

Certified Lecturers' Performance Appraisal Indicators in Web-Based Integrated Evaluation Model

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ABSTRACT

This research is aimed to construct lecturers' performance appraisal indicators by using web-based Integrated Evaluation Model. The main purpose of the certification compensation granted by the government is truly to increase the lecturers' performance. The main activities included identifying the certified lecturers' performance appraisal indicators by collecting the initial information of performance appraisal. The data of the research were collected through literature study. Then the certified lecturers' performance appraisal indicators were formulated by using the 360-degree assessment as to enhance the questionnaire. Next, Focus Group Discussion (FGD) was conducted, which was attended by academicians and students from some universities and colleges. The result of the FGD was used to finalize the performance appraisal indicators. Based on the result of the FGD and Law of Teachers and Lecturers, Number 14 of 2005, the designed questionnaire consisted of four main competencies, namely: pedagogic competency, social competency, professional competency, and personal competency. The result of this study not only contributes to the performance management research, but can also be an effective study for considering potential issues and challenges while implementing the performance appraisal system at universities in developing countries such as Indonesia.

Keyword: 360-degree performance appraisal, performance, certified lecturers

1. INTRODUCTION

There are some lecturers' performance appraisals in Indonesia, such as BKD (Lecturer's workload), SIPKD (Lecturer's Performance Appraisal Information System) and SKP (Performance Appraisal for Lecturers). BKD is only to evaluate the lecturers' performance based on the report and supporting data of the three main activities that the lecturers should do i.e. education, research, and community service. SIPKD assesses the performance based on the report and the supporting data of the three main activities by online. The three of the performance evaluation system have not included the assessment from students and peer review yet. The

lecturers' performance evaluation from the students and peer review is very important to improve the lecturers' performance because they can get more pieces of information in learning system about their teaching methods and their ability to teach from the students. Therefore, the lecturers can make a self-evaluation to improve their abilities themselves in teaching activity. Then in their relationship with the students, the lecturers have to realize that their relationship will build a good image or bad image based on their characters. The performance appraisal from the peer review is an important thing to know for the lecturers too. From the peer review evaluation, the lecturers can get more pieces of information about cooperation aspect and character building. Good lecturers are able not only to teach but also to collaborate with their colleagues, and to develop good characters.

There are some studies stated that the lecturers' performance has not been optimal yet (Ismifauziah, 2010). The studies claimed that there are many lecturers who perform an ineffective personality, such as lack of interaction between the lecturers and the students both in class and outside the class (the lecturers are not concerned with the students), the lecturers' lack of discipline in which they do not make any preparation before teaching and even there are still some lecturers who have materialistic characters. The students learn not only from what the lecturers teach but also from the totality of the lecturers' characters. Therefore, the positive self-concept will help them to avoid making a bad habit which hampers the learning effectiveness because the bad habit will affect the learning quality.

A 360-degree performance appraisal model has been used by various companies which produce employees' effective performance appraisal. Based on the result of the research conducted in Turkey's companies, the companies which did not use the 360-degree performance appraisal system have an increase in the organizational effectiveness following the application of the 360-degree performance appraisal system (Ozge and Seren, 2012).

Based on the fact, there are many irrelevant behaviors and characters, such as individualism, selfish attitudes, and less concern over the surroundings. It is therefore so urgent to develop an integrated lecturers' performance evaluation model to evaluate the certified lecturers' performance completely, not only the lecturers' three main activities but also the performance evaluation from the students and peer review.

2. THEORY AND HYPOTHESES DEVELOPMENT

2.1. 360-degree Performance Appraisal System

In 360-degree appraisal system, information is obtained through several sources such as the boss, top management, assistants, co workers, customers, dealers, advisors, and community officials. All these can be classified into internal and external parties (Rasheed and Aslam, 2011).

The 360-degree appraisal collects data from a variety of sources to accurately depict performance information and is a useful tool in identifying employee strengths and weaknesses. If the 360-degree appraisal is undertaken with its proper ground work, and in clear perspective it will work as a powerful tool for the performance management system (Raghunadhan and Sequeira, 2013).

