

THE EFFECTIVENESS OF THE LECTURER PERFORMANCE EVALUATION MODEL OF THE PUBLIC ADMINISTRATION STUDY PROGRAM FISIP USU

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Abstract

This study aims to determine the implementation of internal quality assurance evaluation where the effectiveness of the lecturer performance evaluation model is measured and tested at the Public Administration Study Program, Faculty of Social and Political Sciences, University of North Sumatra (USU's FISIP). This research uses research and development research methods through the borg and gall approach by extracting information from faculty leaders, heads of study programs, quality assurance groups, quality control groups, lecturers, students, and users. The data was obtained through observation, interviews, and document study. The results showed that the lecturer performance evaluation was carried out as a prerequisite for filling out the accreditation forms. The lecturer performance evaluation model applied to the study programme has not been implemented well. The implementation of the new lecturer performance evaluation model has proven to be more effective than the old model. This newly implemented evaluation model provides a clearer picture of the application of existing standard operating procedures related to learning. This evaluation model clarifies the application of the quality culture, which is the core of the application of quality assurance.

Keywords: Evaluation, Evaluation Model, Lecturer Performance.

INTRODUCTION

Internal quality evaluation is an important job that requires a lot of money, time and effort. However, not many higher education organizations realize the importance of this activity. Internal quality evaluation in its implementation is often considered as an ordinary obligation that only serves to complement the accreditation process of study programs. Even though this internal quality evaluation determines the quality cycle journey of a quality assurance unit from the faculty level to the study program[1]. Internal quality evaluation can even be said to be an early indication in detecting the quality culture has been running or not. So far, the implementation

of internal quality evaluation goes hand in hand with the monitoring activities that we are often familiar with as monitoring and evaluation[2]. The monitoring process carried out by USU's FISIP is related to the routine process of data collection and measurement of program progress objectives, monitoring of changes that focus on processes and outputs[3]. Evaluation activities are activities to assess the level of performance of a policy, as well as systematically investigate the effectiveness of a program, assess the program's contribution to change (goals / objectives / targets) and assess the need for improvement, continuity or expansion of the program. (recommendation)[4]. Upon application, an internal quality evaluation activity will require

research methods. The research method used must be able to support the analysis of existing data in order to produce improvements. So it does not only revolve around data collection activities and seeing trends[5]. The purpose of this internal quality evaluation action in FISIP USU is to determine the level of performance of a policy (through evaluation it can be known the degree of achievement of the goals and objectives of a policy)[6], to measure the efficiency of a policy (through the evaluation can be known how much cost and the benefits of a policy are rolled out), to measure the level of output (through which evaluations can be measured how large or how far the quality of expenditure or output of a policy), to measure the implementation impact of a policy (evaluation is intended to see the impact of a policy both positive and negatives), to know if there are deviations from a policy (to identify possible deviations, by comparing goals and objectives with the achievement of targets), to become inputs for an upcoming policy (for give m assault for future policy processes to generate better policies). All objectives of internal quality evaluation have not been implemented properly because the existing internal quality evaluation model has not been implemented properly[7]. The objective of monev implementation has not been well understood by all faculty and study leaders and GJM and GKM[8]. The existence of quality documents as the standard of monev implementation such as SOP has not been implemented properly. In addition, reports of follow-up and improvement of SOP documents have not been done. Meetings related to the implementation of monev have not been conducted[9]. Measuring tools used in monev activities in FISIP USU have not been applied well in the implementation. Some of the implementation constraints are still not trained and socialized in their application. Among the measuring instruments that should be used are effectiveness (whether the desired outcome has been achieved), adequacy (how far the results have been solved), equity (whether costs and benefits are equitably distributed to different groups of people), responsiveness preference / value of the group and can satisfy them, the accuracy: whether the results achieved useful).

