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Career Development Management of Higher Education Lecturers in Indonesia, a Case Study at STKIP Bina Bangsa Getsempena Banda Aceh

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The purpose of this study was to determine the management process of lecturer resources in Indonesia. This research is focused on the career development of university lecturers in Indonesia. Data were collected by interview, observation and documentation study, then analysed qualitatively. As for data analysis techniques, descriptive-inductive and reflective models are specifically used in this study. This research was conducted at STKIP BBG Banda Aceh, Indonesia. The results of this study are the management of career development of lecturers carried out in higher education. Management of career development of lecturers rests on the visions and missions of the institutions to become superior universities.

Key words: *Management, Career Development, Lecturer, Higher Education.*

Introduction

The low quality of Indonesian human resources can be seen from the low quality of education in Indonesia. This can be observed from the report of the United Nations (UN) for the field of education, the United Nations Educational Scientific and Cultural Organisation shows Indonesia's ranking in education ranks 64th out of 130 countries in the world. Indonesia's Education Development Index (EDI) is 0.603, below Malaysia 0.71 and Brunei Darussalam 0.672 (UNESCO, 2017). Lecturers are one of the essential components of an education system in higher education. According to (Hadiantini, Pandia, & Kaburuan, 2017), the results of this research explained that a lecturer is an educator who has an important role in

transforming learners, and the lecturer has to have good qualifications, in terms of both academia and character.

The low ability of lecturers in higher education can be caused by several things, including lecturer awareness and low salary of lecturers. Results of previous studies conducted by (Assan, 2014) at one of the higher education institutions in South Africa show that the quality of lecturers is influenced by several factors, including lecturer income levels, academic qualifications and teaching experience, job satisfaction, career achievements. Based on the opinion of Assan, it can be concluded that lecturer resources are influenced by several factors including the level of lecturer income, academic qualifications and teaching experience, job satisfaction, and career achievement.

Management in higher education emphasises learning and teaching according to community needs, and nation-centred research (Srikanthan & Dalrymple, 2005).

Quality management in academic education is pointing institutions of higher education to performance through responsible leadership in achieving goals and adopting strategies that lead to development, encouraging staff to achieve exceptional performance by empowering every employee, orientation of all activities, especially teaching and research activities to meet the needs of high-level stakeholders, continuous improvement of the institutional process and establishing a periodic appraisal system to cover the shortfall.

Avram's opinion concludes that management in academic education is pointing higher education institutions to performance through responsible leadership in achieving goals and adopting strategies that lead to development, and encouraging staff. This is done to achieve outstanding performance by empowering every employee, orienting all activities, especially teaching and research activities. This was done to meet the needs of high-level stakeholders, facilitate continuous improvement of the institutional process, and build a periodic assessment system to cover these deficiencies.

The quality of lecturers is influenced by several factors, including career achievement and proper educational qualifications, which can provide good teaching experiences to students. This was revealed by (Wan & Sirat, 2018), who stated that universities must maintain and pay attention to the process of developing the careers of lecturers.

For higher education, planning is important for providing direction and objectives as well as direct or indirect benefits in the process of developing human resources. As stated by (Mejia, Baikin, & Gardy, 2001), the process of formulating HR strategies and establishing programs or tactics to implement is called strategic HR planning, which provides many direct and indirect benefits for the company. Skills in management techniques today are the result of a

long process since several decades ago, starting from short-term, simple and pragmatic planning (Rval & Sagala, 2010).

With regard to ineffective lecturer resource planning, higher education will provide a mechanism to eliminate the gap that may exist between supply and demand. This is consistent with what was expressed by (Ivancevich & Konopaske, 2011) that:

Human resource planning is both a process and a set of plans. It is how organisations assess. In addition, an affective human resources plan also provides mechanisms to eliminate any gaps that may exist between supply and demand.

From the opinions above, it can be concluded that planning is a very strategic first step in a college's activities to achieve its goals. Planning is also a design to facilitate how higher education effectively and efficiently uses all available resources. Of course, higher education must have good planning in developing lecturer careers.

In developing lecturer resources towards professional lecturers, leaders of higher education must pay attention to the basic principles of lecturer resource development. This is suggested by (Tunas, 2009), namely:

Implementation, coaching, and career development need to be supported by a clear and standard career development system with the following activity steps: (a) recognise the current system, (b) determine the direction and new possibilities (vision), (c) make a plan of action, (d) maintain change.

