

Educational Performance Management Model for Higher Education: Soft System Methodology Based Action Research Approach

Habibullah Jimad*, Yuningsih, Nova Mardina, Ryzal Perdana

DOI: <http://dx.doi.org/10.35474/ibarj.v5i2.201>

Lampung University, Indonesia

Info Articles

Keywords:

Performance Management,
Remuneration, Soft System
Methodology, Educational
Staff.

Abstract

Educational staff is one of the main elements that determine the success of higher education. One of the factors that affect the performance of educational staff is a performance reward in the form of remuneration. The purpose of this study is to build a performance management model for educational staff at the State University Public Service Agency (SUPSA). The approach used Soft System Methodology and the Analytic Hierarchy Process. The samples in this study were educational staff at the State University Public Service Agency in Lampung Province. Based on the results of the SSM, it shows that many parties have an interest in the performance of education personnel, namely lecturers, students, unit leaders, the Chancellor, as well as the Ministry of Education and Culture and the Ministry of Finance. The AHP results indicate that the priority of the education staff performance strategy is based on competence and performance measurement. The limitation of this research is that the SSM stage is carried out only in the sixth stage of the seven stages. It is also necessary to conduct a study on activity mapping and business process preparation as part of the development of a performance management application system for education personnel.

*Address Correspondence:

E-mail: habibullah.jimad71@gmail.com

p-ISSN 2550-0368

e-ISSN 2549-0303

INTRODUCTION

The role of higher education can develop into a center for the science and technology development, including the development of innovations that will later determine the progress of society's civilization. The competitiveness of a country in this case is also determined by higher education, namely through the graduates it produces. Higher education providers are universities. Universities in Indonesia are grouped into State Universities (PTN) and Private Universities (PTS). PTN in this case is a university (PT) that was established and organized by the government, while PTS is by the community.

Law 12/12 and PP 4/2014 (Kemenhumham, 2014) classify PTN management patterns into three, namely (1) PTN with a general state financial management pattern or known as work unit PTN or PTN with PNBK pattern (Non-Tax State Revenue), (2) PTN with a pattern of financial management of public service agencies or PTN-BLU, (3) PTN as a public entity or PTN-BH. PTN BLU is a pattern of higher education that is expected to become an Entrepreneurial University. The flexibility in PTN BLU as regulated in Government Regulation Number 23 of 2005 concerning Financial Management of Public Service Agencies is the ease of managing the budget and creating opportunities that can be used as income and used directly for operational activities (Kemenhumham, 2005). BLU is given the opportunity to employ non-civil servant professionals and the opportunity to provide remuneration to employees following their contribution. Based on data from the Higher Education Base page until 2018, it was stated that 24 PTNs implemented the Public Service Agency Financial Pattern (PTN BLU).

There are 127 universities in Lampung Province, based on data from the Higher Education Base in 2018, consisting of academies, Polytechnics, Colleges, Institutes, and Universities which are fostered by three Ministries, namely the Ministry of Research, Technology and Higher Education, the Ministry of Research, Technology and Higher Education. Religion, and the Ministry of Health (PTDikti, 2020). State Universities in Lampung Province that implement PK BLU are the University of Lampung (under the Ministry of Research, Technology and Higher Education), Raden Intan State Islamic University (UIN) (under the Ministry of Religion), and the Health Polytechnic (Poltekes) under the Tanjung Karang Ministry of Health.

Education personnel is included in one of the main elements that determine the success of higher education. The quality of education personnel is measured based on the performance they provide (Prasteyo, 2014). Education personnel who have good performance will find it easier to improve the quality of education and teaching. One of the factors that affect the performance of education personnel is the award for achievement or what is known as remuneration. More and more organizations are currently implementing performance-based pay as part of the application of the concept of pay for position, pay for a person, pay for performance (3P) in remuneration management. The general form of its application can be in the form of commissions, incentives, or performance bonuses which are calculated based on the achievement of performance against the performance targets that have been agreed upon at the beginning (Ekananta, 2018).

The provision of remuneration is carried out by referring to the Regulation of the Minister of Finance Number 176/KMK.05/2017 concerning Remuneration Guidelines for Public Service Bodies (Kemenkeu, 2017). Remuneration for Higher Education fostered by the Ministry of Research, Technology and Higher Education is regulated in Presidential Regulation of the Republic of Indonesia Number 32 of 2016 concerning Employee Performance Allowances in the Ministry of Research, Technology and Higher Education (Kemenhumham, 2016). Furthermore, it is explained that education personnel under the Ministry of Religion are regulated in the Regulation of the Minister of Religion of the Republic of Indonesia Number 6 of 2016 concerning the Proposal and Provision of Remuneration for Management Officials, Supervisory Boards, Secretary to the Supervisory Board, and Employees at State Religious Universities That Implement Financial Management Patterns for Public Service Agencies (Kemenhumham, 2016). Meanwhile, the remuneration allowance for educators at the Ministry of Health is regulated by the Regulation of the Minister of Health of the Republic of Indonesia Number 75 of 2015

concerning the Implementation of the Provision of Performance Allowances for Employees within the Ministry of Health (Kemenkes, 2015).

The implementation of remuneration is stated in the Ministerial Regulation or the regulation of the head of the institution regarding the Implementation of the Provision of Performance Allowances. Performance allowances are given based on 3 (three) components which include (1) performance targets that are determined based on the category of the achievement value of the Employee Performance Standards (SKP); (2) attendance according to working days and hours, as well as leave carried out by employees; (3) adherence to the code of ethics and discipline of civil servants. The amount of performance allowance or remuneration that will be received is not the same as the amount determined according to grade because it is influenced by several factors, such as the number of attendance (Alawiya, 2013).

Although remuneration has been determined following the performance of education staff, most of the remuneration received by education staff is still considered uneven because the difference in the amount of remuneration received is determined by the placement of education personnel and grade grouping at the same level (such as grades 6a, 6b). Therefore, educators who are in faculties with great responsibilities often have lower grades than those in the head office (rectorate). Another problem related to remuneration is that the provision of remuneration is still determined based on class, grade, and period of service, not the performance of educational staff so that the amount of remuneration received by education personnel who performs well with education personnel who have mediocre performance does not have any difference (Prasetyo, 2014). Thus, the principle of fairness in providing remuneration for educational staff needs to be considered further given its impact on the performance of educators in higher education which may affect the achievement of higher education goals. Responding to these problems, we need a remuneration system model that is based on performance, especially for education personnel.

