



AENSI Journals

Advances in Environmental Biology

ISSN-1995-0756 EISSN-1998-1066

Journal home page: <http://www.aensiweb.com/AEB/>

The Effect of Competence Hr to the Total Quality Management (TQM): A Study on Performance of the Lecturer in Private Sector in Medan

¹Mohammad Harith Bin Amlus, ²Muhammad ShaharJusoh, ³Amlus Ibrahim, ⁴Abdullah Osman, ⁵Rusiadi

¹Lecturer, Universiti Malaysia Perlis

^{2,4}Senior Lecturer, Universiti Mayaisia Perlis

^{3,5}Universiti Utara Malaysia

ARTICLE INFO

Article history:

Received 15 June 2014

Received in revised form

8 July 2014

Accepted 4 September 2014

Available online 20 September 2014

Keywords:

commitment quality, competencies development, performance of lectures.

ABSTRACT

This research is aimed to investigate the influence of commitment quality as variable in moderate of the correlation between competencies development on the performance of lectures. Population in this research is the lecturers in Faculty of Economics Slamet Riyadi University Surakarta. The samples are 100 respondents. The instrument in this study is questionnaire using Likert scale technique. Data analysis in this study is multiple regression analysis. Result of hypothesis test indicates that the commitment of quality influence the relationship between competencies development with performance of lectures.

© 2014 AENSI Publisher All rights reserved.

To Cite This Article: Mohammad Harith Bin Amlus, Muhammad ShaharJusoh, Amlus Ibrahim, Abdullah Osman, Rusiadi, The Effect of Competence Hr to the Total Quality Management (TQM): A Study on Performance of the Lecturer in Private Sector in Medan. *Adv. Environ. Biol.*, 8(11), 941-947, 2014

INTRODUCTION

Quality education in Indonesia is still aging compare to the other countries. Gunaryadi argued refer to the Human Resources Development Index (Human Development Index) in 2002, Indonesia ranked are 112 out of 174 countries. The data show that Indonesia ranked under Philippines which ranked 85th, China's top 104 order, and Vietnam ranked 109. ([Http://Schoolindonesia.nl/globalisasi_pendidikan.Pdf](http://Schoolindonesia.nl/globalisasi_pendidikan.Pdf)). This information indicates that the quality of human resources in the era of globalization has a big competition, including competition in the world of education. This means that human resource is the power of education determines the quality of education in Indonesia. Improving the quality of education is one of the challenges in Indonesia which produce competitive human resources.

Government's commitment to improve the quality of education continues through educational reform. In line with the reform of education in Indonesia, the main issue had been highlighted in improving the quality of education at all levels of education. Quality improvement is one of the government's commitment in the education sector, as outlined in government documents such as the Guidelines, Repelita, Proopenas, and Strategic Plan. System accreditation by the National Accreditation Board (BAN) and surveillance system run by Nazir Jenederal (IG), the Financial and Development Supervisory Agency (CPC), and the Supreme Audit Agency (BPK), which focuses on the supervisory work, were not the indicator that the college has been providing quality education to students. In addition, the effects of globalization cannot prevent international orientation in college will require a comprehensive mechanism of quality assurance must be met. These things can be seen as a strong motivating factor for the need for a mechanism or system to ensure effective and transparent implementation of quality education. Sri Soejatminah Ekroman suggested many great wisdom contained in the Guidelines and VII Five Year Plan, the government has indicated the need to increase the quality of the programs outlined in higher education (Higher Education, 2000). Results of the evaluation Directorate General of Higher Education (Directorate of Higher Education, 2000, P.28) showed that the average time students graduate they are still too long compared with the time course of events. For example, for the year 1999/2000, only 47 percent of students and 51 percent Bachelor program students can graduate as expected. In addition, the productivity of graduates, which is the ratio between the number of graduates and the number of students, but satisfying, especially for Bachelor program in public universities (PTN) in the visible presence of a downward

trend. Although many factors such as factors influencing students themselves, the fact is an indication of the low achievement of quality in higher education system. ([Http: // www.depdiknas.go.id](http://www.depdiknas.go.id)).

The above description that the subject matter contained in the globalization of education in Indonesia is getting difficult. This means that the readiness of Indonesia in the face of competition in the field of education must start from the scope of the country. Globalization in education means that there is competition in the world of education at all levels, including university education. Refer to the importance of improving the quality of Higher Education in a globalized world, it is inevitable that universities should do certain PTS improvement and development of quality culture to compete with other universities and are able to produce high output (graduates) are eligible. College requires qualified human resources efficiently, a visible indicator of teaching performance. The performance of the faculty should be improved to support the organization's overall performance as well as to improve / enhance the quality of PT. In this era of globalization, in particular the development of competencies required of lecturers in private universities. Development of competencies needed to meet the challenges of global competition in the world and that more advanced education. Development efficiency can be achieved either through formal, informal, and free. By developing efficiency is expected to increase human resource capacity and enhance professionalism in the field of education. If the development of enhanced efficiency PTS faculty performance is expected to continue to rise, thus increasing the quality of private universities.

