

PERFORMANCE APPRAISAL AND REMUNERATION MODEL FOR LECTURERS AT A UNIVERSITY EN ROUTE FOR WORLD CLASS - A STUDY AT A FACULTY OF BUSINESS AND MANAGEMENT

Dyah Kusumastuti

Faculty of Business & Management, Widyatama University, Bandung, Indonesia

dyahk05@gmail.com

Abstract

This paper is exploratory and seeks a model of performance appraisal and remuneration for lecturers. In line with the endeavour towards world class, it selected a study program that is recognized as excellent and had gained a 'Grade A' accreditation. With the Indonesian Teacher and Lecturer Act Number 14, 2005, the concept of Globalization and Internationalization of higher education, the Human Resources audit results of the faculty, the Faculty of Business and Management Strategic Plan as its basic guidance and references, a Questionnaire was developed for lecturers' perception of the factors that enhance lecturers' performance and on their remuneration expectations. The respondents were permanent lecturers of the Faculty. Results point to a possible model of performance appraisal for world-class lecturers. It needs to bring together and integrate several key dimensions, including the major roles of Human Resources Management vis a vis service delivery, human resources development, policy and practice framework provision, organizational value implementation and monitoring, effectiveness and efficiency as well as aligning all these to the overall strategy of the university. It was also found that remuneration needs to be tied to performance in order to ensure professionalism amongst the lecturers. The Model can be used to calculate an align pay for performance, to improve the lecturers' competency as well as their own development and to enhance the university's performance overall.

Keywords: World-class university, Performance Appraisal, Remuneration, Competency based assessment, Human Resource Management

INTRODUCTION

The 21st century economy is based on global knowledge that is informative, on proven technology and increasingly on being societal and environmental friendly (Sanchez, 2003; Mubarak, 2012). Knowledge-based economy requires a responsive society in producing competent human resources in the face of the ever changing world. It has been established that higher education plays an important role in economic development of both developed and developing countries (Echevarria, 2009, Mubarak R. Z., Wahab Z., Khan N.R. 2012; Selesho J.M, Naile, I, 2014). Its role should actually be pre-eminent and be more aligned to societal and economic demands.

Higher Education represents a center for research, knowledge, changes and skills excellence in acquiring, producing and transferring knowledge to society. The human intellectual capital will play a central role in developing them to be the center of knowledge. Faculties/Schools provide this role and enhance excellence through their cognitive capacities (Wright, McMahan and McWilliams, 1994), skills and knowledge (Storey, 1992).

Experiences of the more advanced Asian countries like Japan, South Korea or China, showed that quality higher education correlates significantly with improvements in human resources competence that formed a high national competence. Problems in global competition need to be overcome by knowledge-based solutions. Increasingly such competitions no longer depend on natural resources and cheap labor, but on knowledge possessed and controlled by a nation. Such is the importance of knowledge in the nation's ability to compete.

The Indonesian Government through the Ministry of National Education encourages and helps a number of universities with the potential of moving towards *World Class University* status. The major rationale to becoming a World Class University is philosophically to help its graduates acquire the ability to rapid understanding and able to adapt to the rapid global changes. The inability to adapt to these rapid changes will lead to unemployment in the global economy (<http://esihairani.blogspot.com/2009/01/perguruan-tinggi-menuju-wolrd-class.html>).

The globalization of management education experienced growth ranging from: 1) business schools make testing form the content of education with entrepreneurship and innovation; 2) intellectualization of management in the accreditation program. In some ways, the second wave is reflected by the growing professionalization of management itself; expanding access to education to improve the reputation (Kusumastuti, D; Agatha R, S, 2012).

The Indonesian policy involving lecturers is the *UU No. 14 Year of 2005* (Law Number 14, 2005) that defined the lecturer as a professional educator and knowledge expert with the main task of transforming, developing and disseminating knowledge, technology and arts through education, research and services to society, known as "Tri Dharma" (Trilogy). Lecturers

must possess pedagogic competency, personality self competency, social competency and professional competency acquired through professional education.

Competence consists of a range of knowledge, skills and behaviour possessed, controlled and practiced by the lecturer in their professional tasks. The Government policy also stated that lecturers' remuneration is made up of basic salary, bonuses associated with salary, as well as other incomes such as professional fees, secondment fees, special fees, honorary fees and bonuses associated with tasks as a lecturer determined through performance.

In order to ensure that lecturers continue to have and practice those competencies, performance appraisal and associated remuneration processes to maintain the lecturers' motivation need to be carried out. The expectations are that these performance appraisals are aligned with the organization's strategy so that the university will achieve its targets in collaboration with its staff.

