

# Human Resource Development of Lecturers and The Analysis of Influencing Factors Efforts to Increase Flowering and Fruiting of Siam Orange through Application of Calcium Fertilizer and Biopesticide

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**Abstract.** This study was intended to determine the human resource development efforts of lecturers. This research was done at UIN Syarif Kasim Sultan Riau with sample of 34 lecturers and all of faculty and department leaders. Methods used was explorative methods with qualitative descriptive approach. This research revealed that the development activities of lecturers are among others: motivating, proposing budget to support, providing permission for lecturer to continue next study and the training and development, to invite experts, to support scientific activities, to propose funding and encouraging for research and community service. The factors that influence the development of human resources of lecturers showed five variables were very influential for the development of human resources of lecturers of organizational development, organizational commitment, welfare system, development and evaluation of training and education, while the three other variables of work motivation, admissions system and career development system affected less.

**Keywords:** Human Resource Development; Lecturer; Higher Education

## 1 Introduction

Currently the development of higher education in the country continues to show improvement, where year after year the addition of colleges and programs have the bachelor, master and doctoral degree (S-1, S-2 and S-3) continues to grow. One that encourages the increasing number of universities is the growing number of enthusiasts who enter college, beside the reopening policy to permit the establishment of colleges and new majors after being closed for several years. The increasing number of universities, then of course will give an impact to the increasing competitiveness among the universities.

The advancement of colleges in Indonesia within the final decade has developed altogether. Service of Investigate, Innovation and Higher Instruction famous at the conclusion of 2015, the number of colleges in Indonesia come to 4,388 colleges. This amount is more than the full colleges in Europe. Even the number of colleges in Indonesia is the third biggest within the world, after India and US. Expanding number of colleges, both open and private in Indonesia

are pushing each college to oversee their colleges promptly. It is planning that the colleges are able to compete and proceed to develop as anticipated.

To determine the competitiveness of universities at this time, there are some institutions or entities that perform ranking universities, among others carried out by Kemenristek Dikti and Webometrics. The results of the college accreditation in January 2016 by BAN-PT accreditation showed that 27 universities can obtain rating A accreditation, and only 3 are derived from the Islamic state university and the rest of the public colleges under the auspices of Ministry of Research, Technology and Higher Education. Some Islamic state universities even have rating C accreditation such as IAIN Sumatera Utara, IAIN Sunan Giri Ponorogo, STAIN Kerinci, STAIN Palopo. While the State Islamic University of Sultan Syarif Kasim have ranking B Accreditation. The results of the ranking conducted by Webometrics per-January 2016 concluded that from 100 universities in Indonesia revealed that only 7 Islamic universities became top 100 universities in Indonesia.

The angles of human asset administration in key positions in a company/organization since each organization shaped by individuals utilize their administrations, create their aptitudes, empower them to tall execution, and guarantee that they got to keep up a commitment to the organization may be an exceptionally critical calculate within the accomplishment of organizational goals [3]. Agreeing to Barney, the Human Assets framework can back a ceaseless competitive advantage through the advancement of HR competencies within the organization [2].

From previous research studies, they revealed the existence of gap between the perception of teachers about teaching functions and responsibilities as a lecturer. So that the professor was asked to rethink and recognize their role in teaching. Lecturers should realize the importance of active participation and integration of lecturers in producing professional activities in the framework of professional development (Samah Ali Mohsen Mofreh, 2013) [15].

SCImago entrance that positions the nation 239 distributions note that Indonesia is positioned 61st with a number of distributions as numerous as 25.481. Indonesia misplaced much of its ASEAN neighbors such as Malaysia, which positions 37th within the number of distributions of logical papers of 125.084, Singapore is positioned 32nd with distribution number of 171.037, and Thailand at rank 43 with the distribution number 95.690. ASEAN nations beneath Indonesia rank is Vietnam with 66th rank that incorporates a number of distributions as numerous as 20.460.

