

## HIGHER EDUCATION RESOURCES MANAGEMENT IN IMPROVING LECTURERS' COMPETENCE IN THE COVID-19 PANDEMIC (Multicase Study at UTM Bangkalan, IAIN Madura, and UNIJA Sumenep, Indonesia)

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### Abstract

This study was conducted to determine the planning of higher education resources, implementation of higher education resources, and assessment of university resources during the pandemic. The approach used by the researcher is qualitative with the type of multi-case study from three universities in Madura, Indonesia. The collected data were analyzed using in-depth interviews, participant observation, and documentary studies using an interactive model including condensing, presenting, and verifying data. The study results stated that higher education resource planning in improving the competence of lecturers during the pandemic underwent changes and innovations. Regarding education or lectures, changes to lesson plans are also carried out as a pandemic tactic. In research and service, the context and movement of lecturers in the field to conduct research and service are also slightly restricted. The implementation of higher education resources in improving the competence of lecturers during a pandemic with the threefold missions of higher education as a parameter is carried out to carry out the plans that have been made. From education, universities provide virtual space facilities to conduct lectures. In addition, various social media applications are also used to facilitate communication and consultation of lecture materials. The research and service carried out by lecturers look more at the accessible environment given the limitation of activities. The assessment of higher education resources in improving the competence of lecturers during the pandemic resulted in several things, including the strengthening of strategic institutions such as the Institute for Research and Community Service (LP2M) to foster lecturers in the field of research and service. There are incentives for lecturers who carry out research and service as a form of university appreciation for the lecturers concerned.

**Keywords:** Management, Resources, Competence.

### INTRODUCTION

The COVID-19 pandemic, in an instant, has changed almost all aspects and aspects of life. This rapid change is due to wanting to break the chain of the spread of a virus that is known to be very vicious. There are also many changes in higher education, such as face-to-face lectures becoming online, KKN (Community Service by Students), which were original to the location, now simplified to each

student's village, online thesis exams, and simplification of academic reports. Moreover, several other things support government policies to suppress the spread of the virus.

These changes have had a significant impact, considering that universities are based on the threefold missions of higher education, a lot of preparation and management. Campuses in these three fields must pay attention to several

things, such as infrastructure facilities for lecturers and students when lectures are conducted online—considering that few lecturers and students live in the outermost areas. Moving restrictions are also quite confusing in research and service activities, considering that the lecturers will eventually find it challenging to photograph the social reality they want to research.

Educational resources in an institution are an integral component that plays a crucial role in the effectiveness of the institution's administration (Usman, 2016). The exact role is also attached to the lecturer in a university. Lecturers are declared professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service (Law Number 14 of 2005 article 1 point 2). The existence of lecturers in higher education is an essential parameter in controlling higher education institutions. The level of rank, work experience, and education of lecturers are used as the foremost guidelines and the graduation ratio in the accreditation mechanism. Lecturers are faced with the requirements and demands of performance related to professional abilities. Continuous self-development is an absolute demand that must be met so that intellectual excitement and personal rapport can be maintained and developed.

Increasing the professionalism of lecturers is a must and obligation of higher education institutions. It indicates that the campus still needs to continue encouraging and developing lecturers' potential through various methods and approaches from the university. Apart from that, the main thing is the growing awareness of the lecturers themselves in carrying out their threefold missions of higher education duties. Research related to improving lecturers at several universities in Madura needs to be analyzed more deeply to reveal in detail how the campus is doing to improve lecturer performance, considering that the better the quality of the lecturers, this is a reflection of the quality of a healthy and quality university. Efforts to increase the potential of lecturers' performance certainly look at the threefold missions of higher education as a parameter. It ranges from education and teaching, research to community service. These three fields become

a burden on the title of someone who becomes a lecturer.