(Decenzo & Robbins, 2010) state that there are four basic functions, namely: (1) staffing, (2) training and development, (3) motivation, and (4) maintenance. In academic terms, we can say HRM consists of four activities, namely: (1) hiring people, (2) preparing them, (3) stimulating them, and (4) looking after them. This research is to find out the management process of lecturer career development in higher education in Indonesia in STKIP Bina Bangsa Getsempena (STKIP BBG) Banda Aceh.

Literature Review

Lecturer in Higher Education Concepts

Management of lecturer resource development cannot be separated from the management process carried out by a university. Management is a whole piece of information that completes insights into research. (Certo & Certo, 2012) revealed that, as commonly noted in

this text, management is the process of achieving organisational goals by working with and through people and other resources.

Higher education as an institution where the lecturer devotes his knowledge has the responsibility to develop the lecturer's resources. Management of lecturer resource development in higher education is carried out institutionally. (Sutrisno & Pillay, 2015) stated that universities provide opportunities for lecturers to develop their careers by building opportunities and collaboration between universities.

(Badia & Becerril, 2016) stated that the lecturer is a professional who determines what is good for students based on professional judgment. So the problem of academic staff is very sensitive to the development of higher education as one of the main determinants in maintaining continuity, as well as guaranteeing an atmosphere of employment in higher education institutions.

The role of lecturers is very strategic in terms of the academic development and character of students, the implementation of education, teaching, research, and community service. Higher education has the responsibility of developing lecturer resources so that what is expected of the lecturer can be achieved.

Lecturer Resource Management Concepts

An important resource in an organisation is humans because humans are the most valuable capital for an organisation. This is by the organisational understanding of a collection of people who work together and coordinate their actions to achieve individual and organisational goals. (George & Jones, 2012).

Management of career development of lecturers is associated with performance and training, according to (Kerans, 2010), who states that:

This is tactical in the sense that the company introduces schemes and ideas to try and help the performance of the employee so this would include training programmes, appraisals, career development plans and the like. If these areas are all the result of disjointed policies in the absence of an overarching strategy then they add little value.

The same thing was expressed by (Over, 1993), who stated that career progress is not only with demographic variables, but with work habits, and the level of performance in academic roles. Higher education must pay attention in terms of developing lecturer resource management to improve lecturer careers.

(Leroy, Segers, Dierendonck, & Hartog, 2018) discusses the integration between HRM and leadership. The research objective is evaluating HRM and leadership in employee management. This study reveals that getting this right is important to put credence back in the statements that people are indeed an organisation's greatest asset. This illustrates that lecturers are a huge asset for higher education (Cantabella, López, Caballero, & Muñoz, 2018). In this paper we address this problem from two perspectives: a subjective perception of how lecturers themselves value their interaction with LMS and an objective view of how they use the tools of the platform.

Developing a Career Path for Lecturers

Career development is a position or job that is maintained and arranged by lecturers from work experience planned to achieve certain results or positions. This is consistent with what was expressed by (Mondy & M, 2008), regarding activities to prepare individually on the progress of career path planning. It can be concluded that the lecturer must prepare everything related to the tri dharma of higher education to progress in his career. According to (Robbins & Judge, 2009), career development is any sequence of attitudes and behaviours associated with work-related experiences and activities for a person's life. In other words, career development is an attitude towards work and behaviour in unity with work that is connected with one's life experiences and activities.

According to (Zunker, 2016):

Career has been defined as the time extended working out of a purposeful life pattern through work undertaken by the person. This also includes activities and positions involved in vocation, occupations, and jobs as well as to related activities with an individual's lifetime of work.

(Corrie, Hurton, & Liane, 2007) explained career development in a way that takes account of this diversity and that empowers us to make informed and rewarding choices in this era of change.

Based on the opinion above, a career is a position chosen by individuals to achieve a position, which is gained through experience and lifelong learning processes in organisations that are rooted in the ability of individuals to work to face and utilise change. Careers, in general, will develop according to the career sequence that exists in the organisation. Usually, a career is attached to one's position while working.
According to (Handoko, 2000):

Career concepts are used to show people in each of their roles or status. The scientific literature on behaviour generally uses the term with three meanings:

a. A career as a sequence of promotion or transfer (transfer) laterally to positions that are more demanding in terms of responsibility, or to locations that are better in or crossing the hierarchy of work relationships during one's life.
b. Careers as guidelines for jobs that form a pattern of systematic progress and a clear career path.
c. Careers as the history of one's work, or a series of positions held during life. In this context, everyone with a work history is said to have a career.

