

Strategies for Improving Graduate Quality Through Optimising Lecturer Performance Management at Staima West Java, Indonesia

Sri Winarsih¹, Sutrimo Purnomo²

^{1,2}State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, Indonesia.

ABSTRACT: Management is a series of actions (planning, organising, directing, supervising) to achieve predetermined goals effectively and efficiently through organisational resources. Meanwhile, lecturer performance is the work performance or results of lecturers in carrying out the Tridharma of Higher Education (Education, Research, and Community Service) as well as self-development, which is evaluated periodically to ensure academic quality and contribution in achieving institutional goals. The assessment covers teaching quality, impactful research, community service activities, curriculum development, and overall lecturer professionalism. This study is a qualitative study that is descriptive and observational in nature, using interviews and documentation as data collection techniques. The subjects of the study are the Head of STAIMA, lecturers, and students. Based on the results of the study, it shows: 1) Increased knowledge 2) Increased ability 3) Increased skills 4) Increased self-attitude 5) Lecturer certification. The lecturer performance improvement management model in improving graduate quality through Spiritual Motivation in the Learning Organisation, based on the factual conditions at STAIMA West Java, contains hypothetical ideas about lecturer performance improvement management through learning organisations, which are expected to be more effective, efficient and productive. The steps taken by STAIMA are as follows: First, setting lecturer performance standards; second, conducting screening; third, determining strategic issues and making plans; fourth, implementing guidance through learning organisations with six disciplines (The Six Disciplines); fifth, evaluating the results of guidance in the implementation of lecturer performance improvement management. The learning process through single loop and double loop has an impact on accelerating change in schools/cybernetic quantum learning cycles. Visionary leadership and a conducive organisational culture at STAIMA are crucial to the results of lecturer performance management in improving graduate quality through Spiritual Motivation in The Learning Organisation. Strategies for improving graduate quality at STAIMA include: 1) Management implementation is carried out optimally, 2) Improving the quality of teaching staff and educational personnel. 3) Improving facilities and infrastructure, (4). Improving academic and non-academic achievements, 5) Supervision and evaluation, 6). Excellent service to all education customers, 7). A conducive organisation. There are four aspects that constitute the scope of successful lecturer performance management at STAIMA, namely: 1) Students are satisfied with educational services. 2) Educational customers are satisfied with services provided to students. 3) Employers are satisfied because they receive graduates of high quality who meet their expectations. 4) Lecturers and educational staff are satisfied with educational services in the form of division of labour, relationships and communication between lecturers/leaders, educational staff, salaries received and services. Meanwhile, the aspects assessed in graduate quality are: 1) Competence (knowledge and skills). 2) Attitude and character. 3) Adaptability. 4) Work readiness.

KEYWORDS: Management, Lecturer Performance, Graduate Quality, Strategy.

I. INTRODUCTION

In this era of sophisticated technological development, education has become a basic need for every individual. Even the government has made it compulsory for its citizens to obtain 12 years of education and recommends more than that. Simply put, education can be a means for individuals to avoid ignorance. The higher the level of education, the greater the knowledge that will be obtained. Education in the concept of community development is a dynamisation in the development of civilised human beings. According to Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, the community, the nation, and the state.

Education is not only limited to the transfer of knowledge, but also serves to develop abilities and shape the character and civilisation of a dignified nation in order to enlighten the life of the nation, with the aim of developing the potential of students to

become people who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. From these functions and objectives of education, it is hoped that Indonesians will be well-balanced in terms of cognitive, affective, and psychomotor aspects in achieving national education goals.

Education has a profound influence on the economic growth of a nation. The relationship between the government, society and the private sector is inseparable in its role to improve the equity and quality of education. In ensuring the quality of education in higher education, serious attention is required from education providers, the government, and the community. This is because, in the current national education system, the focus on quality is not solely the responsibility of higher education institutions and the government, but is a synergy between various components, including the community. To implement this quality assurance, systematic and planned activities in the form of management are required.

