Improving The Quality of Educational Staff at Private University Through Recruitment and Career Development

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ABSTRACT

Recruitment and career development of educational staff at private universities sometimes face challenges. The public's impression of the quality of human resources in private universities is influenced by these phenomena. The purpose of this research is to show the model of recruiting and career development of educational staff at private universities, namely De La Salle Catholic University of Manado (UKDLSM), as well as to make recommendations for improving educational staff quality. The research method employed is qualitative, with data collected through observation, interviews, and documentation. Interviews were held with the Head of the Human Resources Development Bureau (PSDM), educational staff at the PSDM bureau, educational staff in three work units, and three job applicant candidates for education staff. The study's results show that (1) UKDLSM already has a recruitment model for education staff, which is contained in the UKDLSM Organizational and Administrative Documents; (2) UKDLSM already has a career development model for educational staff, such as educational staff orientation, skills and capacity building training, and further studies to take the specific positions; (3) Recommendations: the requirement of manpower planning, the implementation of an open recruiting model with internal and external candidates, and implementing frequent and transparent quality audits of education staff.

INTRODUCTION

Educational institutions in Indonesia consist of several levels, including: basic education level, secondary and senior education level, and higher education level (university). According to Indonesian Government Regulation Number 4 of 2014 concerning Higher Education Organizers

139

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Stief Aristo Walewangko, Hadi Ignatius Untu, Christoforus Adri Pieter Koleangan, Deitje Adolfien Katuuk, Elni Jeini Usoh

and Management of Higher Education, based on its management, higher education institutions in Indonesia consist of state universities (PTN) and private universities (PTS). PTN is an institution that established and administered by the government, usually under the supervision of the Ministry of Education and Culture or other ministerial and non-ministerial institutions. PTS is a type of institution established and managed by the community (private sector), usually in the form of a foundation or certain group. The management of human resources at these 2 (two) types of institutions is different. Each educational institution/institution has its own way of developing human resources. Human resources are the main capital that moves educational institutions towards the expected goals. The results of the study show that the human factor is an important part of educational institutions, because good HR management is one way to increase the productivity or performance and competitiveness of an institution (Kawiana, 2020).

In higher education institutions such as universities, the recruitment of human resources is very crucial. Universities are included in organizations that are required to have qualified, 'up to date ' resources, and be at the forefront of science (Nivluei, 2022). In addition, the university is also one of the organizations that attracts the interest of workers who dream of a career at the higher education level. This shows that HR management in university, starting from the process of recruitment, selection, performance management, retention, including career development, needs serious attention by stakeholders (Nasir, 2020). The advancement or withdrawal of the institution is largely determined by human resource management. Without reducing the intention of several other aspects, it can be said that the process of recruitment and career development is a central and fundamental issue in the management of human resources in university.

In high education institution, issues regarding HR management always refer to 2 (two) components, namely: teaching staff (lecturers) and education staff (administration staff) (Permenristekdikti, 2018). Educators are more related to the implementation of higher education service (tridharma), namely teaching, research, and community service; while educational staff have duties in the administrative section. Both lecturers and education staff play an important role in achieving institutional goals (Wahyudi, 2016). However, main tasks and functions like this lead the public to assess the teaching profession as having a higher status compared to educational staff. One of the parameters that is often used as a comparison is the matter of lecturer career development which is clear and directed, as well as challenging and tempting. Education personnel are seen as a profession that cannot be developed, because their position is only behind the scenes and often invisible, even the possibility of promotion is very small (Metcalf, 2005). This is even more worrying because according to Wahyudi's research results (Wahyudi, 2016), many education staff are incompetent in carrying out their duties, even though their main role in tertiary institutions is as important as that of lecturers. This phenomenon inspires reason to question the following important matters: Is it true that the profession as an educational staff is lower than that of a lecturer? What is the process of recruitment and selection of educational staff at tertiary institutions? Are educational staff at tertiary institutions unable to develop their careers? Some of these questions show that there are problems in terms of career development for educational staff which in turn will affect the HR recruitment system.