Another opinion expressed by (Greenhaus, Callanan, & Godshalk, 2010) is that career decision-making models include descriptive models and cognitive components that describe how individuals make decisions, their aspirations and feelings about success. Career decision-making models include model descriptive and cognitive components that describe how individuals make decisions, including aspirations and feelings related to success.

A lecturer must certainly plan a career in his life. The career development of lecturers is very much needed in supporting the efforts of previous developments. (Budhathoki, 2018) in his research said that:

Career planning involves matching an individual's career aspirations with the opportunities available in an organisation. Career pathing is a sequential pattern of the specific jobs associated with those opportunities. The two processes are intertwined. Career planning involves identifying the means of accomplishing desired results, and in this regard of career plans, career paths are the means of achieving aspirations. Although, career planning is still a new practice, most organisations are turning to it as a way to protect rather than react to the problems associated with careers. The individual must identify his career aspirations and abilities and then recognise what training and development are required to follow a particular career path, whereas the organisation must identify the needs and opportunities.

(Mathis & Jackson, 2011) said:

Organisation-centred career planning frequently focuses on identifying career paths that provide for the logical progression of people between jobs in an organisation. Individuals follow these paths as they advance in organisational units. For example, the right person might enter the sales department as a sales representative, then be promoted to account director, to district sales manager, and finally to vice president of sales. A good career planning program includes the elements of talent management, performance appraisal, and development activities, opportunities for transfer and promotion, and planning for succession.

To communicate with employees about opportunities and to help planning, employers frequently use career workshops, a career "centre" or newsletter, and career counselling. Individual managers often play the role of coach and counsellor in their direct contact with individual employees and within an HR-designed career management system.

Dhurba, Mathis, and Jackson suggest that career planning is the process by which a person chooses career goals and paths towards those goals. The main focus of career planning is to help employees become better at matching their personal goals with realistic opportunities available in the organisation. Career planning involves matching individual career aspirations with the opportunities available in an organisation.

Career development of lecturers can be carried out through further education to doctoral programs or lecturer functional promotions. To improve the careers of lecturers, STKIP BBG Banda Aceh, for example, has sent its lecturers for further study. This is important in terms of meeting the future needs of teaching staff who truly have scientific competence according to their professional standards.

Research Method

This study uses a qualitative approach with a case study method in which the data collected is in the form of words, pictures and not numbers, the research report will contain data excerpts to give an overview of lecturer recruitment at STKIP BBG Banda Aceh. The place and time of this research was at the STKIP BBG Banda Aceh, from January to May 2019, regarding the recruitment of lecturers at the STKIP BBG Banda Aceh. The research subjects consisted of the chairperson, assistant chairperson, quality assurance agency, research and community service institutions, chair of the study program, and lecturers at the STKIP BBG Banda Aceh. To determine the validity (trustworthiness) of the data required inspection techniques. Four criteria can be used to test the validity of data, namely the degree of trust (credibility), transferability, dependability and the certainty of data and research results. Besides that, triangulation is also carried out. Triangulation is a cross-examination of various sources used. Triangulation that is widely used is triangulation with sources that are comparing and checking back the degree of trust in information obtained through different time and tools in research.

Triangulation is more clearly done by way of 1). Comparing interview data with observations, 2). comparing what people say in public with what is said in private, 3). comparing what people say about the research situation with what is said all the time, 4). comparing one's circumstances and perspectives with various views of people from various backgrounds, 5). comparing the results of the interviews with the contents of the relevant documents. Triangulation is carried out in conjunction with field observations so that

researchers can record complete data. Thus, the data from the results of this study deserve to be utilised. Qualitative research data analysis techniques in data collection used the techniques editing, category, displaying data and interpretation.

