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Effect of Human Resource Development on Lecturer's Competence and Lecturer's performance of Private Colleges in Gorontalo - Indonesia

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ABSTRACT

This paper aim is to identify practical implications for private college's management to identify factors to improve the lecturer's performance. Survey with questionnaire is done to 234 lecturers at 10 private universities in Indonesia. Relations between latent variables are tested by Structural Equation Modeling. This study results recommend to further improve human resources development, competencies and lecturer performance, a need to implement human resource management consistently and continuously. This study limitation is sample only at private colleges in Gorontalo and do not involve the demographic factor. Therefore, these study findings may not generalizable to other universities in other provinces. Further study is recommended to fill this gap to strengthen this study results.

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INTRODUCTION

There are great demands to college management to become more customer-centric. In other words, universities are obliged to organize education process quality. Quality maintenance at college is circumstances totality and characteristics of college system. It consists of input, process and output. In this case, one of components that play a very important aspect is input, composed of students, faculty and infrastructure of education in learning process. These three factors are interdependent and affect each other to create successful learning process. Nevertheless, lecturer's have a strategic role because it serves as a driver of overall learning process. Referring to Indonesia Republic Government Act on teachers and lecturer's number 14 year 2005, lecturers are based on their education and skills to be used by college with main task of educational activities and teaching, research and community service. Therefore, determinant factor to support main task is importance of human resource development in an effort to improve the competence of knowledge, skills and attitudes and behavior. Principally, importance of human resource development is intended to achieve organization goal in a broader perspective. According to Dessler

(2010), process of human resource development can be done through planning, recruitment, and selection and induction stages. Therefore, improving the human resources quality is a necessity to be promoted, planned, directed, and controlled. This opinion indicates college need to adopt the human resource management practice. According Domingus (2005), human resource management can improve human existence in organization, develop a work activity in a good performance, as well as switch functions and organizational structure. Stoner and Freeman (2004) state that human resources management can show effective, efficient and visible of performance quality. Performance lecturer's is measured by Directorate General of College in Indonesia Republic from education and teaching, research, service to community as well as other supporting activities. Process to measure lecturer performance is stated Arisandy (2011), that lecturer/trainer is a functional professional performance; it should be measured using "key performance indicator measurement".

Competencies achievement of private college lecturer at Gorontalo in associated with human resources development that still not optimal. Data of strata formal education in 2013 show, as one indicators of lecturer's competence, from 566

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lecturers, scholars qualification (stratum-1) are 406 (71.73%), master (Stratum-2) of 154 (27.20%) and doctors (Stratum-3) is only 6 (06%). This will have implications on lecturer's performance, who are assessed by primary task of education and teaching, research, and community service. Poor performance in implementing key tasks and other duties will have an impact not only on lecturer, but also on institution and graduates quality. Faculty responsibilities require education institutions to implement its resources development as a form of institutional responsibility related to improving the quality of education (quality assurance).

Based on description above, this research want to know:

- a. Are there a significant effect of human resource development on competence and performance of private college lecturer in Gorontalo - Indonesia?
- b. Do these competencies development results have implications to lecturer performance?

Theoretical Overview:

Modern management concepts assume that human resources are considered as equity holders in form of knowledge, skills, attitudes and productivity performance. When they can convince themselves, result is not only for himself, but for groups and companies. Wayne (2002) argues that human resources development has dimensions to increase the potential of human resources in order to increase the professionalism of organization. Human resources development is imperative for an organization as it relates to preparation of staff responsibility in higher companies. This is supported by Elizabeth (2001) that there are two objectives of human resource development. They are to close the "gap" between skills or ability of staff and needs of career advancement as well as to improve the efficiency and effectiveness of staff work to achieve work objectives.

Each employee requires better knowledge, skills and skills. It can be argue that efforts to increase knowledge and skills can be acquired through education, training and development. Wexley and Yukl (1976) argue that training and development are associated with conscious efforts to mastery skills, knowledge and attitudes of organization members. However Flippo (1992) stated that training is provided to staff, while development is for leaders. Development is more focused to improve ability of decision-making and expand human relations of top and secondary level management, while the training is intended for executive staff level.