Research objectives

1. To develop a Performance Appraisal Model founded on competence and achievement of the University's and faculties strategic plans
2. To develop Lecturers' Remuneration Model associated with standard competences and achievements

LITERATURE REVIEW

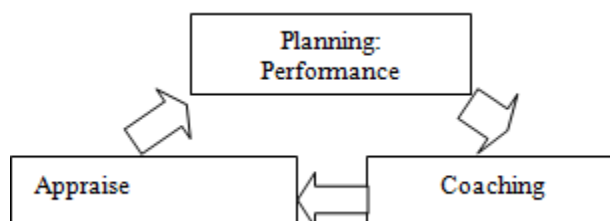
Indonesian government policy on Teachers and Lecturers Law No. 14 of 2005, states that the lecturers are required to have compulsory pedagogical competence, personality/self competence, social competence, and professional competence acquired through professional education.

Managing performance is perhaps the key responsibility of line managers and an area where a partnership between line and HR can be most beneficial. HR can help managers to understand how to define roles in the light of the business drivers and how to Managing and rewarding for high performance identify the capabilities required doing the job (Berger, 2001).

Performance Appraisal is an important activity of HR management. Through this activity organization leaders could observe the extent human factors support the organization's plans previously determined. In contemporary organization, performance appraisal is an important mechanism to elucidate plans, performance standard and to motivate individuals' performance over the next period. There are four key factors of performance management such as: A common understanding of the organization's goals, shared expectations of how individuals can Contribute, Employees with the skills and ability to meet expectations, Individuals Who are fully

committed to the aims of the organization. In managing performance, managers must be able to ensure that employees are appropriately focused into roles, developed and managed. According to Spencer & Spencer (1993), a Performance Management System (PMS) follow the cycle as:

Figure 1. Performance Management System (PMS) Cycle



Performance appraisal should be linked with other HR functions such as:

- Remuneration or compensation, specify fixed or performance-based pay
- Succession Planning. Identify prospective employees to replace the post of key positions within the organization.
- Discipline. Trial or dismissal of the action
- Development, Training, Placement which ultimately improve the competence of employees
- Career path. Assignments planning future work that is designed to give employees experience and improve specific competencies

By using competency assessment instrument that is "how to" generate performance. It is intended to seek a more precise assessment, future-oriented and focus on development. With a dynamic organizational environment, competency based approach brings a different perspective for performance management. Performance consists of behavior or competency or the process used to achieve superior performance of their job and the results or quantitative targets. A PMS that combines planning, management, and competency-based performance assessment. This competency-based performance models to assess and appreciate the performance and competence, both what employees actually "sent to the bottom line" in the past year and how they do it: they exhibit characteristics that predict superior performance in their current job, or in this study is the professional development of faculty in the future.

Table 1 shows how results and competence may be balanced. It is possible to set performance objectives with competency at 10 -70% and results at 30-90% %, or in the case for extreme of service job s competency be given a 100% weighting.

In doing Performance Appraisals, contemporary organizations realize the importance of *competence*. This happened due to the need for a more qualitative evaluation, future orientation and focused on staff development.

An evaluation system based on competence provides a new outlook and a different perspective to management performance. It is seen as a process of using competence by staff in order to achieve results of their work. The Performance Appraisal system that includes competence shifts the emphasis of performance from the achievement of organizational objectives to staff's behaviour and competence in order to achieve organizational objectives. Thus such a performance appraisal points towards evaluating the behaviour or competence of those involved and not merely on the organizational results obtained. Diagnosing and solving the problem of poor performance may then be carried out as follows: If performance is not at the required level, prioritize jobs associated with this poor performance, by requesting those involved to assume the required behaviour competence as frequently as possible and develop these competences in those involved. Competency Based Performance Appraisal system has the important effect on management in that managers are able to address the problems by providing the required formal competency training, exercises and development activities for the appraisal period.

Table 1. Competency Based Performance Appraisal Approaches

Competency Based Performance Appraisal	
<p>COMPETENCIES (pay for competence or skill) (10%-70%)</p> <ul style="list-style-type: none"> • How performance • More qualitative • For longer periods: future orientation For the performance of the current and future jobs. • Development-oriented, behavior change 	<p>PERFORMANCE(pay for results) (30%-90%)</p> <ul style="list-style-type: none"> • What or performance • Quantitative: related goals and organizational units • The short time frame: one year, past performance • Reward oriented such as pay for results

Source: Modified from Spencer & Spencer (1993)

Spencer (1993), the steps in developing a Performance Management System as follows:

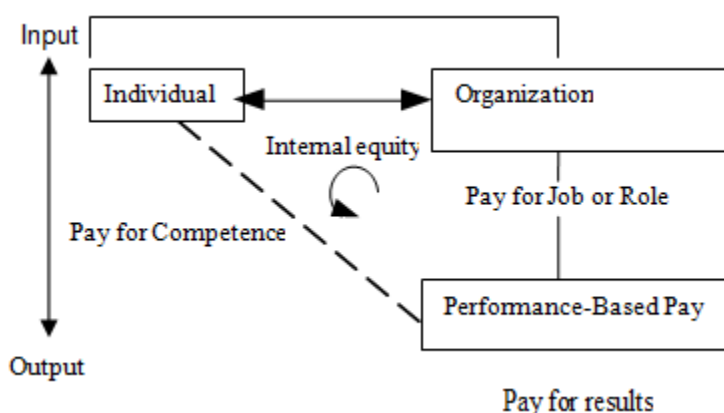
1. Identify competencies required for superior performance in the present or future jobs (competencies needed to implement the organization's strategic change of the target).
2. Develop a competency - based performance appraisal that assesses behavioral competencies and results of the performance in this case called Key performance Indicator (KPI's) that predict job performance
3. Training and development for managers and employees on performance management system for improved performance in line with the target organization. Coaching training

includes an competency assessment of competency levels of employees, employee performance or KPI's agreement with directly supervisor

