

# INSTITUTION PERFORMANCE IMPROVEMENT STRATEGIESTHROUGH THE CAPACITY BUILDING OF LECTURERS

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## Abstract

Lecturers have a very strategic function and role in the development of the education sector, therefore it is necessary to develop them as a dignified profession. Lecturer performance is strongly influenced by the commitment of educational institutions and professional commitment which is the basis of action or direction in performing tasks. A performance improvement strategy needs to be pursued by compiling a number of capacity building programs for lecturers that emphasize increasing competence, service capability, both services to students and other customers and designed programmatically based on priorities to improve institutional performance. The purpose of this study was to describe the strategy for improving institutional performance through capacity building for lecturers. The method used in this research is a qualitative approach, carried out at the YPDR Midwifery Academy Jakarta. Collecting data using interview techniques and documentation studies as well as tracing reference studies that are considered relevant. Data analysis was carried out in four stages, namely data collection, data reduction, data presentation and drawing conclusions or verification. Testing the validity of the data using source triangulation techniques. The results of the study conclude that the YPDR Jakarta Midwifery Academy encourages and facilitates the improvement of lecturers' capabilities with a lecturer guidance strategy according to the needs of the institution so that lecturers can provide professional services which will have implications for themselves and their surroundings, including improving institutional performance.

**Keyword:** Institution Performance, Strategy, Capacity Building

## A. Introduction

To support the creation of a development process and the progress of a nation, one of which can be done by improving the quality of human resources through the development of a directed and quality education system which will then have an impact on increasing economic growth. According to UNESCO, every good education process always contains four important things, namely how to know, how to do, how to be and how to live together (Harsono 2017). Education is believed to be one of the important elements in the development of the country (Arokiasamy et al. 2009).

In the College environment, Lecturers have a vital position in shaping the quality of graduates and the quality of institutions in general, by prioritizing customer satisfaction which consists of the user community, the intellectual community, and the community interested in education or potential students. Lecturers have a very strategic function and role in the development of the education sector (Menkumham RI 2005), lecturers as learning agents serve to improve the quality of national education.

Many factors affect the performance of lecturers, including the ability to think (IQ) and emotional intelligence (EQ), work motivation, educational background, attitudes, work climate, organizational culture, leadership style, communication between employees and between superiors and subordinates, rewards, compensation, career security, job analysis, and so on. Lecturers have roles, duties and responsibilities in improving human quality and educating the nation's life (Nurasiah 2017), so that every lecturer is required to always improve and have high performance.

Sometimes Lecturers also have limitations in accessing new information which allows them to know the latest developments in their field (state of the art) and the possibility of further developments than what

has been achieved now (frontier of knowledge), so that sometimes students find it faster to master technological developments ( particularly information technology) compared to the lecturers (Sinambela 2017).

From the explanation above, it can be interpreted that a lecturer must always improve his professional competence either through further study or an increase in academic qualifications or through other activities that are in accordance with their main duties and functions. Every lecturer is required to always improve and have high performance (Hakim, W. and Fernandes 2017). Always learning and improving their capabilities are very important for Lecturers to be able to guarantee their competence to become professional lecturers.

Educational institutions must have a strategy so that existing lecturers have the appropriate competence and qualifications. The competencies referred to are related to the types of skills possessed, experience, the suitability of the subjects with their qualifications, and various factors that shape the lecturers' abilities so that they are worthy of carrying out their functions. Meanwhile, qualifications are related to the level of education, type of education, and academic rank of a lecturer as evidenced by a diploma and or certificate of relevant expertise in accordance with the provisions of the applicable laws. The lecturer development strategy must also consider the conditions and needs of the environment and the characteristics of the education unit concerned. Self-development of a lecturer is not carried out as a target, but as their part in carrying out their duties to achieve goals.

Based on the above problems, research on strategies for improving institutional performance through capacity building for lecturers is necessary. The results of this study are expected to provide a positive discourse for leaders to optimize the strategy for improving the performance of their educational institutions. Provide encouragement or motivation for lecturers to further improve performance which will later be useful for the institution. By doing this research, it is hoped that it can be a very big leverage towards increasing the capacity of lecturers which in turn will improve the performance of the institution.

## **B. Theoretical Framework**

### **1. Strategy**

Strategy is a choice about what the organization wants to achieve in the future and how to achieve the desired direction (Cahyani 2017). One of the strategies to improve educational institutions is to implement institutional policies by fostering human resources for education personnel to become agents of change (Prabawa 2002). This means that the level of quality of Lecturers who receive professional development and guidance will have implications for improving the quality and success of higher education. Therefore the competence, professionalism and productivity of Lecturers need to be developed and improved in a planned, patterned and integrated manner in one higher education management system. Development cannot be done separately, because one variable is related to another (Setyawan 2017).