Rowley and Jackson (2012) argue that training and development relate to tactical performance management. Performance produced is potential of a process or how to act in a function. Performance put a process with respect to activities of human resources to do work assigned to produce an output.

According Alberche (1997), a performance is achievement organization member. Strasser (1997) states that assessment of performance level is real work have been implemented clearly. Result of work of lecturer is performance, weather results are good or bad. If the work done is consistent with procedures or guidelines and to achieve the planned results, performance is good.

Related to lecturers as educators, Johnson (1974) argues that competencies required by educators have six components: 1) performance, 2) teaching subject, 3) teaching process, 4) professional adjustment, 5) teaching professional, and 6) attitude. According to national education rules of Indonesia Republic Minister Number 16 year 2007 on standard academic qualifications and lecturer's competence, they include pedagogical competence, personal competence, social competence, and professional competencies acquired through professional education. Competence is a set of knowledge, skills and behaviors that should be owned, controlled and appreciated by faculty in carrying out his profession.

Research Hypothesis:

Human resources development is an increase in individual's ability to perform intellectual tasks and responsibilities better and higher. Human resources development is based on fact that every labor requires better knowledge, expertise, and skills, although the results can only be measured in long term. Capacity increase can be obtained through education, training, development, learning and experience. Through education and training, individual's knowledge and skills should be improved, while through the development, learning and experience should improve the attitude and behavior of an individual. Human resource development should be planned and directed in management to save other resources in each activity. Nevertheless, primary function of human resource management is not only made up training and development, but also involves other activities and planning of individual career development, organizational development, and performance assessment. Dessler (2010) stated that human resource development can only be achieved if the goal is done through he stages of planning, recruitment, selection and induction. This must be accompanied by access provision to human resources to be able to improve and develop their careers in accordance with assessment results of motivation, performance appraisal and award in accordance with level of competency of development process. This process is believed able to increase individual's competence. It is associated with statement of Terry (2005), that every human has the competence, but competence ideal is realized only if supported by knowledge, skills, expertise and professional attitude that acquired through education, training, education and experience. Competence is

related to belief that an individual able to perform the duties (Robin, 2008). Lecturer as an individual requires a series knowledge, expertise and ability to grow to work well for long journey of his career. Human resource development can be seen as a long-term investment. Schultz (1960) states that process to get knowledge and skills through education are not just for consumption but are also a long-term investment. Rowley and Jackson (2012) argue that training and development is the key to process of human resource development with significant impact on a business that has a tactical relationship with performance management. Gibson (1997) said that ability and skills are the key factors to affect behavior and performance of individual. Second opinion has similarities in competencies development

to measure performance of individual abilities through knowledge and skills, as well as attitudes and behavior in a profession. In this case, Directorate General of College of Republic of Indonesia measures lecturer's performance trough education and teaching, research, and community service activities.

Based on description above, we develop a conceptual framework of study (Figure 1) and hypothesis as follows:

H1: Human resources development has a positive effect on lecturer's competence

H2: Human resources development has a positive effect on lecturer performance.