Given the urgency of this problem, the authors are interested in conducting research on "Improving the quality of educational staff at private university through recruitment and career development (case study in De La Salle Catholic University of Manado/ UKDLSM)". UKDLSM is one of the PTS managed and organized by the University of De La Salle Manado Higher Education Foundation (YPT-UDLS). HR development at UKDLSM is carried out by the Human Resources

Stief Aristo Walewangko, Hadi Ignatius Untu, Christoforus Adri Pieter Koleangan, Deitje Adolfien Katuuk,
Elni Jeini Usoh

Development Bureau (PSDM). This study aims to describe: (1) the recruitment model for educational staff at UKDLSM; (2) Model of career development for educational staff at UKDLSM; and (3) Recommendations that can be given to improve the quality of educational staff at UKDLSM through recruitment model and career development. Research on the model of recruitment and career development of educational staff in PTS has not been widely implemented. This happens partly because each PTS has a different (unique) model of recruitment and career development, but also because this issue is 'very sensitive' in the study of human resource management and education. This reason also shows the novelty aspect of this research, apart from the locus/object of research: UKDLSM. So far, there has never been any research that discusses the model of recruitment and career development for educational staff at UKDLSM to improve their quality and service.

LITERATURE REVIEW

HR Recruitment Concept

The earliest process of HR management in an institution/organization is HR recruitment. HR recruitment is seen as the most important and decisive process in discussions about human resource management (Bagheri, 2020; Muscalu, 2015). (Tahmasebi, 2012) in his research found that organizations like Google are willing to spend as much as 187 hours just recruiting their employees in order to select the right people for certain positions. Recruitment with the following affirmation, *Recruitment is a process of attracting candidates for job vacancies, who have the abilities, skills and features required for successful job performance and setting goals. Includes searching, attracting and providing candidates, and choosing the ones who best match job vacancy requirements. The purpose of recruiting is to find enough candidates to be able to choose the best* (Klepic, 2019).

Recruitment is a process carried out by institutions to find and obtain qualified personnel both from within and outside the institution, according to needs (Acikgoz, 2019). This is in line with the view of (Nasir, 2020) which confirms that recruitment is a process or activity of seeking and gathering prospective professional applicants to fill vacancies in an institution or institution in accordance with the specified requirements. Recruitment, thus, can be seen as a two-way communication process. Applicants want accurate information about what it is like to work in the institution concerned; whereas institutions really want accurate information about whether the applicants are when they are appointed as employees.

Success in HR recruitment lies in the methods used to make it happen. In general, there are 2 (two) types of methods that can be used in recruiting, namely: the open method and the closed method (Kazim, 2016). The open method is carried out by informing HR recruitment activities widely by placing advertisements in the mass media, both print and electronic, or by word of mouth (news of other people) so that it spreads to the wider community. The main source of this open method is external sources, namely prospective employees who are outside the institution. Ways that can be done to get external HR sources are through job advertisements, employment agencies, or recruitment via the internet. Some of the advantages gained from open recruitment with external sources are that the number of applicants can be very large and varied so that the opportunity to get *qualified employees is* greater, and the possibility of bringing in a new system within the company (new staff) (Kesuma Dewi, 2021).

The closed method is a recruitment method that is carried out only for certain employees or people. Usually this method involves local employees or internal sources. The advantage of the closed method is that it is likely that the prospective employee will already be known by the HR at

the institution, thus these employees are usually recommended for certain positions. In addition, the employee concerned is already familiar with the atmosphere of the institution itself. However, this method of recruitment has its drawbacks, including that there are very few applicants, so the opportunity to get better employees will be increasingly difficult, limiting talent. Complete recruitment sources and methods can be seen in the following figure 1 (Hertati, 2020).
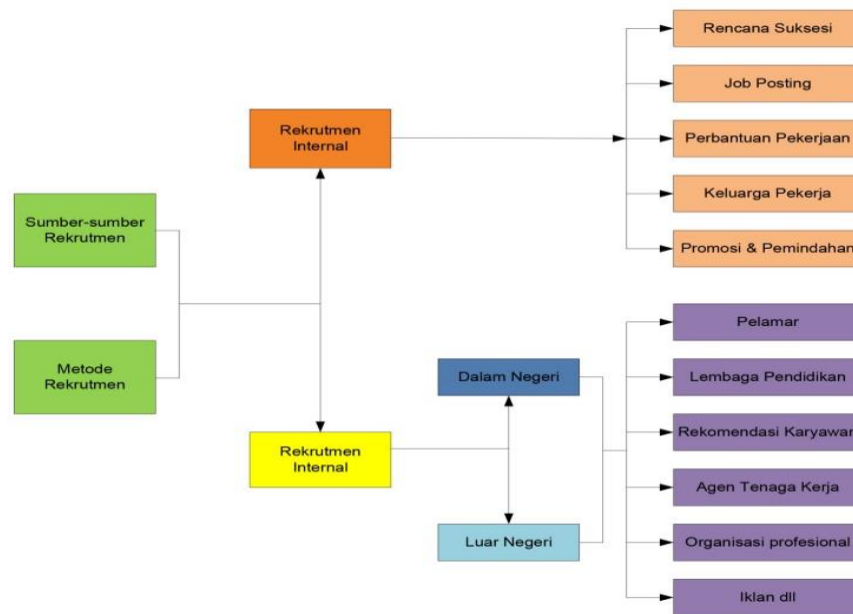