During this time more dominant monitoring activities run than the evaluation[10]. Though an evaluation activity is different from monitoring. A monitoring is done in relation to the evaluation being carried out. An evaluation requires results from monitoring and is used for program contributions. A monitoring activity is program specific[11]. While doing an evaluation is not only influenced by the program itself, but the variables from outside[12]. The purpose of the evaluation activity is the evaluation of effectiveness and cost effectiveness During this monitoring activity is more dominant run than the evaluation[13]. Though an evaluation activity is different from monitoring. A monitoring is done in relation to the evaluation being carried out[14]. An evaluation requires results from monitoring and is used for program contributions. A monitoring activity is program specific. While doing an evaluation is not only influenced by the program itself, but the variables from outside [15]. The purpose of the evaluation activity is the evaluation of effectiveness and cost effectiveness [16]. Based on the data presented previously related to the evaluation model and evaluation implementation model that has been implemented so far in fisip usu needs to be improved and developed [17]. Thus, study aim to systematically introduce effectiveness approach to evaluate lecturer performance through robust evaluation model of the public administration study program FISIP USU. The novelty is baed on the identifying the features of old model of internal quality evaluation that has been carried which is concerns on the availability of supporting elements and indicators regardless of the usefulness of the feedback activities. It was found the old model is less effective in measuring the purpose, not able to detect the bait well and has not resulted in improvements to documents and policies. Herefore, this study designed and tested a new model that uses the principle of a more perfect quality evaluation turned out to provide more benefits for the development of quality and culture of quality in FISIP USU.

METHOD

This research uses research and development method. The focus of data collection is to explore the evaluation of the internal quality assurance system, to test the effectiveness of the evaluation model of the new internal quality assurance system, and to test the new internal quality assurance evaluation system model in FISIP USU. Data were obtained through participant observation, in-depth interviews, and FGD on the effectiveness of the internal quality assurance system evaluation model. The validity of observational data, interviews, and document studies is conducted through credibility or trust test of research data conducted by field observation, triangulation (checking data from various sources with various ways and various deadlines), confirmability (research is said objectively when research results has been agreed upon by many), dependability (conducting an audit of the entire research process by an independent counselor), and transferability (making a report with detailed, clear, systematic, and reliable descriptions so that others can understand the research results so as to have the possibility to apply research results obtained). Research model was developed according to literature reviews. From the intensive reviews as well as defined research framework, the research model was formulated. The frame work consist of the size itesm, three independent variables, 1 mediator, 1 moderator and 1 dependent variable as shown in the framework Figure1. The sample among the participant were done based on guide provided in the literature and Another famous method for sampling is Morgan's formula (1970). If the population variance and the success probability of studied variables statistical are unknown, the formulas cannot be used for estimating the size of the sample. In that case, Morgan's and Kerjcie's sampling table is used. The maximum number of samples can be provided through this table. The following statistical formula is used to estimate the size of the sample equation 1:

$$S = \frac{X^2 NP(1 - P)}{d^2 (N - 1) + X^2}$$

1

S, N, P, d, and stand for the number of required samples, the number of population members, population ratio (here, it is equal to 0.5 showing that it provides the maximum number of required samples), degree of expressed accuracy (here, it is equal to 0.05) and Chi-square value with one degree of freedom in significance level of 95%, respectively as shiwn in Figure 2. Therefore, the effective sample size is just above 100, which satisfy the analysis requirement, of the effective size, and the minimum sample size. Any sample size above 100 is acceptable and this is the target sample size of this study as shown in table1. The actual sample size is 91, which is adequate and satisfy both the minimum sample size and the effective sample size.