Spencer (1993), Steps in developing competency-based compensation systems such as:

1. Identify Key competencies required competencies to produce superior performance of the job role and results in a level of performance for job family. Competency based for compensation can be shown in diagrammed as shown in figure 2.
2. Determine the relative percentage. Determine the relative percentage of total compensation for the organization wants to pay for the job role, the competence, and performance results. Competency-based payment systems typically Include all three basic factors: base salary based on work organization or in this paper is the lectureship level, plus pay extra for the success of the individual from LPA results, team performance or success team or work unit, the results of the performance of the whole organization .

Figure 2. Compensation System Variable



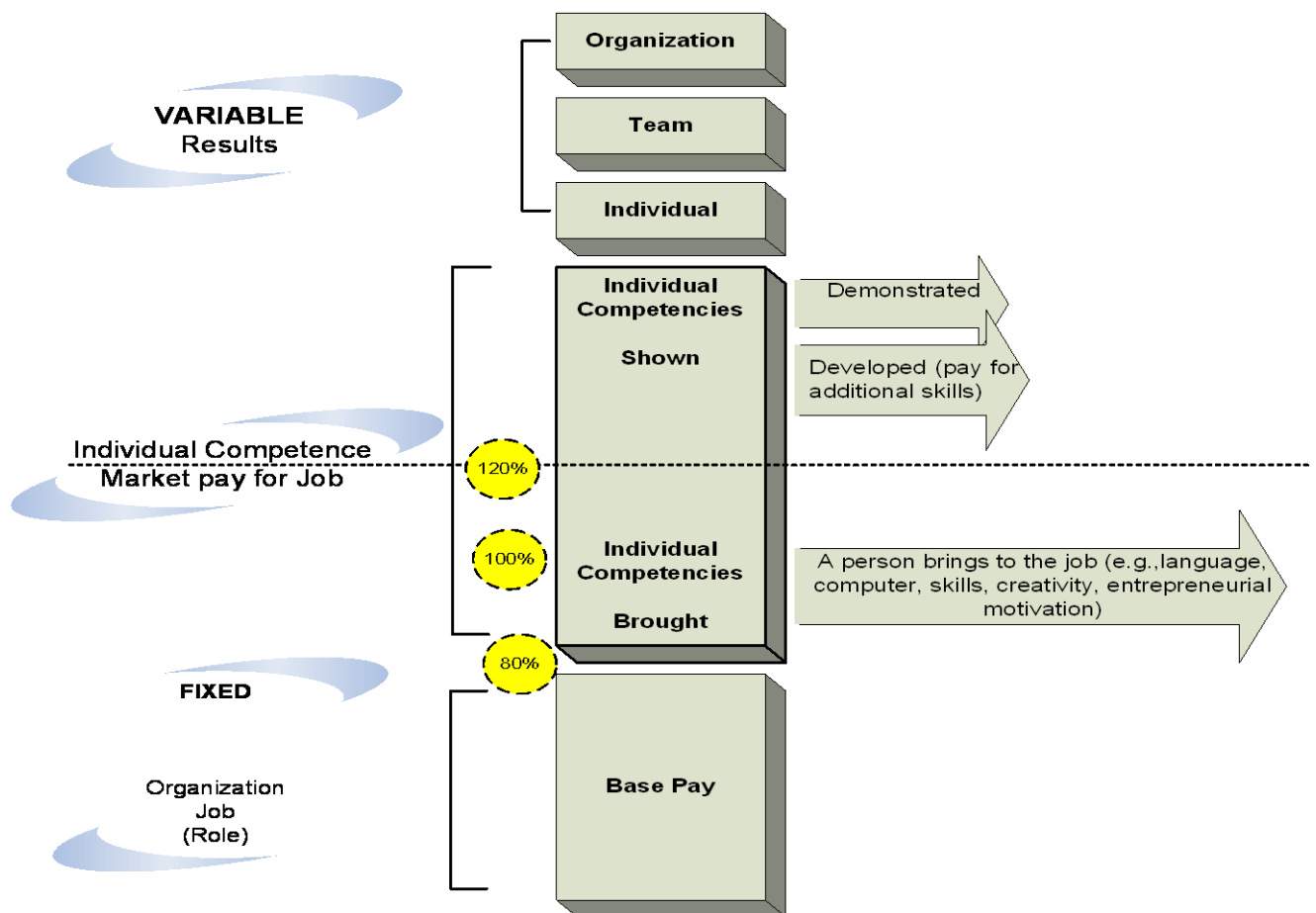
Thus, Competency Based Performance Management System ensures that proper behavior or in this case the competence of lecturers include competence pedagogy, professional, social and personality have been identified that will encourage the best performance, and that such behavior can be measured effectively followed by the method of remuneration / reward right. Indonesian government policy number 14 year 2005 on Teachers & Lecturers stated that Lecturers are professional educators and scientists with the main task of transforming, develop, and disseminate science, technology, and the arts through education, research, and community service duties hereinafter referred Trilogy of HE. Notch faculty, as professionals, serves to enhance the dignity and role of the lecturer as a learning agent, developer of science, technology, and art, as well as to the public servant serves to improve the quality of education.