This system is a holistic approach which incorporates views from many angles, multi-level and multi-human resource appraisal (Menaakshi, 2012).

2.2. Performance

Performance is the result of human behavior which is an important factor for evaluating individual work effectiveness (Saetang and Sulumnad, 2010). Thus, The success or failure of an organization depends on the job performance of the individuals in that organization. Performance is an important factor for better enhancement of the organization.

Hasibuan (2009) defined that performance or achievement is productivity that someone achieves in executing the tasks delegated to him/her based on the skill, experience, seriousness, and time he or she bears.

Pujiwati (2016) stated that performance assessment and career development is able to maintain the level of employee's commitment.

Performance is defined as an expected behavior that is able to be involved directly in producing goods and services or an activity which provides an indirect support for the organization (Yun, Takeuchi and Liu, 2007). Khan et al. (2010) defined job performance as work performance in terms of quantity and quality expected from each employee (business dictionary).

2.3. Certified Lecturers

Lecturers are one of the essential components in a higher education system in Indonesia. The role, task, and responsibility of the lecturers is very important in achieving national education goals, namely: enhancing the citizens' intelligence, improving human qualities such as the quality of faith, and mastering knowledge, technology, and art as to achieve the greater Indonesian society. Indonesia needs professional lecturers to carry out their functions, roles, and strategic positions.

As stated in Law of Teachers and Lecturers Number 14 of 2005 regarding Teachers and Lecturers, lecturer is defined as a professional educator and scholar who has the main duty in transforming, developing, and disseminating knowledge, technology, and art through education, research, and community service. Professional is defined as a work or activity which is done and being an income source which requires skill and expertise which fulfill the quality standard or a particular norm and professional education.

Certified lecturers are those who have an education certificate. This certificate proves that the lecturers are able to educate the students professionally. There are many requirements to get the certificate. The lecturers should have a master's degree and they have to do a set of tests, such as test of English proficiency and test of academic ability. In addition to the tests, the lecturers also should report their self-evaluation. After they get the certificate, the lecturers should arrange a workload contract and report their job performance in every semester. They report their learning process-related responsibilities, research study, community service, and other supporting components. The government appreciates their performance by giving them compensation every three months. The result of the study stated that there is a significant difference in the lecturers' performance prior to and following the attainment of certification (Palupi and

Dananti, 2013). The certified lecturers perform better academic performance than their counterparts who have not been certified.

The students, peers, and superiors can evaluate the lecturers' competency mastery. Therefore the evaluation is based on the perception during the interaction between the lecturers and the evaluator so that the evaluation is called perceptual appraisal.

2.4. Development of Hypotheses

The 360° evaluation model seeks to provide feedbacks on employees' strengths and weaknesses by using evaluation reports from their supervisors, peers, clients, and other persons with whom they interact in executing their jobs. The feedbacks have not been used to determine salary adjustments thus far in any of the organizations that have implemented it (Sandra et.al, 2007).

Law of Teachers and Lecturers, Number 14 of 2005 states that lecturers should be able to carry out four competencies, namely: pedagogic competency, professional competency, social competency, and personality competency. The students, peers, and superiors can evaluate the lecturers' competency mastery. The evaluation is based on the perception during the interaction between the lecturers and the evaluator. It is called perceptual appraisal. Therefore, the authors formulate the first hypothesis as follows:
H1: Indicators should contain four competencies and evaluators include students, peers, and superiors.

Focus group research involves organized discussion with a selected group of individuals to gain information about their views and experiences of a topic. Focus group interviewing is particularly suited for obtaining several perspectives about the same topic (Gibbs, 1997)

Smithson (2000) argued that focus groups should be viewed as a performance by all concerned, with participants and researchers all positioning themselves through the group discussions. She suggested that opinions stated in the groups should be viewed not as previously formed, static things which people brought to the focus group, but as constructed ones in social situations. Therefore, the authors formulate the second hypothesis as follows:

H2: Focus Group Discussion (FGD) is an effective way to develop the indicators of integrated performance evaluation.