Research on performance management models is important to do because of its contribution in setting regulations on performance management models and strategies for improving the performance of education personnel at PTN BLU. In addition, research that integrates performance management models and strategies for improving the performance of education personnel in Higher Education Financial Patterns for Public Service Agencies (PTN BLU) is also still small. Academically, this research will also provide benefits for the development of performance management theory, especially in universities. Based on this, the purpose of this study is to design an appropriate performance management model for PTN BLU education staff and to formulate strategies for improving the performance of education personnel at PTN BLU.

METHOD

The focus of this research is on modeling performance management based on the remuneration of PTN BLU which aims to improve organizational performance sustainably. The method used in this research is participatory action research/ PAR. The approach used is the Soft System Methodology/SSM developed by (Checkland, 1990). The pairwise comparison proposed by (Saaty, 1988) is used in this study to determine the priority of strategies for improving the performance of education personnel. Respondents in this study are experts who have experience and expertise in determining remuneration policies in universities consisting of 10 people from 3 universities, namely the University of Lampung, Raden Intan State Islamic University Lampung, and Tanjung Karang Health Polytechnic. Data was collected through in-depth interviews. The collected data were analyzed using the Soft System Methodology approach (Checkland, 1990) to determine the performance management modeling. To determine strategic priorities, the analytical hierarchy process (AHP) approach is used.

The seven stages of Soft System Methodology activity (Checkland, 1990) include (1) Introduction of problem situations that are considered problematic, (2) Expressing problem situations that are considered problematic in a certain form of presentation which is generally called Rich Picture (RP), (3) Definition of the root of a meaningful and relevant activity system, (4) Making a conceptual model based on the RD that has been selected and named in the previous stage, (5) Comparing the real-world situation with the

conceptual model, (6) The stage of formulating suggestions for action for improvement, refinement, and change of real-world situations, (7) Actions for improvement, refinement, and change of problematic situations. After the SSM approach by providing recommendations for changes that are systematically desirable and culturally feasible, the next step is to develop strategies and determine priorities using the analytical hierarchy process (AHP) approach. (Eriyanto, 2013) explain that AHP is a synthesis used in decision making with a critical system thinking approach where decision-makers try to understand a system condition and help predict priorities in making decisions. AHP also tests the consistency of the assessment. If there is a deviation that is too far from the perfectly consistent value, then the assessment needs to be corrected or the hierarchy must be restructured. The acceptable level of inconsistency is less than 10 percent (0.1). If the value of the Consistency Ratio (RK) is 0.1 (10 percent), then the results of the comparison of preferences are also consistent. On the other hand, if the $RK > 0.1$ (10 percent), then the results of the comparison of preferences are inconsistent (Saaty, 1980). If there are inconsistent comparison results, there will be two choices, namely repeating the preference comparison or performing the autocorrection process.

THEORY FRAMEWORK

Theoretical foundations of research

Human resources (HR) have a very important role in the organizational success (Mathis, 2011). HR is a strategic partner for the organization (Ekananta, 2018) because of its role in creating value when the value given to the organization exceeds the value they get (Mathis, 2011). Human resources in higher education are broadly divided into academic staff (educators) and administrative staff (educational staff). Academic staff in this case are responsible for academic activities in universities such as research, teaching, and community service while the administrative staff is responsible for research, teaching, and community service activities carried out by academic staff (Küskü, 2003).

Human resource management is all activities related to the management of labor relations in the company (Bach, 2009). Human resource practices can affect individual outcomes differently. HR practices consist of three dimensions, namely: (1) skill-enhancing practices, which are practices designed to increase employee knowledge and abilities through employee skills development programs or hiring people from outside the organization, (2) improvement practices motivation (Motivation-enhancing practices) carried out to increase the desire and ability of employees to be able to carry out work beyond the assigned tasks, (3) Empowerment-enhancing practices which are designed to provide opportunities and information for employees to contribute to the group and organizational success (Gardner, 2011).

Work Performance management

Performance is an appearance of work behavior related to the organization, carried out according to its potential, and aims to produce something meaningful for the organization and its environment (Amir, 2016). Three dimensions of performance are; (1) Work results, (2) Work behavior, (3) Personal characteristics related to work (Wirawan, 2013). Sonnentag, 2002) stated that at the most basic level, performance is divided into task performance, which relates to an individual's ability to perform activities that contribute to organizational goals, and contextual performance refers to activities that support the organizational environment, social and psychological to achieve organizational goals.

Work performance management is an ongoing process to identify, measure, and develop individual and team performance and align performance with the organization's strategic goals (Aguinis, 2013). Individual work performance is behavior or action that is relevant to organizational goals (Koopmans, 2013) and focuses on employee behavior or actions, not on the results of these actions. Several scales were developed to measure individual work performance, including (Williams, 1991) developing general task performance, while contextual performance was developed by Podsakof and MacKenzie (Koopmans, 2013).

(Parmenter, 2015) mentioned three types of performance targets, namely: (1) key result indicators (KRI), describing success from a perspective; (2) performance indicators (PI) that explain what should be done; (3) key performance indicators (KPI) that explain what must be done to improve performance. Several methods are designed to measure performance, including the performance measurement matrix, the results, and determinants framework, the balanced scorecard, the smart pyramid, the organizational macro process model, and the performance prism (Atkinson, 2012).

Remuneration

Minister of Finance Regulation Number 176/PMK.05/2017 concerning Remuneration Guidelines for Public Service Bodies defines remuneration as a form of employee benefits provided in the components of salary, honorarium, fixed allowances, incentives, and bonuses for achievements (Kemenkeu, 2017). In other words, remuneration has a broader meaning than salary because it includes all forms of remuneration, both in the form of money and goods and given directly or indirectly, as well as routine or non-routine (Prasetyo, 2014). Remuneration at PTN BLU is given to management officials, lecturers, and education staff who can achieve performance above the minimum performance. Performance appraisal for management officials and education staff based on the achievement of the performance contract refers to the description of the main tasks and functions based on the performance targets set by the direct superior. The value of the incentives given in this case varies and follows the achievement of performance. The amount of remuneration incentives for each PTN BLU is determined by the leader of the PTN BLU and is based on an evaluation of the level of performance achievement, which reflects the level of dedication in carrying out tasks, the work output produced, and the contribution to the achievement of institutional performance (Unand, 2020; Unpad, 2014). The reward management system provided by the organization in the form of remuneration makes the organization able to retain and motivate employees to improve their performance (Martono, 2018).