The initial study results related to the potential and development of lecturers obtained some exciting presentations. AW The Chancellor of Wiraraja Sumenep University, stated that:

*To ensure the quality of the lecturers here, they need to direct and even oblige to attend training related to the threefold missions of higher education. Moreover, either organized, university or external party that organizes it, namely KOPERTIS VII Surabaya, or collaboration with other campuses, such as character training and research paper writing, scientific studies, workshops, seminars, and so on. (AW.Interv.UNIJA.2021)*

AF explained that, while teaching and being a permanent lecturer, he was often involved in several pieces of training held internally on campus, for example, a proposal clinic by inviting LIPI (Indonesian Institute of Sciences) Reviewers organized by the Tarbiyah Department (Docs.IAIN.2021). DD stated,

*Lecturers here, especially permanent lecturers, prioritize improving lecturer performance in the field of research following the vision and mission of our institution. Evidence that our agency continues to strive in the field of research, the faculty and faculty of teacher training and education always instructs that the target for the achievement of DIKTI research grants must increase every year. The expected target is that steps are needed to continue developing their lecturers or motivating them to research assistance for seniors with juniors or novice lecturers. Sometimes in every semester, the faculty comes from other universities partnering with our campus to provide supplies or training related to various research grants at the national and ASEAN levels. (DD. Interv. UT. 2021)*

The success of lecturers in the realm of the threefold missions of higher education has a good effect on the quality of education at the tertiary level. In addition, it will eventually boost the aspect of faculty or study program accreditation. Students will be enthusiastic about the process considering that lecturers

have integrity and capability as quality and productive lecturers. The threefold mission in terms of research and service is a chain that cannot be separated from education or lectures. Suppose the institution's research program is not based on programmed education involving all lecturers. In that case, the model must be changed, considering that problems in society require a complex scientific approach (OB.2021). In addition, the competitive approach model between fellow lecturers is still robust. It is not yet at the level of obligation that research and service are the main tasks of lecturers.

According to MA, the emergence of a competitive approach model is deemed to have received less positive responses for lecturers. Moreover, it seems that there is a gap between lecturers who can and cannot (MA.Interv.UNUJA.2021) because it is realized or not that the superior competence of lecturers regarding research and service is still minimal. Some lecturers consider it less attractive for scientific disciplines other than education (Docs.UNUJA.2021). In this case, AZ stated,

*Research and service programs offered by institutions to lecturers should ideally not be competed but become obligations that every lecturer must carry out. In carrying out his duties, every lecturer is obliged to conduct research and service. Lecturers should always try to do research and update information and community service. The institution's role is to facilitate opportunities and provide tools to support the implementation of research and service. Program facilities that need to be prepared include; research methodology training and mentoring programs: the ability to identify, analyze problems, develop research program designs, ability to develop instruments and validate them, mastery of research methods, conduct research by type, process data, compile reports, followed by individual/group research in addition. Therefore, it is necessary to empower the community as a tangible manifestation of the research results conducted by lecturers. Research and service activities are carried out in stages based on expertise mapping. So far, research and community service conducted competitively only belong to specific groups and those who*

*are willing. In scientific substance, research and service need to be directed to increase cooperation and professional horizons among lecturers. (AZ.Interv.2021)*

The quality of lecturers based on the threefold missions of higher education, starting from the aspects of education and teaching, research to the dedication of lecturers, needs to be improved for the improvement of their respective universities. If the quality of lecturers continues to be improved, it will significantly influence the quality of lecturers and the quality of universities. Of course, this will positively impact the campus, students, and society.

## LITERATURE REVIEW

### *Human Resources Management*

Management can be interpreted as a process to mobilize and direct an effort, both leaders and followers, to effectively use all available resources within the organization to achieve a goal. Human resource management needs to be carried out in every organization because management aims to determine the quality of the members in the organization (Lantip et al., 2017). Human resource management functions to support organizational activities such as creating rules and regulations and contributing to decent work to get decent welfare. Human resource management is an activity to increase the contribution of human resources in achieving organizational goals. The organization's goals are achieved through various activities outlined in preparation and procurement, including job analysis activities, human resource planning, assessment, and development (Eefendi, 2007).