Faculty academic hierarchy remains consist of Expert Assistant (Asisten Ahli) , Assistant Professor, (Lektor), Associate Professor (Lektor Kepala) , and Professor (Guru Besar). For that lecturers are required to have pedagogical competency, personal/self competency, social competency, and professional competency.

Thus starting with the required job competence, the organization is able to identify the core competence that must be required by each position in the organization. In addition, each position must also have its own specific competence. The value of each of these competences needs to be predetermined and may have a range between a minimum and a maximum.

The example above shows what the expectation of the candidate should be with the associated competences, with the market variation and the availability of persons with such competences affecting the final decision the organization would take in securing such a person.

Figure 3. Hierarchy of decision making that leads to achieving the final result.



Source: Spencer (1993)

METHODOLOGY

This Study used Business & Management Faculty of a private university as a sample. This Faculty has an A-level accreditation from the Indonesian National Accreditation Agency. The respondents were 50 full time lecturers of a total faculty of 71.

All our lecturer to provide 'A accreditation' the Faculty accepted. It can not be achieved if our lecturer are low quality. In selecting respondents to our survey carried out randomly from the population of 71 lecturers. They (the respondent) has been certified lecturer government issued by the Ministry of Higher Education so that non-full time lecturer has been removed to ensure the integrity of the response.

The sample size is 50 lecturers, more than 70% of the total population of full time lecturers in the Faculty, will prove statistically acceptable. To ensure the answers of the respondents also conducted tests of Cronbach's alpha is a statistic for reliability test. Generally it is used as a measure of internal consistency or reliability of a psychometric of research instrument. Reliability resulted Cronbach's Alpha, $\alpha > 0.8$, which means the quality and reliability of respondents have a valid because the result is $\alpha > 0.6$ for the value of the Reliability (refer table 6).

The development of Performance Appraisal and remuneration scheme used data and information from the following:

- 1) Faculty Strategic Plan for year 2014 -2018
- 2) The current management audit results of lecturers
- 3) The 2015 research results through a questionnaire to lecturers eliciting their thoughts on the factors that encouraged lecturers' performance associated with their performance appraisals and remuneration link to PA
- 4) The concept and theory of performance management and Indonesian Government Policy on lecturers' tasks per the "*Tri Dharma*" (Trilogy) of Higher Education.

ANALYSIS

The results of the HR management audit are shown in Table 2 below and other appropriate results are shown in the subsequent Tables.

Table 2. Results of the HR Audit (HR Audit 2012)

HR Activates	Current	Desired
HR Strategy	Example : Not well defined, HR Management leans to be administrative rather than University HR strategic	Alignment with the organization's strategy and objectives Short & long-term development plan to support the people strategy. HR Service Delivery Model should move from "Administrative center "toward " Collegial or Partnership center"
Competency Model	Does not exist in the organization, Organization to focus as personal administration .	Core competencies derived from vision, mission, values and strategic plan .Conduct assessment to identify competency gap. For Lecturers – the pedagogy competence, professional, social and self . These competencies need to be demonstrated in the lecturers' behaviors in line with <i>Tri Dharma</i>
Performance Management	Gap between performance management and the organization strategy	Needs Alignment with the organization's or faculty's strategic direction and vision & mission ("line-of-sight") measuring KPI's (Key Performance Indicator's)
Job Evaluation /grading & Compensation	Not linked with the overall strategy objectives of the faculty or organization.	The Lecturers' ranking or job grading is based on the position of academic lecturer according to government policy, strategy and alignment with the Performance Management System.
Career &Development	Does not exist well in the organization	Should be integrated with Performance Management System and Training.

Source: Analysis of HR Audit

Table 3. Results of the Faculty's Strategic Plan 2014-2018

Results of the FBM Strategic Plan		Remarks
1	Growth of interest FBM Theme Strategy Plan	Market Growth for student interest to management program
2	FBM 2014-2018	Capacity building for growth towards a world-class faculty
3	Vision	To become a world class business and management education provider
4	Values	"Djitu" abbreviation from Disiplin, Jujur, Inovasi, Tekun dan Ulet in Indonesian, Discipline, Honest, Innovative, Diligent and Tenacious
5	Mission	<ol style="list-style-type: none"> To prepare graduates to become professionals who are capable of integrative thinking and having global outlook; who work by the latest global management concepts and adaptation to local business practices guided by <i>DJITU</i> To develop applicable knowledge and business and management practices based on universal concepts which are contextual gained from research and teaching collaboration between participants, academic staff, alumni and industry To disseminate and implement applicable knowledge and management practices in order to improve the organizational life and society through their contribution to quality of life.