RESULTS AND DISCUSSION

The Study Results of Soft System Methodology (Ssm)

In practice, the SSM study is carried out in seven stages (Hardjosoekarto, 2012). However, this research will only study SSM up to the sixth stage. The first and second stages in this study contain activities that try to identify problematic situations that occur in real life. The first stage is the introduction to problem situations that are considered problematic, very complex problems where several parties are involved. Following the first stage, the second stage is structuring the problem by compiling an image which is often referred to as a rich picture. The third and fourth stages are systems thinking stages that begin with making root definitions. What is meant by a root definition is a structured description of a system of human activities that is relevant to a problematic situation. The next stage is to create a conceptual model which is the core of systems thinking. The conceptual model, in this case, includes intellectual tools used to discuss and discuss real-world situations that are considered problematic. Researchers will return to thinking in real-world situations by comparing the conceptual model with the real world in the fifth stage. The sixth stage is the stage that describes changes that are systematically desirable and culturally feasible. The improvement situation for the problematic situation that occurs is carried out in the seventh stage. These seven stages generally describe a series of continuous improvement actions.

Recognition of Problem Situations that are Considered Problematic

(Checkland, 1990, 2006; Hardjosoekarto, 2012) suggest an analysis carried out through three stages as follows:

First Analysis (Intervention Analysis): Performed by determining the parties that play a role in the SSM study, namely the client, practitioner, and the owner of the issue addressed. The client in this analysis is the individual or group of people who cause the intervention related to the problematic situation being

studied, while the practitioner is the individual or group of people who conduct the study. Furthermore, what is meant by the owners of the issue addressed are people who have an interest in or are affected by the situation or the results of efforts to improve the problematic situation. Client/C: University of Lampung, LP2M Unila and Researchers; Practitioner/F: Researcher; Owners of issue/O: Ministry of Education and Culture (Kemendikbud), Ministry of Finance (Kemenkeu), Chancellors, Unit Leaders, Education Personnel, Lecturers and Students.

Second analysis or analysis related to social analysis: Three social elements become the focus of social analysis including roles, norms, and values (Checkland, 2006). The results of the complete social analysis study are presented in Table 1.

Table 1. Social Analysis of Owners of Issue

Issue Owner	Analysis Two
Ministry of Education and Culture (Kemendikbud)	<p>Role: Following the mandate contained in Presidential Regulation Number 82 of 2019 as a regulator in the field of education including higher education as well as determining and assessing the performance of PTN which is carried out every fiscal year.</p> <p>Norms: Constitution, Laws, Government Regulations, Presidential Regulations, and other related regulations</p> <p>Values: Equality, transparency, accountability, participation, and professionalism</p>
Ministry of Finance (Kemenkeu)	<p>Role: Following the mandate contained in Presidential Regulation Number 68 of 2019 as a regulator in the field of state finances including the treasury as well as determining and assessing the performance of PTN BLU which is carried out every fiscal year.</p> <p>Norms: Constitution, Laws, Government Regulations, Presidential Regulations, and other related regulations.</p> <p>Values: Equality, transparency, accountability, participation, and professionalism.</p>
Chancellor	<p>Role: Carry out the mandate following the statutes in carrying out academic and non-academic processes. Determine and assess unit performance as a derivation of organizational performance.</p> <p>Norms: Constitution, Laws, Government Regulations, Presidential Regulations, Ministerial Regulations, and other related regulations</p> <p>Values: transparent, accountable, responsible, independent, fair, and non-profit</p>
Unit Leader	<p>Role: Carry out tasks following the organization and work procedures of the institution, determine the performance to be achieved by lecturers and or education staff as a derivation of the unit's performance.</p> <p>Norms: Constitution, Laws, Government Regulations, Presidential Regulations, Ministerial Regulations, Rector Regulations, and other related regulations</p> <p>Values: transparent, accountable, responsible, independent, fair, and non-profit</p>
Educational Personnel	<p>Role: Carry out the duties and functions of administration, management, development, supervision, and service in supporting the implementation of education in Higher Education.</p> <p>Norms: Constitution, Laws, Government Regulations, Presidential Regulations, Ministerial Regulations, Rector Regulations, and other related regulations</p>

Issue Owner	Analysis Two
	<p>Values: Professional, honest, fair, objective, and responsible</p> <p>Role: professional educators and scientists with the main task of carrying out the tridharma of higher education</p>
Lecturer	<p>Norms: Constitution, Laws, Government Regulations, Presidential Regulations, Ministerial Regulations, Rector Regulations, and other related regulations</p> <p>Values; Professional, honest, fair, objective, and responsible</p> <p>Role: students who are tasked with developing knowledge, skills, and attitudes that can become social capital in self and community development.</p>
College Students	<p>Norms: Ministerial Regulations, Chancellor Regulations, and other related regulations</p> <p>Values: Professional, honest, fair, objective, and responsible</p>

Analysis three (Political Analysis): The political analysis focuses on two aspects, namely the arrangement or preparation of the disposition of power and the form of authority in filling the inherent power (nature of power). The results of the political analysis are shown in Table 2.