Human resources are a central factor in any organization, regardless of its form and purpose. The importance of human resources in an organization requires every organization to get qualified and productive employees to run the organization. According to Dessler (2003), human resource management in this information age is: "Strategic Human Resource Management is the linking of Human Resource Management with strategic roles and objectives to improve business performance, develop organizational cultures, and foster innovation and flexibility." It

appears that organizational leaders must link the implementation of human resource management with organizational strategies to improve performance and develop an organizational culture that will support the implementation of innovation and flexibility.

Human resource management is a process of dealing with various problems within the scope of employees to support organizational activities to achieve predetermined goals (Sinambela, 2017). Human resource management in the process cannot be separated from implementing personnel administration functions or employee management. The development of human resources (educative staff/lecturers) is based on the needs and goals of the organization related to the effectiveness of positions, professional development, and personal development.

Lecturers at universities have a very strategic role in academic and student development. Academic staff (lecturers) determine what is suitable for students based on their professional considerations. The problem of academic staff is susceptible to the development of higher education as one of the determinants of the continuity of existence of higher education institutions. One of the elements that become the driving force and management of higher education is the lecturers, so quality in higher education products is impossible without quality. Quality in the educational process requires a strong commitment from the entire academic community, especially lecturers (Lestari, 2014)

### ***Human Resource Development***

In the era of intense global competition, human resources are considered as one of the most important factors playing a significant role in maintaining organizational sustainability, credibility, and creating public trust. The emphasis on human resources as a valuable asset in organizations focuses on intangible resources rather than tangible ones. As stated by Becker (1964), investment in human resources aims to benefit the organization in the long or short term. Through the skills and abilities possessed by employees, they will be motivated to continue

learning to build a superior business environment. Human resources are used significantly as a driver of other resources and have a strategic position that contributes to realizing the company's organizational performance with a competitive advantage (Wright: 2005). Paul and Paul & Anantharaman (2003) asserted that human resource development directly relates to organizational profitability. Therefore, every organization is advised to optimize employee performance in providing optimal contributions, among others, by conducting training and development programs. It is also related to organizational productivity and can increase the effectiveness and efficiency of work.

According to Hasibuan (2010), Development is an effort to improve employees' technical, theoretical, conceptual, and moral abilities following the needs of the job or position through education and training. Sinambela (2017) human resource development is a planned process for organizational improvement by developing its structures, systems, and processes to improve effectiveness and achieve the desired goals. Notoatmodjo (2003). Human resource development is a process of improving the quality of human capability in order to achieve a national development goal. Sedarmayanti (2001). Human resource development is a process of improving the quality of human capability to achieve the goals maximally following the mission of the institutional organization.

Based on the above understanding, human resource development is a form of professional development of human resources based on the fields and expertise of each individual that is owned as capital in achieving the expected quality. The purpose of human resource development is inseparable from how to increase the productivity of performance and quality of performance of educational staff in universities so that it reflects the quality of higher education, starting from the process to the outputs or graduates they have (Mangkunegara, 2003). For this reason, as a first step in ensuring human resources in universities, they must have high-quality standards in the management and development system of human resources because they can

affect the credibility of higher education institutions. One of the leading indicators for human resource development is the level of education of lecturers and other factors that have a relationship with lecturer performance, such as career development, transfers, job promotions, compensation, and competence. Through this development, employees will work with transparency and professionalism as the main drivers, ultimately creating relevant quality work.

### ***Lecturer Competence***

Lecturer competence can be interpreted as a description of the ability of what a lecturer must do in carrying out his threefold missions tasks (in the fields of education and teaching, conducting research, and community service). Carrying out the duties of the threefold missions of higher education requires adequate competence. In this case, the competence of lecturers as mandated in legislation Number 14 of 2005 includes pedagogic, professional, personality, and social competencies. These four competencies are indicators that show the performance of lecturers as educators and lecturers. The competence of lecturers determines the quality of implementing the threefold missions of higher education, as shown in the professional activities of lecturers. Lecturers who are competent to carry out their duties professionally have the pedagogical, professional, personal, and social competencies needed in educational practice, research, and community service (Higher Education academic manuscript 2017).