From the SCImago locales, it can to be seen that three most beneficial nations distribute academic works, to be specific the 1st possessed by the Joined together States with a number of logical papers distribution 7.846.972, 2nd rank is China with the number of distribution of 3.129.719, and after that 3rd rank is Britain with distribution number of 2.141.375. From Universal distribution positioning of Indonesia as over, it can be concluded on the off chance that the number of distributions of worldwide notoriety of Indonesia is quite alarming. It is certainly interesting to look at the root causes that led to Indonesia have a rank lower in international scientific publications, including from some ASEAN countries such as Malaysia, Singapore, and Thailand.

State Islamic University of Sultan Syarif Kasim itself in the publication of scientific papers is also still minimal. One indication of this can be seen from the results of indexed scientific work of lecturers in 2016 were only 8 Scopus scientific works. From total number of lecturers from UIN Sultan Syarif Kasim with totaling 668 lecturers, this amount is certainly still far from adequate.

Beside the problems as being revealed by the above data, there are phenomena and other symptoms were found, both from observation and interviews with some of the lecturers who teach at the Faculty of Education and Teacher Training, among others:

- a) Most of the lecturers are still with master degree educational background and even some are still with bachelor degree.
- b) Lecturer rarely participated in the seminar / workshop / symposium conducted beyond own campus, both national and international level.
- c) There is still a lack of scientific papers of lecturers published in the national and international accredited journals.
- d) There are very few works of lecturers who get a patent of the works produced by lecturers at the Faculty of Education and Teacher Training.

Garavan et al. (1995) identified 8 contextual factors that affect the function of human resources and the types of activities associated with them. These factors are: 1) external environment, 2) organizational stakeholders (and their influence), 3) organizational culture, 4) organizational technology, 5) organizational structure, 6) organizational change, 7) organizational size and 8) organizational strength. These variables play an integrated role, which in turn affects the way the HR function is received, how it manages and evaluates its activities and places it in a broader organization.

HRD is a process of improving an organizational economics, psychology, organization's performance through performance systems the capabilities of its personnel. HRD includes activities dealing with work design, aptitude, expertise and motivation [18]. Basically the program "development" based on the principle of the fulfillment of two (2) principal expectations, namely: (a) increasing the contribution of individuals in line with the expectations of the university management, (b) the requirement for lecturers, work and individual, of the university management.

The development of human resources of lecturers in this connection can be clarified into several sub-development [6], namely:

- 1) First, the development of competence, associated with an increased ability to: master the material, managing the learning program, selecting and menggunakan media and learning resources, control of foundation education, manage classes, managing learning interactions, assess achievement of learning outcomes, implementing functions and programs, guidance and counseling, organizes educational administration, understanding the principles and interpret the results of educational research on learning, develop knowledge with scientific methods, publish and apply knowledge, and develop themselves.
- 2) Second, the development of the discipline of work, aimed at the consistency of the individual to understand, appreciate, implement, and promote the provision behave in the institutional system.
- 3) Third, the development of morale, have different characteristics with the development of labor discipline.
- 4) Fourth, career development and prosperity, this development is needed to support the efforts of previous development.

The successful development of human resources depends on lecturer synergies of the existing units in the internal structure of the college, which is accommodated in an order management system control that were centralized where each unit has a strong commitment to support them.

From the various phenomena presented and have also clearly expressed above, the researcher interested in raising the study on 'Human Resources Development of Lecturers and

## 2 Research Methods

The research was carried out from September to November 2016 at the Faculty of Education and Teachers’ Training at UIN Sultan Syarif Kasim Riau. The research methods used in this study was explorative with qualitative descriptive approach [10]. The population in this research was Lecturers and Board of Chairman at the Faculty of Education and Teachers’ Training UIN Sultan Syarif Kasim Riau. Instruments of the research for research data collection consisted of questionnaire, interview and secondary data.

