IMPLEMENTATION OF HUMAN RESOURCE MANAGEMENT IN IMPROVING THE QUALITY OF LECTURERS AT MUHAMMADIYAH PARE-PARE UNIVERSITY

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Abstract: This paper talks about how implementing human resource management improves the quality of lecturers at the University of Muhammadiyah Parepare. The research method used is descriptive research that is analyzed qualitatively. Data sources are obtained from leaders, bureau heads, deans, lecturers, and documentation. The results showed that: 1) the system and process of implementing human resources related to lecturers, carried out professionally and under applicable regulations and regulations; 2) the quality of lecturers in terms of distribution based on faculties and study programs has not been evenly distributed; 3) efforts to improve the quality of lecturers carried out include further study studies, integrated learning, research, scientific forums, scientific publications, communication forums, mastery of information technology programs, parent programs or internships, and other supporting activities; 4) supporting and inhibiting factors for improving the quality of lecturers in general, including leadership, individual motivation, limited budgeting, and lecturer welfare.

Keywords: Human Resources; Lecturer; University

I. INTRODUCTION

Human resources in educational institutions are one of the management sub-systems that need the same attention as other management sub-systems because they are the key to academic success.[1] The completeness of facilities and infrastructure, the availability of funds, and support from various institutions and departments do not provide guarantees for the achievement of educational goals, if educators and education staff do not support them in all educational units, including in universities.

Criticism of education in Indonesia, delivered by Tilaar,[2] whose substance is that the focus of education is still on quantity rather than quality, and quality education is the

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[1]Made Pirdata. *Manajemen Pendidikan Indonesia* (Jakarta: Rineka Cipta, 2011), p. 113.

[2]H. A. R. Tilaar, *Manajemen Pendidikan Nasional: Kajian Pendidikan Masa Depan* (Bandung: Remaja Rosdakarya, 2008), p. 140–141.

consumption of the elite. This criticism can be proven in some schools around us, which tend to obsess over increasing the number of learners and developing adequate facilities and infrastructure with high tuition fees. However, the development of quantity and infrastructure is not balanced with the increase in human resources in the education unit.

Based on data released by UNDP, the Human Development Index (HDI) or in other terms called the Human Development Index (HDI), in 2014, Indonesia was in 109th position among 189 countries, with a value of 0.718. The calculation of the HDI classification is as follows: 1) human development is very high, namely developed countries 0.900 – 1000; 2) high human development Developing countries 0.800 – 0.899; 3) medium human development Developing countries 0.500 – 0.799; 4) low human development 0.000–0.499. So Indonesia is included in the category of countries with medium human development in developing countries.

Achievement from the programme for international student assessment (PISA) scores. PISA is an examination system to evaluate the education systems of 72 countries worldwide. The tests were carried out to include three essential competencies: reading, mathematics, and science. Based on these results, Indonesia is ranked 62nd, below which there are Brazil, Peru, Lebanon, Tunisia, Kosovo, Algeria, and the Dominican Republic. While European countries such as the United Kingdom, Germany, the Netherlands, and Switzerland are in 15th, 16th, 17th, and 18th place, respectively, at the top position in Singapore. Sing Kong Lee, a professor and vice president at Nanyang Technological University, revealed that "Singapore has made a lot of investments to improve the quality of educators, especially this teacher to raise the prestige and status of a teacher" (BBC Newspaper 7/12/2016).[3]

The data shows that Indonesia's students are still far behind compared to other countries. Reflecting on the achievements achieved by Singapore, presumably, it can be considered the best. The attention should shift from quantitative to qualitative, especially on the quality of general educators in all academic units and lecturers in higher education.

Currently, one of the biggest problems that plague national education is that the quality and relevance of education are not very good. Many indicators affirm this reality are based on various sizes and benchmarking. The Indonesian National Convention on Education (KONASPI) IV by 12 Education Organizing Universities, LPTK, ex IKIP in Denpasar Bali, which was held in 2008, precisely on November 17-19, 2008, which raised a big theme, namely: "Quality Education for All", highlighting the quality of Education of Indonesian Teachers and Lecturers.

One thing that came to the fore and was interesting in the 4th annual convention was that education experts from universities heavily influenced the quality of education in Indonesia. That is very close to a lecturer's strategic role in helping improve the quality of education in Indonesia. Therefore, two Higher Education Leaders are responsible for their implementation because lecturers have a very strategic role and direct support in improving the quality of education in higher education. The Head of Higher Education is obliged to manage the human resources needed to implement a quality management system that is carried out sustainably to be effective and efficient in achieving the quality of education he has developed to achieve the goals that have been set.

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[3]Koran BBC, 7 December 2016.

