

EVALUATION OF THE CAREER DEVELOPMENT PROGRAM FOR EDUCATIONAL PERSONNEL IN UNDIKSHA IN ORDER TO IMPROVE UNIVERSITY PERFORMANCE

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Abstract:

Ganesha University of Education (Undiksha) is one of the tertiary institutions that demands superior skills, increased productivity and knowledge related to employee performance with the aim of encouraging university performance achievements. This demand emphasizes the need for career development for educational staff at Undiksha. Therefore, it is necessary to evaluate the implementation of educational staff career development programs to improve university performance. This study aims to identify and assess the effectiveness of implementing the career development program for Undiksha education staff. This research was conducted using a qualitative descriptive method. The results of this study indicate that Undiksha has various career development programs for education staff through the provision of training, workshops, and comparative studies, as well as through educational assistance to increase the education level (S-2 and S-3) of education staff. Based on the evaluation carried out on the career development program for academic staff, the programs implemented by Undiksha were able to improve the university's overall performance. The results of this research are expected to contribute both theoretically and practically to the importance of career development for educational staff in tertiary institutions in order to improve university performance.

Keywords: Career, Development, Education, Performance

INTRODUCTION

Ganesha University of Education (Undiksha) is an institution that has the duty and responsibility to educate and produce superior generations; where Ganesha University of Education has a vision of becoming a superior university based on the Tri Hita Karana philosophy in Asia in 2045. Realizing the vision of becoming superior based on the Tri Hita Karana philosophy requires resources, one of which is human resources who can work effectively and efficiently in facing global challenges in order to achieve the university's vision. Undiksha plays a determining role in the growth and development of the country because of Undiksha's diverse services in the production and distribution of knowledge. In addition, based on the Ganesha University of Education Strategic Plan document for 2020-2024, Undiksha, in implementing its duties and responsibilities as an educational institution, cannot be separated from the regulations governing university performance with the aim of becoming a superior university based on the values of Tri Hita Karana.

Undiksha, which consists of teaching staff, education staff and students, in its implementation towards an excellent institution requires a lot of coordination. However, there are often problems that occur, one of which is internal conflict in the education staff section. The issues that arise have an impact on the presence of pressures in both intra and inter-units, which aim to make changes in



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the unit for the better, namely achieving the university's work goals. According to (Castro-Ceacero & Ion, 2018), these changes include improving the university's structural level, increasing competition between employees, marketing public sector services and monitoring productivity, efficiency and individual staff performance through measuring results (Kyvik & Aksnes, 2015). Four reasons for increasing productivity include a new generation of qualified academic staff, research collaboration, increased funding and research conditions, and the introduction of an incentive system.

The growth and development of a university cannot take place without competent human resources and productivity. The development of a university in a country depends on the performance of its staff and the career they are suited to (Shirbagi & Aryamanesh, 2017). One of the goals is to attain a higher level of employment in the organization through a successful career path. A job performed for a significant period of one's life and with opportunities for advancement is a career. There are two ways to define a career; the first is a career as a property of the organization, like anyone's position by an ideal professional expert, and the second way to define a career is as an individual's property. Almost every person accumulates a unique sequence of jobs, experiences and positions (Greenhaus et al., 2011)

Unclear career development in an organization, including in universities, can affect employee performance. This problem can reduce staff motivation and satisfaction and, as a result, reduce their productivity (Haghighatjoo & Nazem, 2007). Therefore, a clear career path can guarantee staff productivity (Sunyoto, 2015). In this case, successful organizations try to design career development by implementing proper management and accurate planning. Effective planning for career development increases satisfaction, reduces employee turnover, increases commitment and ultimately increases staff productivity and effectiveness. It leads to increased organizational productivity (Orizi Samani & Barati, 2015)

(Bosch-Badia, 2010) asserts that the demands to meet the challenges of a competitive business environment and the significant increase in technological advancements have moved most organizations to emphasize career development as a necessary condition in meeting environmental demands. Career Development Programs have evolved due to changes in the workforce (work-life balance, diversity, and focus on quality), advances in management theory (employee motivation), changes in managerial styles and increasing technological complexity.