Management in education is a way of organising all educational resources, aimed at ensuring that everyone involved carries out their duties with enthusiasm and participates in improving work performance so as to produce services that meet or even exceed the expectations of "education customers". In order to be able to compete globally, we as a nation need to continue to develop and improve the quality of our human resources. Improving the quality of human resources is a necessity that must be carried out in a "planned, focused, intensive, effective, efficient, and productive" manner in the development process. The urgency of improving the quality of human resources has led the government and the private sector to work together to achieve this through various efforts to develop higher quality education. Quality improvement is one of the prerequisites for us to enter an era of globalisation that is full of healthy and quality competition. The existence of education as an educational institution cannot be separated from this global competition. Therefore, improving the quality of graduates is a key agenda in enhancing the quality of education in schools so that they can survive in the global era. TQM (Total Quality Management), commonly known as Integrated Quality Management, is a concept of integrated quality improvement in the field of management.

II. RESEARCH METHODS

This research at STAIMA West Java uses a qualitative method based on phenomenological philosophy, which emphasises understanding (*verstehen*) of human behaviour (Cook and Reichard, 1982). Data collection techniques used observation, interviews, and documentation, as well as triangulation as a technique to test data validity, whereby researchers sought to obtain data credibility by combining observation, documentation, and interview techniques to collect the same data. Djarn'an Satori and Aan Komariah (2009) argue that qualitative research is research that emphasises quality or the most important characteristics of a good or service. Meanwhile, according to Sugiyono (2013), qualitative research methods are suitable for researching issues that are unclear, vague, or perhaps still obscure. Such conditions are suitable for qualitative research because qualitative researchers will directly enter the object, explore it with Grand Tour Questions, so that the problem can be clearly identified. To strengthen and complement the research data collection, the researchers also used tape recorders as tools to assist in data collection and recording non-verbal information.

III. RESULTS AND DISCUSSION

Concept of Management

Management is the art of getting things done through other people, namely the art of motivating others to achieve common goals. Management is also a discipline that can be found in various universities, and is even one of the most popular study programmes in many universities. The word management, according to its etymology, comes from Latin, *manus*+*agere*. *Manus* means hand, while *agere* means to do. Combined, they form the verb *managere*, which means to handle. According to Stephen P. Robbins, management is the process of directing and controlling human resources and other resources within an organisation to achieve predetermined objectives. According to Winardi, management is a distinctive process that includes planning, organising, motivating, and supervising to achieve objectives by utilising human and other resources. Meanwhile, according to Syafaruddin (2005), management is a process of regulating and utilising the resources owned by an organisation through the cooperation of its members to achieve the organisation's objectives effectively and efficiently.

In general, management functions are divided into four types, namely: 1) Planning. Planning is the process of setting the organisation's goals and vision as the first step in establishing an organisation. The planning function is synonymous with the formulation of strategies, standards, and directions and objectives in achieving the organisation's goals. 2) Organising. Organising relates to how to arrange both human and physical resources so that they are systematically organised based on their respective functions. In other words, the organising function emphasises how to group people and resources together. 3) Directing. The management function in terms of directing emphasises efforts to optimally improve performance effectiveness and efficiency. This includes providing work guidance, motivation, explanations of routine tasks, and so on. 4) Controlling. The controlling function focuses more on evaluating and assessing the performance that has been carried out and is ongoing. The controlling function will see whether there are any obstacles in the process of achieving organisational goals.

Lecturer Performance

Lecturer performance refers to the activities of a lecturer in carrying out their work or demonstrating their performance. Lecturer performance can be seen from their enthusiasm in carrying out the three pillars of higher education assigned to them. Lecturer performance is an important aspect that plays a role in the progress and success of an educational institution. This indicates a good attitude and work environment built by each lecturer within the institution. In general, the definition of performance refers to the results of a lecturer's work in carrying out their duties and responsibilities as assigned to them. In this case, STAIMA assesses lecturer performance as a means of evaluation and to explore the potential of the lecturers themselves. Performance comes from the words Job Performance or Actual Performance, which means work achievement or actual achievement attained by a person. According to James L. Gibson, John M. Ivancevich, and James H. Donnelly (1994), performance is defined as a person's level of success in carrying out tasks and their ability to achieve predetermined goals.

The definition of performance (work performance) is the quality and quantity of work achieved by an employee in carrying out their functions in accordance with the responsibilities assigned to them. Performance is the result or output of a process. Performance is the activities that an employee has achieved in carrying out the tasks and work assigned to them. In the Big Indonesian Dictionary, performance is defined as something that has been achieved, a demonstrated achievement, or work ability. Performance is the result by an organisation, whether profit-oriented or non-profit-oriented, during a period of time. According to Indra Bastian, performance is a description of the level of achievement of an activity/programme/policy in realising the organisation's goals, objectives, mission and vision as outlined in the organisation's strategic planning scheme.

