

THE ROLE OF COMPETENCE GRANTS IN IMPROVING THE PERFORMANCE OF LECTURERS IN STATE UNIVERSITY OF MEDAN

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Abstract

The main problem in this study is the implementation of the institutional management is still not optimal. By giving the Competency-Based Institutions Grant Program can improve the quality of human resource management in State University of Medan, so the management refers to the policies of the Directorate General of Higher Education. The effort used is by giving the competence grants to the institutions and lecturers. The giving of the grants program is in order to improve the efficiency and quality of the lecturers and the learning process, to increase the institutional accreditation by improving the infrastructure and facilities, as well as cooperation improvement both internally and externally. The internal cooperation is to fix the structure at the institutional level, while the external aspect relates to external institutional support for the universities. The competency grant comes from the state budget and foreign loans. State University of Medan obtained the Competency-Based Institutions Grant Program for several study programs that have good accreditation, with reference to the concept or theory of participatory management, organizational culture, cognitive ability, job satisfaction and performance of lecturers. The hypothesis testing used was ex post facto research method that used path analysis. The results obtained as follows: The participative management effects directly in improving the cognitive skills and job satisfaction of lecturers. Cognitive perception ability can improve the lecturers' performance after going through the improvement of education's quality and infrastructure. So the Competency-Based Institutions Grant Program is very relevant in improving the institutional management, cooperation and facilities, the learning process and the quality of graduates to achieve the superior level of institutional accreditation.

Key Word: Competence Grants, Participative Management, Cultural Organization, Perception Cognitive Ability, Job Satisfaction, Performance

1. Introduction

Reformation demands in higher education in order to optimize the GUG has been formulated in HELTS with emphasis on (1) the competitiveness of nations (2) autonomy and (3) organization's health that is operationally elaborated in pillar L-RAISE (*Leadership, Relevance, Academic Atmosphere, Internal Management, Sustainability, Efficiency and Productivity*). HELTS which is held as the framework for long-term development of higher education (KPPT-JP IV) is the replacement of the framework for long-term development of higher education in 1999-2005 (KPPT-JP III), it contains the outlines of higher education policy in Indonesia. The main reason for the replacement of KPPT-JP into KPPT-JP IV is a paradigm shift in the management of higher education, that is from centralized into decentralized.

In line with the policy of Directorate General of Higher Education (Ditjendikti) which is contained in HELTS 2003 to 2010, has been established about the college funding strategy systematically and gradually that leads to block grant system which provides greater autonomy to universities in managing and using the funds with the greater accountability demand in various sectors, including higher education sector. Block grants are allocated among others through competition scheme that began in 1995.

Planning, in management function is classified as primary function, because it is the basic function of other management. It is hard to imagine the role of the manager who would not know about what is going to be organized, led and controlled when there is no planning. "Planning" is defined as "defining the organization's goals, establishing an overall strategy for achieving those goals, and developing plans for organizational work activities. In planning, there are two fundamental elements, that is 'plan' and 'objective'. Plan is a document that summarizes how to achieve goals that include resource allocation, scheduling and other necessary actions to achieve the objectives. Goals are the desired outcomes for individuals, groups and organizations.

The number of study program in State University of Medan who won various PHK and PHKI competitions schema from 1999 to 2013 was 26. The funding for PHK and PHKI came from the state budget or Foreign Loan, such as the World Bank for Indonesia Managing Higher Education for Relevance and Efficiency program (IMHERE) and Asian Development Bank for Technological and Professional Skill Development Sector Project program (TPSDP). The effect after running PHK and PHKI is that the study program and the university are expected to increase the quality and relevance that marked by the relevant graduates with the stakeholders and they can be accepted to the employment, research and public service that is closer to the needs of stakeholders (local needs, industry, construction and management of university). At study programs in particular and higher education in general, the implementation of PHK and PHKI has succeeded in raising awareness of the academic community about the need to improve the performance, based on the function and role as an implementation unit of higher education.