The complexity of problems in universities requires quality resources to make institutions that provide certificates/diplomas that contribute to the issues or problems of the nation. In that regard, Fakry Gaffar argues that: 1) a High Upbringing prepares a person with high qualifications to become someone of very high quality; 2) Higher education prepares professionals in various scientific fields for the benefit of the nation's national development; 3) Higher education is a milestone in the development of human civilization, and 4) Unesco promotes Higher Education for all.[4]

The system's core components in higher education include students, lecturers, employees, leaders, and infrastructure. The human resources component in higher education must be developed, and the vital human resources are lecturers. Lecturers are the spearheads and motors of the institution to carry out tri-dharma activities. Lecturers can also participate in institutional governance and professional development. If you want to improve their performance, then improving the quality of lecturers must be the top priority in a university.

Unri, in 2000, stated that lecturers, as the primary resource, must be empowered and develop their abilities, as follows: 1) The empowerment of lecturers is a must for a university because it is the key to the success of the Department, Faculty, University; 2) The empowerment and success of lecturers will also increase the competitiveness of the department in the fields of science, technology and art; and 3) Increasing the knowledge of lecturers in their fields of science and related fields of science as a provision in research activities.[5]

Lecturers at universities have a very strategic role in academic and student development. Lecturers are professionals who determine what is suitable for students based on their professional considerations, so the problem of academic staff is susceptible to the development of higher education as one of the determinants of continuity or existence in higher education institutions.

One of the driving forces and managers of universities is the lecturers. Lecturers are professional educational staff, so the high and low quality of a university depends on the professional degree the lecturer possesses. Based on this, universities strive to increase the work productivity of their lecturers.

In human resources development, the lecturers are directed to improve the performance of personnel in all positions and positions. Schuler explained that with a specific strategy in an organization, employees who are loaded with various necessary characteristics would ultimately affect the practices of human resource development (lecturers). Given the dominance of human resource factors, especially lecturers, therefore various efforts are needed to improve or develop their professional qualities.[6]

A profession requires professional ability regarding educational personnel, namely lecturers' work performance (performance) in carrying out their activities or duties. If the lecturer can work professionally, then the lecturer concerned will be able to show high work productivity.

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[4]Fakry Gaffar. *Analisis Kebijakan Pengembangan Pendidikan Tinggi (Materi Perkuliahan S-3) Program Studi Administrasi Pendidikan*. (Bandung: Sekolah Pascasarjana UPI, 2008).

[5]Unri, http://eng.unri.ac.id/download/manajemen, Accessed, 21 October 2008

[6]R. S. Schuler, Strategic Human Resources Management: Linking People with the Needs of the Business. *Organizational Dynamic Journal*. vol. 21, no. 1 (1997): p. 18-32.

Improving the quality of education in higher education is a problem that requires serious attention. Many aspects influence the success of efforts to improve education. Thus, to overcome the limitations in achieving it, it is necessary to determine the priority scale related to the things to be done. The strategy of developing lecturers needs to be carried out on an ongoing basis considering the community's demands are constantly changing. Developing lecturers in universities aim to increase productivity to improve the quality of education eventually.

Lecturers are individuals who, based on their education and expertise, have the main task of teaching at universities. Lecturers, as educators, must meet the competencies to provide services in these fields. Lecturer work is a profession. Thus, lecturer competence is the ownership, formation, skills, and abilities required by a lecturer work as a profession.

Tabel 1.1
Characteristics of the Profession and Characteristics of the Lecturer's Work

No	Characteristics of the Profession	Characteristics of Lecturer Work
1.	Social Functions	The function and purpose of lecturers are to educate the nation's life (according to the formulation of the educational objectives of Law No.2 of 1989). Educational work functions to form human beings who are expected to be useful for students in their lives to achieve physical and mental well-being.
2.	Have specific skills and expertise	A lecturer must know & master the field of knowledge that will be conveyed to students, skills in carrying out activities, organizing teaching and learning activities.
3.	Scientific Method	Teaching skills are acquired through practical upbringing, practice based on the theory of learning, and so on so that it is based on a scientific method.
4.	Clear Disciplines	The professionalism of lecturers is characterized by the ownership of a "body of knowledge" (F. J. C. Seymor, 1996)
5.	Code of Ethics	The lecturer's code of ethics sets out a benchmark regarding relations with students, colleagues, the government, and outside parties
6.	Background	Education that matches the qualifications
7.	Judgment	Lecturers have the right to freedom of choice under the times (situations and conditions) because of which behaviour based on choice can be accounted for.
8.	Have autonomy responsibility	
9.	Community recognition	The lecturer profession is recognized as an expert in educating the public.

Sumber: Sanusi, 1991.

Lecturers in universities are instrumental inputs to achieving higher education goals, so they strive to ensure that they carry out academic tasks in a quality manner in accordance with what has been set. PP No. 38 of 1992, article 31, states, "Education

personnel are obliged to strive to develop their professionalism abilities in accordance with the development of the demands of science and technology and nation building. Furthermore, article 32 states that "Universities are responsible for the implementation of educational programs that can develop the professional abilities of educational personnel in the field of science, which is the scope of their duties.