Participant Sample

The subject that is the source of the data in this study is called the informant. To determine the informants in this study with certain considerations, "The selected information functions to get the maximum information, not to be generalised," (Lincoln, Guba, & Pilotta, 1985). The power of people as data sources is that at least it must be investigated in depth giving a lot of understanding about the topic (Moleong, 1999). In this study, the selection of informants was carried out using a purposive sampling technique. This technique is used to select informants who truly master information and issues in-depth and can be trusted to be a reliable source of data. Using this purposive technique, researchers can determine to sample by the objectives of the study. The sampling referred to here is not representative of the population, but is based on the relevance and depth of information, however, it is not only based on the researcher's subjective impressions, but based on themes that appear in the field.

As it is known that the informant is the source of the data also taken by the quality and characteristics, the researcher tries to do a study and assessment to determine the informant to be tracked, traced, studied and verified and then determined as a research participant. As revealed earlier, the determination of informants as research targets was carried out by the quality and characteristics of the informants. In the process of collecting data, this research involved foundations, chairpersons, vice-chairpersons, quality assurance agencies, research institutes, and community services, study programs and lecturers. Details of those who will be involved in this research appear in the following table.

Table 1: Research Informant Data

No	Name	Coding
1	Lili Kasmini	LK
2	Rita Novita	RN
3	Fitriati	FT
4	Intan Kemala Sari	IKS
5	Sri Wahyuni	SW
6	Zaki Al-Fuad	ZA
7	Lina Amelia	LA
8	Rika Kustina	RK
9	Ahmad Nasriadi	AN
10	Zikrur Rahmat	ZR
11	Ully Muzakkir	ULM
12	Aprian Subhananto	AS
13	Teuku Mahmud	TM
14	Hijjatul Qomariah	HQ
15	Rismawati	RS
16	Musdiani	MD
17	Didi Yudha Pranata	DYP

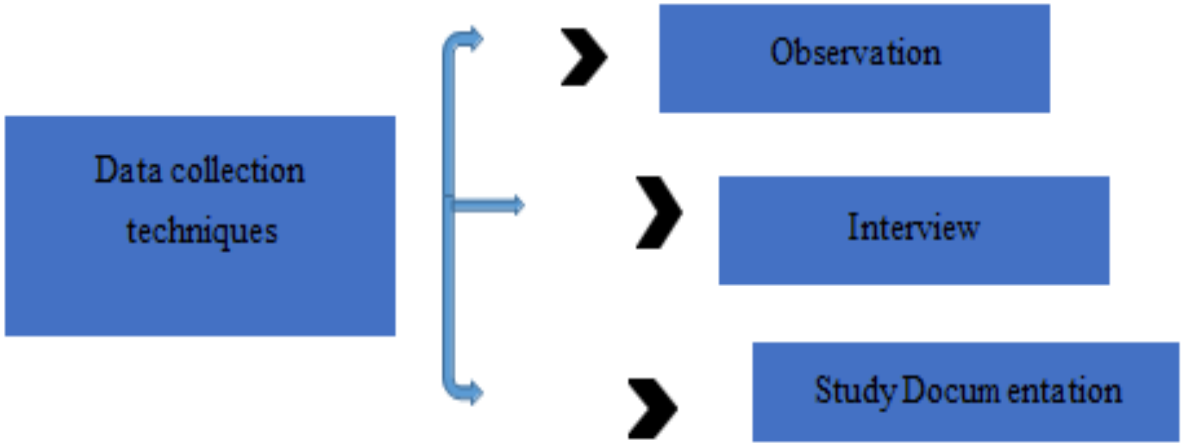
The total number of research people in the above table is 17 people. All participants can be predicted to be objective data and it is expected that the discovery of data will support the objectives of this study. This will especially be the case when researchers explore the management of lecturer resource development, then, of course, this becomes very important for developments in the research.

Data Collection Techniques

To obtain data, the researchers traced data to the STKIP BBG Banda Aceh to conduct interviews with foundations, chairpersons, deputy chairs, quality assurance agencies, research and community service institutions, study programs and lecturers. In addition to adding to the objective treasures, the researchers also conducted observations and observations through visits to classes, lab rooms, libraries, lecturers' rooms, study programs, leaders, sports fields and the campus environment at large. The researcher also traced written documentation data adjusted to the facts and data found through observation interviews.

The success of quality research is highly dependent on the accuracy and completeness of the field notes prepared by the researcher. Therefore, the data collection techniques used in this research are observation, interview and documentation study. Data collection techniques can be seen in the following figure.