If one of the study program's quality indicator is the acquisition of the BAN-PT accreditation status, so as an empirical fact, the various PHK and PHKI has been able to improve the quality of accreditation. From 25 study programs that earn PHK/PHKI in 2009, there is only one study program that achieve 'A' for the accreditation status, that is Education History study program and since May 2015, it increases to 12 study programs.

PHKI has eligible cost component: Staff Development (Degree Training: postgraduate and Non-Degree Training: apprenticeship), Technical Assistance, Research Studies (Teaching grant, Research grant and Student grant), Civil Works (minor renovation), Procurement Equipment and Development program (Focus group discussion, seminar and workshop). Variety types of cost component allow study program to do the activities that involve the lecturers, laboratory, technicians and students according to Plan Implementation Program or Project Implementation Plan (PIP) multi-year (3 years) based on self-evaluation report that has been prepared. The output is very contributive in filling the various table demands in the standard 7 in the accreditation form of study program.

The problems which experienced by the study program in a specific field such as the lack of research activities and public service, a joint research between lecturers and students, the competence development of lecturers through further study level (post graduate), apprentices and bring in a consultant to the completion of certain issues, such as the preparation of curriculum documents, can be solved by using the cost components mentioned above. The opportunity of the quality improvement with the support of the various components cost will not be experienced by the study program that are not getting PHK and PHKI, so it will

only rely on the budget for the activities to improve the quality and relevance that are sourced from the non-tax revenues of State University of Medan.

The implementation outcome of PHK and PHKI that funded by state budget of Indonesia and foreign loans of State University of Medan with accreditation ‘A’ for only on 12 study programs as referred to above, therefore it should be analyzed the causes because if we observe from the data in table IA, there are some study program who won PHK and PHKI more than twice or even four times. The principle of "money value" as a term that requires a balance of money value, outputs and outcomes of an activity as a form of investment returns be contradicted to the fact that from 25 study programs that take a part in various Competitive Grant Programs, only 12 study programs that were rated ‘A’ in accreditation status. It is also less in tune when it comes to concepts and methods of planning and budgeting refers to principle-based outcomes that are currently applied in each ministry / institution.

2. Review of Literature and Hypothesis Development

a. Self Evaluation as Base Planning of Institution Competition Grant Program.

Base planning of programs and activities that contained in the PHKI document consist of early proposal, complete proposal and program implementation plan. Conceptually Self-evaluation is one of the strategic planning models. The definition of Strategic conceptual planning is "...is a systematic process through which an organization agrees on—and builds commitment among key stakeholders to priorities that are essential to its mission and are responsive to the environment. Strategic planning guides the acquisition and allocation of resources to achieve these priorities"

Planning includes the activity of selecting and connecting the facts, making and using assumptions about the future in terms of visualizing and formulating the activities that may be necessary to achieve the desired results. The implementation of these concepts, if it is developed into a strategic planning framework based Self-evaluation can be described in Figure 1.