H3: Lecturer's competence has a positive effect on lecturer's performance

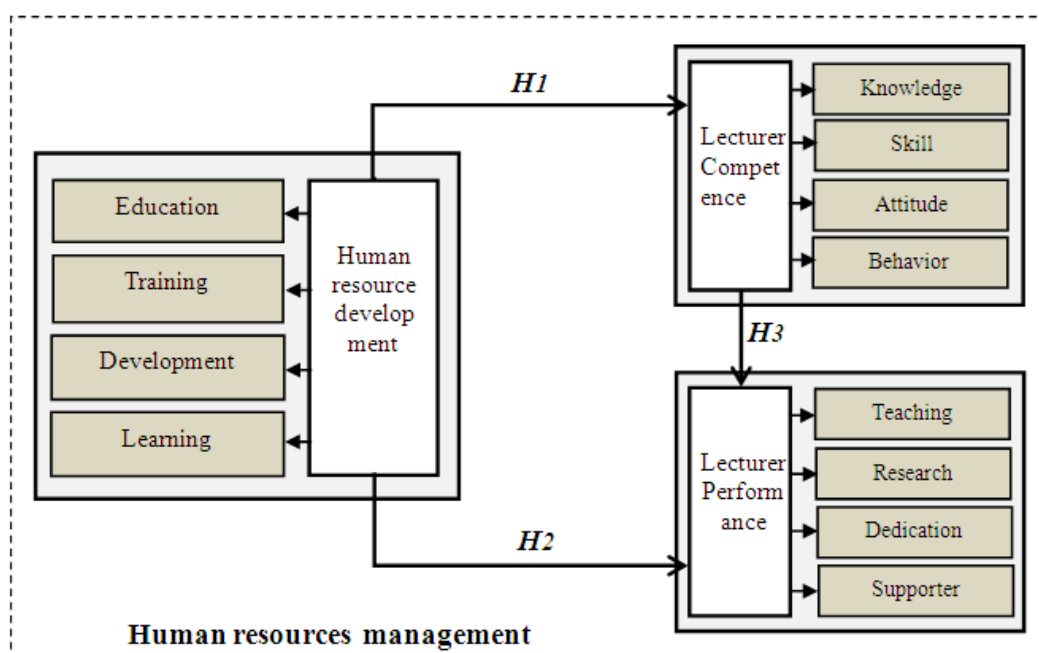


Fig. 1: Conceptual model of research

Methodology:

Data:

Survey design is chosen to examine the object characteristic of individual lecturer at a private college in Gorontalo. Data is collected by using questionnaires that sent randomly to 234 lecturer's and structural officials at 10 private colleges. Data collection is done through visits and direct delivery by post from February - May 2014. Structural

equation modeling is used to test causal relationship between the variables that have been formulated in hypothesis formulation of human resource development, lecturer's competence and lecturer performance. According to Ferdinand (2002), for maximum likelihood estimation techniques, number of samples required between 100-200. The technical characteristics of respondents described in Table 1.

Table 1: Technical characteristic of respondents (n = 234)

Private College			Respondent			
Institution	Population	Samples	Academic Title	Samples	Followed training	Total
University	380	157	Lecturer	109	Learning method	100
Management Science College	24	10	Expert assistant	99	Applied approach	67
Administration Science College	44	18	Lektor	25	Test measurement	14
Technical College	19	8	Head Lektor	1	Research method	33
Computer Science	39	16	Professor	0	Journal writing	22

College					
Economic Science College	28	12		Others	8
Computer Academy	8	3			
Polytechnic	24	10			

Instruments Measurement:

Indicators in questionnaire are measured by Likert scale five point (Likert, 1961). Point "1" means "strongly disagree" and "5" means "strongly agree". Indicators and measurements are developed by adopting some research and relevant references. Before data collection, pre-test is done to get

feedback on accuracy and comprehensibility of measurement instrument. Therefore, although the instrument is used on several of reference adopted earlier, but it can be recommended as new measurement instrument. Technically, measurement instrument specifications are shown in Table 2.