To prepare research instruments, the operational concept of Human Resources Development of Lecturers is organized as follows:

- a) Competence Development
- b) Discipline of Development Work
- c) The development of Working Spirits
- d) Career development and Welfare

## 3 Results and Discussion

After collecting data from the lecturers by having questionnaires and interviews, then the data was analyzed and the findings of the study was described as follows:

### 3.1 Human Resources Condition and Characteristics

The leadership in the Faculty of Education and Teacher Training consists of a Dean and assisted by 3 Vice Deans (*Academic, Planning and Finance and Students and Cooperation*), 9 Department Heads assisted 9 Secretaries, Head of Administration assisted by two Head Assistants and 9 Laboratory Heads that were available in each department. Currently, there are nine study programs with the overall permanent lecturers of 194 people, beside additional non-permanent lecturers. From all permanent lecturers, there are only 8 professors or 4.12%, 36 doctors or 18.56%, while, the lecturers with master degree backgrounds as many as 155 lecturers or 79.89% and three lecturers or 1.46% with S-1 degree background.

From 50 questionnaires distributed to faculty staffs, there were 34 questionnaires or 68% that returned the questionnaires. Then, the data from questionnaire distributed to respondents of lecturers at the Faculty of Education and Teacher Training, UIN Sultan Syarif Kasim Riau are recapitulated into the following table:

**Table 1.** Lecturer Characteristics of Respondents by Gender

No	Gender	Number	Percentage
1	Male	21	61,76%
2	Female	13	38,24%
Total		34	100,00%

From Table 2 above, it is seen that the highest number of respondents in this study there were 21 male lecturers or 61.76%, while that of women was 13 lecturers or the same with 38.24%.

**Table 2.** Characteristics of Lecturers Based Group / Ranks

No	Group / Ranks	Number	Percentage
1	Expert Assistant	9	26,47%
2	Lector	16	47,06%
3	Head Lector	8	23,53%
4	Professors	1	2,94%
Total		34	100,00%

Table 3 which can be seen as above shows that the highest number of respondents in this study had as many as 16 Lector lecturers or 47.6%, 9 Expert Assistant lecturers or 26.47%, as many as 8 lecturers with Head Lector or 23.53% and one professor or 2.94%.

### 3.2 Discussions

The study has been conducted in the Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau concluded that the commitment of the leadership in the development of lecturer is excellent. It is revealed from the interviews conducted by the dean and vice-dean at the Faculty of Education and Teacher Training. The faculty development activities undertaken are to provide motivation for continuing education lecturer (postgraduate), to propose a budget / financing for human resource development lecturer, to permit the lecturers to continue their education (postgraduate), to send the lecturers for training and human resources development, to propose funding / financing of educational assistance for lecturers to promote activities that can accelerate studies of lecturers, to invite the experts to provide scientific papers, to provide the information about doctoral scholarship like 5000 Doctoral Program, MORA program and also other scholarship information such as scholarships of LPDP, to propose funding assistance in encouraging lecturers to follow seminars / workshops / conferences nationally and internationally through LPM, to have MoU related to the development of lecturers in the faculty in collaboration with other universities in Indonesia, to provide opportunities of lecturers to work through a program of making textbooks are allocated every year in the faculty and to encourage the faculty to conduct research activities and community service that can be done annually through LPPM UIN Suska Riau

Meanwhile, from the efforts of each department in human development of lecturers, there were several similar attempts to do all as above and some different programs proposed and implemented like as below:

- a. To encourage and motivate lecturers to continue and complete secondary education (Graduate and Post-Graduate)
- b. To delegate and assign faculty staffs to participate in scientific activities both inside and outside of campus, even at the national and international level.
- c. To encourage and motivate each faculty members to conduct research activities and community service as being done annually by LPPM UIN Suska Riau.
- d. To facilitate the funding for faculty members to participate in seminars / workshops / conferences nationally and internationally through LPM.
- e. To undertake (MoU) in the development program of faculty through cooperation with other universities in Indonesia.
- f. To conduct Scientific Meeting for Lecturers in discussing the scientific assessment of each department.

From the results of the questionnaire related factors that influence the human resources development of lecturers, the study found that some predefined variables give the effects, as can be seen in the following graph and table.

