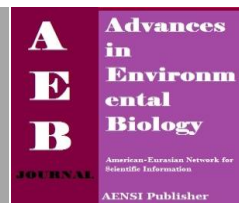




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The Performance Improvement Through College and the Competency of Human Resources Strategy for the Higher Education in Medan

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ABSTRACT

The aims of this research are to understand the teacher competence relation with the organization practices in university. Respondent in this research are the lecturer which had a professional certificates from 2011 until 2012. The sum of professional certificate teacher are 441 person, which in 2011, 228 teacher and in 2012, 213 person. Sample size for this study around 120 teachers from all of university in Medan. The tool use in this study are descriptive analysis and SEM with AMOS. The results will describe below: 1). The teacher competence are not relationship with compensation returns. 2) The teacher competence is not alignment with of performance. 3).The competence teacher is not contribution to organization strategy. 4).The high level education are not improve the teacher compensation. 5).The higher level of education will improve the teacher compensation. 6) The experience will be improve the teacher compensation. 7).The experience will be improve job performance. 8).The experience are not results the teacher competence. 9).The compensation will be improve the teacher compensation. 10).The compensation are not give the contribution organization strategy. 11).The performance will be improve the contribution strategy.

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INTRODUCTION

The global economic challenges requires the Human Resources Professionals, including the universities and professional teachers were challenged to create value for the organization. Many pressures that cause private universities must pay the competencies required for the ability of a teacher to create a sustainable competitive advantage for college. Morhrman Lawler [20] professional lecturers needed to make a strategic partner that universities become more effective. Ulrich [31] takes into account contribution strategy with a significant portion of the professional faculty influence on organizational performance, faculty expertise by identifying the contribution strategy. Professional lecturers and professors who have performance-based technology has the ability to inform the research to improve practice performance, increasing competitiveness in higher education; able to build knowledge through research is based on the creation of new knowledge on the additional competencies that affect the performance of faculty lecturers.

Refer to the higher education, the competence of lecturers are expected to improve the effectiveness of faculty performance. The research work on a few things: 1. Determine the competencies that predict success lecturer profession. 2. Understanding the various competencies in line with the type of position or functional academic lecturer. 3. Determines that there is a relationship between the specific competencies of faculty professional (certified) and their main responsibility. 3. Determine the relationship between education, work experience, competence and compensation. In the previous study contained the research gap, where Lucia & Lespinger [21] highlighted that, there are significant human resource competencies to organizational effectiveness and strategy. Sunil K Ramlall [29] added that, there is a relationship to the practice of organizational human resource competencies. But Alfred A. March Marcus and Anderson [1] mention that they are noaffect onthe competence of the business management environment. Winterscheid and Research [34], Teece *et al* [30] highlighted the individual competence and organizational competence has a different influence

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on the organization and strategy. Competence of individual teachers is the knowledge, skills, abilities or personality characteristics that directly affect the performance of a teacher [6].

Qualification of lecturers and various aspects of performance is one of the elements of the authority of faculty teaching in the education level. In addition, the competencies lecturer is determining the requirements. Competence of educators, especially teachers, defined as a set of knowledge, skills and behaviors that must be owned, lived, ruled and embodied by the faculty in carrying out his professional duties. The competencies include pedagogic competence, personal competence, social competence and professional competence. (Manuscript Academic, Higher Education 2008). Professional lecturers are lecturers who are competent to perform their duties in a professional manner, the lecturers who have pedagogical, professional, personal and social education is necessary in practice, research, and community service. Academic qualifications and job performance, is the level of mastery of competencies as assessed others and yourself, and the contribution of self-expression, will determine the professionalism of lecturers (Manuscript Academic, Professional Lecturer, 2008). Thus, the lecturer based domain competency assessment, competency and performance standards expected statement.

Conceptual Framework:

To maintain the transformation functions of lecturer, lecturer must develop and exhibit professional competence order to fulfill their role changes and responsibilities [39]. It had mentioned in the research competencies of Human Resources [10], which identified five core competencies of human resource professionals: strategic contribution, personal credibility, resource delivery, business knowledge, and technology human resources. Becker *et al.*, [7] adds strategic management and human resource management performance as a sixth competency.