Table 2: Operational definition the characteristics of measurement instrument

Variable measurement	Concepts	Measurement indicators item
Human resource development (X)	Increasing individual intellectual ability to carry out the work and responsibilities better and higher	<ul style="list-style-type: none"> - Education (X1): learning to prepare individuals to face a job is more emphasis on ability to develop intellectual and conceptual understanding. - Training (X2): activities related to provision of service expertise, programs, and introduction of planned job-specific instructions. - Development (X3): an integrated device with program that has been planned in a certain period of time outside of work. - Learning (X4): increasing capacity to transfer knowledge, expertise and information to entire organization.
Lecturer Competence (Y)	Bases characteristic base consisting of skills, knowledge, and personal attributes that distinguish one lecturer's who do and not to do	<ul style="list-style-type: none"> - Knowledge (Y1): information which has been combined with an understanding of deployment potential, inherent in one's mind - Skills (Y2): ability to operate an easy job and required thorough basic ability - Attitude (Y3): part of human tendency to take action in accordance with conditions of feelings or knowledge - Behavior (Y4): all human activities, either can be observed and can not be observed directly by outsiders
Lecturer performance (Z)	Ability to carry out the work or service which of lecturer in completing tri dharma in college	<ul style="list-style-type: none"> - Education and teaching (Z1): implementation of teaching assignments, tutorials, guides and thesis test, as well as to develop teaching materials and scientific papers. - Research (Z2): task to make scientific work of individuals and groups, adapt and edit scientific papers and works of art and make art and the publication. - Dedication to community (Z3): tasks for structural positions, development of education and research results that can be used by community, as well as other activities that support the implementation of government tasks and development. - Support activities (Z4): other tasks outside of lecturer's main tasks.

Validation and reliability of measurement:

This study uses path diagram to explore the relationship between the variables in model, both direct and indirect effect of cause variables (exogenous variables) and effect variable (endogenous variable). First tests are homogeneity and validity to evaluate the consistency of measurement instrument using item-total correlation (Anderson and Gerbing, 1988). Scores variables each item question is correlated with total score of items in one variable. If the item scores have positive correlation with total score and higher intercorrelations between items, then the instrument is valid. Indicators with item-total correlation and low factor loading should be discarded (Calhoun, 1981). This measurement method uses Pearson product moment correlation > 0.4 (Lester, 2000). Reliability measurements are evaluated by Cronbach's alpha > 0.8 (Nunnally, 1979). Table 3 shows the measurement instrument is highly reliable

and valid based on statistics test because it exceeds the minimum cutoff.

Confirmatory Factor Analysis:

Structural equation modeling (SEM) and AMOS 16.0 statistical software apply maximum likelihood method (Anderson and Gerbing, 1988). Feasibility test of a structural model can determine the data suitability with observations results. It is built and estimated by standardized regression weights. Structural model fit is good if chi-square is small and non significant at $\alpha = 0.05$; the probability ≥ 0.05 ; CMI/DF ≤ 2.00 ; GFI, AGFI, TLI, and CFI NFI ≥ 0.90 ; and RMSEA ≤ 0.80 . Confirmatory factor analysis shows model fit is very good based on test results (Table 4). Further test of fitness model to is to see whether the indicators are part of or able to explain constructs (Table 5). Most loadings factors are above 0.70.

Table 3: Validity, reliability and fitness model test result (n = 234 data)