6	Quality Objective	<ul style="list-style-type: none"> • 70% on time completion with excellent results • All graduates possess good and appropriate character to become entrepreneur • 80% with English language competence • An average of one national/international publication per lecturer per year • At least 80% stakeholder satisfaction • 30% of graduates have global experience during their study at FBM
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Source: Strategic Plan Business and Management Faculty 2014-2018

Table 4. Qualitative Analysis for Faculty of Business & Management with QA-Star

Component Star	QS	Current Year 2014)	Year 2014-2018	Remark for Year 2014-2018
Teaching Quality		Good enough	Good or Star	Focus to benchmark to top university and using ICT – Knowledge Management
Graduate Employability		Good enough	Good or Star	Focus to increase premium national market
Research Quality		Very low	Good enough	Need breakthrough
Infrastructure		Good	Good or star	Focus to improve Capacity and utilization
Internationalization		Low	Good	Need Breakthrough
Specialist Strength		Low	Good or star	Capability building to create uniqueness

Source: Results from Quality Audit Analysis 2014

Table 5. FBM Milestones in 2014-2026 Plan

Period	Strategy Theme	Main Objective
Short Term (2014-2018)	Capacity Building For Growth Towards A World-Class University	Well Define System Management And Capabilities
Middle Term (2018-2022)	Acceleration To Achievement	Using Capabilities To Achieve World-Class Performance Increasingly
Long Term (2022 – 2026)	Achievement & Improvement	Focus On Results Achievement And Design Next Target

Source: Milestone Strategic Plan FBM 2014-2026

Table 6. Results of Questionnaire on Lecturers on factors that encouraged their performance in carrying out their tasks according to 'Tri Dharma'

Statement	Average Results*	Inference	Alpha Cronbach
University Leadership	3.12	Not Yet	0.90 Until 0,93
Reward and Recognition for innovative and excellent lecturers	3.21	Not Yet	
Joint synergy between work units and study programs in the university	3.17	Not Yet	
Management system for Teaching, Learning and Research	2.97	Not Yet	
Facilities to support Tri Dharma activities	2.80	Not Yet	
Support to develop expertise	3.40	Not Yet	
Availability and functionality of system access through ICT, for new knowledge and expertise data base of Lecturers	2.91	Not Yet	

* The average results are from responses in a 5-scale Liker questionnaire, from 1 : Not very Agree until 5: Strongly Agree

Table 7. Lecturers' statements on the link of Remuneration and Performance appraisal

Lecturers' Statement	Average Result **	Inference
Competence-based Performance Appraisal with determined Key performance Indicators	2.80	Agree→ Strongly Agree
Clearly manifestation of Performance Management in the Planning-Implementation Coaching	2.95	Strongly Agree
Remuneration or Pay for Performance based on Lecturers' Performance Appraisal results	2.60	Agree→ Strongly Agree
Remuneration calculates Status and the Lecturers' academic position	3.00	Strongly Agree

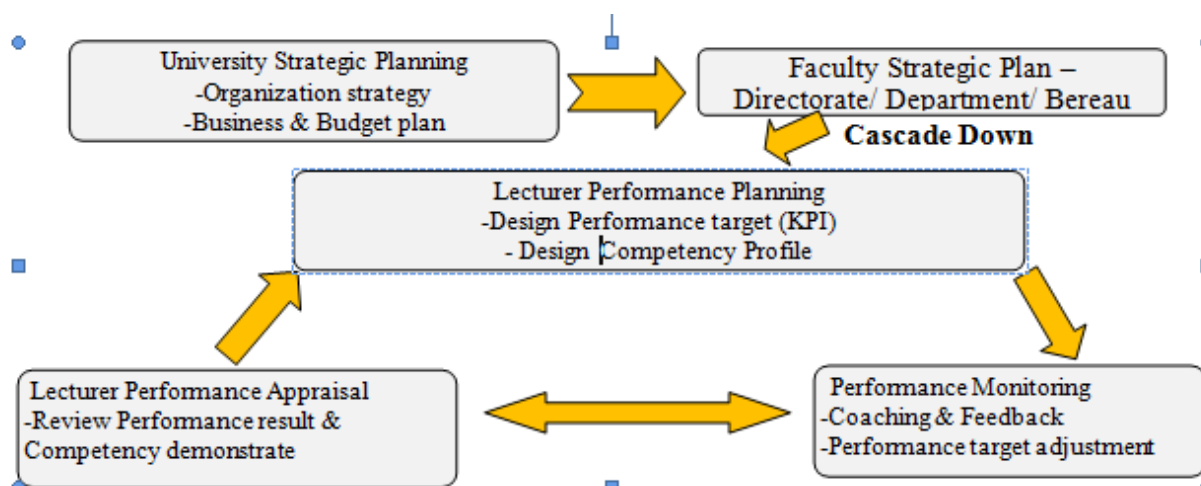
* The average results are from responses in a 5-scale Liker questionnaire, from 1 : Not very Agree until 5: Strongly Agree