Competence related to the relative success of the position occupied. The faculty competence is related to compensation as a factor. In order to achieve the performance, teacher can increase required a booster or a factor that expected from its organization. According to Mangkuprawira [22], "Factors that influence is relatively complex, and can be any factors (level of education, knowledge, skills, motivation, health, and experience) or (compensation, work climate, leadership, employment and social facilities)".

Core competencies required serving as a strategic partner and an effective institution plays a role in the organization. They are two main aspects. First, the organization's executive Lecturers should provide input to the strategy to ensure that the university has a human resources strategy that has the ability to implement. Second, the faculty needed to ensure that the program faculty and the practice was put to effectively implement the strategy. This determination, in fact the real thing that professional teachers should be fully competent in developing a strategy, implementing and evaluating.

Competency models can present an integrated framework for unified resource system. It can help the resources vertically with other faculty functions to ensure the balancing and consistency in dealing on the lecturers which had many activities that affect the performance [27]. Other than that, management skills, will ensure the future success of the profession unity lecturer [8]. Lecturer profession "can involve the right depth scientific decisions based on the talent and aspirations of every level of discipline such as finance and marketing". In 1980s, the income of the postsecondary-educated workers grew substantially higher [3]. Experts explain the economics of the biggest part of the increase in revenue as a result of the relative shift in the structure of labor demand [3]. This study tried to determine the relationship of education, experience, compensation (salary) and the competence of lecturers. Job specification and the level of education besides the specification of work will promote the progress of any business which in turn will increase personal income and national income. Education level is a conscious effort to develop the capability, skills, knowledge, skill and personality development life both within school and outside school [2]. Lecturer in education sector: 1. Necessity of Education 2. In the form of attention faculty. 3. Impact of Education. It is very important to understand what the critical activities of a professional lecturer is using his time properly and whether the activity is the use of value-added and effective. [31] states that a teacher cannot expand its role in the organization, without having the expertise requirements.

McShulskis, [23] mention that, the absorbed energy for administrative matters are 59% and only 6% are used their time on strategic issues. According to Becker *et al.*, [6], strategic performance and management strategy have different ideas with a lecturer in general. This is the dimension of competence (1) causal thinking critically, (2) understand the principles of good measurement, (3) estimate the causal relationship, and (4) communicate the results of the performance of the strategy to assist professor. The professional teachers can have better skills and demonstrate correlation and causal relationship between the systems of faculty performance, financial results, the proportion of the value of the customer (student / stakeholder), and competitive advantage. The indicators of faculty performance by Kopelman, Brief, and Guzzo [18] were the first one is financial results and the second one is the proportion of value creation for customers. Being a strategic partner means, a teacher must have a degree of knowledge of strategies, markets, and economies. Added that " bring together the growing expectations of higher education, professional lecturers should start

their activities in a professional manner". Professional lecturer stressed and more focused on the delivery of their work.

The hypothesis is:

- H1: The higher level of competence, the level of compensation will be higher.
 H2: The level of professional competence of teachers will improve the performance of university lecturers.
 H3: The level of professional competence of teachers can contribute organizational strategy.
 H4: With increasing education, compensation will increase.
 H5: There is a relationship between educations, on a professional level of competence of lecturers.
 H6: With increase the experience of professional lecturer, the compensation will increase.
 H7: Experience professional teacher used his time to improve performance.
 H8: There is a close relationship between the level of competence and the faculty experience.
 H9: High Compensation will improve the performance of the lecturer.
 H10: High Compensation will contribute to the organization's strategy.
 H11: Performance professional faculty will contribute to organizational strategy.

Population and Sample:

The population in this study was all certified teachers in North Sumatra and Aceh including USU, Unimed, UMSU, Unpab, Uma, and UISU. The total of university and lecturer are 2769. Based on the data Region I in 2012, the number of certified teachers in North Sumatra are 441 Lecturers, in 2011 which 228 are the lecturers and professors in 2012. Purposive sampling method, will be based at North Sumatra and Aceh. The number of samples (sample size) refers to Hair et al (1996), which the number of indicators in 5 to 10 times to the minimum of 100 respondents. So that the optimal generalization over this sample of 120 respondents.