In connection with the description above, realizing the creation of professional lecturers with the expected university quality is not an easy problem, but also not something that cannot be realized. If all elements within the scope of the university are synergistic and have a high commitment to implementing human resource management professionals. That means that through the implementation of human resource management under modern management principles, quality lecturers will, of course, be obtained, including the University of Muhammadiyah Pare-Pare.

However, reality shows that, in general, the quality of lecturers at the University of Muhammadiyah Parepare currently does not fully meet expectations due to the complexity of the problems faced, such as recruitment and selection systems, human resource planning systems, placement systems, and lecturer development training systems that until now are still looking for an ideal form, as well as other problems such as leadership issues, financing issues, and professional and accountable campus governance issues.

II. THEORETICAL REVIEW

Factors Affecting the Quality of Human Resources

An organization is a forum for individuals to achieve personal and organizational goals—individuals with their characters and organizations with certain characters that adapt to each other. Individual backgrounds can make certain traits in everyone. Especially concerning a person's career. Understanding a person's personality will improve their career choices, performance, and life.

There are four individual characteristics that influence how people make career choices, namely interests, identity, personality, and social background.[7] Mathiue & Zajac states that personal (individual) characteristics include age, gender, length of service, level of education, ethnicity, and personality.[8] Employees in an organization/company as individuals faced with work activities will appear to be different individual characteristics in each of the mentioned employees. There are four characteristics of an individual as an employee with his work, namely characteristics: biographical, ability, personality, and learning.[9]

Many personality traits can describe an individual's behaviour or character, such as aggressive, shy, ambitious, lazy, socialized, responsible, loyal and others. The most popular proximity among researchers to study personality traits is The Big Five Factor

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[7]R. L. Mathis, & Jackson, J. H. *Manajamen Sumber Daya Manusia* (Jakarta: PT Salemba Embat Patria, 2002), P. 64.

[8]J. E Mathieu & Zajac, D. M. *A Review and Meta Analysis of The Antecedents, Correlates and Consequences of Organizational Commitment* (Psychological Bulletin, 1990: 108, 171-188.

[9]Stephen. P. Robbins, *Organizational Behaviour Concept, Controversiest, Applications*, (Englewoods Cliffs: Prentice Hall. Inc., 1996), p. 75.

Personality Model, which is related to a measure of an individual's performance in the workplace.[10]

The Big Five Personality factors are five broad domains or dimensions of personality used to describe the human personality. "Large" means that several sub-sub-factors are more specific to a person's nature. The theory is based on five primary factors, the Five-Factor Model (FFM). A commonly used abbreviation refers to five collective properties: OCEAN, NEOAC, or CANOE. Under each factor, a particular group of correlated traits is found; for example, extraversion includes a personality that is warm, assertive, uplifting and has positive emotions.

In recent years, five-factor personality models have become a widely used personality testing tool worldwide. One of the five factors is Openness to Experience, which shows the tendency of individuals to adjust to something that has been believed in from the beginning, both true and false beliefs in something, behaviour that leads to being open to new types of information and ideas.[11] In addition, among the personality traits that are widely measured, Conscientiousness is the most important. The measurement of Conscientiousness in the industrial field can predict a person's work performance and the assortment of future behaviours, such as being able to adjust to a social functioning that sells well. For example, Conscientiousness scores correlate positively with long-term career success.[12]

McShane and Glinow in Maria Susila reveal that the significant five personality factors, there are five abstract dimensions of personality that are widely presented by the personality approach. Consisting of conscientiousness, emotional stability, openness to experience, agreeableness, and extroversion. The definitions of the five dimensions are:

1. *Conscientiousness* is one of the personality dimensions in the significant five personality factors, where the individual in it has the characteristics of being conscientious, reliable, and self-disciplined.
2. *Extraversion* is one of the personality dimensions of the big five-factor personality, where the individual in it has outgoing characteristics, talks a lot, can socialize, and is assertive.
3. *Emotional stability* is one of the personality dimensions of the big five-factor personality, where the individual in it has the characteristics of being relaxed, safe, and not worried.
4. *Openness to experience* is one of the personality dimensions of the big five-factor personality, where the individual in it is sensitive, flexible, creative, and curious.

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[10]E. Thomas, *Developing A Culture-Sensitive Pedagogy: Tackling A Problem of Melding 'Global Culture' Within Existing Cultural Contexts*, (International Journal of Educational Development, 1997; 17 (1), 13-26.

[11]K. Brousseau dkk. *Career Pandemonium: Realigning Organizations and Individuals.* (Academy of Management Executive, 1996), p. 52-66.

[12]E. Pringadi, Analisis Pengaruh Manajemen Karir Organisasional, Manajemen Karir Individu dan Kompetensi terhadap Efektivitas Karir Karyawan (Studi Kasus pada PT Pertamina (Persero) Perkapalan Direktorat Pemasaran dan Niaga Jakarta), *Tesis* (Semarang: Universitas Diponegoro, 2008), p. 163.