THE LECTURERS' PERFORMANCE APPRAISAL AND REMUNERATION MODEL

The steps involved in developing the Performance Appraisal and Remuneration Model are as follows:

- a. The understanding and implementation of Performance Management are explained through a system that manages organizational performance to attain optimality based on the agreed requirements made up of three phases: Planning, Implementation, Evaluation

Figure 4. Staging Performance Management System



Source: Kusumastuti, D; Prabowo, H (2011)

This is performed by cascading down to the Faculty Strategic Plan, then to the lecturer, thus lecturer's KPI are tied to the success of the Faculty and University. Performance Appraisal evaluated through pedagogy, professional, social, and self & personality competencies and KPI's are achieved, as shown in figure 7.

- b. Development of four standard competencies and measurement indicators as required by the education *Tri Dharma* summarized in the following Table 8:

Table 8. Developing KPIs for the four lecturers' standard competency

Professional competence of lecturers.	Behavior Description	Competency Included	Measurement Indicators With KPI's
Pedagogy	Understanding of the lecturer on learners, design and implementation of learning, evaluation of learning outcomes, and the development of learners to actualize different potentials	Initiative, Achieve Orientation, include : Planning, Sets challenging goals, Innovates, Measure Performance, Improve outcomes Directiveness	1. Satisfaction of students in teaching and learning process (IKAD) 2. Research & Paper Publication 3. Academic advising and Others (Content Development, Collection of Exam Questions and Answers, Evaluation Paper, Institution Development) 4. Community Service
Professional	Mastery of learning materials is both broad and deep, which includes mastery of the subjects in the curriculum and the substance of the shade material science, as well as mastery of the structure and scientific methodology inculcating the motivation to expand.	Professional Expertise: Expands and Uses technical Knowledge, shares expertise, Commitment to Learning, Innovation, Achievement, Information Seeking, Analytical Thinking Conceptual Thinking.	

Social	The ability of lecturers to communicate and interact effectively with students, fellow teachers, staff, parents / guardians of students, and surrounding communities.	Customer Service Orientation Teamwork & Cooperation Developing Others
Personality or self	Personal Effectiveness, The ability of personal identity that reflects the personality of a solid, stable, mature person in relation to others and to work wisely and authoritatively, become role models for students, and dignified.	Self Confidence Self Control Flexibility Commitment

Source: Develop from Boyatzis, R.. E. (2008); Spencer (1993); Indonesian government policy number 14 year 2005 on Teachers & Lecturers.

- c. The Lecturers' Performance Appraisal is then done by measuring the four indicators where each KPI factor carries targets which are cascaded through the Faculty's target, while the weighting of each KPI factor is determined by the government's policy by their percentages in order to calculate the credit value for lecturers in Indonesia.

Table 9. Results of Performance Appraisal's components of the Tri Dharma

Lecturer Performance Appraisal's			Point					
KPI Factor	Target	Weigh	1	2	3	4	5	6
Teaching Learning (IKAD Average)	> 3.00	45%	0.00-1.67	1.68-2.33	2.34-3.00	3.01-3.33	3.34-3.67	3.68-4.00
Paper Publication	2 Published Papers per Year	25%	0	1 published paper per year	2 published papers per year.	2 Published Papers per year & total 4 Score	2 Published Papers per Year & total 5	2 Published Papers per year & total 6
Community Service (CSR activity)	1 activity for each	5%	0	1	2	2	2	2
Academic Advising & Others	5 student/ Semester	5%	5	5	>6	10	10	10
Content Development		5%	2.00	>2 -3	>3-4	>4-5	>5-6	>6-7
Exams Question and Answer papers		5%	2.00	>2 -3	>3-4	>4-5	>5-6	>6-7
Evaluation Paper		5%	1.00	>2 -3	>3-4	>4-5	>5-6	>6-7
Institution Development								

Source: Modified Kusumastuti,D & Prabowo,H .(2011)

Note:_The performance index (IKAD) ranges from 1 (lowest) to 4 (highest) and calculated students' satisfaction obtained through a questionnaire distributed at the end of the semester.