Currently lecturer efficiency in formal education in general has been filled up to Level -2. Researchers in a study with emphasis on development rather than training because training is more emphasis on skill development while emphasizing behavioral change. In terms of methodology, the development likely based on personal experience, while centering training class method. Development efficiency of informal trails can be done with the attitudes and behaviors that support the education example mening Pengaruh Skills Development for Lecturers with variable performance ... (Lamidi) 3 End User Computing their skills, involvement in the writing of scientific papers, enhance self-learning, workshops, seminars. Faculty efforts to develop the necessary competencies also supported a strong commitment to quality. Commitment to quality that is needed to strengthen confidence and sincerity lecturer in conducting competency development. According to Sri Soejatminah Ekroman prolonged economic crisis in which the use of educational funding should put as efficiently and effectively as possible the need for quality assurance in higher education to be very important . The literature review indicates the need for QA big commitment at all levels. Within the scope of the university's commitment to quality requirements outlined in the vision and mission of the college. The next step is to meet the needs of the technical structure of commitment.

Literature Review:

The concept of HR Competency:

According Hasibuan development is an effort to improve technical skills, theory, and employee morale in accordance with job requirements/ positions through education and training. Education enhance expertise theories, concepts, and employee morale during training aims to improve technical skills employee job performance. Development workers are grouped into two types:

1. Informal development is done on own desire staff development aimed at improving the work. In this case the employee to develop and practice their own example by reading books or literature relating to the job or position.
2. Formal development is the development of the company because of the demands of employment or career advance mentor the employee's future is not a career. In this case, employees are assigned to participate in education or training by companies and educational and training institutions.

According Kisdarto Atmosuprpto [5] is a function of knowledge competence (knowledge) and skills (skills). This understanding can be explained that the professional is a reflection of the ability (competence), who have knowledge (knowledge), skills (skills), ability (can do), supported by experience (experience). So ability can be improved through education, training and experience. Development of competence in this study can be interpreted as an attempt to improve the professionalism of the individuals who work in this field is seen from the increase of knowledge and skills.

The concept of TQM:

Lexical commitment can be translated as the responsibility or ability to fulfill one's promise. Although the quality is generally equated with quality. According to Margetson that in theory there are two approaches that can be used to understand the meaning of quality, namely (1) the quality that reflects the characteristics possessed. In this view, something that is seen as an excellent quality/quality precious and not at all have what is called feeling evaluate. (2) Approach (metaphysical beliefs) metaphysics, quality is seen as something that can only be analyzed using descriptive but also analyze assessor something that can be measured. ([Http: //www. Depdiknas.go. Id](http://www.Depdiknas.go.Id)).

According to Sri Soejatminah Ekroman [1] Quality Assurance big commitment at all levels is needed. Within the scope of the university's commitment to quality requirements outlined in the vision and mission of the college. The next step is the need to accommodate technical structure that commitment. If the university can develop effective strategies to control the quality, university Chief / Director and Head of Higher Education to formulate a mechanism that will come on audit quality. In the future, in which a very strong influence of globalization of higher education so that the global orientation of an obligation, the performance of high quality can be achieved with one of them accredited by GATE. In this context, QA should be completely user-oriented.

According Hasibuan [7] TQC or integrated quality control is an effective system to integrate the efforts of a quality development, quality maintenance and quality improvement or quality of the various groups within the organization, thus increasing productivity and service to the most economic level leads to satisfaction of all subscriptions. Next is the basic TQC (total quality control) is the mentality, with the participation of management skills and mental attitude that emphasizes the quality of the work. Understand the mentality itself is the willingness to work hard, be honest, and responsible job. TQC basic mentality involves several factors:

- a. Cooperation and participation of the total;
- b. Quality-oriented;
- c. Superior and subordinate relationships.

In TQC implementation, there are two things to consider in order to achieve success TQC namely:

- a. from manager Viewed from the side managers, program managers need to TQC do the following:

- 1) Filing and explain the program to lead TQC;
- 2) Describe the purpose and the results achieved;
- 3) To get the support of the top leadership.