The effectiveness of education is strongly influenced by professional educators in this research, who are lecturers at universities and always desire to improve their competencies. The competence of lecturers impacts the achievement of lecturer performance in the threefold missions task. The description of the competence of the lecturers in question is as follows:

#### 1) Pedagogic Competence

Pedagogy is the ability of a lecturer to carry out the learning process, which consists of the ability to design and implement the learning process (class management, mastery of media, and learning technology). The ability to assess learning processes and outcomes and

utilize research results to improve the quality of learning.

#### 2) Professional Competence

A lecturer in carrying out his duties must have an ability that grows in an integrated manner from the knowledge he has about a particular field of science that produces skills in applying the knowledge possessed. It is about mastering science to advance, improve and develop sustainably, and apply it in everyday life.

#### 3) Personality Competence

A lecturer is required to have values, commitment, and professional ethics that affect all forms of behavior both towards students, colleagues, family, and society so that it can affect students' learning motivation and have the ability to develop themselves. To assess this personality problem, what is assessed is; Authority as a personal lecturer, Wisdom in making decisions, Being an example in attitude and behavior, the ability to control oneself in various situations and conditions.

#### 4) Social Competence

Lecturers are expected to have the ability to carry out social relations with students, colleagues, employees, and the community to support education. It can be done by expressing opinions, accepting criticism, suggestions, and opinions of others, getting along among peers and students, employees including the community, and tolerance to the diversity of society. On the other hand, the social competence of lecturers can be involved in scientific activities that involve many people, such as discussions, seminars, workshops in collaboration carried out by the university. Based on the study results, social capital affects the performance of lecturers, and therefore the ability of social capital becomes an essential element in the professional development of lecturers (Anggraeni, 2014, Fauzan, 2012).

The competence of lecturers as described above is based on activities that are not only at the level of knowledge but also can communicate, increase the ability to learn, socialize, solve problems, work through developing technology devices, and so on so that these abilities are categorized as a

performance of jobs. Lecturer professionalism can be seen from the ability formed by the lecturer's knowledge, experience, and skills (Pirohová et al., 2008). Another view of competency comparison according to Žravíková et al. (2015), competencies are grouped as follows:

- 1) Social competencies are communication skills both verbally and nonverbally. Components of communication skills in question are communication styles, techniques, and the ability to receive and respond to communication as the educational process is carried out.
- 2) Cognitive competencies are an essential skill as a critical element in the human brain to carry out the thought process and transform information. In terms of cognitive competence, it is essential to realize that lecturers are mature learners simultaneously. The cognitive competence of lecturers is a teaching activity on the one hand, but on the other hand, the lecturer is the main introduction in the learning achievement process. Cognitive competence can be achieved through two categories: (a) critical thinking or critical thinking is an active and skilled intellectual discipline in providing ideas, implementing ideas, analyzing, synthesizing, experiencing, and evaluating the information collected. (b) Creative thinking refers to producing new ideas with value (Su & Wood, 2012).
- 3) Instructional competencies are the knowledge that must be possessed to achieve educational goals by creating a positive learning atmosphere, making assessments, having knowledge of learning methods, applying learning tools, and mastering technology.
- 4) Personal competencies include knowledge of self-evaluation, self-regulation, self-knowledge, self-development. Personal competence also includes independent learning to continue to hone the abilities of a lecturer.
- 5) Andragogical competencies include knowledge in implementing learning techniques, developing learning experiences to influence and change knowledge, skills, and attitudes in the learning process.