Data Collection Method:

This study include primary data and secondary data. Primary data include: competence, education, experience, compensation, performance and contribution strategies. Primary data obtained through interviews guided by a questionnaire. Results of the assessment interview is done by a group discussion (Focus group) by presenting a certified lecturers from various universities. The secondary data obtained from Region I, and intended University lecturer who has various certifications relating to this study.

Models and Data Analysis Techniques:

Discussion of results is done using qualitative analysis and quantitative analysis. To answer the research questions and evaluate models developed, an analytical techniques using Structural Equation Modelling (SEM), and Analyses of Moment Structures (AMOS 18). This data is used to analyze the Structural Equation Modeling (SEM) of the package AMOS 18. This model is a set of statistical techniques that allow a complex circuits can be tested.

Test Result Statistics:

The model will be accepted if the developing hypothetical models conceptually and theoretically supported by empirical data. Results of the Overall Goodness of Fit test model for testing hypotheses is given in Table 1. Both models are feasible for use, with a value of chi - square of 139.590 with probability $p < 0,001$. Referring to Wothke Arbuckle (1999) with the parsimony principle and rule of thumb if there are one or two criteria of goodness of fit is said to be well qualified models.

Table 1: Results SEM Analysis of Late Stage Goodness of fit calculation results Cut-off Description Chi-square.

Goodness of fit	Calculation	Cut-off	Description
Chi-kuadrat	139.590 (0,001)	Small and not significant	Good
RMSEA	0,066	$\leq 0,08$	Good
Chi kuadrat/df	1,517	$\leq 2,00$	Good
TLI	0,908	$\geq 0,95$	Marginal
CFI	0,938	$\geq 0,95$	Marginal
GFI	0,885	$\geq 0,90$	Marginal
AGFI	0,809	$\geq 0,90$	Marginal

Discussion:

The higher level of competence, the higher level of compensation:

HR competencies was not provide an adequate level of compensation, the results turned out to not be rejected as in the hypothesis. Yet according to Richey, Fields, and Foxon, the critical path competence with good qualifications stated. Lucia and Lespsinger [21] mention that, the competence as knowledge, skill or characteristic requirements to establish the effectiveness of a role in the organization. But in reality the high competence in college does not have any influence over the "culture" has not a climate of academic competition

or fair competition, fair or adequate so that the faculty should have precisely the role turned out to be a competitor even a threat to those who hold hierarchies or structural academic positions in the Faculty or University.

Table 2: Hypothesis Testing Results.

Hipotesis	Independent Variable	Dependent Variable	Koefisien Path (p value)	Decision
H1	Competency	Compensation	0,322 (0,22)	Not accepted
H2	Competency	Performance	0,138 (0,373)	Not accepted
H3	Competency	Organizational Strategy	-0,155 (0,319)	Not accepted
H4	education	Compensation	-2,815 (0,043)	Accepted
H5	education	Compensation	1,890 (0,049)	Accepted
H6	experience	Compensation	0,191(0,131)**	Not accepted
H7	experience	Performance	1,603(0,073)*	Accepted
H8	experience	Compensation	-0,467(0,354)	Not accepted
H9	Compensation	Performance	1,130 (0,000)	Accepted
H10	Compensation	Organizational Strategy	-0,656 (0, 411)	Not accepted
H11	Performance	Organizational Strategy	1,260 (0,063)*	Accepted

Improve the professional competence of teachers performance:

HR competencies not improve the performance of the organization. It can be seen from the results. Competence can present an integrated framework for unified resource system for the organizations. It helps resources vertically with other faculty functions to ensure consistency in dealing with the lecturers who are faced many activities that affect the performance [27]. In fact, competence is not enough to improve the performance of a teacher, because to increase their competence demands, it must be support by performance. Many lecturers who have competence but is not able to adjust to the demands of their needs. Many teachers are looking for additional income outside and did not focus on developing a career or competence, so it certainly does not increase the competence of faculty performance.