3. RESEARCH METHOD

The main activities to develop the indicators were identifying the certified lecturers' performance appraisal variables. It was carried out by collecting the previous information about many kinds of lecturers' performance appraisal. The secondary data were collected by literature study. After the previous information had been collected, we then formulated the variables and the measurement indicators of certified lecturers' performance appraisal by using the 360-degree method to develop the questionnaire of integrated evaluation model. Next, Focus Group Discussion (FGD) was held. It was attended by the students and lecturers. FGD was a research method chosen to achieve the research goals, that is, the development of the certified lecturers' integrated performance evaluation indicators. The indicators would be used to construct an integrated evaluation model questionnaire for assessing certified lecturers' performance.

4. RESULT

The lecturers and the students attending the Focus Group Discussion (FGD) suggested that the indicators in the integrated evaluation model questionnaire should be adjusted with the competencies for lecturers as stated in Law of Teachers and Lecturers, Number 14 of 2005 that lecturers should be able to carry out four competencies, namely: pedagogic competency, professional competency, social competency, and personality competency.

The FGD participant proposed if the evaluators are peers, based on Hoy and Miskel (2001) theory, there are six indicators that can be used to develop the integrated evaluation model questionnaire to evaluate the certified lecturers' performance as follows:

- a. Supportive.
The lecturers should use critique constructively, listen to other's suggestion, be flexible in communication
- b. Collegial
The lecturers should make a good friendship, collaborate with peers, and have a close discussion with friends
- c. Intimate
The lecturers should support each other and have a sense of belonging
- d. Restrictive
The lecturers are busy with their work.
- e. Directive
The superiors monitor the lecturers' work, the regulation is so tight and the superiors always supervise the work.
- f. Disengaged
Minority versus majority, the lecturers speak too many irrelevant things in the meeting.

Hoy and Miskel (2001) developed the indicators used to evaluate the certified lecturers' performance. If the evaluators are students, there are five indicators:

- a. Capability
It includes learning material and learning method mastery
- b. Initiative
It includes a better positive thinking, having creativity and goal achievement
- c. Accuracy
It includes using time properly
- d. Communication
It includes the quality in delivering learning material and controlling the class
- e. Character
It includes understanding the social and culture background, ability to control the emotion stability and having motivational spirit.

The questionnaire is constructed based on the OECD Teaching and Learning International Survey (TALIS) Teacher Questionnaire and Performance Evaluation Questionnaire (2011).

Therefore, based on the result of the Focus Group Discussion, we construct the integrated evaluation model questionnaire to evaluate the certified lecturers' performance as follows:

Certified Lecturers' Assessment Questionnaire (Assessor: Superior)

No.	Statement	1 : Strongly Disagree 2 : Disagree 3 : Agree 4: Strongly Agree			
PEDAGOGIC COMPETENCY					
1.	Have relevant knowledge with the current position	1	2	3	4
2.	Accomplish the tasks given on time	1	2	3	4
3.	Able to communicate with the students well	1	2	3	4
SOCIAL COMPETENCY					
1.	Consult the problems with the superiors	1	2	3	4
2.	Able to communicate with the community well	1	2	3	4
3.	Always provide an alternative solution for the problem encountered by institution	1	2	3	4
4.	Always provide good initiatives for the institution progress	1	2	3	4
PROFESSIONAL COMPETENCY					
1.	Use the time effectively	1	2	3	4
2.	Arrive and leave the meeting on time	1	2	3	4
3.	Arrive at work on time	1	2	3	4
4.	Respond appropriately to feedback on job performance.	1	2	3	4
PERSONALITY COMPETENCY					
1.	Respond feedback on critique and advice appropriately and quickly.	1	2	3	4
2.	Loyal to the institution	1	2	3	4
3.	Obey the institution's rules and regulations	1	2	3	4