Figure 1. Data Collection techniques



Result and Discussions

Research Findings

Based on the documentation study conducted, the STKIP BBG Banda Aceh already has a reference in the lecturer career development process. The reference is deepest in the SP3R manual section IV Career Development System Points D sub 1 and 2 which states that:

D. The ability/competency development system for STKIP Bina Bangsa Getsempena Educational Staff is carried out through:

1. Further study to a higher level that is D3, S1, S2 or S3 to an accredited tertiary institution.
2 Delivery as a training participant in the form of:
(a) Vocational training
(b) Seminar / Workshop
(c) Other courses by the field of assignment and or needs. (STKIP Bina Bangsa Getsempena, 2013)

Regarding this matter, the FT stated that:

In the reference procedure, there is an SP3R manual. The mechanism in developing lecturer resources must be by the discipline of the lecturer, later it will be assisted, for example, in the functional improvement process of the lecturer. Then the lecturer will receive guidance in the study program and PAK team.

This is also in line with what was expressed by ZA which states that; "Usually the reference is the SP3R manual and career development mechanism will be seen in stages."

In the management of lecturer resource development, STKIP BBG is very concerned about the career development process of lecturers. This can be seen from the facilities provided to lecturers in the career development process. For example, in terms of career development in the field of continuing studies, the campus grants permission to study assignments without deductions from salary, so that lecturers can focus on the learning process. Of course, when lecturers complete their advanced studies, they can enhance their careers. This is consistent with LK's statement which states that:

The campus had previously provided scholarships for lecturers who would continue their Master's studies for career development. Now no longer, because the lecturer has S2. But the campus provides facilities such as a fixed salary for lecturers who continue with their doctorate.

From the statement above it can be seen that the management of lecturer resource development on lecturer career development is a matter of concern, so that it can increase the lecturer resources they have. The same thing was expressed by MD, who stated:

The campus provides facilities for lecturer career development. When I was a bachelor, the campus gave me facilities in the form of a lecture permit on Friday, facilities in the form of tuition fees even though on Monday-Thursday I kept working.
The campus provides different facilities in the career development process, this depends on the needs of the lecturer. Some lecturers referee at Asian Para games as a process of developing their careers at the international level, so the campus provides facilities in the form of permits for activities without deduction of salary and annual leave. This is consistent with what AN said in the interview as follows: "For the development of lecturer resources, the campus always provides facilities. Not always in the form of money, but also in the form of permits. " The same thing was also expressed by ZR whose career was facilitated by the campus and said, “For example, I was a judge at the Asian Para Games held in Jakarta. The campus provides facilities because it is related to my discipline.”

In terms of career development for the promotion and functional processes, the STKIP BBG Banda Aceh campus is managing the development of lecturer resources well. The campus guides lecturers who will carry out the promotional and functional processes. This can be seen from what was stated by ULM who said that:

"... For functional management, the campus always pays attention to which lecturers can take care of and are given guidance by the campus PAK team ..."

This is in line with what was revealed by RK who said that:

"Matters relating to the career development of lecturers, the campus always facilitates, both those related to the functional lecturers, seminars and further education."

Based on the interview above, it was found that the STKIP BBG Banda Aceh paid attention to the career development process of lecturers. Career development starts with giving permission and even giving assistance to lecturers in further study. Career development in further studies also certainly faces obstacles. Based on the research findings, career development in further studies must take turns and cannot be taken as a whole.

In the results of this study, it was also revealed that STKIP BBG Banda also undertook a career development process for lecturers to become referees at Asian Para games, so that lecturers could achieve careers at an international level. Besides, the Banda Aceh STKIP BBG Banda Aceh also develops careers for lecturers to be speakers at seminars, workshops, and research activities. Lecturers are also assisted in the career development process in the field of functional management. Lecturers are given guidance in the functional management process so that lecturers can enhance their careers in the functional field. This is the management process of developing lecturer resources in the field of career development carried out at the STKIP BBG Banda Aceh.

Discussion and Implications

Higher education must pay attention to the career development of lecturers they have. The lecturer applies to a college because he feels that his career will be noticed at the college. This was revealed by (Anyadike & O, 2013):

That people don't start looking for new jobs because of money. They change jobs to work for companies that make them feel valuable, offering the opportunity for empowerment, career and personal growth, and the development of new skills.