Table 2. Political Analysis of the Owners of Issue

Issue Owner	Analysis Three
Ministry of Education and Culture (Kemendikbud)	<p>Strength Disposition: The highest authority holder of all policies and officeholders in the field of education including higher education</p> <p>Form of Authority: Establish regulations and determine the performance that must be achieved by universities.</p>
Ministry of Finance (Kemenkeu)	<p>Strength Disposition: The highest authority holder of all policies and officeholders in the field of state finance (budget, treasury, state assets, etc.)</p> <p>Form of Authority: Establish regulations and determine the performance that must be achieved by BLU Higher Education institutions.</p>
Chancellor	<p>Strength Disposition: The highest authority holder of all policies and officeholders at the university</p> <p>Form of Authority: Formulate regulations in academic and non-academic fields and provide rewards and punishments for units and individuals based on performance achievements.</p>
Unit Leader	<p>Strength Disposition: the holder of power in the unit in carrying out its duties and functions following applicable regulations</p> <p>Form of Authority: Implement, delegate, and assess individual performance based on assigned tasks and functions.</p>
Educational Personnel	<p>Strength Disposition: has administrative service power in implementing academic and non-academic activities</p> <p>Form of Authority: having the ability to implement academic and non-academic activity services as individual performance</p> <p>Strength Disposition: Having the power to carry out the PT Tridharma and develop the capacity needed for its implementation</p>
Lecturer	<p>Form of Authority: Having the ability to implement and develop Tridharma activities of Higher Education and carry out additional tasks as individual performance.</p>

Issue Owner	Analysis Three
College Students	<p>Strength Disposition: Having the power to get academic and non-academic services in developing self-potential.</p> <p>Form of Authority: having the ability to provide financial support or other support for the development of Higher Education Institutions</p>

Structuring Problems Based on Situational Analysis (Rich Picture)

The rich picture illustrates the structuring of the problem based on situational analysis and in-depth interviews conducted with experts who are experienced in performance management practices, especially education personnel. The Experts consist of unit leaders who have a track record in the implementation of human resource management, performance management, and remuneration. The criteria set by the researchers for these experts are having work experience of at least 10 years and being involved in assessing the performance of education personnel. There were six expert resource persons interviewed consisting of one functional staff analyst, two bureau heads, two-division heads, and one sub-section head.

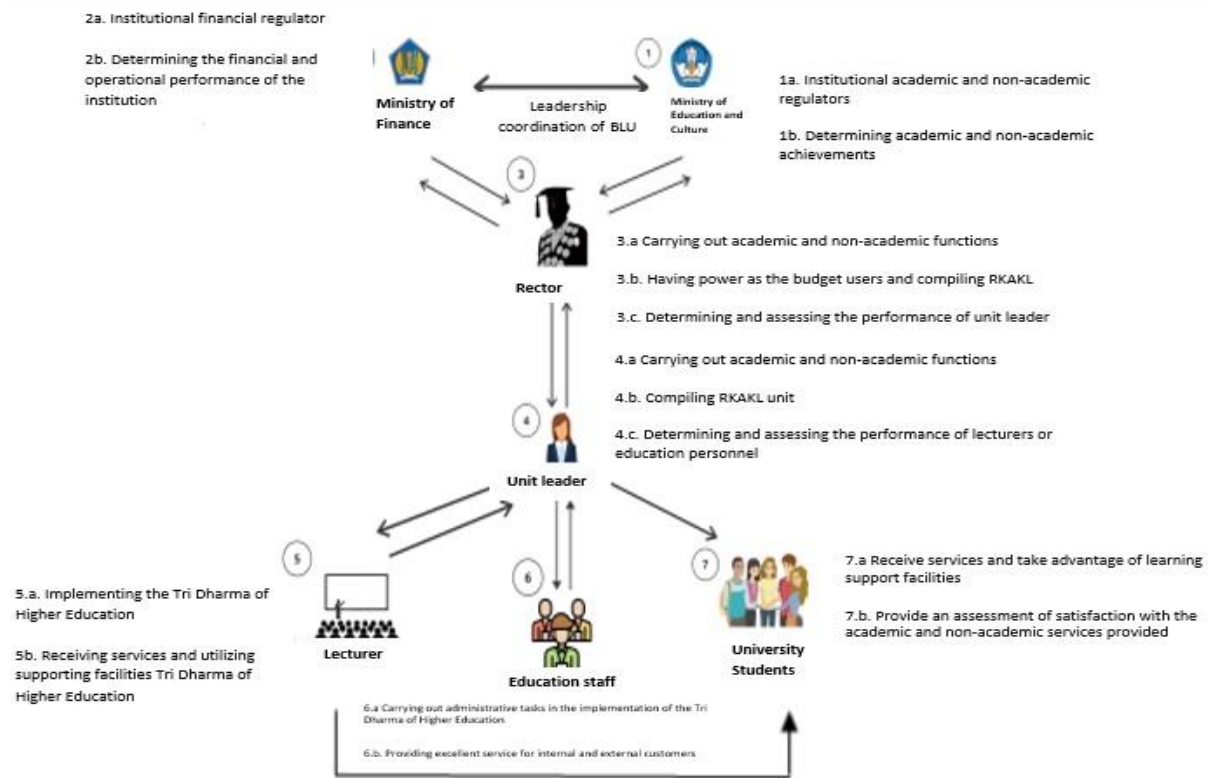


Figure 1. Rich Picture of Educational Personnel Performance Management at PTN BLU

Relevant Human Activity System

In action research-based, SSM (SSM-based AR), stages 1 and 2 are the flow of cultural analysis, while in stage 3 and stage 4 SSM-based AR is a logic-based school of thought (Hardjosoekarto, 2014). (Checkland, 1990) explained that RD needs to be tested and refined with CATWOE analysis tools consisting of; C (customers), A (actors), T (transformation), W (worldview/ weltanschauung), O (owners), E (environmental constraints). The essence of CATWOE is juxtaposing the T transformation process with the W point of view which will make it more meaningful. Root Definition: A system that is owned and operated by state universities, public service agencies in continuous performance improvement (P) through the implementation of integrated performance management (Q) to ensure the achievement of the vision, goals, and milestones that have been set (R). The results of the CATWOE analysis are as follows: following:

Table 3. Description of CATWOE AND 3E based on Root Definition

ELEMENT	EXPLANATION
Customers (C)	Ministry of Education and Culture, Ministry of Finance, Chancellors, Unit Leaders, Lecturers, and Students
Actors (A)	Chancellors, Unit Leaders, Lecturers, and Education Personnel
Transformation Process (T)	The implementation of unstructured and effective performance management of education personnel becomes more structured and effective.
Weltanschauung/ Worldview (W)	Education personnel have a role that is more than just service and administrative but also strategic for the achievement of the organization's vision and goals
Owners (O)	Ministry of Education and Culture and Chancellor
Environment (E)	Understanding of the performance management of education personnel is still limited and has not received support from stakeholders, there are still bureaucratic obstacles and budget constraints.
Efficacy (E1)	Achievement of increased performance and satisfaction of education personnel service users
Efficiency (E2)	The performance management process is implemented using minimal resources and budget
Effectiveness (E3)	Improving the performance of education personnel has an impact on the achievement of unit performance and organizational performance

The reliability of the human activity system that has been made in the form of RD and tested and finalized with CATWOE needs to be continued by determining performance measurement criteria. (Checkland, 1990) call this criterion the '3Es' which include Efficacy, that the transformation carried out can take place and get the desired result; Efficiency, that the transformation carried out uses minimal resources; and Effectiveness, that transformation will help achieve higher or longer-term goals. The RD construction of problematic real-world situations becomes the basis for forming a conceptual model of a system of human activity with each of its meanings.