Figure 1. Recruitment Sources and Methods

Furthermore, recruitment activities have several principles that need to be adhered to (Kawiana, 2020), including: (1) The quality of the employees to be recruited must match the requirements needed to obtain the appropriate quality. For that, beforehand it is necessary to make: job analysis, job descriptions, and job specifications; (2) The number of employees needed must be in accordance with the jobs available. To obtain this, it is necessary to carry out: forecasting the need for manpower, and analyzing the need for manpower (*work force analysis*); (3) minimize the costs required; (4) Flexibility and legal considerations.

HR Selection

The next process that follows after the recruitment takes place is selection. The selection process as part of the recruitment process. Selection is a series of process activities used to determine whether an applicant can be accepted or not (Daniel, 2014). The selection process allows institutions to obtain prospective employee candidates who can improve service quality, but also have the right qualifications, in the sense that they are in accordance with the demands of work at the institution/institution (Klepic, 2019; Reddy & Roopalatha, 2017). Several ways can be taken to find out whether prospective employees meet such demands, including by carrying out a series of tests.

The several types of tests that are passed by prospective employees in the selection process include: (1) Administrative Tests, which are in the form of checking applicants' identities, educational history, employment history, other activities outside of work that are contained in the application letter whether it is in accordance with the requirements needed in the job, which are contained in the job advertisement (Hertati, 2020). (2) Knowledge and Skills Test, namely a form

142

of test to test knowledge to carry out work or measure the applicant's ability to carry out the job he will hold. (3) Psychological Tests, namely various tests needed to measure or test intelligence, personality, interests, and talents as well as the willingness to excel . Intelligence tests are carried out to test the mental abilities of the trainees in relation to their logical thinking or reasoning power. The Personality Test is carried out to test the personality of applicants related to leadership, honesty, willingness to cooperate and other personality elements.

Tests in the selection can be done orally and in writing. The oral test is an interview, which is a formal and in-depth conversation conducted by the interviewer to assess whether an applicant's knowledge and personality abilities are in accordance with the required job qualifications and how an applicant's abilities compare to other applicants. According to (Kazim & Jabeen, 2016) interviews are the most popular method used in the selection process. In direct interview activities, the situation and temperament of the prospective employee will be seen more clearly. The qualifications that form the basis of the selection include: age, expertise, physical health, education, gender, talent, temperament, character, work experience, cooperation, honesty, discipline, initiative and creativity, and selection systems and procedures (Hertati, 2020; Kesuma Dewi, 2021).

In practice, HR selection activities often encounter serious obstacles and need to be scrutinized. This often happens because those who will be selected are humans who have thoughts, dynamics, and self-esteem. Likewise, selection officers are human beings with all their personal tendencies (subjectivity). The most visible obstacle in the selection process, therefore, is the element of the selectors and applicants, as well as the benchmarks. Meant by benchmarks are criteria or references used in selecting prospective employees. It often happens that the benchmarks for selecting are not determined carefully (Kesuma Dewi, 2021)

HR Career Development Concept

The mission to achieve institutional goals cannot be separated from the role of employees who have been recruited and selected according to institutional standards. If employees carry out their duties effectively and efficiently, institutional goals can be achieved more easily. In this context, HR career development has a strategic place. Careers in the context of HR development are described as a series of positions occupied by individuals that describe their skills and experience in a particular field of work (Kaya & Ceylan, 2014). Career, thus, does not only concern a certain position of an employee in an institution, but also describes the efforts or processes that go through to fulfill the expectations, goals, emotions, and desires related to the role in a job. At this stage, the discussion about career development has its place and opportunities. Career development is a staffing activity in helping employees plan their future careers in the organization, so that the organization and employees can develop themselves optimally (Nasir, 2020).