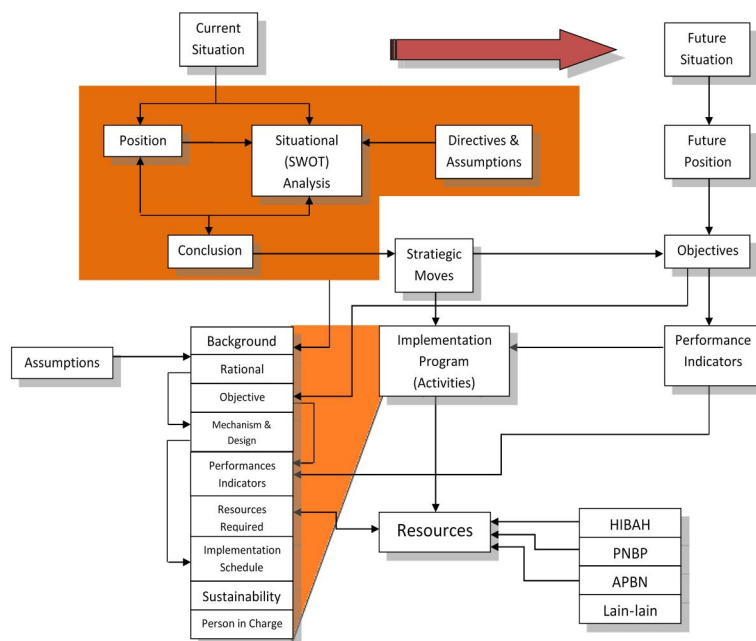


Figure 1. Strategic Planning based Self-Evaluation Framework

Planning methods used nowadays starting from the determination of the impact to be achieved. The impact focuses on changes to be achieved by proposing the implementation of a particular activity. As an illustration, a study program in a college may propose an activity in order to increase the value of accreditation, it can be seen as the impact to be achieved.

In order to produce quality research, it can be proposed an activity, such as research workshop. Meanwhile, the plot of activity implementation is expected to begin from input to implement the activities, the activities produce outputs, outputs produce certain achievement, and these achievements will result a change (impact). Other important concepts that form the basis for planning and budgeting is the evaluation basis of the performance achieved by the unit that proposed and carried out these activities. In simple terms, it can be said that the results of self-evaluation of the previous activity become the base in proposing the next period.

b. The Implementation of Institution Competition Grant Program (PHKI) in State University of Medan

The implementation mechanism of PHKI in State University of Medan was done through an organizational structure that consists of a Responsible Person: Rector, Chairman and Vice Chairman: First Vice Rector and Second Vice Rector, Secretary, Procurement Coordinator, Finance Coordinator, Coordinator of Event A, Coordinator of Event B, Monitoring and Evaluation team. The implementation of goods procurement (laboratory equipment and books) and civil works were done through a mechanism that is attached to the principal task of the Procurement Committee State University of Medan. Procurement mechanism refers to the current legislation.

The implementation activities for the component of Development Program (workshops and tracer studies) with the fund from non committed Institutional Matching Funding (PNBP State University of Medan) begins with the formation of the Decree of the Executive Committee by the Head of BAUK and BAAK for activities of Theme A and by the Dean of the Faculty for Theme B. The committee consists of the Chief Executive, Secretary and Treasurer as well as other supporting elements as needed. Committees involves all lecturers and staffs of department and study program in order to build a conducive academic atmosphere due to the growing sense of belonging of all human resources in department and study program.

c. Participatory Management

Management is a word that used every day, so that everyone already knows the meaning. The actual definition of the word depends on a person's perspective, trust or intellect. Management can be defined as "*coordinating and overseeing the work activities of others so that activities are completed efficiently and effectively*". Other definitions states that management as "*the art of getting things done through people*" and "*management is a distinct process consisting of planning, organizing, actuating, and controlling, performed to determine and accomplish stated objectives by the use of human beings and other resources*". The part of human and resources were formulated in 5M (men, materials, machines, methods and money). From these theories, the essence of management can be seen both as a process (function) or tasks.

d. Organizational Culture

Organizational culture is a system of organizational values done by members of the organization, which then affects the way to work, attitude, and behavior of the organization members. The same definition states that (a) Organizational Cultural as a system of meaning and beliefs held by members of the

organization, which determines the way they act towards one another. Culture represents the perception shared by the members of the organization that determines the members' behavior. The source of organizational culture is the philosophy of the organization founders or group of founder which reach consensus on the values used as guidelines, since the organization begin until be great and led by new people who continue the values that already held as guidelines for their work. The stage of organizational culture formation is presented in Figure 3.

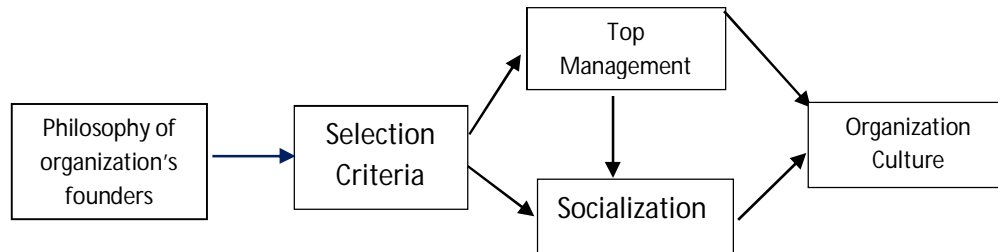


Figure 3. How Organization Culture Form ?