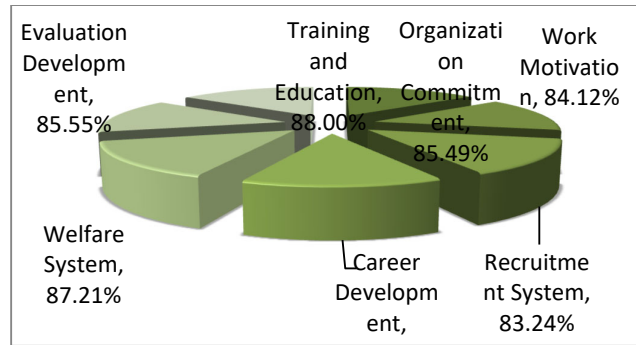


Fig.1. Percentage of each factor that influence human resources development of lecturers

Table 3. Factors Influencing the Human Resources Development of Lecturer at the Faculty of Education and Teachers Training UIN Suska Riau

No	Factors / Variable	Percentage	Category
1	Organization Development	87,31%	Very Influential
2	Organization Commitment	85,49%	Very Influential
3	Work Motivation	84,12%	Influential
4	Recruitment System	83,24%	Influential
5	Career Development	82,00%	Influential
6	Welfare System	87,21%	Very Influential
7	Evaluation Development	85,55%	Very Influential
8	Training and Education	88,00%	Very Influential

From the above graph and table, we can conclude that the factors that influence the development of human resources of lecturers includes 9 factors. Five variables were considered to be very influential for the development of human resources of lecturers of *organizational development*, *organizational commitment*, *welfare system*, *development* and *evaluation of training and education* with a percentage of 87.31% respectively; 85.49%; 87.21%; 85.55% and 88.0%, while the three other variables affected less of *work motivation*, *admissions system* and *career development system* with respective percentages of 84.12%; 83.24% and 82.0%.

The findings were supported by previous study by Garavan et al. (1995) that identified 8 contextual factors that affect the function of human resources and the types of activities associated with them like external environment, organizational stakeholders, organizational culture, organizational technology, organizational structure, organizational change, organizational size and organizational strength. These variables play an integrated role, which in turn affects the way the HR function is received, how it manages and evaluates its activities and places it in a broader organization [5].

This is in line with action needs to be done in the short term is to provide education and training to meet the needs of skilled labor and according to Effendi (1993) argued that although the elements of health and nutrition, employment, healthy environment, career development in

the workplace, and political life are free, including supporting the development of human resources, education and training is an important element in its development [4].

On the other study, an effort to develop human resources of lecturers in Islamic colleges, the lecturer as a key asset of human resources at educational institutions should be better and optimally empowered. In relation to the competitiveness of higher education, the various efforts in the development of Islamic colleges (PTKI), as well as human resource development has to be integrated. The integrated human resources development of lecturers as an identifier of Islamic college is a strategic step in improving the competitiveness, considering the many human resources development efforts in public colleges have not done this integration effort [6].

#### **4 Conclusion**

- a. The efforts from faculty of education and teachers training in managing human resources development of lecturer like to encourage and motivate lecturers to continue and complete postgraduate education, to assign faculty staffs to participate in scientific national and international conferences and to encourage research and public services.
- b. The factors that influence the development of human resources were five variables considered to be very influential for the development of human resources of lecturers, namely organizational development, organizational commitment, welfare system, development of evaluation and training and education. while three other variables have smaller effects namely work motivation, recruitment/admissions and career development system.

#### *Recommendation*

- a. The need for improved and accelerated programs in encouraging lecturers completing education, in order to realize the target and the target number of doctorates 50% of the total number of lecturers in 2018.
- b. The need of efforts to improve and accelerate the lecturers to produce the scientific papers published in accredited journals and the indexed-international journal.
- c. The efforts of each faculty and department to intensify the research activities and community service by the lecturers.
- d. The need for further research related to the development of human resources of lecturers in UIN Sultan Syarif Kasim Riau.

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