The competencies of the lecturers need to be honed and improved through individual skill

development training for lecturers to achieve the set of competencies possessed in carrying out professionalization tasks as lecturers. The competency training provided makes it more potential for change (increasing knowledge, pedagogy, social, personality, and professionalism) if there is a match with the expertise possessed by the lecturer (Matovu & Zubairi, 2014)

## METHOD

Best in Sukardi (2005) states that qualitative research methods seek to describe and interpret objects as they are. Prasetya (1999) revealed that qualitative research is research that explains the facts as they are. The qualitative approach was chosen because it was intended to understand the underlying meaning of participant behavior, describe complex settings and interactions, explore to identify types of information, and describe phenomena (Nasution, 2003).

Richards (1999) states that data is a collection of information and facts obtained through observations or research in the field that can be analyzed to understand a phenomenon or to support a theory. Data sources are human (human) and non-human. Human data sources function as subjects or critical informants (key informants) and data obtained through soft data (soft data) informants. Meanwhile, non-human data sources are documents relevant to the research focus, such as pictures, photos, notes, or writings related to the research focus. The data obtained through documents are complex (Nasution, 2003:55).

According to Miles et al. (2013), qualitative research data analysis can be done through three activities that coincide with data collection: data condensation, data displays, and conclusion drawing/verification. Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the total corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. We are making data stronger (Miles et al., 2013). The presentation of the data is intended to find meaningful patterns and provide the possibility of drawing conclusions and taking action. The presentation of data in this study is also intended to find meaning from the data that

has been obtained, then arranged systematically, from complex information to selective but straightforward forms. The analysis activity in the third stage is drawing conclusions and verification. Since data collection, researchers have tried to find the meaning or meaning of the symbols, take notes, regular patterns, explanations, and causal paths. From this activity, conclusions are made that are open, general in nature, then go to the specific/detailed. Conclusions are expected to be obtained after data collection is complete.

Cross-case data analysis juxtaposes the findings obtained from each case and integrates them between cases. At first, the findings obtained from UTM Bangkalan were analyzed conceptually inductively. They made a narrative explanation arranged into certain propositions that were further developed into substantive theory I. It was followed by propositions compiled from IAIN Madura and UNIJA Sumenep. The three are then juxtaposed to find similarities and differences in the characteristics of each case as a theoretical conception based on differences. In the last stage, simultaneous analysis was carried out to systematically reconstruct and formulate cases I, II, and III. In this process, cross-case analysis is carried out to develop a systematic conception based on data analysis and theoretical interpretation.

## RESULT

### *Higher Education Resource Planning in Improving Lecturer Competence During the Covid-19 Pandemic*

Universities prepare resource planning to maximize results by the competency standards of lecturers that must be possessed. Of course, this competency standard is linked to the threefold missions of higher education, namely education, research, and service. AW said that: Planning for resources to improve competence during the pandemic aims to achieve maximum results. This plan requires the senate to look at the needs of lecturers from education, research to community service. However, everything is done during a pandemic and an online form. So there is no reason that online is a limit for campuses and lecturers to innovate (AW.Interv.01.2021).

AF explained that the planning made by the senate to increase lecturer resources during the pandemic was nothing but to make it easier for the lecturers themselves. In addition to making it easier to map out the steps in the threefold missions of higher education, it is also helpful for devising a threefold missions strategy during a pandemic (AF.Intev.02.2021). HA stated that resource planning during the pandemic is essentially a solution to reduce the virus and university innovation to maximize the potential of lecturers. So this is where the strengths and vision of the campus are tested (HA.Interv.03.2021). MHR stated that resource planning during a pandemic is essential so that the pandemic situation does not change the lecturers and the community (MHR.Interv.04.2021).

Resource planning in improving the competence of lecturers in the threefold missions of higher education must be prepared at the beginning of the academic year, given that all activities will be covered in the academic calendar, which helps organize the activities of the entire campus community (OB. 2021). The existence of a pandemic at the end of 2019 and then the government in early 2020 changing the policy in holding face-to-face lectures to be online is an extraordinary thing that requires a quick response from the campus.