Conceptual Model

The conceptual model is a description of the way of thinking of SSM practitioners and stakeholders with problematic situations in the real world (Hardjosoekarto, 2012). The conceptual model created is an intellectual tool for SSM practitioners to conduct discussions, debates, and dialogues which are expected to open opportunities for various perspectives to emerge and encourage the emergence of ideas or ideas in efforts to improve, refine, and change related to problematic situations in the world. being researched.

The conceptual model created in this study consists of 11 interrelated activities which include (1) determining the strategic plan of state universities (PTN) and key performance indicators (KPI) to be achieved, (2) setting development milestones and annual performance targets, (3) The Ministry of Education and Culture and the Ministry of Finance determine the annual performance targets of PT which are signed by the Chancellor, (4) The Chancellor sets performance targets for the unit and signs a performance contract with the unit leader, (5) Unit leaders set annual performance targets for each individual education staff, (6) Education personnel prepare a performance plan and sign a performance contract, (7) Education personnel report the achievement of performance targets periodically through applications, (8) Monitoring the achievement of performance targets periodically through applications, (9) Mitigate deviations in the achievement of performance targets that occur, (10) Assessing the achievement of performance targets at the end of the year and (11) Conducting evaluations and develop a follow-up plan for the achievement of performance targets.

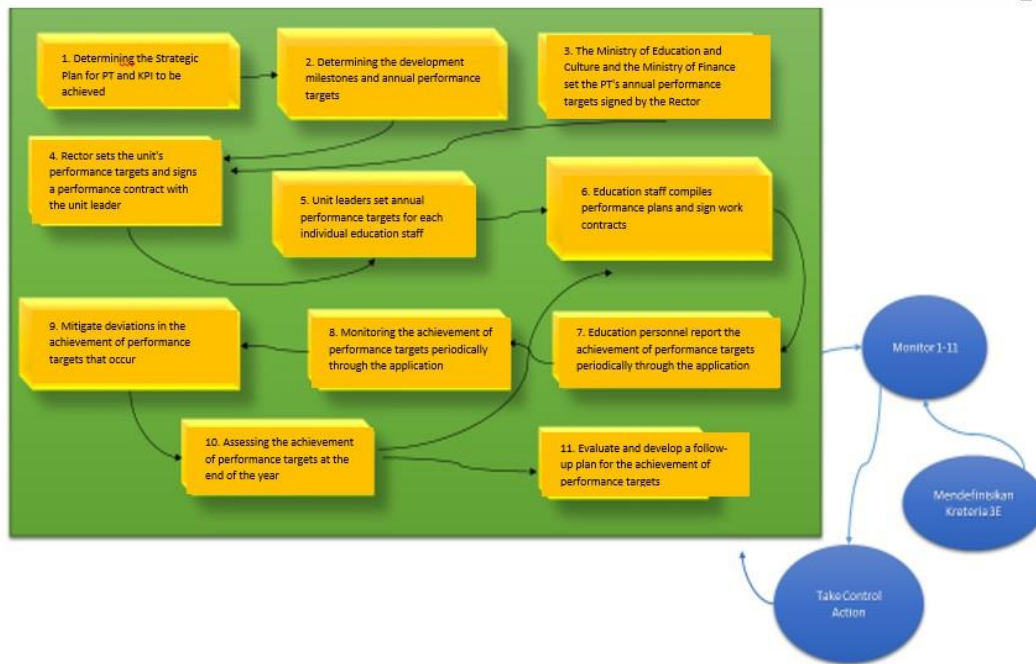


Figure 2. Conceptual Model of Education Personnel Performance Management System

Comparison of Models with Real World

Comparison of the model with the real world is stage 5 and stage 6. In this stage, corrective actions that can be taken on the gap between the conceptual model and the real world are formulated. The model made in this case is not a complete picture of the real world, but selected duplicates of the relevant human activity system (Hardjosoekarto, 2012). There is no right or wrong model, but rather a model that is relevant to the problematic situation. A conceptual model is an artificial tool based on a pure point of view (Checkland, 2016).

SSM is a learning cycle that will continue to repeat itself from the first stage to the seventh stage. The stages carried out in this study were only up to the sixth stage, namely proposing corrective actions or suggestions for action. The proposed corrective actions have two argumentative requirements that are acceptable (arguably desirable) and culturally feasible (Checkland, 2016). Three aspects are considered in making improvements, improvements or changes, namely structure, process or procedure, and attitude.

Comparative analysis between the conceptual model and the real world and the improvement actions of the Education Personnel Performance Management System and suggestions for improvement are as follows:

1. Determination of the Strategic Plan of PTN and KPI to be achieved. The Strategic Plan is prepared every four years following the Rector's leadership period and is based on an analysis of the internal and external situation, strategic issues, and future challenges that will be faced by the organization. The strategic plan document also specifies key performance indicators (KPI) to be achieved over the next four years. However, what is felt up to now is that the Strategic Plan is still used as a complementary document in the preparation of planning and budgeting.
2. The second conceptual model activity is the establishment of development milestones and annual performance targets.
3. There is conformity with the real world in the activity of the third conceptual model, namely the existence of an integrity pact and performance contract between the Ministry of Education and Culture and the Ministry of Finance and the Chancellor.
4. The unit's performance targets have been set by the Chancellor and signed a performance contract with the unit head. This has been done in the real world, only at the level of Vice-Chancellor, Faculties, Institutions, and Bureaus, not covering the lower levels.
5. Unit leaders have not set annual performance targets for each education staff.