### **2. Institutional Performance**

The performance of an institution, whatever its form and type, is actually influenced by a commitment to improving the quality and performance of its human resources. Work productivity is the level of excellence of any organization with the achievement or output of customer satisfaction, in this case students. Customer expectations are a belief before choosing a college. Good productivity is seen from customer perceptions, not from institutional perceptions. Customer perception of service productivity is a total assessment of the need for a product in the form of services, namely optimal service (Ani Kuspini 2020). Building the performance of educational organizations in order to produce quality graduates is not easy at all, but if the effort is successful, the impact will be very positive, both for the educational institution itself and for its stakeholders, even if it does not play a small role in efforts to increase the nation's competitiveness (Samsudin, Mulyasana, and Sudradjat 2019). The success of educational institutions can be seen from the performance of lecturers. Lecturer performance is the ability of lecturers to carry out their work or assignments and have the ability to complete work (Trisnaningih 2011).

### 3. Capacity Building

Capacity building is the process of increasing the abilities, skills, talents and potential of individuals, groups of individuals or organizations to strengthen themselves so that they can maintain the profession in the midst of changes that occur in the individual, group of individuals or organizations (Ngadhimah 2018). Currently, much attention to lecturer performance has been done by providing training, conducting comparative studies, attending workshops or the like, and also providing opportunities to improve education to a higher level. The quality of a lecturer is a service that he produces from his mind that will greatly affect the long-term success of a university. If a tertiary institution has a reputation for lecturers as providers of poor quality scientific and intellectual services, then the development and performance of the higher education will decrease (Arwildayanto 2013).

### C. Method

This study used a qualitative descriptive research method that focused on explaining strategies for improving institutional performance through capacity building for lecturers. The research was conducted in 2018 at the YPDR Midwifery Academy Jakarta.

The YPDR Jakarta Midwifery Academy provides Diploma III (D3) Midwifery education with the aim of producing professional midwives at the midwifery specialist level. Established in 2003, through a Decree of Establishment issued by the Directorate General of Higher Education of the Ministry of Education and Culture of the Republic of Indonesia number 130 / D / O / 2003, in 2003, domiciled in Jakarta, with a vision of becoming a leading midwife educational institution that gave birth to midwives professional and independent in the aspect of meeting the needs of the health service sector. Educational targets for achieving his vision are:

- a. Availability of academic and other regulations (including academic achievement assessment, statutes) which form the basis of guidelines for the implementation of midwifery education.
- b. The availability of an integrated midwifery curriculum.
- c. The availability of adequate educational resources such as fees, educational equipment and laboratories.
- d. Increasing the number of qualified graduates through increased academic achievement.
- e. Graduates have competent academic abilities in the field of midwifery in identifying, formulating and prioritizing current and future midwifery problems and efforts to solve them through planning, implementing and evaluating programs that are promotive, preventive, curative and rehabilitative.
- f. Graduates are able to master the scientific basics of midwifery so that they are able to carry out research for the development of midwifery as an effort to improve the welfare of mothers and children.
- g. Graduates are able to apply midwifery knowledge in a community based on a spirit of dedication (YPDR Midwifery Academy, Jakarta 2013).

Data collection used interview techniques and documentation studies as well as search for reference studies that were considered relevant to enrich the discussion in this study. Interviews were conducted with the Education Coordinator representing the foundation, the Director of the YPDR Jakarta Midwifery Academy, Assistant Director for Administration and Personnel Affairs and five permanent lecturers. For documentation study, data were collected from files and documentation owned by the YPDR Jakarta Midwifery Academy. Data analysis was carried out in four stages, namely data collection, data reduction, data presentation and drawing conclusions or verification. Testing the validity of the data using source triangulation techniques.

### D. Results and Discussion.

The decline in organizational performance, unfavorable human resource paradigm, unfavorable organizational culture, and lack of resources are internal challenges for institutions, as well as the arrival of the information revolution that has transformed into information globalization, which has led to the emergence of a knowledge-based society. ), a knowledge-based economy and a knowledge-based worker

are external challenges that must also be faced (Erialdy, Sugeng Lubar Prastowo 2020). The existence of competition between similar educational institutions is very clear and urgent to be answered with various tips and strategies. Educational institutions are not only capable of producing intellectual job seekers, but who are ready to be tested, both hard skills and soft skills. Thus, the ability of educational institutions to produce graduates who are superior and ready to compete and win the competition is the key word in responding to the demands of today's society.

### **1. Development aspects**

In the aspect of staffing, it is necessary to develop a consistent performance-based improvement strategy which is basically to increase the motivation of employees, both lecturers and staff, to be able to carry out their duties and obligations better. Employees are required to be able to carry out their assigned duties more professionally, which means employees who have the view to always think, work hard, work full time, are disciplined, honest, have high loyalty and are full of dedication for the success of their work (Siagian 2014). Some indicators of professional lecturers include being able to make concrete plans and ready to be implemented, trying to change old mindsets into new ones as idea-building architects, being able to be critical and being able to be creative in building and producing educational work. Professionalism refers to the commitment of members of a profession to improve their professional abilities and to continuously develop the strategies they use in doing work in accordance with their profession (Haryati 2015).