It can be said here that people are not looking for new jobs because of money. They look for jobs that they value, that offer opportunities for their career empowerment. In this case, STKIP BBG Banda Aceh has made an SP3R handbook outlining the processes of developing their lecturers' careers.

In developing lecturer careers, the STKIP BBG Banda Aceh provided facilities for them. This attention was given so that the STKIP BBG Banda Aceh had good lecturer resources. Career development can also be seen from the activities of education, teaching, research and community service conducted by lecturers. This is consistent with what was conveyed by

(Adekalu, Ismail, Krauss, & Suandi, 2017) in their research, "lecturer career development can also be seen from approved educational activities, research and community service involvement."

The facilities provided vary according to the needs of the lecturer. Some lecturers develop their careers on an international level as referees at Asian Para Games, Jakarta, 2018. The campus provides facilities in the form of permits to participate in activities without deducting salary and annual leave. This is one of the management examples of lecturer resource development conducted by STKIP BBG Banda Aceh. This is as expressed by ZA who was also facilitated by the campus and said :
"For example, I was a judge at the Asian Para Games held in Jakarta. The campus provides facilities because it is related to my discipline."

A good management process for developing lecturer resources influences the career of lecturers for the better. This was revealed by (Mursidi & Sundiman, 2014) that:

The development of lecturer resources will improve the career of lecturers for the better. With the earnest efforts of the college to develop the professionalism of the lecturers, lecturers who can carry out their duties in a professional manner, which scored scientists and experts in various fields, the intellectual life of the nation in the broadest sense, as well as to develop the best human resources of Indonesia.

Seeing this, STKIP BBG Banda Aceh provided facilities for lecturers to hone their intellectual abilities. By honing lecturers' intellects better, lecturers' careers will improve. (Hirsh & Morgan, 1978) said that universities should pay attention to what is a stumbling block in the lecturer career process, one of them is by giving them facilities.

The career development of lecturers is also assisted if the lecturer becomes a speaker at seminars, both nationally and internationally. For this process, the STKIP BBG Banda Aceh provided accommodation assistance, tickets, and other customised needs. This is by what was expressed by (N, AS, & M, 2015), that by providing good facilities for career development for lecturers, the campus succeeded in developing lecturer resources. A similar statement was expressed by (Tilcsik, 2014), that:

The campus must develop a good career for lecturers. This is to maintain the quality of lecturer resources possessed by the campus. By providing facilities to lecturers in carrying out career development, they will increase lecturer resources.

STKIP BBG Banda Aceh also pays attention to the career of lecturers in functional improvement and lecturer positions. STKIP BBG Banda Aceh continues to monitor the

extent of functional development. The PAK (Lecturer Academic Appraisal) team periodically summons lecturers who are in the process of functional advancement. This can be seen from this study, where at the beginning of the October 2017 study STKIP BBG Banda Aceh had 0 head lecturers, 11 lecturers, and 35 expert assistants. However, the data in April 2019 contained one head lecturer, 21 lecturer, and 33 expert assistants. From this, it can be seen that there is an increase in careers in developing lecturer resources at the STKIP BBG Banda Aceh. Career development of lecturers at STKIP BBG Banda Aceh can be seen in Table 2 below.

Table 2: Lecturer Functional Career Development

No	**Funtional**	**Tahun**	
		2017	**2019**
1	Professors	0	0
2	Assoc. Professors	0	1
3	Senior Lecturers	11	21
4	Lecturers	35	33
5	Assoc. Lecturers	15	19
Jumlah		**61**	**74**

Source: BAA STKIP BBG Banda Aceh

Conclusion

Career development of lecturers in terms of developing lecturer resources is highly considered by the management of STKIP BBG Banda Aceh. This can be seen from the facilities given to lecturers to develop their careers. The rank and functional management of lecturers is always noticed by campus management by calling for and providing training for lecturers who will increase their rank and function. Also, the campus provides facilities for lecturers who will develop their careers.

The facilities provided vary depending on the needs of the lecturers. Some lecturers referee at Asian Para games as a process of developing their careers at the international level, so the campus provides facilities in the form of permits for activities without deduction of salary and annual leave. Likewise, some lecturers taking part in seminar activities and training will be given accommodation facilities that support the lecturer activities. Facilities are also provided for lecturers who take part in lecturer internships conducted by the Higher Education institution as a career development process for the lecturer resources. The facility is given in the form of a fixed salary .

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