In addition to achieving the institutional mission, another goal of HR career development is to increase the individual capacity of employees (Masram & Mu'ah, 2015). Increasing the efficiency and productivity of human resources can be achieved by increasing employee knowledge, employee skills, attitudes and employee responsibilities towards their duties. According to Andrew E. Sikula (Hertati, 2020) there are eight types of human resource development goals, namely: *productivity, quality, human resources planning, morale, indirect compensation, health and safety, obsolescence prevention, and personal growth.*

Some of the activities included in HR development are through orientation, training and education activities. The following describes some of these points. Orientation can be interpreted as a process aimed at familiarizing with co-workers or the process of familiarizing with old

143

employees, but also an introduction to the objectives, history, philosophy, procedures and rules, as well as communication of important HR policies. Training can be defined as a method used to provide or improve the skills needed to carry out his current job. The purpose of training activities is for the benefit of employees, institutional interests, and consumer interests. For the benefit of employees, training is intended to provide the skills and knowledge needed by employees, increase employee morale, improve employee performance, assist employees in dealing with changes, improve employee careers, and increase remuneration that employees can receive (Bukit, 2017). For the benefit of the company, orientation activities can meet the needs of human resource planning, reduce production costs, reduce the level of damage and accidents, and strengthen employee commitment. Furthermore, for consumers, orientation activities will provide benefits for consumers in terms of quality and quantity of products or services provided by employees. Furthermore, education to improve the skills and abilities of employees. Several methods that can be used in this field of education are *training methods, under study, job rotation and planned progression, coaching and counseling, sensitivity training, and committee assignments* (Hertati, 2020).

Many companies experience problems with maintaining employee retention within their institutions. The results of research from (Sheraz, Batool & Adnan, 2020) confirm that there is a significant relationship between career development and retention of employees and an institution. The increase in the company's business was accompanied by a high level of employee *turnover* . One of the reasons for the intended *turnover* is the absence of adequate competency development and the absence of a career path in the company. Career management provides employees with an understanding of 3 (three) important things, namely: (1) Career goals to be achieved if employees are able to work productively, are loyal to the company, demonstrate quality behavior and are able to grow and develop in harmony with the company. (2) Career planning in the sense of employee involvement in choosing career paths and goals. (3) Willingness to take the necessary steps in the context of career development while working (Nasir, 2020). While employee retention is related to their decision to stay in the company or leave the company. Retention or maintenance of employees is the company's ability to retain the best employees owned by the company to remain loyal to the company so that *turnover* is low and non-existent. The lower the *turnover* , the higher the *retention* .

Education Personnel Concept

In the study of human resource management in tertiary institutions, it is generally known that there are 2 (two) subjects that are influential in the development of institutions/institutions. The subjects are teaching staff (lecturers) and educational staff (tendik). According to Permenristekdikti No. 50 of 2018 , educational staff are members of the community who devote themselves and are appointed to support administration (Ananda, 2018). Implementation of services in tertiary institutions cannot be separated from administrative management. Administrative services are understood as all administrative activities that can support the implementation of education in tertiary institutions. The smooth running of educational activities in tertiary institutions cannot be separated from the role of educational staff who handle all administrative management. The most obvious thing about the urgency of the role of educational staff can be seen in the accreditation activities of tertiary institutions and work units under them, be it faculties, departments or study programs. This means that the superiority of a tertiary institution is also determined by the quality of administrative management which is the main task

and function of educational staff. Revealing the important role of these educational staff, Wahyudi (2016: 68) emphasized that educational staff must have qualified capacity in terms of education management and be able to implement it in their work. Other things that need to be possessed are enthusiasm, tenacity and work ethic as important mental aspects.