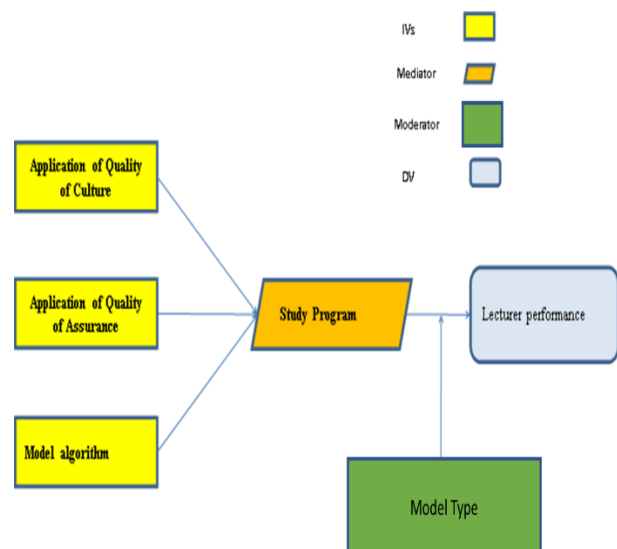


Figure 1: *Conceptual Framework*

To achieve the objectives of this research, the relationships of each variable to one another were examined, where the variables are also used to examine the proposed hypotheses. Six variables have been identified in this study. This study used a variety of validated scales to measure the main constructs exemplified in the theoretical framework. Most of the validated scales were adjusted to accord with the sample of the study. In sum, a total of 5 scale items were utilised to evaluate the constructs in this study. The choice of the items was grounded on three major criteria. First, item dependability (where reported) was analysed to assure that the items selected coped with the minimum

acceptable threshold (e.g., Cronbach Alpha of 0.60 or greater). Following that, construct validity, specifically convergent and discriminant validity, was examined (where applicable) to determine whether the items expected to evaluate what they were supposed to evaluate. Lastly, theoretical guidance and judgement were used in causing the final choice of items that best conform to the domain of the particular construct as particular in this study.

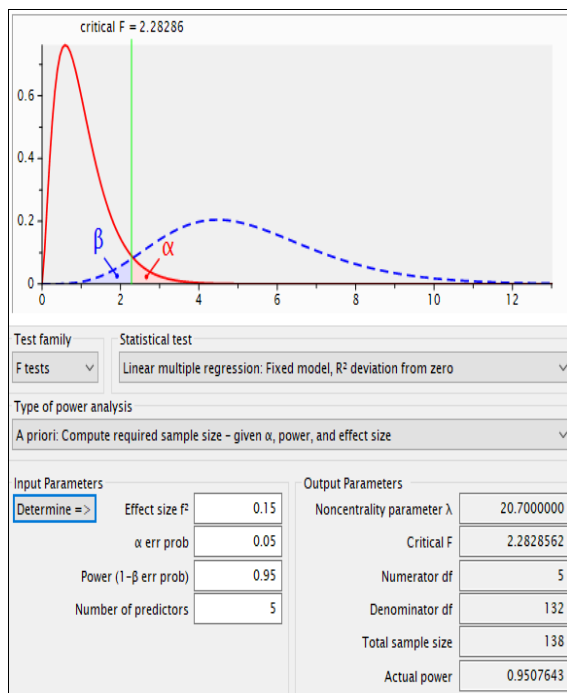


Figure 2: *G*Power Screenshot of the Applied Setting*

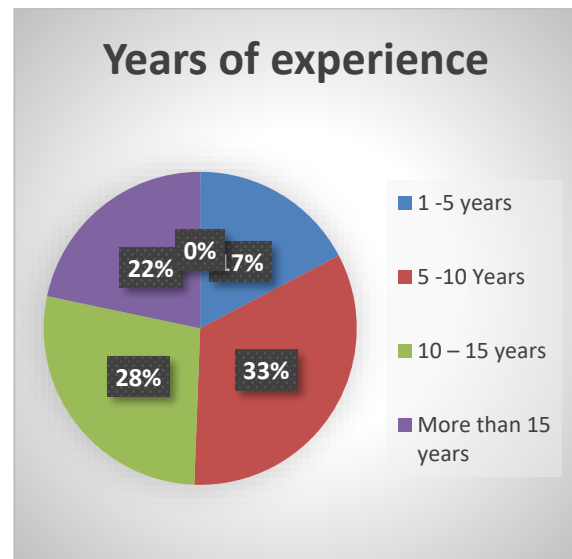
Table 1: *Participants, study area and participant categories*

Participants distribution	Participant	Participant category
Public Local University	100	Pure academica
		Non-Academician

RESULTS AND DISCUSSION

Therefore, the patterns of the qualification, experience and nature of the work were obtained by asking participant on their background. Results revealed that based on usage history, largest group of respondents were having 1-15 years (61%) experience

followed by 1-5 years (17%) experience. Interestingly, it was observed that there were just few respondents who had less than 5 years Figure (3a). The research has four features have four ordinal categories, bechalar degree, diploma, master, and doctorate. The highest category of the data set members associated to master degree category and have a fraction of 33%. Followed by the PhD degree category and have a fraction of 27% of the sample dataset. Then, the Bacholar degree category and have a fraction of 27% of the sample dataset. Finally, the lowest diploma group have respondents 12%. Respondents are mainly lecturers which qualification of at least masters and the trend rightly shown and the diploma and bachelor degree Fiure 3(b).