Based on this opinion, performance can be classified into two types, namely concrete and abstract: 1) Concrete performance is work results that are easy and direct to see, prove and measure. 2) Abstract performance is work results that cannot be seen and require a complicated process to measure, such as responsibility, loyalty and others. Meanwhile, according to Nanang Fattah, work performance is an expression of ability based on knowledge, attitude, skills, and motivation in producing work. Thus, the position of teacher as a profession requires special expertise and skills in the field of education and teaching. Therefore, a lecturer is an educator, and the role of a lecturer is not limited to the obligation of conveying knowledge to students. However, they also have a duty to transfer skills and values. This means that the role of lecturers is not limited to knowledge alone, being knowledgeable and able to convey this to students, but they must also be role models for students. The behaviour of teachers should be a reflection or example for students both on campus and in society.

Factors influencing lecturer performance are: 1) Effectiveness and efficiency. If a specific goal is ultimately achieved, we can say that the activity is effective. 2) Authority. Authority is a form of communication or command within a formal organisation that one member of the organisation has over another member to carry out a work activity in accordance with their contribution. 3) Discipline. Discipline is obedience to applicable laws and regulations. Therefore, employee discipline is the activity of the employee concerned in respecting the employment agreement with the organisation where they work. 4) Initiative. Initiative relates to the ability to think and be creative in forming ideas to plan something related to the organisation's objectives. Other factors that influence teacher performance include: competence, culture, motivation, leadership, and a conducive working environment. The characteristics of people with high performance are as follows: 1) They have a high sense of personal responsibility. 2) Are willing to take and bear the risks faced. 3) Have realistic goals. (4) Have a comprehensive work plan and strive to achieve their goals. 5) Utilise concrete feedback in all work activities undertaken. 6) Seeking opportunities to realise planned programmes. In addition, having high human resources and high work motivation are also characteristics of high performance.

Beside that, there are six indicators for measuring individual teacher performance, namely: 1) Quality b) Quantity c) Timeliness d) Effectiveness e) Independence. Payaman J. Simanjuntak (2005) explains that performance evaluation/assessment is a method and process of assessing the performance of a person or a group of people or work units in an organisation in accordance with predetermined performance standards or objectives. Performance evaluation/assessment means giving a value to the work done by a person and for that giving rewards, compensation or recognition. Performance evaluation/assessment is the fairest way to give rewards or recognition to a person. Performance evaluation/assessment is part of an important management function, namely evaluation and supervision. Performance indicators, as described by Akdon (2006) are quantitative and qualitative measures used to describe the level of achievement of organisational goals and objectives, both at the planning and implementation stages and at the control and evaluation stages after the activity is completed. Meanwhile, the requirements for performance indicators include: being specific and clear, objectively measurable, addressing relevant aspects, being important/useful for demonstrating the success of inputs, outputs, outcomes, benefits and impacts, as well as processes, being flexible and sensitive to changes in implementation, and being effective in the sense that the data is easy to obtain, process and analyse at an affordable cost. Therefore, it is hoped that the assessment of lecturer performance will improve the quality of graduates.

According to Handoko, the functions of conducting performance evaluations in every organisation include the following: 1) As a basis for determining salary decisions. 2) As a basis for feedback on the performance of an individual or group. 3)

Strategies for Improving Graduate Quality Through Optimising Lecturer Performance Management at Staima West Java, Indonesia