- b. In terms of employee Viewed from the side of employees, employee TQC program should do the following things:

- 1) To create the right atmosphere;
- 2) provide information and communicate with each other;
- 3) cite this as a voluntary program;
- 4) Provide guidance and training;
- 5) Be open and positive;
- 6) Provide the time, the means, facilities, and funds;

In management concepts, TQC apart intended to control the quality of products, also including business organization and management structure improvement. TQC implementation should also pay attention to the product, users, and organizations, while implementing some needed TQC following terms:

a. Human resources:

The whole of human resources participating in activities (management and operations) need to understand and appreciate the meaning of TQC, has the ability, both mentally and responsible for completing its work.

b. Overall quality control:

TQC as total control over the quality of the product and a series of gradual process required that each working group (subsystem) to work well in an integrated series of quality control.

c. Positive mental attitude:

The whole value chain in the subsystem must be able to work efficiently and effectively with the support of a positive mental attitude of each individual member. Positive mental attitude is the willingness to work productively in a strong spirit of team cooperation, to achieve high-quality work.

d. Facilities, infrastructure and work environment:

Facilities, infrastructure and work environment to support the implementation of integrated quality control. Each individual employee must know and take part in doing the job right so that the products high. Researchers concluded that the quality of the concept can be defined as the value, the level of compliance with certain requirements or specifications or user-focused as well. In the global era of quality is also related to competitiveness, quality-oriented organization will have the opportunity to be able to compete. With regard to the quality of university education organization should be seen as a broad measure not only the quality of graduates alone, but in all aspects of the organization. Thus, the cause of quality education organization will become a reality if there is commitment from the top management, making improvements or development process, efficient human resource capabilities, client-oriented (performance of graduates).

Performance:

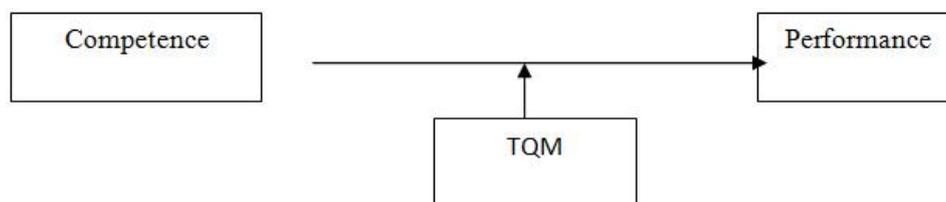
According to Gibson *et al.*, is the result of work related to organizational objectives, such as quality, efficiency, effectiveness, and other criteria. According Mangkunagara (2001) performance is a result of the

quality and quantity of work accomplished by an employee in carrying out their duties in accordance with the responsibilities assigned to it. Performance of a work shows that achieved after carrying out the duties assigned by the organization. Although the measure of whether or not the work can be seen in the quality or quantity of labor is achieved in accordance with the requirements of the organization. Performance can be achieved by any of the employees are able to work in accordance with established standards of evaluation organization. Another Kisdarto Atmosuprpto [5] developed the following formula: Performance = Skills + commitment = function knowledge + skills. Confidence + Commitment = motivation Based on a formula that shows that people who have a " commitment " when he was always confident and encourage to do a good job without having to be monitored , in other words he can control themselves. With regard to the quality of commitment, the faculty must have the confidence and motivation of the importance of quality improvement. If the qualities of commitment, then teachers will be motivated conduct PT with more intense development of human resources, which in turn will improve performance? According to Gibson [10] standard performance measures include:

- 1) The quality of the work, including: timeliness, accuracy and neatness works.
- 2) The quantity of work, including: the number of jobs and the amount of time required.
- 3) understand the work , including: understanding the work , and ability to work.
- 4) communication and adjustment.
- 5) cooperation, including the ability to work together.

Framework and Hypotheses:

Framework:



Based on the framework formulated the following hypotheses:

H1: Development of competencies have a significant effect on the performance of the lecturer.

H2: A strong commitment to give affects to the poor quality of the relationship between the performances of faculty competence development.

Methods:

Samples:

Technique is non-probability sampling used in this study is the purposive Sampling, which is based on a sample of return for consideration to adjust to some of the criteria in order to improve the accuracy of the sample. The criteria is that the respondents are lecturers at the Faculty of Economics of Private Universities in Medan are already taking Master Degree. The amount of samples in this study is 100 people.

Data Collection Techniques:

Research using the questionnaire technique using a 5-point Likert scale.

Operational Definition and Measurement

Variables

1. HR competencies:

Behavioral competency development is to improve the professionalism of lecturers in the field of work as reflected in self-reliance and responsibility to develop human resource capabilities. Variables are measured with a seven-point questionnaire that is involved in writing scientific papers / research, attending seminars / workshops, increase EUC (computer courses), improving internet access, self-learning, complementary means of learning, developing innovative learning strategies. Valuation techniques using 5-point Likert scale ranging from Strongly Agree (score=5), to strongly Agree (score = 1).