The selection process is divided into three, that is (a) natural selection, (b) the social selection based on the mechanism of social control, in the social selection process required social norms and social institutions that serve as selector and (c) the programmed organization selection (the best are accepted). For this purpose, it requires a standard made based on the needs. Selection of value intends to make a reposition into a value, which values belong to private, group, regional, national and so on.

e. Perception of Cognitive Ability

Indications implementation of participative management and influence of organizational culture in the perspective of organizational behavior is a field of study that investigates the influence of the individual, the group and the structure of the behavior within the organization, which aims to apply the science in order to improve the effectiveness of an organization, it can be attributed to the individual characteristics by Integrative Model theory as presented in Figure 2.16. One of individual characteristics components that has influence in the "Organizational Behavior" is the "ability" which is defined as "Ability refers to the relatively stable capabilities people have to perform a particular range of different but related activities". Other definitions suggest that the ability means the capacity of an individual to perform various tasks in a job. Ability is a current assessment of what a person can do.

f. Job satisfaction

Job satisfaction based on integrative model is one of the mechanism components of the individual. Job satisfaction is one of the factors which most determine the success of the performance. Job satisfaction is one of three attitudes (evaluative statements of objects, people or events) that becomes the focus of attention of organizational behavior associated with the work. The third of them are job satisfaction, job involvement and organizational commitment.

Furthermore, the individual mechanism affected by three groups of factors, those are; organizational mechanisms, the group mechanism group and the individual characteristics. The model puts the mechanisms of the organization (organizational culture and organozational structure) as one of the most important factors that affect the individual mechanism and the individual outcomes (job performance), while the individual characteristics (personality, cultural values and abilities) are placed at the bottom.

g. Performance

Performance (Job Performance) can be interpreted as an output or the work or performance or work achievement. Despite the fact that the performance is not only a result of someone's achievement that can be observed, but also related to the process of how people achieve that goal. Thus the performance is about what you do and how to do it. The performance is a work result that relevant to the assertion that "*Performance means both behaviours and result. Behaviours emanate from the performer and transform performance from abstraction to action. Not just the instrument of result, behaviours is also outcomes in their own right-the product of mental and physical effort applied to tasks and can be judged apart of result*".

Performance in the context of strategic planning is defined as performance, work performance, the achievements in obtaining work, the level of speed/ efficiency/ productivity/ effectiveness in achieving goals. So the performance is state of condition of a working implementation to achieve something to be desired (goals, objectives, desired outcomes, desired conditions and the desired changes). The objective achievements that have been formulated in the program/ activity to be accomplished require a budget. Performance in relation to budget utilization defined as output/ result of the activities/ programs to be or has been achieved that related to the use of the budget with the quantity and quality measurable. Obtaining such performance requires a span of time. This view shows that the performance is the result of real work of a person or company that can be seen, calculated and can be noted at the time of acquisition. This is related to the statement that the performance is "*performance is often defined simply in output term-the achievement of quantified objectives*".

h. Hypothesis Testing

To complete hypothesis testing was done by calculating the correlation analysis and path analysis. Generally there are six phases to calculate and test coefficient lines, that is (1) Determining the path model, (2) Creating a simple correlation coefficient matrix, (3) calculating the path coefficient (ρ_{ij}) with these step: (a) Formulating hypotheses and structural equation, (b) Determining the correlation matrix between the exogenous variables, (c) Determining the inverse matrix of exogenous variables, (d) Determining coefficient path, (4) Determining the price of double/ structure determination coefficient, (5) Testing the significance coefficient path, (6) Testing the suitability of the model (fit model).