Identifying the strengths and weaknesses of the employees being assessed. 4) As a basis for consideration in promotion decisions. 5) As a basis for consideration in transfer and termination decisions. 6) As a basis for consideration in training and development decisions. 7) As a basis for consideration in reward decisions. 8) As a tool to motivate and improve performance. A lecturer can be considered professional if they have high human resources, high abilities (high level of abstract) and high work motivation (high level of commitment). Lecturers who have low human resources and low commitment, usually pay less attention to students. Similarly, the time and energy spent on improving the quality of learning is very little. "On the other hand, a lecturer who has high human resources and high commitment usually has high work motivation, so the time available for improving the quality of education is very much." Factors that influence teacher performance include: high human resources, knowledge, skills, abilities, attitudes and behaviour of employees. The benefits of performance measurement based on the government agency performance accountability module - state administration institution (Akip-Laru, 2003) are: 1) Ensuring understanding of the implementation and measures used to achieve performance. 2) Ensuring the achievement of agreed work plans. 3) Monitoring and evaluating work implementation and taking action to improve performance. 4) Providing objective rewards and punishments for performance that has been measured in accordance with the agreed performance measurement system. 5) Identifying whether customer satisfaction has been met. 6) Helping to understand the processes of government agencies. 7) Ensuring that decision-making is carried out objectively. 8) Point out improvements that need to be made. 9) Reveal existing problems. Meanwhile, according to Irham Fahmi, the function of performance management is to try to provide insight and answers to various problems that occur in an organisation, whether caused by internal or external factors, so that what is experienced at the present time does not have a negative impact on the organisation's activities now and in the future. Thus, teacher performance appraisal is an evaluation that refers to a systematic description and review of an individual's work performance. In addition, it provides feedback to lecturers with the aim of motivating teachers to continue to work harder, thereby improving lecturer performance.

Concept of Quality

Graduate quality is a comprehensive description of the abilities, skills, attitudes, and knowledge possessed by graduates after completing their education, reflecting the extent to which they meet standards, industry needs, and national development goals. This is an indicator of the success of an educational institution in producing human resources (HR) who are ready to work, able to compete, have good character, and contribute positively to society and the country, covering academic, professional, and personal character aspects. Quality is very important in human life, whether individually, in groups, in society, in the nation, or in the state. The meaning of the word quality in the Big Indonesian Dictionary (KBBI) is the measure of good or bad of an object; the level, degree, or standard (of intelligence, cleverness, etc.). Quality means that quality is the same as having quality and weight. So, quality higher education is the implementation of education that can produce graduates in line with the needs of society, the world of work, the state and the nation.

The word quality comes from the English word quality, which means quality. Quality means something related to passion and self-esteem. As it stands, quality is seen as the highest value of a product or service. Quality is the degree of excellence of a product or work, whether in the form of goods or services. There are many definitions of quality. In the Big Indonesian Dictionary, quality is (a measure of) the good or bad nature of an object, its level, degree, or quality (intelligence, cleverness, etc.). Meanwhile, other definitions of quality are put forward by experts from different perspectives. Among them, Edward Deming said that quality is: "a predictable degree of uniformity and dependability at a low cost, suited to the market". Another opinion, as stated by Joseph M. Juran, is that quality is: "fitness for use, as judged by the user". Then Philip B. Crosby said "conformance to requirements" and Armand V. Feigenbaum said "full customer satisfaction". In essence, these definitions of quality are similar and have the following elements: first, they include efforts to meet or exceed customer expectations in education. Second, they cover products, services, people, processes and the environment. Third, they are constantly changing conditions. Based on these elements, quality can be defined as a dynamic condition related to products, services, people, processes and the environment that meets or even exceeds expectations.

Meanwhile, from an educational perspective, educational quality can be defined as a campus's ability to manage components related to the campus operationally and efficiently, thereby adding value to these components according to applicable norms/standards. Educational quality also implies a degree of excellence in the effective and efficient management of education to produce academic excellence in students who graduate from a particular level of education or complete a specific learning programme. From the above definitions of quality, researchers can conclude that, broadly speaking, quality is the overall characteristics or features of a product or service in its aim to meet the needs and expectations of "education customers". When the word quality is combined with the word education, it refers to the quality of the product produced by the campus, which can be identified from the number of students who have achievements, both academic and non-academic, and whose graduates are relevant to the objectives. In general, it can be said that the quality of a product or service can be realised if all of the organisation's activities are oriented towards customer satisfaction. Meanwhile, according to Djam'an Satori, quality assurance is a concept based on the need to protect users of goods or services. Consumers should not be disadvantaged by receiving defective,

Strategies for Improving Graduate Quality Through Optimising Lecturer Performance Management at Staima West Java, Indonesia

easily damaged, or uncomfortable goods. Quality assurance in education is an effort to provide learning services in such a way that consumers (students) can develop their potential optimally. From the above definitions of quality, researchers can conclude that, broadly speaking, quality is the totality of the characteristics or features of a product or service in terms of its ability to meet the needs and expectations of education customers.