Estimator	Indicator	Average value of each item					Cronbach's alpha	Desc.
		1	2	3	4	5		
Human Resource Development (X)	Education (X1)	4.79	4.54	3.82	4.41	4.44	0.786	Reliable
	Correlation coefficient (r)	0.543	0.443	0.691	0.652	0.588		Valid
	Training (X2)	4.31	4.16	4.32	3.93	3.83	0.881	Reliable
	Correlation coefficient (r)	0.764	0.763	0.718	0.713	0.816		Valid
	Development (X3)	4.19	4.08	4.28	4.39	4.12	0.718	Reliable
	Correlation coefficient (r)	0.570	0.400	0.600	0.650	0.601		Valid
	Learning (X4)	4.44	4.26	4.35	4.00	4.25	0.864	Reliable
Correlation coefficient (r)	0.626	0.777	0.801	0.779	0.807		Valid	
Lecturer Competence (Y)	Knowledge (Y1)	4.73	4.44	4.17	4.06	4.15	0.894	Reliable
	Correlation coefficient (r)	0.454	0.855	0.808	0.841	0.920		Valid
	Skill (Y2)	3.94	4.16	4.59	4.43	4.36	0.902	Reliable
	Correlation coefficient (r)	0.802	0.924	0.706	0.695	0.912	0.	Valid
	Attitude (Y3)	4.77	4.28	4.13	4.15	4.50	0.842	Reliable
	Correlation coefficient (r)	0.435	0.876	0.888	0.931	0.678		Valid
	Behavior (Y4)	4.65	4.18	4.65	4.45	4.53	0.812	Reliable
Correlation coefficient (r)	0.556	0.685	0.674	0.799	0.736		Valid	
Lecturer Performance (Z)	Teaching (Z1)	4.50	4.46	4.42	4.43	4.24	0.896	Reliable
	Correlation coefficient (r)	0.766	0.743	0.817	0.811	0.741		Valid
	Research (Z2)	4.06	4.12	4.32	4.23	3.93	0.898	Reliable
	Correlation coefficient (r)	0.820	0.904	0.661	0.828	0.794		Valid
	Dedication (Z3)	3.95	4.07	4.14	4.15	4.16	0.952	Reliable
	Correlation coefficient (r)	0.815	0.856	0.913	0.910	0.907		Valid
	Support (Z4)	4.12	4.09	4.11	4.03	3.83	0.932	Reliable
Correlation coefficient (r)	0.801	0.852	0.889	0.840	0.838		Valid	

Table 5: Test result of model fit (data n=234)

Estimator	Loading factor indicator				Description
Human Resource Development (X)	X1	X2	X3	X4	
	0.753	0.872	0.630	0.626	Significant
Lecturer Competence (Y)	Y1	Y2	Y3	Y4	
	0.794	0.935	0.923	0.715	Significant
Lecturer Performance (Z)	Z1	Z2	Z3	Z4	
	0.636	0.849	0.839	0.805	Significant

Research Findings:

Table 6 and Figure 2 show hypothesis testing results with AMOS 16.0. All hypothesized relationships are significant at confidence level of 95%. It shows that human resources development (X) significantly affect on lecturer's competence (Y) with path coefficient of 0.578. Lecturer's competence (Y) has a significant effect on lecturer's performance (Z) with a coefficient of 0.490. Human resources development (X) has a positive effect on lecturer's performance (Z) with coefficient of 0.367. Based on Table 6, structural equation of higher lecturer performance revealed that almost 90 percent of variance can be explained by effects of human resource development and lecturer's competence, it reinforces the conceptual model of study (Figure 1).

RESULTS AND DISCUSSION

Human resource management implementation at private colleges in Gorontalo - Indonesia is still not

optimal. Private college is still lagged behind other organizations to promote human resources development. Literature review of human resources development at college still shows little attention to discuss aspects of human resources staff or individual level. Malthis and Jackson (2011) state that human resource management plan is a formal system in an organization to ensure human talent usage effectively and efficiently in order to achieve organizational goals. In this regard, this research is expected to contribute to literature on how human resource development program is conducted in a structured, systematic and sustainable way to improve lecturer's competence and performance. Analysis result of 12 indicators associated with human resources development show that lecturer's competence and lecturer performance generate solutions that can explain the effect of variables, as shown in table 5.

Table 6: Comparison of suitability index model with cut-off value the effect among variables

Standardized direct and indirect effects		Standardized	(t-value)	Probability	Description
Human resource development (X)	➔ Lecturer's competence (Y)	0.578	4.769	***	Significant
Human resource development (X)	Lecturer's performance (Z)	0.368	2.306	0.021	Significant
Lecturer's competence (Y)	➔ Lecturer's performance (Z)	0.490	2.744	0.006	Significant