Line diagram (path diagram) that demonstrates the structure of the causal relation between variables is the first stage that must be made to further clarify the relation structure. Path diagram of research is presented in figure 3.1 as follows:

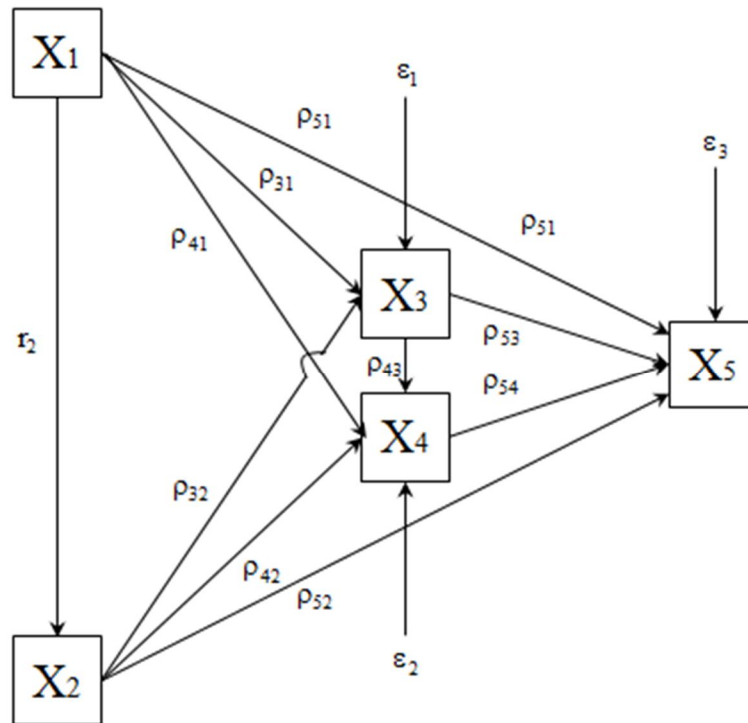


figure 3.1. Theoretical Research Model

Information: X_1 = Participative Management X_2 = Cultural Organization X_3 = Perception Cognitive Ability X_4 = Job Satisfaction X_5 = Performance ϵ_1 = Other factors that influence the X_3 outside of X_1 and X_2 ϵ_2 = Other factors that influence outside X_4 X_1 , X_2 and X_3 ϵ_3 = Other factors that influence outside X_5 X_1 , X_2 , X_3 and X_4 **3. Research Methodology**

Based on the problems, objectives and variable substance of the study, so the type of research that will be implemented is included ex post facto to investigate the events that have occurred and then to trace backwards to determine the factors that cause these events. Ex post facto condition of this study is included the ex post facto through causal relation approach that Y does not occur earlier than X or that the effect of the Y was not caused by another factor related to the factors that are considered as the cause. The data were collected in this study is the symptoms facts of the five variables, without special treatment for the study variables. The method used in this research is survey method by giving questionnaire to all respondents involved. By observing at the problem to be studied, the survey research including confirmatory research category to explain the causal relation and to test hypotheses.

This study deals with organizational behavior research by analyzing individuals and groups of people who are trying to explain an effectiveness phenomenon through various dimensions or indicators. Research was conducted to analyze the effect of the variable to another variable by using a quantitative approach. The

variables studied were Participatory Management (X1), Cultural Organization (X2), Cognitive Perception Ability (X3), job satisfaction (X4) and Performance (X5). Hypothesis testing was conducted by using path analysis to identify the directly or indirectly effect of set of causes variables (exogenous) to the result variable (endogenous variables) by using the path correlation (correlated path model) because in this research exogenous variable was calculated.

4. Conclusions and Suggestions

a. Conclusion

Based on the data analysis and research discussion has been done, so the conclusions of this study are presented below :

The participatory management influences directly to the cognitive perception ability of State University of Medan's lecturers both who received additional duties as well as who do not have additional duties. The results showed that the mathematical models of the cognitive perception ability on Participatory Management $X_3 = 0.325 X_1$. If it is assumed that the influence of other variables is fixed, it can be concluded that an increase of a participatory management unit (X1) will be able to raise 0.325 unit of cognitive perception ability (X3). This means that to increase the cognitive perception ability of State University of Medan's lecturers, it can be done by increasing the Participatory Management.