The characteristics of quality management (as a form of educational customer service), as required in TQM, are: 1) Timeliness of service. Every service has a target and a specified time frame. In achieving the formulated objectives, it must be done precisely according to the specified time so that educational customers are satisfied. 2) Accuracy of service. In achieving educational quality, there must be precision in the work to achieve these objectives, so that the work has good quality. 3) Politeness and friendliness. In order to maintain consumer interest and trust, education stakeholders strive to provide friendly service so that consumers will always have confidence in the quality of education. 4) Responsible for all customer complaints. Responsibility for all customer complaints, including those from the community and others, is the responsibility of education stakeholders. Complaints serve as feedback and motivation for schools to improve the quality of education. 5) Comprehensive services. The completeness of services will improve the quality of education. Adequate and complete facilities and infrastructure will attract consumers, and with the completeness of facilities and infrastructure, the quality of graduates will certainly improve. 6) Ease of obtaining services. Education that provides convenience to the community will attract the community. The services provided by schools to students or the community will influence consumer perceptions or the quality of the school. 7) Variety of services. In providing these services, there are certainly various steps that can be taken to achieve quality education. These varied steps are needed when the steps taken are not successful. 8) Personalised Services. Personalised service refers to service tailored to each individual member of higher education staff. 9) Comfort. Creating a comfortable atmosphere among personnel within the educational institution must be maintained, as this comfort will foster harmony in their relationships with other personnel on campus, allowing campus activities to run smoothly. 10) Availability of supporting attributes. Creating a comfortable atmosphere among personnel in educational institutions must be maintained, as this comfort will promote harmony in their relationships with other personnel on campus, enabling campus activities to run smoothly.

Quality Management at STAIMA

There are three factors causing low quality education, namely: 1) educational policies and implementation using educational production functions or inconsistent input analysis; 2) centralised implementation; 3) minimal community participation, especially from parents, in the implementation of education. To realise the above policies, STAIMA West Java implements optimal management to improve the quality of graduates. Quality management is a comprehensive and integrated way of managing an organisation that is directed towards consistently meeting customer needs and achieving continuous improvement in every aspect of the organisation's activities. The objectives of quality management are to improve the quality of education, improve productivity and efficiency through performance improvement and quality of work to produce products that satisfy or meet customer needs.

Quality education is the hope and aspiration of every citizen. The community, whether organised within an educational institution or not, strongly hopes that students or their children will receive a quality education so that they can compete in life. To respond to these expectations, STAIMA West Java always strives to ensure that the education it provides produces quality results, namely results that satisfy its educational customers. The practice of providing education can be likened to the production process in a company (industry). However, the products produced by educational institutions are in the form of services. Therefore, educational institutions can be considered service companies. From this perspective, the quality of the services produced is a measure of the quality of higher education, namely the extent to which customers are satisfied with the services produced.

According to Mulyasa (2005:26), the quality of an organisation can be measured by the services provided by the education managers and all employees to customers in accordance with certain quality standards, not only in terms of the quality of graduates. Quality education cannot only be seen from the quality of its graduates, but also includes how schools are able to meet and serve the needs of education customers in accordance with applicable quality standards. Customers here are internal customers, lecturers and other employees, and external customers, namely students and related parties outside the school. Thus, a school is said to be of high quality if it is able to provide services that meet or even exceed the expectations of teachers, employees, students and other related parties such as funders, the government or the world of work that employs graduates. Quality management emphasises the maximum involvement of various parties, thereby ensuring the participation of all components of education in broader decision-making about education. This is intended to encourage their commitment to the implementation of education. Ultimately, this will support effectiveness in achieving educational goals on campus. The success of quality management in education can be measured by the level of satisfaction of education customers.

To improve graduate quality on campus, Sudarwan Danim stated that if an institution wishes to improve the quality of its education, it must involve at least five dominant factors, namely: 1) Leadership Leaders must have and understand a clear vision of work, be able and willing to work hard, have a high work ethic, be diligent and persevering in their work, provide optimal

Strategies for Improving Graduate Quality Through Optimising Lecturer Performance Management at Staima West Java, Indonesia

service, and have strong work discipline. 2) Lecturers Maximum involvement of lecturers, by improving their competence and professional skills through workshops, seminars, training sessions, and so on, so that the results of these activities are applied in higher education. 3) Students. The approach that must be taken is "child-centred" so that students' competencies and abilities can be explored and the campus can take stock of the strengths that exist in students. 4) Curriculum. A consistent, dynamic, and integrated curriculum can enable and facilitate the achievement of the desired quality standards so that goals can be maximally achieved. 5) Cooperation network. The cooperation network is not limited to the campus and community environment, but also includes other organisations, such as domestic and foreign universities, companies, or government agencies, so that the output of the university can be absorbed into the world of work.