5. *Agreeableness* is one of the personality dimensions of the big five-factor personality, where the individual in it has the characteristics of being polite, caring, assertive, and kind.[13]

Pappas said the big five-factor personality is a factor theory approach. The five categories included emotional, activity and sociability factors, neuroticism, extraversion, openness, agreeableness, and conscientiousness.[14] Among these five factors, humans tend to have one of the personality factors as the dominant factor. From the various definitions above, it can be concluded that personality, according to researchers, is a characteristic in relatively sedentary and enduring individuals, which affects the individual's self-adjustment to the environment.

The term competence has many meanings, Mc. Clelland said that competence is an essential characteristic of personnel that determines whether a person is successful or not in a job or a particular situation.[15] Competence is an essential characteristic of a person that allows an employee to give superior performance in a specific job, role, or situation (Spreitzer,[16] Rousseau,[17]), so that competence can be concluded as knowledge, skills, and abilities mastered by a person who has become part of himself so that he can perform tasks well.

Dramatic changes in work organisations have created an individual-focused career reality and require them to take responsibility for their career development. In general, job-related problem-solving initiatives are reinforced by individual competencies suitable for producing a good performance. However, the career development of individuals goes beyond the assessment of strengths, weaknesses, and training to improve work performance.[18] In career planners, it is necessary to identify competencies at different levels.

Competence is used to improve employee performance in carrying out work or prepare improvements in carrying out their following duties.[19] Carson and Carson define competence as the ability to behave at their best and be responsible for one's

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[13]Fr. Maria Susila, Pengaruh Kompetensi Profesional dan Iklim Organisasi terhadap Kinerja Dosen (Studi Kasus pada Akademi Keperawatan Budi Luhur dan Ahmad Yani Cimahi*) Desertasi*. (Bandung: UPI Bandung. 2004), p. 321.

[14]Pappas, J. and Flaherty, K. E, The Moderating Role of Individual-Difference Variables in Compensation Research", (*Journal of Managerial Psychology*) Vol. 21 No. 1 (2006): p. 19-35.

[15]David C. McClelland, *Human Motivation* (New York: Cambrige University, 1994), p. 187.

[16]Spreitzer, G. M.; McCall, M.W., Jr., & Mahoney, J. D, Early Identification of Inter-national Executive Potential, *Journal of Applied Psychology*, 1997, 82: 6-29.

[17]D. M. Rousseau, *Pscyological Contracts in Organizations: Understanding Written and Unwritten Agreements, Sage*, (CA: Thousand Oaks, 1995), p. 203.

[18]Hersey, Paul dan Blanchard, K. H. *Management of Organization Behavior*, (New York: Engewood Cliffs, 1997), p. 2.

[19]Azmi, I. A. G, Ahmad, Z.A & Zainuddin, Y. The Effects of Competency Based Career Development and Performance Management Practices on Service Quality: Some Evidence From Malaysian Public Organizations, *International Review of Business Reseach Papers*, 2009. Vol.5, No.1, p. 97-112.

behaviour.[20] Competence is not only assessing and reflecting on one's work efficiently but also being responsible for the results of their work.[21]

Ballaout argues that competence influences intrinsic motivation either during or at the end of the performance. Thus, performance feedback is hypothesized to affect competence, which in turn affects intrinsic motivation.[22] Dharma explains that five characteristics shape competence: character, motives, self-concept, knowledge, and skills.[23] The latter two characteristics tend to be sturdier because they are on the surface. At the same time, the other three competencies are relatively more challenging to develop, although they serve as a source of personality. The five characteristics of competency are as follows:

Picture 2.1
Individual Competency Model [24]
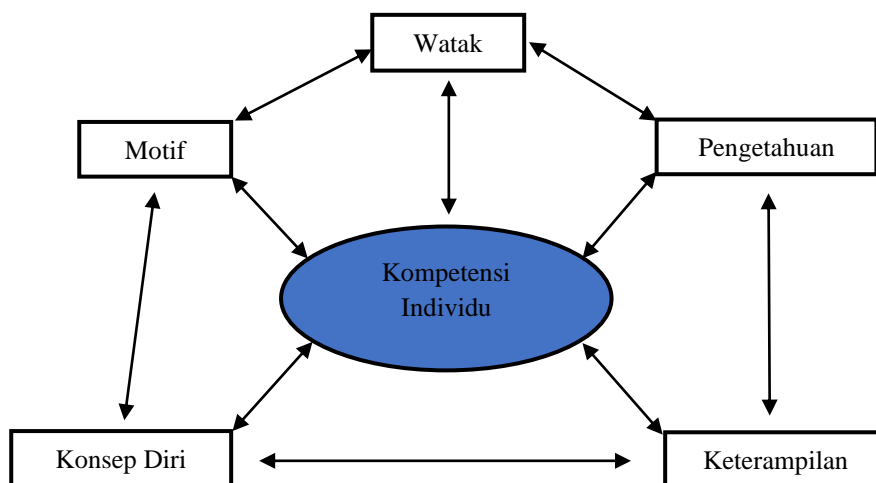
Spencer and spencer define competence as "*an under-lying characteristics of an individual which is causally related to criterion referenced effektive and or superior performance in a job or situasion*".[25] Or characteristics that underlie a person and relate to the effectiveness of the individual's performance in his work. That means that the competence of an individual is something inherent in him that being used to predict the level of his performance. Something in question can concern motives, self-concept, traits, knowledge, and abilities/expertise.