METHOD

The method used in this research is descriptive qualitative method. Qualitative research is more descriptive in nature because the data is in the form of words and not in the form of numbers (Harahap, 2020). This research is used to dig deeper into a social phenomenon that cannot be explained or measured by a quantitative approach. Data collection techniques used are observation, interviews, and documentation. Observation (complete participation) (Sugiyono, 2015) is carried out directly by observing the recruitment activities of several prospective employees who apply for educational staff positions, starting from the process of opening job vacancies, the process of sending applications, being called to take tests, interviews, to acceptance. concerned as educators. The interview was carried out by interviewing Head of the PSDM Bureau, educational staff at the HRM bureau, applicants (prospective educational staff), and education staff in 3 (three) work units. When the observations and interviews were carried out, the researcher made documentation notes, including picture/photo documentation. Data was also obtained from documentation records in the form of meeting minutes, application letters from applicants, test results data and interviews with applicants, documentation of educational staff career development activities, and several self-development certificates. After the data was obtained, the researcher analyzed the data by carrying out a comparison of the recruitment system and education staff career development according to theory, with the reality that occurred in the field according to the UKDLSM context. In addition to describing the process of recruitment and career development for UKDLSM education staff, this method was also used to find the right recommendations for improving the quality and service of education staff at UKDLSM. These recommendations are important for formulating HR management policies in the future.

RESULTS AND DISCUSSION

In this section the authors describe the results of research and discussion of the model of recruitment and career development for teaching staff at UKDLSM, along with some important recommendations for further development. The data presented in this section are the result of interviews, observations, and documentation carried out by the author during the research.

Recruitment Model for Education Personnel at UKDLSM

Regulations regarding educational staff at UKDLSM are regulated in the UKDSLM Organizational and Administrative Documents in Chapter XI Article 51 concerning Education Personnel. The regulation describes the characteristics of educational staff at UKDLSM, including their main duties, rights and obligations, acceptance, appointment and dismissal, and requirements for education staff. Recruitment for educational staff at UKDSLM is as follows: announcement/information on job vacancies, submission of prospective employee application files, selection of files, provision of information received/not accepted, summons to take tests

Stief Aristo Walewangko, Hadi Ignatius Untu, Christoforus Adri Pieter Koleangan, Deitje Adolfien Katuuk,
Elni Jeini Usoh

(psychological tests and interviews), if passing the test it is followed by submission to the Vice Chancellor IV Field of General Administration and Finance, Files with the Chancellor, the Chancellor writes to the PTU UDLS foundation, calling for the signing of a part-time work agreement.

The recruitment of UKDLSM education staff starts with a proposal from the Work Unit regarding the need for education staff. The submission is submitted to the PSDM Bureau. After that, the PSDM Bureau makes announcements/information about job vacancies as needed. Job vacancies are usually notified internally using closed methods (using internal sources). In order to obtain the right educational staff, UKDLSM sets general and specific requirements for candidates, as stated in the UKDLSM Organization and Administration document article 51 paragraph 1, namely: (1) Indonesian citizens; (2) Faith and piety to God Almighty; (3) Physically and mentally healthy; (4) Minimum education S1 and or D4; (5) Computer literate, minimum Ms. Office (exel & word); (5) Age under 30 years; (6) Never been sentenced to prison based on a court decision that has permanent legal force . According to the Head of HRM Bureau, these general requirements are complemented by special requirements, namely requirements specifically requested by the relevant Work Unit. Each work unit expects human resources, including educational staff, that match the work unit's profile. This understanding is exactly the same as stated by Ahmady, et al. (2016: 418), namely: in order to increase the effectiveness and efficiency of service to work units in tertiary institutions, for example certain faculties, HR recruitment and selection must consider the suitability of employee candidates for the position they want to go to.

The next process is the submission of the candidate's job application files. The application files in question are application letters, curriculum vitae, KTP, last diploma and grade transcripts, other supporting documents (support according to the intended position). These data are very helpful in the next process, namely file selection. The PSDM Bureau carries out file selection taking into account the general and specific requirements for prospective educational staff. All applicants who have submitted their application letter will receive information about their status, whether accepted or not accepted (usually via email and or WhatsApp). Applicants who pass the file selection will be contacted and scheduled to take part in the next process, namely tests: psychological tests and interviews. The psychological tests applied to the recruitment and selection of educational staff are the MBTI and Mental Health tests, and are followed by interviews with HRD and Users (related work units). The series of tests is the next stage of the selection process which determines which applicants pass and are recommended.

