the sake of academic activities, managing financial in transparent and accountable, library service, practicum service in the laboratory, institution management service and additional task which has not been mapped yet in their job description and other functional positions.

The management of higher education is really complex. The more science development the more needs related with their graduate competencies. Hence, the analysis and study on higher education service need the specific competency for their human resource related with service which must be given to stakeholders. The education personnel are one of key components on the successes learning process. Therefore, it has to be prepared with the good management organized in professional and proportional. The higher education can compete in both in national and international.

#### IV. CONCLUSION

Based on the research result and explanation, it is safe to say that empirically this research obtained information whereas the range of the resource management of higher education personnel in Universitas Pendidikan Indonesia which consisted of training, personal and career development are classified in high category. From those three dimensions, career development is the lowest aspect in resource management of education personnel. It is also revealed that the management of training and management development of education personnel in this campus is classified in the high category. It covers high management of training and development, measured by these indicators: (a) training material, (b) training method, (c) training facility, (d) instructor, and (e) evaluation. Last but not least the management of personal development on education personnel in this campus can be classified in the high category, measured by the indicators of (a) formal education, (b) assessment, (c) work experience, and (d) interpersonal relation.

#### REFERENCES

[1] Knight, J. Regionalization of Higher Education in Asia: Functional, Organizational, and Political Approaches. In: Collins C., Lee M., Hawkins J., Neubauer D. (eds) *The Palgrave Handbook of Asia Pacific Higher Education*. Palgrave Macmillan, New York pp. 113 – 127, 2016.

[2] Machado, T. M. L., and Peterson M. “Academic Strategy in the Emerging University – A Transformational Perspective”. In: Machado-Taylor M., Soares V., and Teichler U. (eds) “Challenges and Options: The Academic Profession in Europe”. *The Changing Academy – The Changing Academic Profession in International Comparative Perspective*, vol 18. Springer, Cham pp. 49 – 66, 2017.

[3] Heck, R.H. and Mu, X.I. “Economics of Globalization in Higher Education: Current Issues In Recruiting And Serving International Students”. *Journal Of Educational Leaders Without Borders*. pp. 143–165, 2015.

[4] Manning, K. *Organizational theory in higher education*. New York: Routledge, 2013.

[5] Dobbins, M. and Knill, C. “Higher education governance in France, Germany, and Italy: Change and variation in the impact of transnational soft governance”. *Journal of Policy and Society*. Vol. 36 (1) pp. 67–88, 2017.

[6] Masa’deh, R. “The impact of knowledge management on job performance in higher education: the case of the university of Jordan”. *Journal of Enterprise Information Management*, Vol. 30 (2) pp. 244 – 262, 2017.

[7] Decramer, A., Smolders, C., and Vanderstraeten, A. “Employee performance management culture and system features in higher education: relationship with employee performance management satisfaction”. *The International Journal of Human Resource Management* Vol. 24 (2) pp. 352 – 371, 2013.

[8] Knowles, M.S., Holton III, E.F., and Swanson, R.A. *The adult learner: the definitive classic in adult education and human resource development* eighth edition. London and New York: Routledge Taylor & Francis Group, 2015.

[9] Peters, R.S. *Ethics and Education (Routledge Revivals)*. New York: Routledge, 2015.

[10] Milkovich, G. T. and Boudreau, J. W. *Human Resources Management: A Diagnostic Approach*. 7th ed. Boston: Richard D. Irvin Inc, 1997.

[11] Nkomo, S.M., Fottler, M.D., and McAfee, R.B. *Human Resource management Applications: 7th Edition*. USA: Cengage Learning, 2011.

[12] Armstrong, M., and Taylor, S. *Armstrong’s Handbook of Human Resource Management Practice 14th Edition*. United Kingdom: Ashford Colour Press Ltd, 2017.

[13] Mathis, Robert R. and John H. Jackson, *Manajemen Sumber Daya Manusia Jilid I dan II*, Jakarta, Penerbit Salemba Empat, 2002.

[14] Sedarmayanti. *Sumber Daya Manusia dan Produktivitas Kerja*. Bandung: CV Mandar Maju, 2001.

[15] Arokiasamy, L. “A literature review of competence development on academic career advancement: a human resource development perspective”. *Global Business and Management Research: An International Journal* Vol. 9 (1s) pp. 403–414, 2017.

[16] Baker, T. Management myth #3 – the job description helps the employee understand their organizational role. In: *Performance Management for Agile Organizations*. Palgrave Macmillan, Cham, 2017.

[17] Kuijpers and Scheerens. “Career Competencies for the Modern Career”. *Journal of Career Development*, Volume 32 Number 4 June 2006 303–319, 2006.

[18] Yakushko. “Career Development Concerns of Recent Immigrants and Refugees”. *Journal of Career Development* Vol. 34(4) pp. 362–396, 2008.