Furthermore, Spencer and Spencer's competencies do divide into 2 (two) categories, namely "threshold competencies" and "differentiating competencies"

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[20]K. Carson, & Carson, P. *Career Entrenchment: A Quiet March Toward Occupational Death.* Academy of Management Executive, 1997: 11 (1), p. 62 – 75.

[21]Orpen, Christopher, *"The Effects of Organizational and Individual Career Management on Career Success*", International Journal of Manpower. Vol 15 No 1, 1994, p. 27-37.

[22]Hassan, I. Ballout, Career Success: The Effects of Human Capital, Person-Environment Fit and Organizational Support, *Journal of Managerial Psychology*, Vol. 22 No. 8 (2007): p. 741-765.

[23]S. Dharma, *Paradigma Baru: Manajemen Sumber Daya Manusia* (Yogyakarta: Amara Books, 2002), p. 104.

[24]L. M Spencer & Spencer, S. M, *Competent at Work. Model for Superior Performance.* (New York, Brisbane, Chichester, Toronto, Singapore: John Wiley & Son, Inc.,1993), p. 198.

[25]L. M Spencer & Spencer, S. M. *Competent at Work. Model for Superior Performance*, p. 200

Threshold competencies are the main characteristics that must be possessed by a person to carry out their work. However, do not discriminate against a high-performing and average person. Whereas "differen-tiating competiencies" are factors that distinguish high- and low-performing individuals. For example, a lecturer must have the primary ability to teach, meaning at the level of "threshold competencies," then if the lecturer can teach well, the way of teaching is easy to understand. The analysis is sharp so that the level of performance can be distinguished, and then it is already in the category of "differentiating competencies."

III. RESEARCH METHOD

This type of research is qualitative field research (field research) by taking the object of research at the University of Muhammadiyah Parepare as a party that implements human resource management related to improving the quality of lecturers. In this study, researchers descended on observing a phenomenon in a natural state. Testing the data validity in qualitative research consists of testing credibility (Internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity).

IV. RESEARCH RESULTS AND DISCUSSIONS

Implementation of Human Resources in Improving the Quality of Lecturers at the University of Muhammadiyah Pare-Pare

a. Higher Education

Education is a vigil and systematic effort to optimally develop students' ability to anticipate the possibilities that will occur in people's lives. Developing students' abilities on an ongoing basis can be done through formal and non-formal education. Formal education is through formal educational channels or formal institutions. The formal education pathway for developing continuing lecturers is through postgraduate education in master's programs (S2), doctoral programs (S3), and postdoctoral programs. Continuing education programs pursuing relevant majors or courses of study. A lecturer should have completed the lowest level of education as a master's degree (S2).

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b. Learning

Learning is an interactive process between education, students, learning resources, and the environment to achieve learning objectives. *Learning* is an effort to teach learners to understand themselves and their environment to be more meaningful. *Learning* is the activity of selecting, establishing, and developing the

management, organization, and delivery of learning messages to achieve the established results. Learning is active, in which all components interact, interrelate, and actively intervene in achieving goals. Learning variables as various ways and strategies that can be used in a specific condition to achieve learning objectives. Learning strategies as conditions and activities of structuring ways arranged in complete order with a precise sequence of steps.

The implementation of learning is as follows: 1) preparing learners, the activities carried out include; identification of the potential and characteristics of students, preparation of learning program designs, preparation of learning lifts (syllabus, rpp, worksheets, practicum instructions), selection of learning strategies, preparation of learning media, teaching materials / diktats, compiling assessment instruments, and preparing learning resources; 2) Implementation, learning is carried out with a student-centered approach. In the implementation of learning, a lecturer must have the ability to develop sharing learning innovations. Learning innovation can be achieved through selecting and applying appropriate learning strategies, selecting, and using learning media, managing learning, and providing feedback from the learning process. The implementation of learning was through three stages:

First, preliminary the activities carried out include; establishing initial communication relationships between lecturers and students and conditioning students and their supporting devices to be ready to be empowered in the learning process (fostering atmosphere), conveying learning contracts in order to have similar perceptions between lecturers and students in lectures (apperception), providing stimulus and encouragement for students to have curiosity and learning more optimally (motivation);