The organizational culture influences directly to the cognitive perception ability of State University of Medan's lecturers both who received additional duties as well as who do not have additional duties. The results showed that the mathematical models of the cognitive perception ability (X3) on cultural organization (X2), that is $X_3 = 0.192 X_2$. If it is assumed that the influence of other variables is fixed, it can be concluded that an increase of an organizational culture unit will increase 0.192 units of the cognitive perception ability.

The participative management influences directly to the job satisfaction of State University of Medan's lecturers both who received additional duties as well as who do not have additional duties. The results showed that the mathematical models of the job satisfaction (X4) on participative management (X1), that is $X_4 = 0,285 X_1$. If it is assumed that the influence of other variables is fixed, it can be concluded that an increase of a participative management unit will increase 0,285 unit of job satisfaction (x4). That means that to increase job satisfaction of lecturers who received additional duties as well as who do not have additional duties can be done by increasing participative management.

The organizational culture influences directly to job satisfaction of State University of Medan's lecturers who received additional duties as well as who do not have additional duties. The results showed that the mathematical models of job satisfaction (X4) on organizational culture (X2) that is $X_4 = 0,175 X_2$. It can be assumed that an increase of an organizational culture unit will increase 0.175 units of the job satisfaction (X4). That means that to increase lecturers' job satisfaction, who received an additional task or who do not have additional duties, it can be done by increasing organizational culture.

The cognitive perception ability directly effects to the job satisfaction of State University of Medan's lecturers both who received additional duties as well as who do not have additional duties. The result showed that the mathematical models of job satisfaction (X4) on the cognitive perception ability (X3) that is $X_4 = 0,134 X_3$. If it is assumed that the influence of other variables is fixed, it can be concluded that an increase of a cognitive perception ability unit (X3) will increase 0,134 job satisfaction unit. That means that to increase lecturers' job satisfaction, both who received additional duties as well as who do not have additional duties can be done by increasing cognitive perception ability.

The participative management influences directly to the performance of State University of Medan's lecturers, both who received additional duties as well as who do not have additional duties. The result showed that the mathematical models of performance (X5) on participative management (X1) that is $X5=0,213 X1$. If it is assumed that the influence of other variables is fixed, it can be concluded that an increase of a participative management unit will raise 0,285 performance unit (X5). That means that to increase the lecturers' performance, both who received additional duties as well as who do not have additional duties can be done by increasing participative management.

The organizational culture influences directly to the performance of State University of Medan's lecturers, both who received additional duties as well as who do not have additional duties. The result showed that the mathematical models of performance (X5) on organizational culture (X2) that is $X5=0,145 X2$. If it is assumed that the influence of other variables is fixed, it can be concluded that an increase of an organizational culture unit (X2) will raise 0,145 performance unit. That means that to increase the lecturers' performance, both who received additional duties as well as who do not have additional duties can be done by increasing organizational culture.

The cognitive perception ability influences directly to the performance of State University of Medan's lecturers, both who received additional duties as well as who do not have additional duties. The result showed that the mathematical models of performance (X5) on cognitive perception ability (X3), that is $X5=0,130 X3$. If it is assumed that the influence of other variables is fixed, it can be concluded that an increase of cognitive perception ability unit will raise 0,130 performance unit. That means that to increase the lecturers' performance, both who received additional duties as well as who do not have additional duties can be done by increasing cognitive perception ability.