Career development, according to (Judge & Bono, 2000), is increasingly becoming an indispensable index by an organization or university for the acquisition of skills and operational capabilities considering the dynamic nature of the university unit environment, to capacity building through training and higher education enhancement. (De Vos et al., 2009) See career development as a continuous strategy to improve employee job performance to achieve competitive advantage in a changing university environment. Thus, organizations or universities seek to optimize their workforce through comprehensive career development programs to keep up with their environment in relation to technological advancement, innovation and market economy. However, this will enable the organization to achieve and maintain greater operational effectiveness and efficiency, which will give them greater leverage for success (Tabachnick & Fidell, 2012). The demand for increased employee work productivity requires consistent career development support, thus enabling an employee to improve their performance at the university

METHODS



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In conducting research, a research design is needed. Research design refers to a strategy to integrate various components of a research project cohesively and coherently. In this study, the author uses a qualitative approach. This study uses an evaluative approach using the CIPP evaluation model according to Stufflebeam (2014), which consists of Context, Input, Process, and Product. The method used is descriptive qualitative. Data in the form of quotes from documents, field notes, and interviews or quotes from videotapes, audiotapes, or electronic communications are used to present the results of the study. In this study, the author uses a descriptive method design, namely a research method that attempts to describe and interpret objects according to reality. The descriptive method is implemented because the data analysis is presented descriptively. The main sources in this research design are the Head of the General and Finance Bureau, the Head of the Personnel Section, and the Head of the Education Personnel Sub-Section. The reason for selecting the sample is the relationship between the organizational section and the implementation of education personnel career development, in this case, the General and Finance Bureau, one of which consists of the Personnel Section, which oversees the Education Personnel Sub-Section.

RESULT AND DISCUSSION

Ganesha University of Education (Undiksha) is one of the state universities located in Bali Province. Based on the Undiksha Strategic Plan document for 2020-2024, Undiksha is a state higher education institution that has a mandate to educate students to be prepared as qualified and superior prospective educators (teachers) and also prepare students to become competent and superior graduates in non-education fields. Based on information from the official Undiksha website, Undiksha is the largest producer of human resources for educators in Bali which has so far produced more than thirty-three thousand graduates, most of whom are educators spread throughout Indonesia.

Implementation of the Career Development Program for Education Personnel at Ganesha University of Education. Based on what is stated in Law Number 5 of 2014 concerning State Civil Apparatus, career development of ASN, including education personnel in the university environment, career development is carried out based on qualifications, competencies, performance assessments, and agency needs. Undiksha has so far performed in accordance with what is stated in Undiksha's strategic plan. Several performance indicators in it are closely related to the performance of education personnel, so that appropriate career development is something that is needed.

In implementing the career development program for educational staff at Ganesha University of Education, we can see it from four perspectives: context, input, process, and product.

Context involves understanding the background and environment in which the career development program for education personnel is carried out. In the context of Ganesha University of Education, it is important to have an awareness of the importance of career development for education personnel and its contribution to the overall performance of the university. These contextual factors include awareness of changes and demands in the education sector, developments in technology and learning methods, and developments in policies and regulations related to career development.

Undiksha's education staff career development program is generally carried out with the aim of forming staff who are able to provide optimal services through education, training, educational assistance, seminars, workshops, and so on. Several training programs organized by Undiksha are based on the results of assessments carried out in collaboration with the Ministry of Education,



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Culture, Research and Technology. Head of the General and Financial Bureau of Undiksha. Stated that:

"We are conducting an assessment for education personnel in collaboration with the Ministry of Education, Culture, Research and Technology. The results of this assessment will later be able to determine the direction of the competence of each education personnel so that we can map it. Through this assessment, there will be training for education personnel to develop themselves. This training is carried out by the Ministry of Education, Culture, Research and Technology's Education and Training Center"

Then the Head of the General and Financial Bureau of Undiksha added that the results of the assessment conducted on Undiksha's educational staff were then used as a reference for assessing the competence of each educational staff. It will be used as the basis for training organized by Undiksha in collaboration with the Ministry of Education, Culture, Research and Technology.

Career development programs are organized by internal and external parties of the university in collaboration with Undiksha. The programs that are carried out periodically by Undiksha are workshops on Employee Performance Targets (SKP), which are routinely carried out almost every year if there are changes to the SKP. It is based on the results of an interview with the Head of the General and Finance Bureau, which stated the following:

"Internal or external Undiksha organizes training, seminars or others, which can also be in collaboration with Undiksha. This program is carried out periodically, such as workshops on Employee Performance Targets or SKP, which we routinely do almost every year if there is a change in SKP."

The routine workshop was conducted to ensure that all education personnel, especially those who are Civil Servants (PNS) can have a uniform understanding regarding individual performance measurement at the university. It is certainly in line with Undiksha's efforts in monitoring the performance of its employees, in this case the education personnel. In its implementation, education personnel are very enthusiastic about participating in all activities related to career development. According to the Head of the Undiksha General and Finance Bureau, this is because they are aware of the positive things that have been taken to support their career development at Undiksha.