Second, core activities directly relate to lecturers' learning steps with students based on the chosen strategy or method. In its implementation, the core activities in learning directing at efforts to empower students (student centers). Third, closing activities. The activities are providing feedback (reflection) on the material and learning process and making formulations or conclusions of the material studied, as well as exercises. In conducting an assessment, the activities carried out in this assessment include compiling assessment instruments (test questions, questionnaires, and observation sheets), testing the validity of instruments (construct, content, and empirics), conducting assessments, process and analyzing assessment results. Lecturer development programs are education and practice in a gradual, programmatic, and continuous manner, mentoring, workshops, internships/induction. Lesson study, reflective model, teaching grant, model development, and learning study program

c. Research

1. Scientific Publication

Scientific publications have a very strategic role for lecturers in socializing their abilities, experiences, skills, and work scientifically. The lecturers' ability and willingness to publish their work must continually develop as a form of a sense of responsibility in carrying out their primary duties. Scientific publications can be carried out through various forms of activity, such as presentation in scientific forums, dissemination of research results, writing scientific articles, journal articles, scientific magazines, writing books, diktats, writing in mass media, uploading on the internet, and so on. The more presented scientific publications are to the public, the more a positive image of the lecturer concerned as a professional lecturer. It is necessary to form a

forum or scientific institution to increase the quality of scientific publications. That forum is responsible for program review, model development, cooperation networks (partners), and scientific publications programmatic, periodic, directed, and continuous.

2. Communication Forum

Communication is a reciprocal relationship between one member of society and another in the various opinions, feelings, and experiences. Communication happens through contact and interaction between individuals (lecturers, students, employees, and other societies). Currently, Some communication between lecturers in one institution is lacking. They are not familiar with each other, and the communication between lecturers and students in one institution is also not familiar, so the communication between people in the institution is very lacking.

The ability to communicate with lecturers must be always empowered through several programs on an ongoing basis, such as programmatic and ongoing scientific forums, contemporary studies, communal activities, soft skills balancing, training, model development, and thematic chat forums. The ability of lecturers to communicate and interact effectively with students, fellow lecturers, parents/guardians of students, the surrounding community, and communication with foreign languages is needed to increase an institution's competitiveness and excellence. The communication ability of lecturers is as follows: 1) oral and written communication, 2) using communication and information technology functionally, 3) slang effectively with students, fellow lecturers, education staff, parents/guardians of students, lecturers partnering with other universities; 4) get along politely with the surrounding community, and 5) the ability to communicate in a foreign language.

3. Mastery of Information Technology Program

Nowadays, the design of the technical curriculum of academic disciplines based on the needs of a community of institutions that are flexible, adaptive, and responsive has the potential to support the development of lecturers' professionalism in carrying out their primary tasks. Those are not just computer literacy but dominantly directed at information technology literacy (IT literacy), including competence in contemporary technology applications (temporary IT skills), mastery of fundamental concepts (foundational concepts), and intellectual abilities (intellectual capability). With the mastery of IT, a lecturer will motivate himself and his students to have much curiosity in lectures. The use of IT-based learning media seems to be much more helpful because it has a broad role and added value in flexibility, ease of use, effectiveness, efficiency, high compatibility, complementary, and integrative to various convergent media formats.

IT-based learning, the role of lecturers as co-learners who do not highlight the teacher as the center in teaching and learning, prioritizes a socio-emotional approach and reduces excessive social or material control, thus empowering students as potential with other learning resources. Students turn out to be more active and creative if given complete confidence in the management of learning facilities, accompanied by increasing the accessibility of the use of IT-based learning facilities and resources and increasing tasks involving the use of information technology facilities. With IT as a learning medium, a democratic learning atmosphere, not rigid and seemingly technological in egalitarian relationship patterns, can cause a pleasant and more conducive learning atmosphere.

Education experts consider that lecturers' mastery of information technology significantly affects their success in managing learning in higher education. Therefore, lecturers must provide training programs on the use of various information technology available today, ranging from computers, television, telephones, and video conferencing to the internet world. Development of the ability to utilize information technology needed in educational planning, especially related to the analysis, design, implementation, management, and instructional evaluation of education.

The development of information technology capabilities needs in the following ways: 1) the availability of technological facilities and equipment, both in the form of computers, videos, projectors, and internet equipment; 2) the availability of content and materials related to the method of using information technology to support teaching methods and the implementation of educational curricula, and 3) organizing training for lecturers on how to use these information technology tools, so that in time they can teach them also to students. Thus, the learning process will take place more effectively and productively.

4. Induction/Internship Program

This conducted induction/ internship activity is obtaining general or special abilities or skills in fields related to educational programs, learning, research, and scientific publications. In general, induction/internship carrying out by assigning someone to another unit/institution in full within a certain period. These units/institutions can be on or off campus and have a particular task to develop one or a series of components of education, learning, and joint research, for example, the design of learning programs, production of learning media, model development, program evaluation, learning processes and outcomes.

Some universities have units of learning resource centers or development centers for educators, and education personnel can be empowered to manage induction/internship programs. Universities that are "teaching universities" should be able to carry out induction or internship programs, especially for young lecturers—conducting detasering and grafting activities for lecturers. For senior lecturers, facilitate the implementation of the program.

5. Support

Supporting programs carried out by involvement in various campus activities, such as conferences, workshops, and seminars on campus. These conducted workshops/seminars are on various aspects of learning and teaching. Topics include lecture management, team teaching, individual learning, assessment of learning progress, assessment of lecture programs, making instructional media, utilizing closed network television (CCTV), and so on.