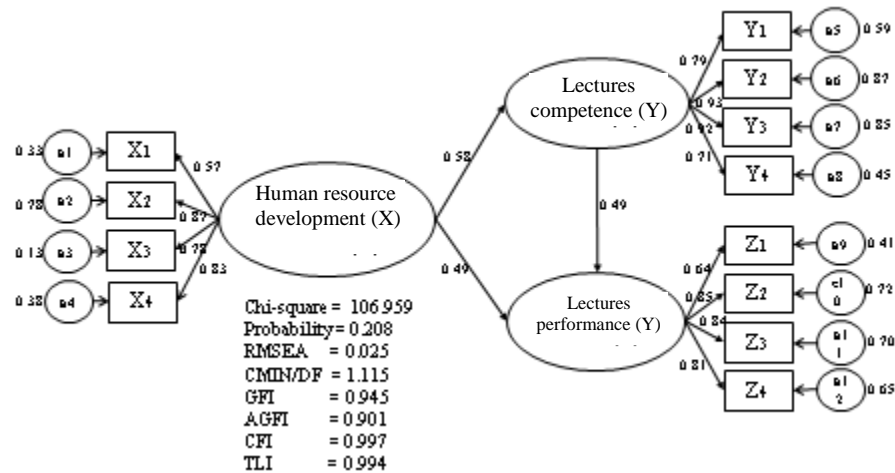


Fig. 2: Overall model testing

Effect of Human Resource Development To Lecturer's Competence:

Factor analysis shows that human resource development (X) significantly affects on lecturer's competence (Y) with a coefficient of 0.578 points. Four variables are observed in human resource development such as education (X1), training (X2), development (X3), and learning (X4). Largest loading factor is training (X2) at 0.872, followed by education (X1) at 0.753. These indicate a need for provision of expertise related to tasks, programs, and introduction of job-specific instructions that planned for each lecturer. Similarly, learning process to prepare individuals to face a job should more emphasis on ability to develop intellectual and conceptual understanding. Maurer (2002) states that training is relevant to staff career development. It concluded that learning can directly affect on behavior and motivate staff to participate in training across organization. Human resources development has close relation with internal potential. It is based on fact that internal staff will require a range of knowledge, skills and abilities to develop and work with good success during his career.

Effect of Lecturer's Competence on Lecturer Performance:

Lecturer's competence (Y) has a significant effect on lecturer's performance (Z) with path coefficient of 0.490. Four indicators of lecturer competence include knowledge (Y1), skills (Y2), attitude (Y3), and behavior (Y4). Loading factor for these variables is higher than 0.6. It means significant effect to explain the lecturer's competence. Skills and attitudes have loading factor higher than other indicators. Therefore, management should facilitate lecturer's to improve their ability to operate a job easily and meticulously who need basic ability. It will create attitudes as part of human person, to do an act in accordance with conditions of feelings or knowledge possessed. Terry (2005) stated

that every human resource have competencies. Competence is ideal if supported by knowledge, skills, expertise and professional attitude. Every human being has potential, potential becomes consideration in improving and enhancing the competence or ability.

Effect of Human Resource Development on Lecturer's Performance:

Empirical evidence is sufficient to suggest that human resources development (X) has a positive effect on lecturer's performance (Z) with a path coefficient of 0.367. Loading factor of each indicator of education and teaching, research, community service, and support activities are much higher than 0.6. It shows significant level to determine its effect on lecturer's performance. College management should have a standard implementation of teaching assignments, tutorials, development of teaching materials as well as editing and publication of scientific papers for lecturers. In addition, they have task for structural positions, development of education and research results that can be used by community, as well as other activities that support the implementation of government tasks and development. It is supported by Strasser (1997) that lecturer's tasks implementation can be judged as good if carried out in accordance with procedures or guidelines and to achieve planned results.

Conclusions:

This study results have practical implications for a number of top management in private colleges to identify factors to improve lecturer's performance. Private colleges are recommended to further enhance human resources development, lecturer's competencies and lecturer performance, a need to implement human resource management consistently and continuously. As stated by Malthis and Jackson (2011), formal system design within organization can use human talent effectively and efficiently in order

to achieve organizational goals. This study limitations is the samples only at private colleges in Gorontalo and do not involve the demographic factor. Therefore, these study findings may not be generalizable to other universities in other regions. Further study is recommended to fill this gap so strengthen the results of this study.

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