For performance calculation Performance Appraisal for Paper Publication with to assess the performance Lecturer in Research done by calculating the scoring of the paper output generated by the lecturer, as defined in Table 9, as follows:

Table 10. Shows the process of quantifying lecturers' performance on Research

Research/Publication Output	Score	Remarks
Academic papers	1	Local
	2	National Conference
	3	International Conference
	4	National. Accredited Journal
	5	International Accredited
	6	International Accredited Journal (more Reputable Journal)
Case studies	1	National
	2	International
Books	4	National (text book)
	6	International (text book) , & Reference Book

Table 11 . Point Lecturer Performance Appraisal

Total Point of LPA	Grade
1-2	Less
>2-3	Less - Marginally
>3-4	Good
>4-5	Very Good
>5-6	Excellent

Performance Criteria total result point can be described as follows:

Table 12. Performance Criteria total result point

LPA Point	KPI Description	Competency Description
1	Significantly do not meet performance standards and targets set	Demonstrate basic development needs compared with job competencies required
2	Do not achieving performance standards and targets set	Perform key actions yet but have significant development needs in several important actions.
3	In general meet appropriate performance standards and targets set.	Doing adequate in some key actions but have significant development needs in at least one key action
4	Achieve all performance standards and targets set	Perform the actions of key importance; development needs at least one or key actions or complex
5	Achieve all performance standards and even exceed the targets set but not all of them.	Superior in some but not all of the key actions Do not have a significant development needs in achieving the key actions.
6	Significantly above performance standards and targets set.	Superior performance in all key actions ; full mastery of all aspects of this competency

On Academic Advising, the lecturers' performance is measure by way of students' satisfaction level in their final year project and the number of students the lecturers supervised. As before the scoring ranges from 1 – lowest to 4 – highest.

The assessment of other KPI factors such as Contents Development, Collection of Exam Questions and Answers, lecturers' Paper evaluation and Institutional Development is done by looking at the results of the output factors and their quality calculated per Table 9.

- d. The results of the lecturers' Performance Appraisal are calculated on a year basis with score values between 1 and 6.

$$\text{Lecturer Performance Appraisal (LPA)} = \left\{ \begin{array}{l} \text{IKAD + Publication Paper Community Service (CSR activity)} \\ + \text{ Academic Advising \& Others + Content Development} \\ + \text{ Collection of Exam Questions and Answers} \\ + \text{ Paper Evaluation} \\ + \text{ Institution Development} \end{array} \right.$$

To elucidate the process an illustrative example is given here.

Ñame: John Idol, Status: Full Time, Position: Associate Professor

Table 13. Illustration

Lecturers' Performance Appraisal					
KPI factor	Target	Weight	Result	Point	Total Point (Point *)
Teaching Learning (IKAD Average)	> 3.00	45%	3.2	4	1.80
Publication Paper	2 Published Papers per Year	25%	2 Published Papers per Year & total 5 Score	5	1.25
Community Service (CSR activity)	1 activity for each	5%	2	2	0.10
Academic Advising & Others	5 student/ Semester	5%		3	0.15
Content Development		5%		4	0.20
Collection of Exam Questions and Answers		5%		5	0.25
Evaluation Paper		5%		3	0.16
Institution Development		5%		4	1.20
LPA				5.10	Excellent

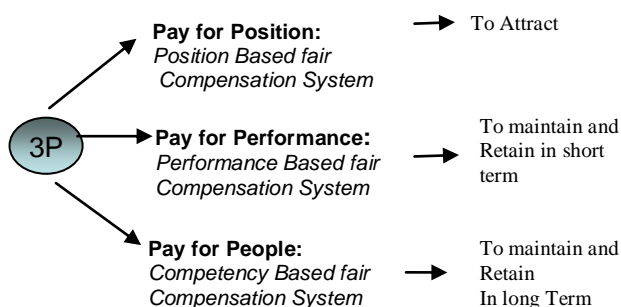
Thus, Performance Appraisal, can be done once a year at the end of the performance period for reviewing, evaluating and completing achievements / KPI results and competence. Performance Appraisal is also a process to review the areas of improvement and future development plans of the lecturers.

e. Development of the Remuneration Model

Fig.3 and Fig. 4 shows how the remuneration model is developed. In this case, however, the government policy on remunerating government civil servants is used as a guideline in addition to the integrated concept that links the Lecturers' Performance Appraisal with Human Resources aspects such as remuneration, training and career development.

The 3P (Position/Grade , Performance, People) approach of the remuneration management system supports the University's or faculty's strategy, mission and objectives. The 3-P system ensures that HRM plays a central role in management decision making and the achievement of University goals.

Figure 5. Pay for Position, Pay for Performance, Pay for People



Source: Kusumastuti (2011)

To Pay for position align with grade academic position and the amount of credit value lecturer lecturers are:

Expert Assistant (Assistant Expert) - Credit value = 100 and 150, Assistant Professor (Lecturer) - Credit value = 200 & 300, Associate Professor - Credit value = 400 & 550 & 700, Professor (Professor) - Credit value = 850 & 1050

Which became Fixed pay is linked to academic faculty positions, while the variable pay is the result of the PA, in which already covers the competency of the lecturer.