2. TQM:

Commitment to quality is the level of confidence and strength of employees (faculty) in favor of improving the quality of higher education in accordance with the vision and the mission of PT. Variables are measured with nine items related question the sincerity of teaching, a strong desire to promote student, trying hard in support of higher education quality, fidelity in salary, adherence to professional duties. Valuation techniques using 5 Likert scale ranging from Strongly Agree poit (score = 5), to strongly Disagree (score = 1).

3. Performance Lecturer:

Faculty performance is the result of work accomplished lecturer in performing professional duties as a lecturer in PTS assessment based on certain standards. This variable was measured with a nine-point questions that readiness teaching, teaching skills, adherence to adherence to professional ethics, discipline time, the involvement of the organization's activities, writing scientific papers, job loyalty. Valuation techniques using 5-point Likert scale ranging from Strongly Agree (score = 5), to strongly Disagree (score = 1).

Data Analysis Techniques:

1. Test Validity and Reliability:

Instrument:

To obtain the questions are valid and reliable testing validity using Pearson correlation analysis, testing criteria by looking at the probability value obtained from computer calculations using a 0.05? If the results of the Pearson correlation of each grain produces a value of <0.05 was then declared valid point. While reliability testing using Cronbach Alpha analysis, if the results of the test provide value Cronbach Alpha > 0.6 then declared reliable instrument.

2. Absolute Difference Value Test:

Absolute Difference Value Test is a regression model that was introduced Frucot and Sharon to test the moderating effect of the absolute value of the difference with the model of the independent variable (Widodo, 2005). This analysis aimed to determine the effect on the quality of commitment to the relationship between competency developments with PTS faculty performance stated by the following equation.

$$KD = a + b_1PK + b_2KM + b_3 + |PK - KM| + e$$

KD = faculty performance, measured by the sum of the standardized scores.

PK = competency development, measured by the sum of the standardized scores.

KM = Commitment to quality, is measured based on the pen-sum of the standardized scores.

a = constant

b1, b2, b3 = regression coefficient

e = error / disturbance variables

3. Product Moment Correlation Analysis:

Product Moment Correlation analysis aims to examine the relationship between each predictor with faculty performance.

4. T test:

T test to test the significance of the effect of each predictor (independent variables) on the dependent variable. If the value of $t > t$ table the independent variables have a significant effect on the dependent variable.

5. Test F:

F test to test the significance of the simultaneous effect of independent variables on the dependent variable. If the value of $F_{count} > F$ then the independent variables simultaneously significant effect on the dependent variable.

RESULTS AND DISCUSSION

1. Validity and Reliability Test Results:

Testing the validity of the questionnaire development competence, commitment to quality, and performance of teachers showed that all the questions invalid because of the results of the Pearson correlation analysis $r = 5$ percent of the value of $r > r$ table. Testing Reliability with Cronbach alpha formula and questionnaires showed that the third produces reliable because Alpha values > 0.6 .

2. Regression Analysis Results:

Regression analysis of the moderating effects of commitment on the quality of the relationship between the developments of competence with faculty performance results can be seen in the table below. From the table above regression equation:

$$KD = 38.668 + 1.328 + 1.651 KM + PK - 1,869 |PK - KM| + e$$

From these equations can be explained that the variable competence development (KD) was positively related to faculty performance (KD) with a regression coefficient of 1.328 b1. This means that increasing competence development will improve the performance of teachers where the contributions given variables on the performance of faculty competence development of 1,328 units. Variable commitment to quality (KM) was

positively related to faculty performance (KD) with a regression coefficient of 1.651 b2. This means that an increased commitment to quality will improve the performance of the faculty in which the contributions given variable commitment to quality on the performance faculty of 1,651 units. While the interaction between the variables of competence development with a commitment to quality (PK-KM) positively related to faculty performance (KD) with a regression coefficient of 1.869 b3. This means that the increased interaction between the development competences with a commitment to quality will give effect to increasing the performance of professors with a contribution of 1,869 units. Of Table 1 is obtained R2 of 0.576 and F value = 12.224 with a significance of p less than 0.01. Means there is a significant relationship between the dependent variable (performance lecturer) with all the predictor (independent variable). Variation changes in performance lecturer explained by all independent variables at 57.6 percent.

3. Hypothesis Testing:

H1: Development of competencies have a significant effect on the performance of lecturers. From the calculation of the t test showed that the effect of $t(3.016) > t \text{ table}(1.96)$ or the value of $p < 0.05$. This means that the higher the competence development of faculty performance will be higher. H1 is formulated thus proved.