Based on interviews, observations, and documentation, the researcher found that there was planning in lecturer performance management activities to improve graduate quality. Planning for lecturer performance improvement can be carried out by conducting a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis. Planning carried out in the context of improving lecturer performance at the STAIMA Ciamis Campus in West Java was conducted through meetings between the leadership and lecturers. During these meetings, several agendas were discussed, including: the objectives of improving lecturer performance in order to enhance graduate quality, the schedule for improving lecturer performance, the targets to be achieved, supporting facilities and infrastructure, activity agendas, and funding.

The strategies for improving lecturer performance at STAIMA Ciamis, West Java, include: 1) Knowledge Enhancement. Knowledge such as "stockpiling of basic necessities in business" for lecturers. A lecturer must strive earnestly in the intellectual development of their students. In this knowledge improvement, STAIMA Ciamis West Java has a one-year programme of research, community service, seminars, training, refresher courses, workshops, panel discussions, conferences, symposiums, and all lecturers participate in these programmes so that they can improve their performance. The more knowledge lecturers possess, the more insight they have into the knowledge required by their students, as lecturers play the role of knowledge transfer, educators, mentors and guides. 2) Improvement of Capabilities. A professional lecturer must have a level of capability or competence, which is a set of skills that enables them to achieve professional performance. The performance competencies of lecturers that have been determined must refer to the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning academic qualification standards and lecturer competencies, namely pedagogical competencies, personality competencies, social competencies, and professional competencies. Each competency should also be based on cognitive, affective, performance, productive, and exploratory criteria. The expected competencies must be in line with and relevant to the specified job requirements. In addition, a lecturer is expected to have entrepreneurial values and spirit, which means that an educator must have a creative and innovative spirit, be able to find solutions to problems that arise, create new things, and have high motivation and enthusiasm. 3) Improvement of Skills. As educators, lecturers are not only responsible for transferring material or knowledge (transfer of knowledge) to their students, but also have the responsibility to teach aspects of skills and values (transfer of skill and transfer of value). Skills (skill) are elements of ability that can be learned. Teaching skills are a combination of knowledge and ability required by educators in the teaching process. Thus, the presence of skills is expected to enhance the professionalism of lecturers. The development of lecturer professionalism at STAIMA Ciamis Campus in West Java is related to work effectiveness based on the principle that today's work should be better than yesterday's, and tomorrow's work should be better than today's. These principles constantly encourage lecturers at STAIMA Ciamis Campus, West Java, to be more creative, innovative, dynamic, and critical, as well as open to improving quality and high work productivity. 4) Improvement of Self-Attitude. Every person is born as an individual and grows and develops into a person of character, becoming a whole person from before birth, then as a baby, and then interacting with the environment. As individuals, they have the autonomy to determine their own path in life, but as individuals, they also need the help of others, which is referred to as social nature as social and cultural beings living in the midst of an environment, both family and community environments. Thus, a person's attitude, behaviour, and habits can be shaped by the surrounding environment. Likewise, a child is able to begin learning about themselves through their closest environments, namely their parents at home. 5) Lecturer Certification. Lecturers have a strategic role, function and duty in national development, especially in the field of education, so lecturers need to develop themselves into professional personnel. Lecturer certification can improve the performance and welfare of lecturers at the STAIMA Ciamis Campus in West Java. Therefore, lecturers need to be equipped with academic qualifications and abilities in accordance with the specified standards. The Teacher and Lecturer Law states that certification is part of improving the quality, quality and welfare for lecturers. Therefore, with the certification programme, it is hoped that lecturers will become professional individuals, competent as agents of renewal, which can be proven by having a lecturer certificate. Once they are professional, lecturers are entitled to receive rewards in the form of professional allowances from the government.

