Management of Lecturers Quality in a University in Medan.

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Abstract: The quality management system essentially refers to continuous improvement to strengthen and develop the quality of graduates and the lecturers. This research was designed to know the performance of lecturers as key roles in teaching learning process. A survey research was applied to measure the periodical report and performances of lecturers in a university in Medan of North Sumatra. The performance of lecturers was measured through filling application through web rkt.uma.ac.id. Data obtained were the uploaded documents which were recorded the activities of the lecturers on the Tridharma Perguruan Tinggi basis. In accordance with the policy of KEMENRISTEK through Ministry Regulation No. 92 Year 2014, the element of Teaching, Research, Community Service and other Supporting Elements are included. The population were all lecturers at M A Private University in Medan; the sample took 200 respondents from 7 Faculties, namely Faculty of Engineering, Faculty of Agriculture, Faculty of Economics, Faculty of Biology, Faculty of Psychology, Faculty of Law and Faculty of Politics. From the evaluation result there was a mismatch of documents uploaded with the elements or field measured. Non-compliance that occurs during the examination process which caused the scoring to be inconsistent with the uploaded documents. This study suggests the lecturers are more carefully in uploading documents; it aavoids the redundency of documenting files of Tridharma Perguruan Tinggi.

Key words: Higher Education, Quality Management, Tri Dharma Perguruan Tinggi

1. Introduction

Management quality of educational proess in a higher education is integrated with human recourses and leadership as well as facilities. “Total quality management” is the approach which is most often associated with quality assurance. It refers to systems which are developed to monitor all processes that are part of the work of an organisation (Allais, 2009:10). In the quality assurance system of higher education, the necessity of implementing quality control management is absolute. One of the quality control management models currently implemented is the PDCA quality control management (plan, do, check, and action). The process of quality control based on PDCA, according to Rusman (2009: 561) in accordance with the model of total quality management as a quality control model that is often used in educational institutions or schools. The vision and mission of universities in the system of quality assurance of higher education, is very basic and become the main foothold in the process of implementation of quality assurance. Therefore, the attention that needs to be given in the preparation, especially the vision, in addition must describe a quality standard to be achieved, also reflects the certainty of its achievement.
For the owners and managers of Higher Education, the quality management system essentially refers to the continuous improvement to strengthen and develop the quality of the graduates so that it can be absorbed by the agencies and labor market (Asmawi, 2009). Universities, institutes, high schools and polytechnics need to encourage efforts to improve the qualifications of lecturers with further education or courses with adequate facilities so that the quality of resources can be improved so that it will automatically encourage improving the quality of education in universities (Sofyan, 2006).

2. Review of Literature

Quality Assurance System of Higher Education in Indonesia

The success of a college is directly determined by the quality of the teaching and research process, not by the quality of management, but the weakness of management can lead to a decline in the quality of education and research. Good management can provide a conducive atmosphere and conditions of academic service and a social environment that support quality learning and research (Shattock, 2003). The university’s quality assurance system is conducted on the basis of internal quality assurance, external quality assurance, and program implementation permits.

2.1. Internal Quality Assurance, is a quality assurance conducted by a university institution in the manner defined by the implementing university. The parameters and methods of measuring the results are determined by the college according to its vision and mission. By carrying out internal quality assurance, the higher education institution should conduct an internal evaluation called periodical self-evaluation.

2.2. External Quality Assurance, is a quality assurance performed by accreditation bodies such as BAN-PT or other institutions in the manner specified by the accrediting agency that performs. In addition to assessing the feasibility of the program, accreditation is also intended to provide suggestions for improvement in striving for continuous quality improvement.

2.3. Licensing of Program Implementation; The licensing of the program is given by the Directorate General of Higher Education for educational units that meet the requirements of the education program.

Research on the quality of higher education has been done by Wahidul K. Biswas (2012), Juan José Tari Gavin Dick (2016), Sylvia Chong (2014), and Railya B. Galeeva (2016). Biswas pressing global competition requires quality educators and models based on Total Quality Management (2012). Several universities in Russia have adapted to global change to produce the best graduates reported by Galeeva (2016). Sylvia Chong's findings in Singapore concluded that: "The Organization for Economic Cooperation and Development (OECD) emphasizes that the quality of the higher education sector, its definition, assessment and monitoring is not only important for its social and economic well-being but is also an important factor for the international position of the education system" (Chong, 2014). Higher education (university) becomes the foundation of development and economy.
cooperation. On the other hand Galeeva emphasizes the importance of university quality assurance as a determinant of the quality of national Education (2016). Sharabi reported the importance of university service management, although it did not have a direct impact on teaching and learning. Sharabi further implied: "Although management in every Higher Education institution does not affect the provision of direct education activities (eg learning and teaching), it affects the support service system (border level). Higher Education is an important quality dimension in service organizations (Sharabi, 2013). According to Saiti (2012) accountability and performance evaluation of higher education is a determinant factor in Greece. Tridharma Perguruan Tinggi.