Professional work requires having certain abilities or competencies in order to carry out professional duties. Lecturer competence is a set or required measure in the form of mastery of knowledge and behavior for a lecturer to be eligible to occupy a functional position in accordance with the field of duty, qualification and education level in the form of a combination of knowledge, skills, values and attitudes that are reflected in habits of thinking and acting. In the teaching system, competence is used to describe professional abilities, namely the ability to demonstrate knowledge and conceptualization at a higher level. This competence can be obtained through education, training and other experiences according to the level of competence (Rina 2018).

The YPDR Jakarta Midwifery Academy as an educational institution establishes a performance improvement strategy to support its vision, namely: (1). Improving the quality of education delivery through conducive teaching and learning activities. (2). Increasing financial resources, educational facilities and laboratories and field practice places. (3). Improve the quality of teaching staff or lecturers as well as non-academic personnel through formal or non-formal further education. (4). Increase an atmosphere that is conducive to student curricular activities. (5). Increasing a conducive atmosphere for Lecturers to carry out Tri Dharma Perguruan Tinggi activities (YPDR Midwifery Academy 2014). In order to achieve the stated goals related to improving institutional performance, the YPDR Jakarta Midwifery Academy has prepared a comprehensive and directed planning of a number of strategies and activities as a guideline for all institutional elements and stakeholders in accordance with their respective roles and functions. The strategy is designed programmatically based on priority needs and in essence aims to improve the professionalism of the apparatus and the quality of academic services, which is oriented towards the realization of increased institutional performance.

### **2. Strategy Improvement**

The performance improvement strategy was also pursued by compiling a number of capacity building programs for human resources at the YPDR Jakarta Midwifery Academy, both for lecturers and educational staff. Much attention to lecturer performance has been done by providing training, conducting comparative studies, attending workshops or the like, and also providing opportunities to improve education to a higher level. This program emphasizes on increasing competence, service capability, both services to students and other customers. All lecturers and education staff at the YPDR Jakarta Midwifery Academy are involved in the capacity building program which is realized in various kinds of education and training, either organized by external parties, or in the form of in-house training.

The YPDR Jakarta Midwifery Academy establishes a strategic plan which is derived into a number of programs and activities along with the determination of strategic goals, these strategies are:

- a. Activating the Quality Assurance Agency at the YPDR Midwifery Academy Jakarta.
- b. The improvement of academic qualifications of lecturers and educational staff at the YPDR Jakarta Midwifery Academy is programmed through study assignments or granting facilitation of study permits to permanent lecturers to continue their education to the master or doctoral level, according to the qualifications required.
- c. Develop a program to organize independent training for lecturers and education staff and provide opportunities to attend training organized by other parties.
- d. Collaborating with other institutions in the framework of knowledge sharing, so that each party can benefit from this activity.

Strategies to improve institutional performance through capacity building for lecturers at the YPDR Jakarta Midwifery Academy as shown in Figure 1 below:

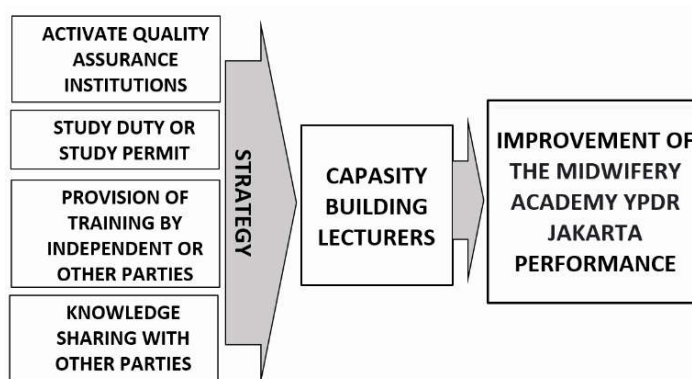


Figure 1. Strategies for improving institutional performance through capacity building for lecturers

The performance improvement strategy was pursued by compiling a number of capacity building programs for lecturers into the 2014-2018 YPDR Midwifery Academy Lecturer Development Plan. The strategy is programmatically designed based on priority needs which in essence aims to improve professionalism and is oriented towards the realization of excellent service. The realized strategy emphasizes the achievement of strategic goals and is implemented based on standard operating procedures (SOP), and refers to the results of periodic evaluations.

## E. Conclusion

Building institutional performance to produce quality graduates is not easy at all, but if the effort is successful the impact will be very positive, both for the educational institution itself and for its stakeholders, even if it does not play a small role in efforts to increase the nation's competitiveness. The ability to manage human resources, including lecturers, is the main factor that determines the performance and existence of educational institutions.

The YPDR Jakarta Midwifery Academy in the long term continues to encourage and facilitate lecturers through coaching strategies designed to increase the capabilities of lecturers according to the needs of the institution so that it is hoped that lecturers can provide professional services which will have implications for the lecturers themselves and their surroundings, including improving institutional performance.

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