The job satisfaction influences directly to the performance of State University of Medan's lecturers, both who received additional duties as well as who do not have additional duties. The result showed that the mathematical models of performance (X5) on job satisfaction (X4), that is $X5=0,231 X4$. If it is assumed that the influence of other variables is fixed, it can be concluded that an increase of job satisfaction unit will raise 0,231 performance unit. That means that to increase the lecturers' performance, both who received additional duties as well as who do not have additional duties can be done by increasing job satisfaction.

b. Suggestions

Based on the conclusions above, the suggestions can be drawn as follow:

1. Institution Competition Grant Program (PHKI) was implemented by study program that used as sampling; it is PHKI theme B that intended for improving the quality, relevance and efficiency of study program. Theme B is intended to facilitate and encourage the university to improve the quality, relevance and efficiency systematically. Relevance in this case is intended for compatibility between a program organized by the national and global needs.
2. Conclusion of the study has confirmed the effectiveness of participative management in achieving organizational goals. At the level of study program participation, the ideal participation of lecturers start from planning phase as the beginning of the management functions implementation, not only for Tri Dharma (academic, research, and community service), but also for non-academic fields that include governance, resources (assets, infrastructure and finances). The participation in Tri Dharma is the lecturers' duty. It can be confirmed by study program due to the clarity of the regulation. The problem may only on

- monitoring and evaluating through the implementation of educational activities, research and community service.
3. Strategic Plan Arrangement (Renstra) of study program are done once in five years periodically, it should involve all lecturers in the study program, so the arrangement of vision, mission, strategic plan, programs and activities as well as key performance indicators can be set together and used as a reference in the management of the study program. The involvement of lecturers in drafting the strategic plan arrangement will optimize the adjustment between the lecturers' vision and mission personally and study programs' vision and mission. Another effect is that the lecturer will make the strategic plan arrangement as a reference for their career development for five-year period and it will be applied in the employee work goals (SKP) annually.
 4. Other planning documents that require the participation mechanism of all study program lecturers is Annual work plan (RKT). The lecturers who do not get the additional duties should be involved in planning activities, so they will understand and feel to have these programs and activities and ultimately they will support and guarantee the outputs and outcomes achievement of the proposed activities. The final report and output activity are physical proof of the vision achievement that should be well documented as required in the accreditation of study programs.
 5. The lecturers who involved in planning the participatory mechanisms then will also be requested for their role to make sure whether the concept of the study program accreditation to the seven standards set by BAN-PT has been used as a basis of planning, implementation, monitoring and quality assurance systems of study program. It should be avoided the misperception that study program accreditation is not only the study program functionaries' task, but also all lecturers' task, because in every visitation of accreditation, there is also schedule to meet the lecturers. It will be complicated if the lecturers of study program know nothing about the activities that made as a basis to achieve the study program's vision.
 6. The consequences of participatory mechanisms in the management of the study program are the possibility to increase the coordination in the form of meeting or focus group discussion to discuss the problems that arise at all times.
 7. Although every year in State University of Medan has performed the single tuition calculation which is the sum of direct costs and indirect costs required by each student/ study program/ year, but if as a result of the dynamic participation demands of lecturers mentioned above requires the incremental cost, the leaders of State University of Medan can instruct the planning department to evaluate the operational cost structure of each study program.
 8. Strategic plan arrangement document and all document of study program that has arranged together with curriculum documents, subject contract, semester program plan and various regulations in academic, employment, research and public service should be distributed to all lecturers. The document can be distributed to all lecturers by email. When this is done, the study program will support the e-management principles that maximize the paperless coordination function.
 9. Lecturers' data document and Administrative Staff Lecturer of State University of Medan that annually printed by section officer of BAUK of State University of Medan need to be revised by adding the email addresses of the lecturer. Making it more effective and efficient, it requires integrated database system that can be accessed by the study program. The updated information can be made in top down (from the university) and bottom up where the lecturers

are required to update their performance reports to make it easier for various purposes such as for accreditation or AIPT.

10. The study program should cooperate with team of IT of State University of Medan to develop and update the content web of study program which has the main duty to assist in helping the study program to plan, submit, update and maintain the website of university and study program. The willingness to change from paper-based management into paperless mechanism can be started from the development of the website with features that can be adapted to the needs.

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