**Tri Dharma of University**

*Tri Dharma Perguruan Tinggi* is an integrated goal-program that must be done by universities teaching staffs. Tri Dharma is the responsibilities that must be fully supported by all students. *Tri Dharma Perguruan Tinggi*, hereinafter referred to as Tridharma, is the obligation of Higher Education to conduct Education, Research, and Community Service (Law No. 12 Year 2012, Article 1 Paragraph 9). The Evaluation of Performance Evaluation of Tridharma Semester (EKTS) is adjusted to PERMENDIKBUD No. 92 Year 2014 About Technical Guidance of Implementation of Credit Score of Functional Lecturer position and scoring score (KUM) based on Operational Guideline of Academic Lecturer as stipulated by Director General of Higher Education, Education, Research and Community Service and Supporting Activities.

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3. **RESEARCH METHOD**

3.1. **Research design**

This research was designed to know the performance of lecturers as a very important human resource. The performance of lecturers is measured through filling application through web rkts.uma.ac.id. Uploaded documents of lecturers were related to the activities that have been done by the lecturer that is the implementation of *Tri Dharma Perguruan Tinggi* in accordance with the policy of KEMENRISTEK through PERMENDIKBUD No. 92 Year 2014, the element of Teaching, Research, Community Service and other Supporting Elements.

3.2. **Population and Sample**

The population in this research was permanent lecturer at XYZ Private University, in Medan city and the sample was 200 respondents from 7 Faculties, namely Faculty of Engineering.
Faculty of Agriculture, Faculty of Economics, Faculty of Biology, Faculty of Psychology, Faculty of Law and Faculty of Politics.

3.3. Instrument

The data obtained by filling the form in rkts.uma.ac.id application with flowchart as follows:
3.4. **Data Processing Technique**

1. EKTS assessment is adjusted to PERMENDIKBUD No. 92 Year 2014 About Technical Guidance of Implementation of Credit Score of Functional Lecturer position and scoring score (KUM) pursuant to Operational Guidance of Academic Lecturer Lecture stipulated by Director General of Higher Education.

2. Furthermore, the recapitulation of the value of the assessment team shall be submitted to the head of the management to verify the value and to propose the cost of Vice Rector for administration and finance. Meanwhile, the EKTS assessment criteria can be seen in Table 1.

| Criteria | Scoring Points | Scores (Credit) |
|----------|----------------|-----------------|
| A        | >60            |                 |
| B        | 50 – 59.99     |                 |
| C        | 30 – 49.9      |                 |
| D        | 15 – 29.9      |                 |
| E        | ≤15            |                 |

1. In the element of education / teaching based on the number of credits from the EKTS file collected by the Lecturers in number of 6-12 credits.
2. At the element of research the highest percentage of lecturers who carry out the research elements by inserting the writing into international journals were from the Faculty of Engineering that is equal to 26.63%, and the Faculty of Agriculture 13.63% in accredited national journals, and the Faculty of Biology 90.90% in an unaccredited national journal. Faculty functionaries and lecturers are expected to be more active in conducting research as part of Tridharma Perguruan Tinggi.

The highest percentage of lecturers who perform community service on a scheduled basis is the Faculty of Engineering that is 44.78% and the Faculty of Biology 72.72% in the implementation of community service incidental. Faculty Functions and lecturers are expected to be more active in doing community service activities as part of Tridharma Perguruan Tinggi.

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3.5. Non-Academic Activities
Lecturers in Higher Education Area University of Medan Area had obligation to follow activity of non academic activity, and lecturers who were most active in submitting files that were lecturers of Faculty of Engineering, Economics, Agriculture, Biology, Postgraduate, Isipol and Psychology. At the Faculty of Law appear in the table is the least submit a file of non-academic activities, can be seen in table 4.

4. Conclusions
From evaluation results, there was incompatibility of documents uploaded with element / field measured. Non-compliance that occurs during the examination process can cause the value to be incompatible with the documents uploaded, so it is expected to the Lecturers more carefully again in uploading documents do not need to double in different places even though still within a scope of Tridharma Perguruan Tinggi. The Faculty of Engineering that is 44.78% and the Faculty of Biology 72.72% in the implementation of community service incidental.
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