Proper resource planning during a pandemic is expected to be one of the options for situations that are not yet clear due to a global pandemic. Lecturers carry out lecture planning in the online form with the help of academics to develop zoom facilities. Planning for research and service is adjusted to the circumstances and trends during the pandemic. It means that lecturers are given the freedom to be creative while paying attention to the ongoing pandemic conditions (AW.Interv.01.2021).

### *Implementation of Higher Education Resources Management in Improving Lecturer Competence During the Covid-19 Pandemic*

The resources implementation at the three research loci received support from several existing components. Among other things, the rector's control over the resources they have, knowledge of how competent the existing

resources are, and careful observation of the pandemic situation. AW, in an interview, stated,

*Activities carried out on campus during the pandemic are different from before. We are limited by space and time, while the output from the campus must be permanent and able to answer the existing problems. Therefore, in the threefold missions of higher education, we innovate so that even during the pandemic, we can still succeed and maximize. Whether in education, research, or community service. However, we are aware that it is complicated. It is because this fast-paced, changing situation, on the one hand, is not followed by the competence of existing resources on campus. (AW.Interv.01.2021)*

According to AF, the implementation of resources in education is carried out according to the RPS made. Although in this case, there were some adjustments due to being in a pandemic period (AF. Interv.02.2021). HA strengthens that if the implementation is based on planning, the results will be better. Especially in education, where campus education refers to lectures, from materials to well-available references (HA.Interv.03.2021). MHR stated that, in lectures, lecturers have an essential role that makes lectures meaningful by mastering the material. In the online period, the lecturers then, in addition to mastering the material, are also required to master the media well so that lectures are maximized (MHR.Interv.04.2021).

Implementing resources during the pandemic makes the entire community process better. Starting from lecturers, students to the academic division, they work hand in hand to innovate the threefold missions of higher education (OB. 2021). The implementation of resources in education or lectures is thus more on the flexibility of lecturers in lectures. WM could be due to limited online space, and we held discussions in the WA group to simplify and finalize the material (WM.Interv.05.2021).

### ***Assessment of Higher Education Resources in Improving Lecturer Competence During the Covid-19 Pandemic***

Assessment is the last step that is also useful for planning future steps. Assessment can also

determine the successes, weaknesses, shortcomings, and strengths of what has been done during the pandemic. AW said that each lecturer reported that the study program would later assess in terms of assessment. From study programs to faculties, and forwarded to the senate. The assessment carried out, of course, saw the activities of lecturers from the threefold missions of higher education, which became our reference (AW.Interv.01.2021). Assessments during the pandemic touch many things. As in lectures, are the approaches, strategies, and methods according to the needs, how are the responses and conditions of students, are the facilities provided by the campus adequate to accommodate online, and some things that are different during standard times (OB.2021). AF, in an interview, stated,

*The assessment determines how far the planning and implementation go—from education, research, and service. Regarding education or lectures, it can be seen how good the material received by students during the pandemic with the assessment. How massive are the lecturer's articles made, and how active are lecturers' role amid a pandemic that limits their movement (AF.Interv.02.2021).*

The success of the campus in innovating during the pandemic did not escape the campus' efforts to manage resources so that the unclear situation could be used to achieve the campus goals given. The campus must continue to educate the nation's children during the pandemic but must not forget the current situation. The existing assessment is an effort by the chancellor and his staff to monitor and assess the extent to which lecturers as the main actors on campus carry out the threefold missions of higher education and maximally.

### **DISCUSSION**

Higher education planning to improve lecturer performance during the pandemic is innovation so that the threefold missions remain the spirit of lecturers in universities. A series of activities in maximizing the lecture process as part of the threefold missions begins with planning and making preparations for teaching (lesson plans) such as semester learning plans, learning media, including textbooks or teaching materials. According to Nawawi (2016), preparing lectures is the basis



for carrying out activities to be more directed and run effectively and efficiently. Ensuring the quality of learning requires directed management following the expected achievements. Bafadhal (2016) said that the success of quality consists of doing the design and design of lectures that are measurable under the achievement of competence. According to Sahertian (2000), the management of lectures leads to the achievement of quality results by planning and designing lectures as well as possible.