SUMMARY OF THE FINDINGS AND CONCLUSION

To maintain professionalism to ensure lecturers as Knowledge worker has Competency pedagogy, Competency professional, Competency social and Personality/Self Competency and prevent professional decay lecturer, the University needs to do LPA is to assess KPI's achievement is Performance lecturer in IKAD (index performance Academic Lecturer, Publication Paper , Community Service (CSR activity), Academic Advising & Others, Content Development, Collection of Exam Questions and Answers, Evaluation paper, Institution Development which in turn results LPA is associated with a remuneration system through Three (3) Pay (Position / Grade, Performance, People).



**LECTURE PERFORMANCE APPRAISAL (LPA) =
% COMPETENCY + % KPI (ROLE)**

Lecturer who pay a fixed remuneration depending on the level of academic positions, while variable pay depends on the results of the PA. In accordance Spencer (1993), that the Integrated Human Resource Management Information System is shared by all human resource functions that Provides a common language and integrated all HR service by using the Job Database and People Competencies competency requirements.

For lecturers who have additional job such as position Rector, Dean, Head of Department need to be in charge of Job Competency requirements and Key Performance Indicator further LPA Lecturer with Double Role This position is added to the LPA with setting % weighting as in Table 1.

From the results if the research data of Table 5 and Table 6, the questionnaire statement lecturers to improve performance and maintain professionalism lecturers need encouragement university leadership that can describe the vision and mission, to give freedom of Choice (freedom lecturers) to cultivate expertise and professional services expertise outside the university, manage energy / spirit to foster the spirit of learning and achievement, harness the potential and creativity.

In addition to the above to encourage Lecturer performance, the need for the University:

- Work to develop synergy between the units, program study to encourage faculty performance.
- The management system that is easy and fit for the professional people can use easily and not time consuming
- Assistant lecturer to support the development expertise of lecturers

- The availability and functioning of ICT-based access can be used lecturers as well as access to new knowledge gained access database expertise ease.
- Assess performance clearly Lecturer components resulting in "performance" Separation "between the lecturer and the results of performance related remuneration should make lecturers are motivated to improve their performance in the Tri Dharma (Trilogy) HE.
- Remuneration Structures as Knowledge Worker Lecturer ranging from 3 Pay, taking into account the method of determining the amount, payment strategies and Total Take Home Pay by linking academic faculty position and results of LPA.

From Bossidy, L. & Charan, R. 2002, Execution in this paper is a model Lecturer Performance Appraisal and Remuneration, this needs to be a core element of the culture of an organization. Execution should be embedded in the reward system and the norms of behavior practiced by everyone. This is necessary for the execution of three foundations that need to be built within the University, namely 1) Essential Top Leader Behavior, 2) creation of Culture Execution and 3) The Job No Leader Should Delegate so Having the right People in the Right Place. Leader Behavior required for execution includes the Know Your People and Business, insist on Realism, Develop Goals & Priorities, Follow through (clear targets need to be managed seriously), Award for actors, Expand people's Capabilities via Coaching and Know Yourself. While the creation of the foundation Culture Execution Tell manner clearly to everyone, the result of what to expect, and then discuss how to obtain the results, as part of the coaching process. Then you give awards to those who succeed. If they still do not meet expectations, you give extra coaching, do not give him a reward, give another job, or let them go. Three is the foundation for the Job No. Should Delegate leader so Having the right People in the Right Place. Why the Right People Are not in the Right Jobs? The answer is probably not enough Leader know about the people they have chosen, Leader may take the fun for him (psychologically unpleasant), than anyone else who has a better ability to work, the leader might not have the courage to distinguishes great performer with bad performers, and then take the necessary action.

Keep in mind that the execution-oriented Leader allocate significant time and energy to the process of human resource development and keep the best talents continue to show their best performance.

Lecturer Performance Appraisal and execute in order lecturer Reviews their motivated to improve performance, university leaders should be able to manage the energy yourself and then reviews those around you. Mean energy is the amount of a person's involvement in the workplace, physically, mentally, spiritually, emotionally and socially (Kusumastuti, D, 2014).

IMPLICATIONS OF THE STUDY

First, to develop Human Capital Management, which is a strategic activity that aims to ensure that the university will have sufficient competencies in the long term frame.

Second, Resource Integration of business processes in university . This activity is done through mapping and resource goals every business process in the university into the competencies that can do the exchange and integration of resources across business processes in a university using a standard language that in the form of formulation types of competency.

Third, Knowledge Management; that lecturer with similar competency can together using various knowledge management tools such as Lesson Learned, Technical documents, and so on for the Sharing knowledge and practical experience and then Creating Knowledge to be applied in the faculty or university

Fourth, Communication across functions in the university can be done more clearly and more accurate to use title and description competency standardized, making it possible to utilize Knowledge of lecturers among faculty within the university

LIMITATIONS

- a. Veracity of any extrapolation to other faculties and other universities may be difficult to justify due to the different natures of other faculties.
- b. A more confident conclusion may be obtained perhaps if results from doing this at a similar faculty in another university was conducted. We acknowledged the problem of involving external organization and given the competitive environment, this idea would not have got off the ground.
- c. The homogeneity of the sample could be a factor that need to be looked at more rigorously as are demographics.

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