6. Education staff have not prepared a performance plan and signed a performance contract.
7. Education staff has not reported the achievement of performance targets periodically through applications.
8. Monitoring the achievement of performance targets periodically has not been carried out through the application.
9. Has not mitigated against deviations in achieving performance targets that occur.
10. Have not assessed the achievement of performance targets at the end of the year.
11. Have not evaluated and developed a follow-up plan for the achievement of workforce performance targets.

The fifth to eleventh stages of the conceptual model activity have not been carried out in the real world. The unit leadership has not determined the annual performance targets for each education staff, resulting in the measurement or assessment of performance targets not reflecting the actual situation where the whole is not carried out comprehensively.

Proposed Corrective Action

Suggestions for improvement proposed in this study are the need for the Rector's commitment and unit leadership to make strategic planning documents and KPI achievements the basis for determining organizational and unit activities and budgeting. This stage needs to be carried out based on a comprehensive evaluation of the achievement of annual performance targets, commitment to setting annual milestones and annual performance targets; determining the schedule for measuring and evaluating organizational performance targets periodically every quarter. It is necessary to prepare a dashboard for the performance management of education personnel in the form of an easy-to-use application to facilitate reporting, monitoring, and mitigation of performance targets, as well as reducing the tendency to assess or measure performance targets that are less objective. Evaluation and preparation of follow-up plans on the achievement of educational staff performance targets also need to be carried out at the final stage of the conceptual model activity. This is intended so that the perceived impact is not only on remuneration, but can also be used for gathering talented education personnel (talent pool), career development, and competency improvement through education and training.

PRIORITY ANALYSIS OF PERFORMANCE IMPROVEMENT STRATEGIES FOR EDUCATIONAL PERFORMANCE

The priority analysis of the strategy for developing the performance of education personnel involves ten resource persons or experts who have expertise and experience in the practice of performance management of education personnel. Resource persons consist of academics in the field of human resource management and practitioners who understand the duties and functions of education personnel. The formulation of goals, criteria, and alternatives becomes a hierarchy in improving the performance of education personnel. AHP is a simple and flexible method that accommodates creativity and steps to solve a problem (made according to each user) [12]. The hierarchical arrangement begins with setting goals for improving the performance of education personnel in supporting organizational performance as shown in the following figure.

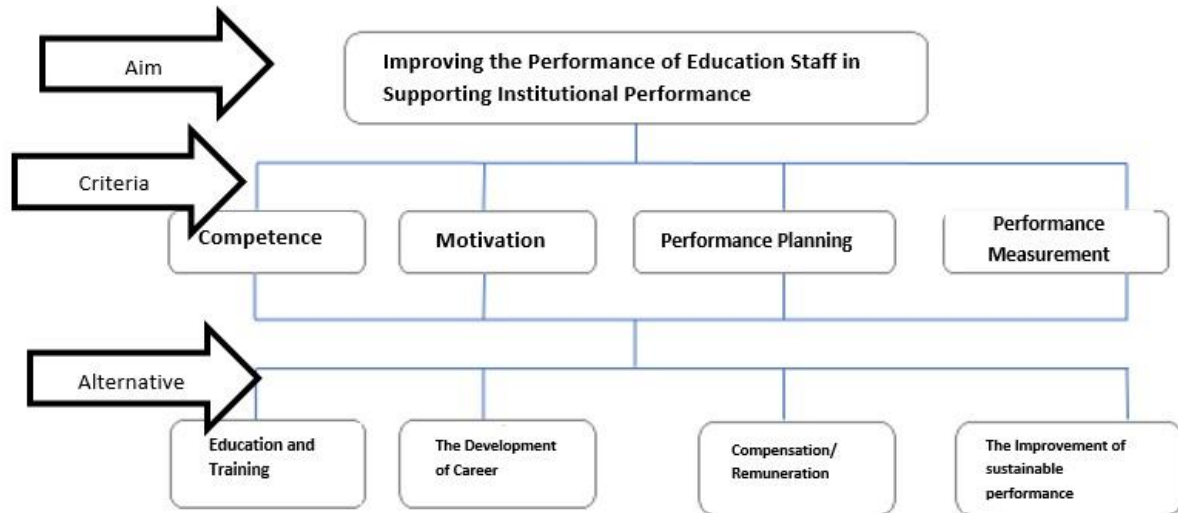


Figure 3. Hierarchy of Education Personnel

The research objective is to improve the performance of education personnel in supporting organizational performance. The calculation of the answers of expert respondents to the questionnaires given is done using expert choice 11. The priority criterion of the four criteria is competence with a weight value of 0.362. Experts assess competence as the main criterion in improving performance. Chancellors and unit leaders need to pay attention to the ability of education personnel in carrying out their duties. Competency improvement can be done through training, mentoring, and coaching, which is carried out by the leadership or by involving other parties. Competence is an aspect of knowledge, skills, and attitudes that are the main factors in carrying out the duties and functions of education personnel. Success in carrying out tasks and functions effectively and efficiently is an indicator used in measuring performance targets.

The second priority criterion is performance measurement with a weighted value of 0.336. Performance measurement that is objective, fair and transparent needs to be an aspect that unit leaders pay attention to. The objective of measuring performance is to eliminate the elements of subjectivity in the measurement, such as performance indicators, measurement times, and assessors who provide values according to the performance achievements of education personnel. A fair and transparent measurement is the absence of discrimination in assessing performance targets where the assessment is carried out openly with evidence of task implementation and achievement of performance targets from education staff.

Table 4. Value of Weights and Priority of Goals Based on Criteria

Criteria	Value	Priority
Competence	0,362	1
Motivation	0,167	3
Perencanaan Kinerja	0,135	4
Performance Measurement	0,336	2

The value of the consistency ratio of the calculation is 1 percent (0.01) or less than 10 percent (0.1). If the value of the Consistency Ratio (RK) is 0.1 (10 percent), then the results of the comparison of preferences can be declared consistent (Saaty, 1980).

There are four criteria for alternatives, namely education and training, career development, compensation/remuneration, and continuous performance improvement. The alternative that becomes the priority in improving the performance of education personnel is compensation/remuneration with a weighted value of 0.371. These results indicate that the aspect of compensation/remuneration is very important for education personnel. The second priority in alternative assessment is career development

with a weighted value of 0.227. This value has an insignificant difference (only 0.015) compared to the third priority, namely education and training with a weighted value of 0.212. Career development becomes the orientation of education personnel in working in addition to the compensation/remuneration received. Promotion and promotion of education personnel should be based on the achievement of performance targets over several measurement periods. The promotion aspect, especially, is no longer based on seniority or other considerations by ignoring the results or performance of the education staff. The combined matrix of comparisons between alternatives based on the criteria is presented in Table 5.