It is undeniable that research planning and community service still prioritize competence and competition. Competency-based is achieved through undergraduate, master's, or doctoral levels. Meanwhile, competition is enforced considering the availability of budget by considering the quality and quality of research. Research guidelines in the ministry of higher education state that research is divided into independent research. And competitive assistance research, both individually and in groups. Realizing higher education with quality calculated at the international level can be implemented by participating in competitions at the best university level on a national and international scale through quality research products. Bushaway (2003) stated that the success of research is determined by the management of research conducted in the internal scope of the university by maximizing strategies and support for research programs. In this case, the role of the rector and dean in planning is essential because it is possible to encourage lecturers to be actively involved in research and service. For example, they are making a policy that lecturers must be actively involved in research and service activities in a maximum of four semesters.

Krstic et al. (2020) stated, the achievement of research programs by obtaining external party capital support and having competent resources affects the competitiveness between universities on a national and international scale. Carrying out main tasks in research and service for lecturers by prioritizing competition impacts quality and fairness in achieving a sound work system.

Universities in resource planning, especially in increasing competence in research and service, have thorough research and service training

institutions. The strategic step in planning is to maximize the institution to boost the quality of research and lecturer service. This step in procuring training units at the tertiary level shows that improving the performance of lecturers is a concern for universities to be followed up with several steps through particular policies in their management.

Nawawi (2005) states that program implementation in organizational management requires the involvement of all elements or active participation in realizing the organization's mission as an increase in the sense of belonging, a sense of responsibility, and a sense of participation. Participation). This view signals that the implementation of something planned requires the participation of various parties as a significant capital in achieving the expected goals. The capital in question is not only about empowering lecturers' competencies. Five competencies offered by Žeravíková et al. (2015) and Su & Wood (2012), namely: social competencies, cognitive competencies, instructional competencies, personal competencies, and pedagogical competencies, are essential. However, it needs to be positioned as capital for institutions to intervene in human resource management (lecturers). Andragogy and social capital theory can transform the traditional workplace into a conducive learning environment, emphasizing the importance of social networking, partnerships, collaboration, interaction, and knowledge sharing. Social capital provides a network of meaningful relationships that help integrate learning into the everyday work environment (Kessels & Poell, 2004).

The implementation of resources in this case that leads to improving the performance of lecturers in the threefold missions is carried out in various steps. Implementing these steps aims to realize the performance of quality lecturers and positively impact universities even during the pandemic. Hunger & Wheelen (2003) state that to realize the plans that have been made in the implementation area, various solutions are needed, such as programs, budgets, and procedures to be carried out. It is a form of higher education participation in improving the quality of its primary resources, namely lecturers. Siagian (2008) requires a particular strategy to achieve goals, which

means that in implementing resources, universities during a pandemic must do things very well and in an orderly manner. Selected programs that can encourage lecturers' competence to be better and reflect the quality of higher education even though during the pandemic are a need and consideration in the implementation area.

The first step in implementing resources at the three research loci is a programmed socialization program. This step is a basis for encouraging lecturer competence, building and strengthening communication, increasing the cognitive domain, and giving the impression of openness to the entire campus community. Sinambela (2012) that socialization activities impact changes in a person's attitude and knowledge in realizing their work. Leaders of educational organizations must play more roles, encourage and direct in every step towards change for the better. Socialization has a tremendous influence on one's personal development. Thus, improving lecturers' performance can be done by providing understanding again through the socialization program by the themes that support their work activities (Bafadhal, 2017).

The second step is the threefold mission of the lecturer's work control system, such as control instruments in teaching through the lecturer's workload system, which is reported every semester, monitoring, and evaluation form at the internal level. A control system is needed to maximize research and service activities. The monitoring and evaluation system inherent in the implementation of lecturer performance is intended to ensure the quality of higher education and know the level of lecturer performance and the basis for lecturers to improve the implementation of their duties.