After the series of tests, the HR and User Bureau determine the candidates who pass the selection. The PSDM Bureau then submits the candidate to the Deputy Chancellor IV for Administration, Finance and General Affairs, with a comprehensive explanation of the reasons for submitting the person concerned. Next, WR IV submits a letter of introduction, application and recommendations to the Chancellor, regarding the proposed prospective educational staff. The Chancellor then submitted the prospective educational staff to the YPT-UDLS. YPT-UDLS processes the chancellor's proposal by preparing the necessary documents for prospective educational staff, including the specified time work agreement document. The final process of this recruitment and selection series is the signing of a Specific Time Work Agreement between prospective education staff together with the head of YPT-UDLS, and witnessed by witnesses (husband/wife, parents/guardians of prospective educational staff). The signing of the Fixed Time Work Agreement concludes the recruitment process as well as officially states that the person concerned has become an educational staff.

Models of Education Personnel Career Development at UKDLSM Education Personnel Orientation Activities

In the context of career development for education staff, UKDLSM holds orientation activities in 2 (two) forms, namely: initial orientation activities (for new education staff), and advanced orientation activities (for all education staff). The initial orientation activity is intended to provide technical guidance to new education staff regarding official rules for UKDLSM employees, including: introduction to the campus environment, rights and obligations of education staff, rules regarding working hours of education staff (including sanctions), dress rules, rules for speaking politeness, prayer habits on campus, the involvement of educational staff in activities, etc. This initial orientation was carried out by the PSDM Bureau after the educational staff was officially declared as UKDLSM employees. In addition, the initial orientation is also carried out by the head of the relevant work unit for the new education staff. Education personnel need to know their day-to-day duties according to the work unit they are assigned to. For example, if educational staff are assigned to a particular faculty or study program, the head of the faculty or study program will give orientation to the person concerned. Furthermore, the initial orientation in the work unit is usually accompanied technically by previous, or assigned education personnel. Andrew Sikula (Hertati, 2020) refers to orientation with a method like this as under study, a development technique with direct practice from someone who is to be replaced. This UKDLSM education staff orientation activity is exactly the same as that expressed by (Kesuma Dewi, et al. (2021), which classifies orientation activities into 2 (two), namely, organizational orientation and work unit orientation. In the context of UKDLSM, the intended work unit orientation is the initial orientation for education staff; while organizational orientation refers to follow-on orientation. this must be carried out as soon as possible. According to (Hertati, 2020), new employees usually have many questions that must be answered immediately, related to their work. If this is not fulfilled then the initial conflicts in work will begin to appear.

Follow-up orientation activities are orientation activities that are carried out in a programmed/scheduled manner at the beginning of each academic year (usually in September). UKDLSM programs orientation activities for educators and education staff at the beginning of each academic year. This is intended so that all employees receive comprehensive information about their duties and urgent changes related to their work. In interviews with WR4 and the Head of the PSDM Bureau, they emphasized that the purpose of the continuing orientation for education personnel was also to adapt university policies to the duties and functions of education personnel in each work unit. This assertion was also confirmed by the information provided by educational staff informants, namely during the Covid-19 pandemic (starting in March 2020), follow-up orientation activities were carried out mainly to adjust university policies regarding the implementation of lectures and their administration during the Covid-19 pandemic. The follow-up orientation is a valuable opportunity for educational staff to refresh their main tasks and daily functions, but also to update information according to the dynamics of policies at the university. Other material that is often given during the follow-up orientation is on Vision and Mission, as well as UKDLSM Goals and Strategies, deepening of Lasallian Spirituality, and psychological development materials for education staff. Material on the development of psychological aspects needs to be conveyed in employee orientation activities from the start. Kaya & Ceylan in their research on An Empirical Study on The Role of Career Development Programs in Organizations and Organizational Commitment of Job Satisfaction of Employees, concluded that employees'

147

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perceptions of current career development are strongly influenced not only by the amount of salary and promotions, but also psychological satisfaction. employees towards work and the workplace environment (Kaya & Ceylan, 2014). Thus, orientation activities are a good opportunity for institutions and educational staff to develop careers in UKDLSM.