This workshop/seminar can be given in a short time, from half a day to three days, so as not to interfere with other academic tasks. However, this activity should be carried out continuously and organized by a fixed team to guarantee continuity and avoid duplication or contradictions. Another form of activity is conferences. This conference is an activity organized for one specific field of study and various fields of study simultaneously regarding various aspects of teaching and learning. This kind of conference will open broader horizons and allow for more exchange of information and experience.

This kind of organized international conference, both with participants from one scientific field. as well as from a variety of disciplines, is appropriate that participation in such conferences be financed and appreciated as participation in conferences on their respective scientific disciplines. Hunter quoted Richard Kindvatters et al., who stated that professional education must change from intuitive (recipe-based) behavior to professional decision-makers based on research and experience. The attitude of being satisfied and enduring the existing situation must avoid so that motivation must still pursue and planned.[26]

Planning to develop lecturer resources to encourage further studies is one of the steps to improve the quality of lecturers at the University of Muhammadiyah Pare-Pare. The explanation above is in line with the results of the researcher's interview with the Vice-Rector 2 for General Administration and Finance that:

> *"At the University of Muhammadiyah Pare-Pare, the development of human resources to improve the quality of lecturers is facilitating and encouraging them to continue their studies at the S3 level. We strive for them to get scholarships from the government and the campus to assist in completing their studies, which we do every year. Currently, 12 of our lecturers are continuing their doctoral studies and completing their studies."[27]*

Human resource development, especially for senior lecturers at the University of Muhammadiyah Parepare, in addition to teaching, research, and community service, we also send to take part in proposal and service clinical training at L2DIKTI, training, workshops, or seminars according to their scientific fields in the hope that they can improve functional positions and for submissions of professors.

Other efforts to improve the quality of lecturers are in collaboration with other universities. Conduct training, workshops, and seminars on campus by bringing in experts from outside as resource persons. Justified by the head of Muhammadiyah Pare-Pare University Research institute, where the results of the interview with the researcher said that:

> *"We engage them to continue their studies by improving the quality of lecturers at Universitas Muhammadiyah Parepare. In addition, we engage lecturers to take part in the L2DIKTI research and community service proposal clinic, sending them to take part in training, workshop, and seminars according to their scientific fields funded by the institution also provide. We also hold training and seminars on campus by bringing in expert speakers from other universities, both state universities and private universities with superior quality, and from the Ministry. Conducting research and writing of national and international journals, conducting, and attending national and international training, workshops, and seminars."[28]*

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[26]Kindsvatter, Richard, Wilen William, Ishler Margaret. 1996. Dynamics of Effective Teaching (3rd). (USA: Longman, 1996), p. 2.

[27]Interview with Vice Rector 2 for General Administration and Finance, University of Muhammadiyah Parepare, dated, November 27, 2021

[28]Wawancara dengan Ketua Lembaga Penelitian Universitas Muhammadiyah Parepare, tanggal, 28 Novermber 2021

The development of the quality of lecturers is in line with the explanation of Article 5, paragraph (1) of the Decree of the Coordinating Minister for Development Supervision and Utilization of State Apparatus Number 38 / KEP / MK. WASPAN/8/1999 concerning The Functional Position of Lecturers, the Guidelines for Academic Quality Assurance and Credit Numbers, it is stated that the available position of lecturers consists of lecturer positions in academic education programs and lecturers in professional education programs. Furthermore, in paragraph (2) of the regulation, it is explained that the lowest to the highest level of lecturer positions in the academic education program are: Expert assistants, lectors, head lectors, and professors.

Therefore, universities must create a system that seeks to develop the quality of lecturers. Institutions must also set criteria for lecturers and lecturer quality management to achieve lecturer professionalism. Lecturer quality management intends to empower lecturers to perform as well as possible. In order for lecturers to also carry out their functions satisfactorily, three conditions are needed, namely: 1) Conditions that give opportunities for lecturers to carry out and develop their work better (managing ability); 2) Conditions that provide opportunities for lecturers to carry out their duties or work very satisfactorily (managing opportunities); and 3) Conditions that encourage lecturers to carry out their work correctly (managing motivation).

Then the high-quality standards of Professionalism are 1) Expertise. Recognition of expertise or high mastery of their disciplines by peer groups. 2) Development of expertise. There are scientific research activities, mastery of science, and writing papers/books. 3) Implementing instructional technology, certification in the field of teaching, and student satisfaction; and 4) Applying ethics at the time of teaching, researching, and professional activities that are not involved in activities that violate ethics, theoretical values, and professional activities.