Table 5. Values of Weights and Priority of Alternatives Based on Criteria

Alternative /Criteria	Competence	Motivation	Performance Planning	Performance Measurement	Combination	Priority
Education and Training	0,322	0,122	0,285	0,072	0,212	3
Career Development	0,169	0,294	0,079	0,339	0,227	2
Compensation/Remuneration	0,336	0,515	0,240	0,415	0,371	1
Sustainable Performance Improvement	0,173	0,069	0,395	0,174	0,190	4
Consistency Ratio (RK)	0,00957	0,18	0,03	0,02	0,03	

Partial assessments for each criterion indicate differences in alternative priorities. In the competency criteria, the priority is compensation/remuneration, while the second priority is education and training. The priority on the motivation criteria is compensation/remuneration, while the second priority is career development. Priority on performance planning criteria, continuous performance improvement, and education and training is the same as on performance measurement criteria, including motivation criteria.

The RK value partially on each criterion shows a consistent tendency. However, on the motivation criteria, the RK value was found to be inconsistent because it was more than 0.1. However, the combined RK value for all criteria still shows the results of a comparison of preferences that are consistent with the figure of 0.03 (3 percent). In addition, the overall assessment results also show that there are no errors in the assessment, either partially or combined. The results of AHP calculations with weight values for each hierarchy are presented in Figure 4.

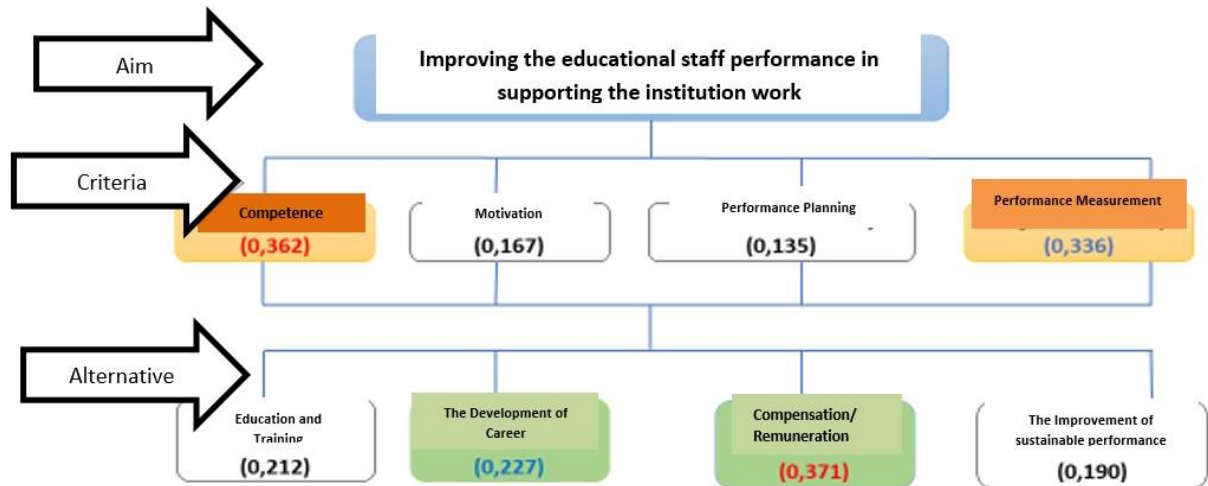


Figure 4. AHP calculation results based on Hierarchy

CONCLUSION

The SSM study shows that there are many parties with an interest in the performance of education personnel such as lecturers, students, unit leaders, the Chancellor, and finally the Ministry of Education and Culture and the Ministry of Finance. Education personnel has a strategic role in providing support and services for achieving organizational performance which has been signed by the Chancellor with the

Ministry of Education and Culture and the Ministry of Finance. The absence of planning and measuring the performance targets of education personnel which is carried out in stages results in unclear performance achievements and contributions of each educational staff. A supporting instrument that can record and document the performance of education personnel from time to time is thus very necessary. It is important to create an application that is easy to use (user-friendly) to monitor, measure, and mitigate gaps in achieving work targets. The preparation of business processes and performance management implementation guidelines is an urgent need. This process includes the process of reporting, monitoring, and evaluating performance targets that describe the processes, outputs, and outcomes achieved by involving the unit leader or supervisor directly, including colleagues related to the implementation of tasks. The results of the assessment or measurement of performance targets that have only been used for remuneration payments can be developed for other purposes that are beneficial to the organization, such as career development including talent management, competency improvement through education and training, and as a basis for continuous performance improvement.

The priority of the strategy for improving the performance of education personnel in supporting the achievement of organizational performance was performed through AHP that places competence and performance measurement as the first and second priority criteria. Competence is an important requirement for the implementation of the duties of education personnel, while performance measurement is an effort to see the success of the implementation of tasks while at the same time ascertaining how much the contribution of education personnel in achieving unit performance and organizational performance. In the next hierarchy, the alternative priorities that can be determined are first, compensation/remuneration, fair and objective compensation/remuneration based on performance measurement results are important for performance improvement. The second and third priorities meanwhile have almost the same weighting value, namely career development as well as education and training. Career development is another expected impact of achieving educational staff performance targets. Promotions and promotions are the expectations of educational staff. Education and training are urgently needed to improve the conceptual, technical, and managerial skills of education personnel. The challenges of environmental change require education personnel to be able to adapt and have high flexibility in responding to the dynamics of change.

ACKNOWLEDGEMENT

The researcher would like to thank the Head of the Unila Research and Community Service Institute (LP2M) along with the various parties who have assisted in this research process and the funding provided through an applied research grant scheme.