Certified Lecturers' Assessment Questionnaire (Evaluator: Peers)

No.	Statement	1 : Strongly Disagree 2 : Disagree 3 : Agree 4: Strongly Agree			
PEDAGOGIC COMPETENCY					
1.	The evaluated lecturer gives the peer suggestions as to how they can improve their teaching	1	2	3	4
2.	The evaluated lecturer has knowledge and understanding of	1	2	3	4

	learning practices				
	SOCIAL COMPETENCY				
1.	The evaluated lecturer provides a helping hand for the problem encountered by colleagues	1	2	3	4
2.	The evaluated lecturer often shares the information related to the learning activity and institution	1	2	3	4
3.	The evaluated lecturer has a willing to collaborate with study program members or with faculty members	1	2	3	4
4.	The evaluated lecturer works to establish and maintain a positive relationship with all colleagues	1	2	3	4
5.	The evaluated lecturer often participates in the formal and informal activities with the colleagues	1	2	3	4
	PROFESSIONAL COMPETENCY				
1.	The evaluated lecturer often has a positive communication or discussion about improving learning process quality with colleagues	1	2	3	4
2.	The evaluated lecturer is not affected by personal business when he or she works at the office	1	2	3	4
	PERSONALITY COMPETENCY				
1.	The evaluated lecturer often avoids having conflict with colleagues	1	2	3	4
2.	The evaluated lecturer has a good character related with the interpersonal relationship	1	2	3	4

Certified Lecturers Assessment Questionnaire (Evaluators: Students)

Num	Statement	1 : Strongly Disagree 2 : Disagree 3 : Agree 4: Strongly Agree			
	PEDAGOGIC COMPETENCY				
1.	The evaluated lecturer masters the learning material	1	2	3	4
2.	The evaluated lecturer has an ability to explain the subject clearly and systematically	1	2	3	4
3.	The evaluated lecturer is able to motivate the students to study harder	1	2	3	4
4.	The evaluated lecturer is willing and able to answer the students' questions in class	1	2	3	4
5.	The evaluated lecturer gives the lecturer based on the syllabus	1	2	3	4
	SOCIAL COMPETENCY				
1.	The evaluated lecturer is willing to help the students outside the class	1	2	3	4
2.	The evaluated lecturer has an objectivity in academic assessment	1	2	3	4
3.	The evaluated lecturer uses the learning facilities such as LCD and whiteboard	1	2	3	4

Num	Statement	1 : Strongly Disagree 2 : Disagree 3 : Agree 4: Strongly Agree			
PROFESSIONAL COMPETENCY					
1.	The evaluated lecturer explains the syllabus and learning contract in the first meeting	1	2	3	4
2.	The evaluated lecturer gives the instruction clearly on the assigned tasks	1	2	3	4
3.	The evaluated lecturer assigns tasks based on the learning material	1	2	3	4
4.	The evaluated lecturer gives test based on the learning material	1	2	3	4
5.	The students can get benefit from the material	1	2	3	4
PERSONALITY COMPETENCY					
1.	The evaluated lecturer responds appropriately on critique and advice.	1	2	3	4
2.	The evaluated lecturer is able to control the emotion in class well	1	2	3	4

5. CONCLUSION, IMPLICATION, LIMITATION AND SUGGESTION

5.1. Conclusion and Implication

Based on the result of analysis and discussion, we can conclude that Focus Group Discussion (FGD) is an effective way to gain the information from respondents (the students and lecturers). The participants proposed that the certified lecturers' performance indicators should consist of four competencies, namely: pedagogic, social, professional, and personality competencies.

Based on the result of Focus Group Discussion (FGD), there must be at least three students and three peers at least as the evaluators of the certified lecturers' performance.

5.2. Limitation

This research has a limitation. The participants of the FGD only include the lecturers and students in Kopertis VI Central Java.

5.3. Suggestion

Based on the result of the study, we suggest that the performance be evaluated by superiors, peers, and subordinates as to get more accurate performance assessment.

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