H2: a strong commitment to quality affects weak relationship between the developments of competence with faculty performance. Testing the effect of the interaction between competence development with a commitment to quality to performance lecturer producing count $3.228 > t \text{ table}(1.96)$ with $p < 0.01$. Of these results indicates that a commitment to quality are successfully moderate the relationship between the development of competence in faculty performance, means a strong commitment to quality affects weak relationship between the performance of faculty competence development. Thus H2 is formulated proven.

Discussion:

Results of this study indicate that the relationship with the competence development of faculty performance is influenced commitment to quality. This means that the development of competence should be supported faculty commitment to quality. Lecturers who have a strong commitment to quality will have a high level of understanding of the importance of quality and globalization (competitive) education.

The higher the commitment to strengthen the confidence and motivation of lecturers in conducting competency development that will support the achievement of faculty performance is satisfactory. Results of this study supported the opinion of Sri Soejatminah Ekroman [1] about the importance of a strong commitment of Quality Assurance at all levels. Within the scope of the university, the commitment to quality needs outlined in the vision and mission of the college and the need to accommodate technical structure that commitment.

If teachers have a strong commitment to quality, accredited college or university is expected to be the better (increasing) so that it can compete in the achievement of higher quality. This finding is in line Atmosuprpto Kisdarto opinion [5] that the lecturers have a "commitment" if the interest is always confident and motivated to do a good job without the need to be watched. This means understanding and independence to always improve the quality very necessary. Development of competence alone is not enough, so it must be supported by the commitment that to improve the quality high. High commitment to quality for lecturers can be realized from a desire to continue to advance both intellectual and emotional development, the courage to face the globalization of education with positive attitude, have the independence and responsibility to advance the organization (university).

Conclusions and recommendations:

Conclusions of this study are (1) the development of competencies have a significant effect on the performance of lecturers. (2) a commitment to quality are affecting the strength of the relationship between the development of competence in faculty performance. PTS in this case private universities in Medan is expected to continue improving the quality of education and the need to support education in the era of globalization, free. Through improved faculty performance is expected to improve the institution concerned as well as private universities can produce graduates (output) are qualified.

Limitations of Research:

In this study the respondents who used only the lecturers in the faculty of economics so that possible bias. The number of respondents in this study is quite small, only 100 respondents. This means that the data obtained may be Jurnallum describe real conditions. It is recommended in future studies to increase the number of respondents with a greater faculty environment. The study area is limited to lecturers, to be able to conduct further research using other areas (business enterprise) using respondent staff employee or managerial staff.

REFERENCES

- [1] Ekroman, Sri Soejatminah, 2012. *Quality Assurance* Dalam Sistem Pendidikan Tinggi, (<http://www.depdiknas.go.id>) Diakses: Jam: 20.30 Rabu Tgl. 25 Mei.
- [2] Gunaryadi, 2007. Pendidikan Nasional, Globalisasi, dan Peranan Keluarga (<http://sekolahindonesia.nl/globalisasi-pendidikan.pdf>).
- [3] Imam Ghozali, 2005. *Aplikasi Analisis Multivariate Dengan Program SPSS*, Badan Penerbit Universitas Diponegoro, Semarang.
- [4] Jogiyanto, 2004. *Metodologi Penelitian Bisnis: Salah Kaprah Dan Pengalaman-Pengalaman*, BPFE, Yogyakarta.
- [5] Kisdarto Atmosoeparto, 2000. *Menuju SDM Berdaya*. Jakarta: PT Elex Media Komputindo.
- [6] Lyle, M., Spencer dan Signe M. Spencer, 1996. *Competence Work*. New York: John Wiley & Sons, Inc..
- [7] Malayu S.P., Hasibuan, 2002. *Manaje-men Sumberdaya Manusia*, Jakarta: PT. Bumi Aksara.
- [8] Mohrman, S.A., Wohlstetter, P. Associates, 1994. *School Based Management Organizing for Performance*. San Fransisci: Jossey. Bass Publisher.
- [9] Raihani, 2007. "Education Reforms In Indonesia In The Twenty-First Century", dalam International Education Journal, 172-183. ISSN 1443-1475 Shannon Research Press. (<http://iej.cjb.net>).
- [10] Robbins, P., Stephen, 2001. *Perilaku Organisasi Jilid I*, Jakarta: PT. Prenhallindo. Suranta, Sri, 2002, "Analisis Faktor-faktor Yang Mempengaruhi Kinerja", Jurnal Riset Akuntansi Indonesia, 2-1 Januari.