Level of professional competence of lecturers contributing organizational strategy:

Lecturers do not contribute on the development of university strategy. According to the university, closed hierarchical system may causes underdeveloped academic culture. Becker *et al.*, [7] measure that, the professional competence of teachers have effectively function as a strategic business partner. But the fact, not all lecturers who have the competence to be a strategic partner. According to the strategic perspective of human resource management (HRM),the overall arrangement of human resource practices and performance combined with a competitive advantage in college [14]. Resource-based perspective highlighted by Barney [5] mention that the human resources have implications to the performance of the college and provide a unique source of competitive advantage that is difficult to imitate [36]. This condition effect the implications of competence hypothesis 1 does not increase the compensation, and the result show that the subsequent implications competence not improve the performance of lecturers in universities. The result not align to the goals of faculty and organizational goals, getting away from the competence of faculty contribution strategy, because the lecturers are still focused to meet the needs and demands of the organization and did not accommodate the needs of faculty.

With increase the education, compensation expected to rise:

The results showed that if the level of education has increased. The hypothesis will accepted. But that should be notice that, if the results showed a negative number. This condition does not mean the higher education has diminished, but the result show that the institution consequently out of the question and a negative impact on the progress of the institution. The level of education, according to the contents of the work will promote the progress of any business, will increase revenue and Higher Education. But for those who do not get the attention of the institution would have to look for the opportunities to improve income. But the things you should realize that not many colleges, which is establish and have a lot of professors who have inadequate levels of education are also looking for additional income outside the institution.

There is a strong relationship between education with the level of competence:

From the results, it showed that the higher levels of education will contribute to the level of competence of lecturers. The results show positive and strongly significant. Lecturers who have learned a few years will get additional knowledge (theory) and even additional knowledge in the field to make more mature and professional faculty. Education level is a conscious effort to develop the capability, skills, knowledge, skill and personality development life within school and outside school [2]. It is clear that a teacher is always improve the level of education in order to achieve the highest academic degree, degree-great teachers, to improve their professional competence. Moreover, the teachers not only doing a learning process but also have to do research, community service and other support activities to improve their competence.

The increase of experience will increase a compensation:

The results showed the experience of a faculty member will increase their compensation. The results accepted even with an error rate greater than 10%. It is very critical and important to understand these conditions, the professional lecturer uses their times correctly and the activity will value-added and effective. Ulrich [31] mentioned that a teacher cannot expand its role in the organization, without having the expertise requirements. Therefore the experience of lecturers will improve the competence. It can be explained that the experience of the lecturers who lead compensation increases. Lecturers should use every value-added activity such as conducting teaching, research, service and other activities. And it would be better if all this activity prepare by a third party or external stakeholders, thereby experience that will increase the maximum compensation, not just the income that they got from organization.

Experience lecturers can improve its performance:

The results showed a professional lecturer will improve its performance; the results accepted with a significantly greater error rate of 5% but below 10%. This condition indicates that a teacher, with the experience will use the time to improve their performance. McShulskis [23] mentioned that the average, most professional teachers use their time as a consultant, staff in implementing the strategy, to solidify their competence. Thus, an experienced lecturer used to increase the added value and improve their performance. It is explained that the experience of professors will use to the maximum time, to play their role and function in various areas of their work to the maximum productivity, thus the work of faculty will produce a good performance.

There is a close relationship between faculty experiences with faculty competence level. The results mention that experience lecturers do not improve the competence of a teacher. Lecturer focused only on their structural position, routines and administrative competence. McShulskis [23] mentioned the absorbed energy for administrative matters is 59% and only 6% use their time on strategic issues. So the results of this study show that 6% use the time to think a strategy or performance. This condition explains that an experienced lecturer, because academic culture and the lack of fair competition and fair even though they may actually be increasing their competence; cause permanent lecturers can provide negatively to its competence.

High teacher compensation that will improve faculty performance:

From the results of this study clearly indicate that the high compensation lecturer will improve the high performance and proven faculty research findings received positively and significantly. According to Becker *et al.*, [6] due to performance and support an allegation of minor differences in professional lecturers who have different ideas. The difference between those who are high performers and low performers would be different compensation. The reason is, with a strong competence in the performance management strategies, the professional teachers can have better skills and demonstrate correlation and causal relationship between the systems of faculty performance, financial results, the proportion of the value of the customer (student / stakeholder). It is clear that high performance results due to higher compensation.