Đurišová et al. (2015) state that the assessment is analyzed and studied can produce knowledge that can be used as a basis for supporting decisions to be taken next. Memon et al. (2006) that assessment is the essential part to do in management. About analyzing activities to be considered in making decisions, Sonhadji and Huda (2014) also conveyed that assessment is to obtain information in any form that can be used to make decisions regarding programs and

policies that lead to achieving goals. Bafadhal (2016), with a control system, can provide information on maps of strengths and weaknesses as a basis for maintaining and improving lecturer competencies.

Resource assessment at the three research loci gave birth to higher education innovations with training programs during the pandemic. This research can provide an alternative in increasing the knowledge and insight of lecturers in carrying out their work duties as scientists. The substance of the planned training is intended to assist lecturers in carrying out their various duties in the field of training and service-learning and increase competence related to their threefold missions field. The implementation of training for lecturers is a development of basic skills and a learning process. How to carry out research and service, but the training paradigm as Sinambela (2017) must be placed on a broad training concept (high leverage training), namely by using training to achieve competitive advantage and create knowledge.

Hutchinson & Lovell (2004) asserted that the quality of work of lecturers is strongly influenced by the type of training they receive and can apply their skills after returning to their workplace. The need for training carried out on lecturers must change the attitude of the quality of work in the threefold missions of higher education as the main menu of academic tasks. Rivai & Sagala (2011) stated that proper training fulfills the lack of knowledge and increases skills to answer performance demands. Ritson (2013) emphasizes that the training program implemented by tertiary institutions is a broad strategy medium for developing lecturer competencies that include lecturers' work to meet the achievements of lecturers' work quality and university quality. Sugilar et al. (2017) universities must have a strategic plan in increasing lecturers' scientific publications by creating journal teams and training on an ongoing basis.

Assessment of resources to improve the competence of lecturers as a spirit booster can also be done through a lecturer work incentive program. The right incentives can motivate lecturers to be more productive in producing performance achievements in the threefold

missions of the higher education area. Sinambela (2017) that incentives are important drivers that can stimulate employees to work more optimally. Jessani et al. (2020) provide incentives to lecturers to contribute to maximum academic work and encourage lecturers to increase their work productivity in a higher education environment. Mila & Wibowo (2016) Through incentives, lecturers are expected to participate more in realizing the vision and mission of higher education, especially having the drive to maximize the obligations of the threefold missions of higher education in the fields of learning, research, and community service.

## CONCLUSION AND RECOMMENDATION

Higher education resource planning in improving the competence of lecturers during the pandemic has undergone changes and innovations. Regarding education or lectures, changes to the RPS are also carried out as a pandemic tactic. In research and service, the context and movement of lecturers going into the field to conduct research and service also experience some limitations. The implementation of higher education resources in improving the competence of lecturers during the pandemic with the threefold missions of higher education as a parameter is carried out to carry out the plans that have been made. From education, universities provide virtual space facilities to conduct lectures. In addition, various social media applications such as Facebook are also used. Whatsapp, Instagram, google meeting, google classroom, zoom, and so on to facilitate communication and consultation of lecture materials. The research and service carried out by lecturers look more at the accessible environment given the limitation of activities. The assessment of higher education resources in improving the competence of lecturers during the pandemic resulted in several things, including the strengthening of institutions such as LP2M to foster lecturers in the fields of research and service. There are incentives for lecturers who carry out research and service as a form of university appreciation for the lecturers concerned.

Based on the research results, the researchers' recommendations include, among others, Higher Education Leaders (Chancellors,

Deans, and Heads of Departments/Study Programs): improving the competence of lecturers requires a joint committee within the university. In carrying out teaching, research, and community service activities departing from awareness of his duties as a scientist, lecturers have high responsibility and are not passive in doing something. Research can be used for further and in-depth studies on improving lecturer competence for other researchers.

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