Educational Personnel Training Activities

One form of career development for educational staff at UKDLSM is training activities. In interviews with several education staff in 3 (three) work units, the authors found several forms of training that had been implemented for the career development of UKDLSM education staff, including:

First, administrative management training. The administrative field is the central sector which is handled by education staff. UKDLSM carries out administrative management training activities. This training is mandatory and attended by all educational staff. Some of the materials provided in this training are: administration of correspondence with special codes, administration of incoming and outgoing letters, filing, guidelines for preparing administrative editorials, SOPs in correspondence, etc. This training activity is carried out in a programmed manner at the beginning of each academic year, several times held in conjunction with educational staff orientation activities. According to the narrative of one of the educational staff at the faculty, administrative management training which is conducted regularly is very useful to sharpen their ability in administrative management. According to the education staff informant, training activities are also an opportunity to ask questions and answers about administrative problems and constraints to resource persons. Administrative management training activities are facilitated by the rector's secretariat team and UKDLSM administration consultants.

Second, training in the IT (information & technology) field that supports the work of educational staff. One example of this training is training on the use of UKDLSM's Siakad (academic information system) for education staff. Since 2018 UKDLSM has used Siakad in academic management. Siakad is a system built to manage academic data so that it makes it easy for users to process campus lecture activities which can be carried out online via the internet, making it easier and more efficient. Specifically for educational staff, UKDLSM organizes special training guided by PT Sevima (Sentra Vidya Utama). Management of academic data, especially regarding lecture activities (KRS preparation, lecture process, filling in grades, etc.), requires the role of educational staff. This training was held to help educational staff become skilled at using Siakad.

Third, self-development training, including: public speaking training, training on strategies for dealing with stress and conflict at work, 'TeachCast' English training/course with Oxford. The last training was held 3 (three) times at UKDLSM with instructors directly from Oxford University. This activity is carried out for approximately 1 (one) month online and aims to train English language skills for education staff. According to the narrative of several education staff who attended this training, this program was very helpful in improving the participants' speaking skills. One of the education staff informants admitted that he felt 'forced', in a positive sense, to speak English even though at first he did not dare. In addition to their developing language skills, the self-confidence of the educational staff has also increased. This is important to provide self-confidence and a form of appreciation for his abilities.

Training activities in the context of career development for UKDLSM education staff are carried out in 2 (two) forms, namely: technical training related to administrative work, and non-technical training related to improving personality, attitude and human relations. (Hertati, 2020)

148

refs to these two forms of training as ' on the job training ' and ' off the job training'. On the job training is a type of training directly in the workplace related to the employee's main job; while off the job training is a type of training carried out to support their work.

Education Personnel Advanced Studies

The next form of career development is further study for educational staff. Further studies of education personnel at UKDLSM are adjusted to the urgency of the need to increase individual skills for certain types of work or in anticipation of certain planned post positions. The form of advanced study referred to here refers to formal educational studies (eg from undergraduate to masters level), but also forms of courses that require a long time. One example is that there was a UKDLSM education staff who was sent to study a master's degree in management with a concentration on HR management. The person concerned is prepared to occupy a certain division after completing his studies. Furthermore, there are three educational staff who take courses at home and abroad for career development. The type of study also varies, some are through foundation scholarships, and some are government scholarships. However, it is once again emphasized that the further studies of education staff at UKDLSM always adjust to the needs, so not all education staff will get this opportunity.

Recommendations for Improving the Quality of Education Personnel

Need to Make a Map of Education Personnel Needs (Man Power Planning). The UKDLSM education staff recruitment model starts with an analysis of HR needs in each work unit. The recruitment process in accordance with the explanation above, will only take place if there is a need. However, so far this needs analysis has been made sporadically. If there is a need for a particular work unit, a recruitment process is carried out. As a result, the HRM Bureau experienced difficulties in controlling HR management as a whole. Recruitment of educational staff is closely related to work effectiveness and financing issues. As a tertiary institution organized by a private foundation, UKDLSM HR funding is regulated independently by YPT-UDLS. HR financing efficiency must adjust to the ratio of its availability. This concerns the continuity of the implementation of education so that institutions/institutions do not experience operational cost difficulties even to the point of inability to finance other sectors (Reddy & Roopalatha, 2017).