Design of a Lecturer Performance Improvement Management Model at STAIMA

A model is a construction of a concept used as an approach to understand a reality. In this study, a model refers to a study conducted by gathering strengths. The strengths obtained avoid the weaknesses of the models that have been implemented. The

Strategies for Improving Graduate Quality Through Optimising Lecturer Performance Management at Staima West Java, Indonesia

model of lecturer performance improvement management through The Spiritual Motivation in The Learning Organisation is based on the factual conditions at STAIMA Ciamis, West Java. The model proposed by the researcher contains hypothetical ideas about lecturer performance management through a learning organisation, which is expected to be more effective, efficient and productive. It is considered effective if it shows a measure of the level of conformity between the results achieved and those expected as previously applied. Efficient, shows a measure of the level of system capability and optimal utilisation of all resources in the process of implementing lecturer performance improvement management, to achieve optimal results in accordance with the objectives that have been set.

Productivity shows the output of each lecturer performance improvement management development programme. The steps taken to ensure that lecturer performance improvement management is effective, efficient and productive are as follows: First, setting lecturer performance standards; second, conducting screening; third, determining strategic issues and making plans; fourth, implementing coaching through a learning organisation with six disciplines (The Six Disciplines), fifth, evaluating the results of coaching in lecturer performance improvement management at STAIMA Ciamis, West Java. The learning process through single loop and double loop and its impact on accelerating change in the organisation is called the cybernetic quantum learning cycle. A cycle of correction and identification. The learning system, both individually and in groups, serves as feedback for continuous improvement. Visionary leadership and a conducive organisational culture at STAIMA Ciamis, West Java, are crucial to the implementation of lecturer performance management in improving the quality of higher education through Spiritual Motivation in The Learning Organisation. There are three strategic plans related to the implementation of lecturer performance management in improving the quality of higher education at the STAIMA Ciamis West Java Campus, namely a strategy that emphasises results (the output-oriented strategy), a strategy that emphasises process (the process-oriented strategy), and a comprehensive strategy (the comprehensive strategy). The output-oriented strategy is top-down, where the results to be achieved, both in terms of quantity and quality, are determined from above, by the central government, provincial government, or district/city government. To achieve the standards set by the government, various other standards are also established, such as process standards, management standards, facility standards, and lecturer standards. This results-oriented strategy will be very effective because the targets are clear, so that if it is followed with good guidelines, control and organisation, as well as policies that provide incentives and penalties for those who deviate, this strategy will be very effective and efficient.

Therefore, the STAIMA Ciamis West Java Campus optimises the implementation of lecturer performance management in improving the quality of higher education and excellent service to all education customers. The strategies for improving educational quality at STAIMA Ciamis, West Java, include: 1) Optimal management implementation 2) Enhancing faculty and educational staff human resources 3) Improving facilities and infrastructure 4) Learning is conducted by developing the curriculum (faculty members must be highly innovative) 5) Improving academic and non-academic achievements 6) Supervision and evaluation 7) Providing excellent service to all education customers 8) A conducive organisation.

CONCLUSIONS

From the above discussion, the following conclusions can be drawn that management is a series of actions (planning, organising, directing, supervising) to achieve predetermined goals effectively and efficiently through organisational resources and also lecturer performance is a demonstration of work or the results of a lecturer's duties in carrying out the Tridharma of Higher Education (Education, Research, and Community Service) as well as self-development, which is evaluated periodically to ensure academic quality and contribution in achieving institutional goals. The assessment covers teaching quality, impactful research, community service activities, curriculum development, and overall lecturer professionalism.

Strategies for improving the quality of education at STAIMA West Java include: 1) Implementation of optimal management, 2) Improving the quality of lecturers and educational staff, 3) Improving facilities and infrastructure, 4) Improving academic and non-academic achievements, 5) Supervision and evaluation, 6) Excellent service to all education customers, 7) Conducive organisation. There are four aspects that constitute the scope of successful higher education management at STAIMA Ciamis West Java, namely: Students are satisfied with higher education services, education customers are satisfied with the services provided to students, employers are satisfied because they receive graduates of high quality and in line with expectations, lecturers and educational staff are satisfied with higher education services in the form of: division of labour, relationships and communication between lecturers/leaders, employees, salaries/honoraria received, and services. Meanwhile, the aspects evaluated regarding graduate quality are: 1) Competence (knowledge and skills). 2) Attitude and character. 3) Adaptability. 4) Work readiness.