Obstacles in the Career Development Program for Education Personnel at Ganesha University of Education. In the career development program for education personnel at Ganesha University of Education, some obstacles can be seen from four perspectives, namely context, input, process, and product. In this context, the barriers that may be faced are the lack of understanding and awareness of the importance of career development among education personnel. They may not be aware of the long-term benefits of this program, such as promotion opportunities, increased competence, and improved quality of their work. Lack of support and commitment from management can also be an obstacle to creating a conducive environment for career development.

Input constraints may include a lack of sufficient resources to support career development programs. It may consist of limited budgets, limited availability of experts or trainers, or lack of access to relevant information and resources. If these inputs are inadequate, program implementation may be hampered and not achieve the desired outcomes. Constraints in the career development process may include a lack of access to clear and transparent information about available career development programs. Education personnel may not have sufficient knowledge about the opportunities and benefits offered by these programs. In addition, a lack of adequate



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support and mentoring during the career development process may also hinder the progress and motivation of education personnel.

Product: Constraints in career development products can include inadequate or inadequate evaluation. If career development programs are not properly evaluated, it isn't easy to assess their impact on the performance of faculty and the university as a whole. The lack of clear indicators and effective evaluation methods can reduce the ability to measure the success of the program and make necessary improvements.

In addressing these barriers, it is important to raise awareness and understanding of the benefits of career development, improve access to clear and transparent information, provide adequate support and mentoring, allocate sufficient resources, and ensure thorough and structured program evaluation. By addressing these barriers, the career development program for education personnel at Ganesha University of Education can be more effective and have a positive impact on individual and overall university performance.

Based on the interview excerpt conducted with the source, namely the Head of the General and Financial Bureau of Undiksha, Undiksha has several excellent programs in the context of developing the career of educational staff. Some of these programs include:

1. Provide educational assistance for education personnel if they continue their education to a higher level (S2 or S3).
2. Involve education personnel in participating in career ladder training for both PIM III and PIM IV.
3. Conduct comparative studies with other PTNs.

Based on the explanation above, 2 (two) of the 3 (three) leading programs owned by Undiksha are indicators of employee performance stated in the Undiksha Strategic Plan. The leading programs owned by Undiksha have similarities with the results of research (Krisnaini et al., 2019) at the University of Jambi. If career development is focused on the aspects of education and training, (Krisnaini et al., 2019) found that career development efforts are carried out through various Leadership Training and Education intended for civil servants in the university environment to improve knowledge and work skills. According to (Mwashila, 2018), the training and education aspects are common programs but have a positive impact on university performance. In addition, a career succession plan for academic staff can be carried out by providing opportunities to develop things that can make academic staff's careers successful, one of which is through education to a higher level (Mwashila, 2018).

Career Development Program for Education Personnel at Ganesha University of Education.

Career development, both for education personnel and education personnel as a whole, aims to support the improvement of university performance. To evaluate the Undiksha education personnel career development program, this study uses the basis of performance achievements reported in the Ganesha University of Education Strategic Plan. It is based on research (Diah, 2019), which states that assessing university management performance requires various performance measures, and this is stated in the university's strategic plan.

From a context perspective, the career development program for education personnel at Ganesha University of Education is designed and implemented by considering the specific contextual background and needs. It includes an understanding of changes and demands in the education sector, developments in technology and learning methods, and policies and regulations related to career development. This program functions as a response to the ever-evolving context



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and aims to improve the quality of education personnel and their contribution to university performance.

In terms of input, the program requires adequate resources to support its implementation. It includes a budget sufficient to allocate the necessary resources, including training, guidance, curriculum development, and supporting infrastructure. In addition, important inputs are the expertise and knowledge of experts or trainers involved in the program, as well as access to relevant information and resources to help education personnel develop their skills and knowledge.

From the process perspective, career development programs involve a series of concrete steps taken to achieve the set goals. This process includes identifying the career needs and goals of education personnel, planning and designing programs, implementing training, mentoring, and assistance, as well as evaluating and monitoring the progress achieved. This process must be structured, organized, and involve active participation from education personnel, and supported by effective communication and adequate support.

From a product perspective, career development programs aim to achieve desired outcomes. The outcomes can include improving the skills and competencies of education personnel, increasing motivation and job satisfaction, and improving individual performance and their contribution to Ganesha University of Education as a whole. Evaluation of this product can be done through various methods, such as performance assessments, feedback from participants, and pre-determined success indicators. The results of research and program evaluation can provide insight into the impact of career development programs and help improve the effectiveness and efficiency of programs in the future.