One of the recommendations that can be given is to make a periodic and comprehensive map of the needs of education personnel. The first step that can be taken is to make an HR plan (man power planning). The PSDM Bureau works closely with all related work units to jointly plan the needs for educational staff. The output of this plan is a map of the needs for UKDLSM education staff as a whole. This needs map can show the urgency of recruiting education personnel in each work unit within UKDLSM, as well as the suitability of the number of education staff with the institution's financing capabilities. In addition, the needs map provides real data needed by institutions to forecast, develop and identify long-term and short-term needs for education personnel (Bukit & Malusa, 2017).

Recruitment Model with Internal and External Sources

The more candidates/applicants who will take part in the selection for new employees, the more likely the institution is to get the best employees. The number of candidates will increase competitiveness and objectivity in the recruitment process (Daniel, 2014). So far, the recruitment model implemented at UKDLSM is a closed model by utilizing internal human resources. The

149

advantage of this model is that the employees recruited are individuals who are familiar with the institution, and conversely, members of the institution already know the person concerned. However, to obtain the highest quality educational staff, the ideal recruitment model is an open recruitment model with internal and external sources. To improve the quality of education personnel, the authors recommend an open recruitment model with a combination of internal and external sources. For this reason, the PSDM Bureau can carry out announcements/information about job vacancies both for UKDLSM internal circles but also open to external parties. The method used for this can adapt to the capabilities of YPT-UDLS.

Preparation/Arrangement of Career Paths for Education Personnel

The author finds that the career paths of education staff at UKDLSM are still not well organized. Several educational staff who were considered to have quality were promoted to positions at bureaus under WR IV. There are also education staff who, because of their skills, are sent for further study to Masters and after returning they switch status to become lecturers. However, more education personnel have been in the same position for years, or have moved work units but remain at the same level. The need for career development in the form of a clear career path is urgently needed by educational staff. Indeed, not all institutions have provided formal career paths for employees. Because of this, the authors recommend the preparation/arrangement of career paths for UKDLSM education staff, including transparent guidelines or criteria for promotion of educational staff positions. A well-designed career system provides an opportunity for the organization to raise the highest level of the management hierarchy of people capable of generating, creating and implementing new ideas, as well as helping the organization to adapt to a rapidly changing environment (Valickas, 2014). Apart from that, one of the things that is urgently needed to do is to arrange a National Education Personnel Identification Number (NITK) for UKDLSM education staff. NITK is the beginning for educational staff to develop their functional positions. The government has prepared career paths for educational staff at PTS with various training and development (including welfare for educational staff). The PSDM Bureau needs to immediately seek complete information about the requirements for administering NITK and facilitating educational staff for the management process.

Furthermore, UKDLSM education staff also need to work on their own career development, without waiting until their career path is clear (determined by the institution). So far the development is still institutional. In interviews and observations with education staff informants at UKDLSM, no one has taken the initiative to take part in training to develop their competence. This phenomenon is in accordance with research from (Wesarat, 2014) which states that most employees want career development but lack the effort to develop their careers personally. UKDLSM education staff need to plan and work on developing their competencies and capacities in the context of developing their careers. Career planning (career planning) is part of a career development step (career path) (Kaya & Ceylan, 2014; Kawiana, 2020). Career planning is a combination of career planning efforts for institutional development and concrete steps for implementing the life goals of employees.

Implementation of regular and transparent Education Staff Quality Audits

One of the concrete efforts that needs to be made to increase the capacity of education staff at UKDLSM is regular and transparent audits of the quality of education staff. The author recommends this step as an important package after the career paths of educational staff have been

drawn up and formalized. Educational staff quality audit activities relate to the assessment of the performance of educational staff in carrying out their main tasks and functions. This assessment will produce recommendations for the professional development of educational staff

CONCLUSION

Recruitment and career development of educational staff at PTS is carried out according to the policies of each PTS. UKDLSM as one of the PTS carries out human resource development through the recruitment and career development of educational staff according to the model set out in the UKDSLM Organizational and Administrative Documents. The implementation procedure is carried out by the PSDM Bureau. Educational staff career development at UKDLSM is also carried out by holding orientation, training, and further studies for education staff. Orientation and training activities are carried out routinely (scheduled/programmed) but are also carried out incidentally according to the time and needs of the education staff. Recommendations that can be given to improve the quality of education staff are: (1) it is necessary to make a map of the needs of education staff; (2) Formulation of an open recruitment model with internal and external sources; and (3) preparation/arrangement of career paths for educational staff; (4) Implementation of education staff quality audits periodically and transparently..

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