REFERENCES

- Aguinis, H. 2009. An expanded view of performance management. *Performance management: Putting research into practice*, 1-43.
- Alamiya, N., Yuliatiningsih, A., Sudrajat, T., & YurisPS, D. P. 2013. Kebijakan remunerasi pegawai negeri sipil (Analisis materi muatan penentuan nilai dan kelas jabatan dalam pemberian remunerasi). *Jurnal Dinamika Hukum*, 13(2), 210-216.
- Atkinson, M. 2012. Developing and using a performance management framework: a case study. *Measuring business excellence*.
- Amir, M. F. 2016. *Manajemen Kinerja Perguruan Tinggi*. Mitra Wacana Media, Bandung.
- Bach, S. (Ed.). 2009. *Managing human resources: personnel management in transition*. John Wiley & Sons.
- Checkland, P., & Scholes, J. 1990. *Soft systems methodology in action* (No. Q295 C51).
- Checkland, P., & Poulter, J. 2006. *Learning for action: a short definitive account of soft systems methodology and its use for practitioner, teachers, and students* (Vol. 26). Chichester: Wiley.
- Ekananta, A., Maarif, S., Affandi, J., & Sukmawati, A. 2018. Analisis situasional kinerja dan kompetensi profesi manajemen sumber daya manusia di indonesia. *JURNAL MANAJEMEN*, 10(1), 67-79.
- Eriyatno, L. L. 2013. Ilmu Sistem: Meningkatkan integrasi dan koordinasi Manajemen. *Guna Widya*.

- Gardner, T. M., Wright, P. M., & Moynihan, L. M. 2011. The impact of motivation, empowerment, and skill-enhancing practices on aggregate voluntary turnover: The mediating effect of collective affective commitment. *Personnel psychology*, 64(2), 315-350.
- Hardjosoekarto, S. 2012. *Hardjosoekarto*. Jakarta, Indonesia: Universitas Indonesia.
- Hardjosoekarto, S., Yovani, N., & Santiar, L. 2014. Institutional strengthening for the role of mass media in disaster risk reduction in Japan and Indonesia: an application of SSM-based action research. *Systemic Practice and Action Research*, 27(3), 227-246.
- K. H. dan H. A. M. Kemenkumham. 2014. Peraturan Pemerintah Republik Indonesia Nomor 4 Tahun 2014 Tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi. pp. 1–37.
- K. H. dan H. A. M. Kemenkumham. 2005. Peraturan Pemerintah Republik Indonesia Nomor 23 Tahun 2005 Tentang Pengelolaan Badan Layanan Umum. Indonesia. pp. 1–12.
- K. H. dan H. A. M. Kemenkumham. 2016. Peraturan Menteri Agama Nomor 6 2016 Tentang Pengusulan dan Pemberian Remunerasi Bagi Pejabat Pengelola, Dewan Pengawas, Sekretaris Dewan Pengawas, dan Pegawai Pada Perguruan Tinggi Keagamaan Negeri yang Menerapkan Pola Keuangan Badan Layanan Umum. Indonesia. pp. 1–11.
- K. H. dan H. A. M. Kemenkumham. 2016. Peraturan Presiden Republik Indonesia Nomor 32 Tahun 2016 Tentang Tunjangan Kinerja di Lingkungan Kementerian Riset, Teknologi dan Pendidikan Tinggi. Indonesia. pp. 1–5.
- K. K. R. I. Kemenkes. 2015. Peraturan Menteri Kesehatan Republik Indonesia Nomor 75 Tahun 2015 Tentang Pelaksanaan Pemberian Tunjangan Kinerja Bagi Pegawai Di Lingkungan Kementerian Kesehatan. Indonesia. pp. 1–103.
- K. K. R. I. Kemenkeu. 2017. Peraturan Menteri Keuangan Republik Indonesia Nomor 176/PMK.05/2017 Tentang Pedoman Remunerasi Badan Layanan Umum. Indonesia. pp. 1–23.
- K. R. T. dan P. T. Dikti. 2020. Indonesia Higher Education Statistical Year Book 2018', Jakarta, Indonesia. doi: 10.1002/chem.200802548.
- Koopmans, L., Bernaards, C., Hildebrandt, V., van Buuren, S., Van der Beek, A. J., & de Vet, H. C. 2013. Development of an individual work performance questionnaire. *International journal of productivity and performance management*. vol. 62, no. 1, pp. 6–28.
- Küskü, F. 2003. Employee satisfaction in higher education: the case of academic and administrative staff in Turkey. *Career Development International*. *Career Dev. Int.*, vol. 8, no. 7, pp. 347–356.
- Martono, S., Khoiruddin, M., & Wulansari, N. A. 2018. Remuneration reward management system as a driven factor of employee performance. *International Journal of Business & Society*, 19.
- Mathis, L. R. and Jackson, H. J. *Human Resource Management: Personnel Human Resource Management*, 13th editi., vol. 13, no. January 2019. Mason, Ohio, USA: Souh-Western Cengage Learning.
- Parmenter, D. 2015. *Key performance indicators: developing, implementing, and using winning KPIs*. John Wiley & Sons.
- Prasetyo, H. N., Yunarso, E. W., & Nugroho, H. 2014. Implementasi Sistem Remunerasi Berbasis Kinerja Di Perguruan Tinggi (Studi Kasus Fakultas Ilmu Terapan Universitas Telkom D/H Politeknik Telkom). In *Prosiding Seminar Nasional Manajemen Teknologi XX* (Vol. 1, No. 2, pp. 20-29).
- Saaty, T. L. 1988. What is the analytic hierarchy process? In *Mathematical models for decision support* (pp. 109-121). Springer, Berlin, Heidelberg.
- Sonnentag, S., & Frese, M. 2002. Performance concepts and performance theory. *Psychological management of individual performance*, 23(1), 3-25.
- Unand, U. A. 2018. 'Peraturan Rektor Universitas Andalas Nomor 14 Tahun 2018 Tentang Pedoman Pelaksanaan Remunerasi Universitas Andalas'. <http://repo.unand.ac.id/20771/> (accessed Jan. 25, 2020).
- Unpad, 2014. 'Peraturan Rektor Uniersitas Padjadjaran Nomor 61 Tahun 2014 Tentang Pedoman Implementasi Remunerasi BLU Universitas Padjadjaran'.
- Williams, L. J., & Anderson, S. E. 1991. Job satisfaction and organizational commitment as predictors of organizational citizenship and in-role behaviors. *Journal of management*, 17(3), 601-617.
- Wirawan. 2013. *Kepemimpinan, Teori, Psikologi, Perilaku Organisasi, Aplikasi dan Penelitian*. Rajawali Press, Jakarta, Indonesia.