From the overall perspective of context, input, process, and product, the career development program for educational staff at Ganesha University of Education is designed to improve the quality and performance of academic staff in line with the demands and changes in the education sector.

Ganesha University of Education has 4 (four) strategic targets as stated in the Ganesha University of Education Strategic Plan for 2020-2024, namely:

1. The implementation of a dignified education and teaching system to produce competitive, collaborative, and characterful human resources is based on the Tri Hita Karana philosophy.
2. The implementation of competitive, innovative and collaborative research based on the Tri Hita Karana philosophy.
3. The implementation of competitive, innovative, accommodating and collaborative service based on the Tri Hita Karana Philosophy.
4. Increasing the quality of the institutional governance system in an integrated, transparent, accountable, fair and responsible manner based on the Tri Hita Karana philosophy.

If focused on performance related to educational staff, then it is stated in the strategic target number 4 (four), namely "Increasing the quality of the institutional governance system in an integrated, transparent, accountable, fair, and responsible manner based on the Tri Hita Karana philosophy." One of the programs to achieve this strategic target is a program to improve the quality and reliability of educational staff. Based on Undiksha's performance as a Public Service Agency, the career development of academic staff is able to support the achievement of BLU performance and university financial governance. It is in accordance with the statement of the Head of the Undiksha General and Financial Bureau as follows:



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"The career development program can support the improvement of the university's overall performance, as seen from Undiksha's achievements, which continue to increase, where Undiksha becomes a PTN BLU, which is ranked 6th out of the existing PTN BLU. In addition, it is the best in financial management".

The interview excerpt above indicates that the career development program for education personnel can improve financial management performance. It is stated in the Undiksha 2022 performance report, one of the strategic targets of which is "Effective, Efficient and Accountable Financial Management Performance." The achievement of performance on this target has led Undiksha to become the best PTN in financial governance. In addition, one of the indicators of economic performance is measured by the percentage of completion of BLU management modernization. Based on the Undiksha 2022 performance report, Undiksha has succeeded in achieving the set performance target of 115%. It is consistent with the training activities that have been attended by Undiksha BLU employees, in this case participating in training aimed at increasing understanding of financial management and BLU modernization.

Then, related to individual performance, the performance of Undiksha's educational staff is considered good. It is inseparable from the role of career development of academic staff, which shows positive results. It is in accordance with what was conveyed by the Head of General Affairs and Finance Bureau of Undiksha as follows:

"The career development program carried out by Undiksha has experienced a very good trend. It can be seen from the achievement of performance through their SKP, which has good values. And the increasing enthusiasm of educational staff to improve their education through higher education."

The results of the interviews above are generally consistent with research (Krisnaini et al., 2019) at the University of Jambi that the work performance of educational staff is assessed based on Employee Work Targets (SKP) by evaluating performance targets, performance behavior, and assessments from leaders. Employee Work Targets (SKP) are a means to monitor the performance achievements of educational staff, with the hope that competency development can improve the achievement of university performance (Firman et al., 2020).

Overall, Undiksha's education staff career development program has been implemented well. It can be seen from the targets set in Undiksha's Strategic Plan and comparing them with Undiksha's Performance Report. It is in accordance with the statement of the Head of Undiksha's General and Financial Bureau:

"The implementation of the Undiksha education staff career development program in order to improve the university's performance has been going well. If an evaluation is carried out, it will be adjusted to the development and vision of Undiksha. In addition, it will increase the awareness of education staff to improve their abilities according to their competencies and skills."

Based on the statement of the Head of General Affairs and Finance Bureau of Undiksha above, the career development program for Undiksha's education staff is able to improve the performance of the university. The career development program for education staff will later be adjusted to the vision and development of the times. The things that are the subject of evaluation are related to how to increase the awareness of education staff to develop competence and skills through career development activities.



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CONCLUSION

This study concludes that the expected contribution of this study is career development both for educators and education personnel as a whole, aimed at supporting the improvement of university performance. Theoretically, this study is expected to develop literature studies related to career development programs for education personnel in the university environment, as well as to examine their influence on university performance achievements. Practically, the results of this study are expected to be a consideration for university policymakers, in this case, Ganesha University of Education, to maintain programs that have a positive impact and evaluate performance indicators that have not reached their targets through optimizing career development programs for education personnel.

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