High teacher compensation will contribute to the organization's strategy:

The research findings indicate that the higher compensation is not always contribute to the organization's strategy, even the results of the hypothesis show the negative results. This condition explains that the high financial reward not give any value to the organization's contribution. But if some part of the value creation for the customer or the organization's strategy will definitely give some value to the organization. Negative results will show if the teachers receive compensation without doing any activity or high value-added.

Professional faculty performance will significant to the organizational strategy:

The results showed that the performance of the professional faculty contribute to the organization's strategy. Brockbank *et al.*, [6] indicated that the faculty has a positive influence on key performance (defined as the excess of financial performance in recent years, compared with regular faculty who have professional) with an estimated more than 10 %. A strategy accounted 43 % of the calculation of the total effect on the performance of the main lecturer, where nearly 2 times every domain. This is the reason why academics and practitioners efficiency create a sustainable competitive advantage for university. Contribute to the organization's strategy to be a major focus for professional faculty to create an image or brand image intangible that is difficult to duplicate by other lecturers. Therefore, it is clear that professional teaching performance had a value to the contribution of higher education organizational strategy.

Conclusion:

Human Resource Skills provide an adequate level of compensation. According to Richey, Fields, and Foxon, efficiency is an important factor in setting the qualifications. Lucia and Lespsinger, [21] highlighted the efficiency of the knowledge, skill or the need to establish the characteristics of the effective functioning of the

organization. Human Resource efficiency is not always improving the performance of the organization. It helps other faculty functions to ensure a consistency which have an impact on performance [27].

Lecturer's skills do not contribute to the development of strategy. This is the effect by the closed hierarchical system that causes backward academic culture. Becker *et al.*, [6] measure that the effective teacher serves as a strategic business partner, to use it as a list of core competencies of professional lecturers. The results showed that if the levels of education increase, the hypothesis will accept. It is clear that the level of education is the indicator to improve the income of a good professor from college or from other organizations. The results showed that higher levels of education will contribute to the efficiency of the lecturer. Results are positive and significant. Thus, it is clear that education will improve their efficiency.

The results showed that the experience of faculty members will increase their compensation. The result is accepted even with an error rate greater than 10 % but less than 15 % . It is very important to understand that a professional lecturer used their time properly and effective. Ulrich, [31] states that lecturers cannot expand its role in the organization, without the need of expertise.

The results showed that professional teaching experience will improve performance; the result accepted even with a significant error rate greater than 5 % but less than 10 % . It shows that a teacher with their experience would use the time to improve performance. McShulskis, [23] mentioned that the professionals use them as a function of time, personnel and activities in implementing the strategy consultants, means to strengthen their efficiency.

From the findings, it clearly show that high compensation lecturers will enhance higher performance. According to Becker *et al.*, [6] the performance and support of the claim is difference in the professionalism of lecturers who have different ideas.

The results showed that high compensation is not necessarily contribute to the organization's strategy, although the results of the hypothesis is accepted. This situation explains that the high financial rewards are not aware of the challenging activities that will not give value to the contribution of the organization.

The results showed that the performance of the professional faculty will contribute to the organization's strategy. Brockbank *et al.*, [11] indicated that the faculty has a positive influence on key performance (defined as the excess of financial performance in recent years, compared with regular faculty who have professional) with about more than 10 % . Strategies explained 43 % of the calculation of the total effect on the performance of the main lecturer, where almost 2 times more than any other domain.

Suggestion:

Become the efficiency lecturer are very important to a teacher, even though the study was rejected , but the ones that have the efficiency of facts will certainly increase the compensation through their networks.

Efficiency does not always improve performance, but it should not be a barrier to improving efficiency. Education teachers do not contribute a significant improvement in terms of efficiency. Education will be a lot of knowledge through both theories accepted, practical and empirical. Therefore, it is desirable to increase lecturer.

Experiences also increase compensation. This issue is very important for teachers, as the experience of learning how to become lecturers and change their minds to be efficient, effective and recommended to always use the time to create added value. Therefore it should plan so that the organization destination is also in line with organizational goals. Therefore, all the lecturers will refer to the goals that set by the organization.

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