REFERENCES

- 1) Abd. Rohman. 2017. *Fundamentals of Management*. Malang: Intelegensia Media Publisher.
- 2) Akdon. 2006. *Strategic Management for Educational Management*. Bandung: Alfabeta

- 3) Amiruddin Tumanggor, James Ronald Tambunan, Pandapotan Simatupang. 2021. *Educational Management*. Yogyakarta: K. Media Publisher.
- 4) Abuddin Nata, 2010. *Islamic Education Science*, Jakarta: Kencana.
- 5) Ministry of National Education. 2003. *Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System*. Jakarta: Legal and Organisational Bureau of the Secretary General of the Ministry of National Education.
- 6) _____. 2005. *Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards*. Jakarta: Ministry of Education and Culture.
- 7) Djam'an Satori. 2016. *Supervision and Quality Assurance in Education*. Bandung: CV Alfabeta.
- 8) Edward Sallis, 2006. *Total Quality Management in Education: Education Quality Management*, Ahmad Ali Riyadi. et.al., Yogyakarta: IRCiSoD, 4th edition.
- 9) E. Mulayasa, *Becoming a Professional Headteacher in the Context of Successfully Implementing MBS and KBK* Bandung: PT Remaja Rosdakarya.
- 10) -----, 2005. *School-Based Management*, Bandung: PT Remaja Rosdakarya.
- 11) _____, 2004. *School-Based Management: Concepts, Strategies and Implementation*, Bandung: PT. Remaja Rosdakarya.
- 12) Futwengler Dale. 2002. *Performance Evaluation*. Yogyakarta: Andi
- 13) Harbangan Siagian, 1989. *Educational Administration*, Semarang: SatyaWacana.
- 14) Handoko, Hani, 1994. *Personnel Management and Human Resources*, BPFE, Yogyakarta.
- 15) Syaiful Sagala, 2009. *Strategic Management in Improving Education Quality*, Bandung: CV Alfabeta.
- 16) Sudarwan Danim, 2008. *A New Vision of School Management: From Bureaucratic Unit to Academic Institution*. Jakarta: Bumi Aksara
- 17) Simanjuntak J, Payaman. 2005. *Management and Performance Evaluation*. Jakarta: Fe University of Indonesia.
- 18) Ramayulis, 2002. *Islamic Education Science*, Jakarta: Kalam Mulia.
- 19) Rian Nugroho, 2008. *Excellent Education Policy*, Yogyakarta: Pustaka Pelajar. Robbins, Stephen P. 2006. *Organisational Behaviour*. Jakarta: Gramedia.
- 20) Muwahid Shulhan and Soim, 2013. *Islamic Education Management: Strategies Toward Improving the Quality of Islamic Education*, Yogyakarta: Teras.
- 21) Mohammad Ali, 2007. *Teachers in the Teaching and Learning Process*, Bandung: Sinar Baru Algesindo.
- 22) Mangkunegara, Anwar Prabu. 2002. *Human Resource Management*. Bandung: Remaja Rosdakarya.
- 23) Nanang Fattah, 2000. *Economics and Education Financing*, Bandung: PT Remaja Rosdakarya
- 24) -----, 2004. *Foundations of Education*, Bandung: PT Remaja Rosdakarya.
- 25) Nurcholis, Hanif, 2007. *Theory and practice of government and regional autonomy*, Jakarta: PT Gramedia Widiasarana Indonesia.
- 26) Nur Aedi, 2012. *Fundamentals of Management Education*, Bandung: CV. Pustaka Cendekia Utama.
- 27) Nurlaila, 2010. *Human Resource Management*. LepKhair Publisher.
- 28) Irham Fahmi, 2010. *Performance Management: Theory and Application*, Bandung: CV Alfabeta Prawirosentono, Suryadi. 1999. *Employee Performance Policy*, Yogyakarta: BPFE
- 29) Compilation Team of the Central Language Dictionary, 2002. *The Great Dictionary of the Indonesian Language*, Jakarta: Balai Pustaka.
- 30) Umiarso & Imam Gojali, 2011. *School Quality Management in the Era of Educational Autonomy*. Yogyakarta: IRCiSoD.
- 31) Umar Sidiq, Khoirus Salim. 2021. *Educational Leadership*. Ponorogo: CV Nata Karya
- 32) Vincent, Gaspersz. 2006. *Integrated Performance Management System: Balanced Scorecard with Six Sigma for Business and Government Organisations*. Jakarta: PT. Gramedia.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.