Margono Slamet, in Unri, said that lecturers are high quality, not placing themselves as experts who can answer all problems but rather as helpers who have a complete understanding of the field of studied science. Qualified lecturers: 1) Understand and express to their students the meaning of a class; 2) as a system: explaining the goals of the system and the importance of group work to achieve the goals; 3) Helping students see themselves as a component in a class system: to build cooperation towards optimizing efforts to achieve common goals and goals of students; and 4) Understand that students are different from one another: trying to create interests, challenges, and joy for everyone in the learning process.[29]

Based on the above exposure, the development of the quality of lecturers in addition to the field of education is also carried out in other fields (non-formal) under the Tri Dharma of Higher Education. The follow-up planning and engineering of developing the quality of lecturers at the University of Muhammadiyah Parepare expected in the future, and all lecturers can be certified as professional lecturers in their respective fields.

That is in line with Ghozali's statement in Kadarisman that human resource management is a form of management activities that every organization must carry out to improve its knowledge, ability, and skills (knowledge, ability, skills) under the

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[29]Margoni Slamet. *Kepemimpinan dala Pembelajaran.* 2000. http://eng.unri.ac.id/ download/manajemen_pt/Manajemen%20PT%20(Slides)/Pembelajaran%20bermutu/ Pemimpin% 20Pembelajaran% 20%5BMS%5D.ppt

demands of the work done.[30] Through these activities, the hope is that it can provide basic knowledge in carrying out work properly under the technological science used by organizations under their development.

University of Muhammadiyah Pare-Pare in this case generally has several stages and strategies in improving the quality of human resources, not only in academic or scientific aspects, but also in social aspects, psychology, and also knowledge of muhammadiyaan, workshops, book grants, research, and community service, involving lecturers in PKU lecture activities at The University of Muhammadiyah Parepare, coaching and providing sponsorship for permanent lecturers to obtain positions academics that are in accordance with their competencies, develop an assistance system in academic activities, so as to allow young lecturers to develop themselves, develop the values of muhammadiyahdiayaan in building the spirituality of lecturers through regular gatherings of the big family of Muhammadiyah Parepare University to hold public lectures on campus by inviting experts / experts or academics from outside the institution to increase the insight of lecturers, involvement of lecturers in the guidance of SPL, PPL, KKN, and student thesis as well as in the preparation of curriculum and campus activities, ease of internet access on campus, providing opportunities for educators to serve as office managers to improve abilities in the field of management, giving assignments to educators to teach additional classes to improve their abilities as teachers.

The development of the values of Muhammadiya has become a sunnah carried out by the University of Muhammadiyah Parepare, carried out every year at the beginning of the new school year, and always scheduled for the introductory week. Those such a dense barrage of activities for approximately one month and a half to introduce everything related to Muhammadiya to the entire academic community.

Scientific meetings are one of the policies of the University of Muhammadiyah Parepare in increasing knowledge and experience for educators. The activity is in the form of convection, workshops, seminars, and discussions. The purpose of this activity is to increase the knowledge of lecturers in the recent development of science. Activities are spread at several levels in the academic activity unit, ranging from the faculty, department, and study groups among educators. Scientific meetings are one of the managements of human resources to increase the insight into the knowledge of lecturers through discussion activities and seminars.

The assignment given to lecturers at the University of Muhammadiyah Pare-Pare is an obligation to finish because it is all intended as worship. As well as in the implementation of KKN, SPL, PPL, and other student activities, lecturers get a part in participating in carrying out supervisory activities. In addition, lecturers at UMPAR are often involved in campus committees and faculties and are given direct direction by the rector and dean of each of them on what will do.

Muhammadiyah Pare-Pare University also strives to improve the spiritual knowledge of lecturers by doing dhikr sports, thinking sports, taste sports, and sports. In addition to carrying out academic activities, it also provides other activities with an emphasis on all human resources to carry out spiritual activities, such as congregational prayers, reading the Quran, compulsory fasting or sunnah, and so on. These activities

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[30]Sedarmayanti. *Manajemen Sumber Daya Manusia, Reformasi Birokrasi dan Manajemen Pegawai Negeri Sipil* (Bandung: Refika Aditama, 2017), p. 182.

are carried out in mosques or within the scope of the Muhammadiyah Parepare University at any time.

Meanwhile, in adding insight and knowledge about Islam, there are also Islamization study activities carried out by the Islamization section of Muhammadiyah Parepare University. This activity aims to make more knowledge of human resources about the Islamic religion and not to understand liberalism and secularism. Thus, this Islamization activity spurs human resources to stick to Islamic teachings based on Muhammadiya. Amal Sholeh summarizes at least three dimensions. First, professionalism; second, transcendence; and third, benefit to life in general.

Meanwhile, sports provide health benefits to the human body, but in sports, there are lessons in responsibility, togetherness, and uniting goals. That has many positive impacts on the goals of human resource development, so the University of Muhammadiyah Pare-Pare provides facilities that involve lecturers and the entire academic community.

V. CLOSING

The implementation of human resource management in improving the quality of lecturers carried out by the University of Muhammadiyah Pare-Pare is quite good, including further studies, integrated learning, research, scientific forums, scientific publications, communication forums, mastery of information technology programs, parent programs or internships, and other supporting activities, although not optimal.

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