(a)

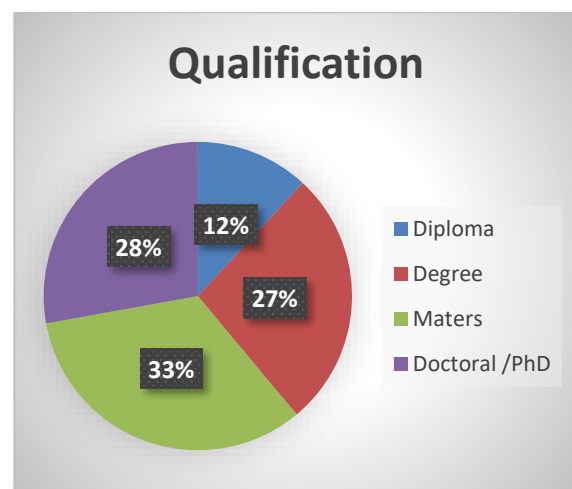


Figure 3. *The participant (a) Years of experiment and (b) The qualittification*

The evaluation of academic and non academic quality assurance at FISIP USU is designed, implemented and supervised by GJM and GKM to ensure that the standard operating procedures (SOPs) in the academic and administrative fields are maintained. Implementation of monev has not been based on (SOP) that has been built so far. In addition, the existing monev results have not been made follow up and used as materials to revise quality documents such as SOP. The track record of improving the quality document becomes unnoticed at all. Internal quality evaluation has not become an important means of quality improvement which is a requirement of application of quality culture in Faculty and Prodi. Implementation of the internal quality assurance system evaluation is conducted only as a complement to the annual report submitted to the Unit of Quality Management of USU (UMM USU) and as a complement to the accreditation of the study program and FISIP USU. The main benefits and function of evaluation in establishing the culture of quality in FISIP USU have not been well established. Implementation model that has not been formed and evaluation model that has not been

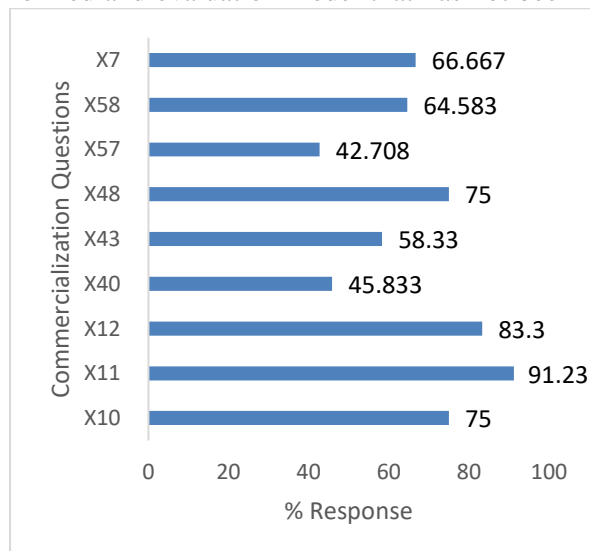


Figure 4. *Determinaion of the quality of assurance based lecturer perception and students*

The quality of performance are greatly effected if there no check and balaces and this happens because the imperfect evaluation of the quality assurance evaluation system that has been implemented so far. The function of quality

formulated until the time of the research conducted. All the conditions mentioned above can be detailed as follows: GJM and GKM FISIP USU have published many quality documents and conducted monitoring for the faculty and study levels. In this study revealed that the documents that have been formed and owned today is not fully known to be effective or not a journey in the field. Documents that have been produced so far have not been known to need improvement or replacement in the learning system in the future. Figure4 illustrated measures of the case on the quality assurance , to determine perception among researchers. Most of whom strongly agree that there quality model did capture understood Since, there was a high level of agreement about, It can be observed the that among the lecturer were positive most of the have interesting in the lecturing and and accepted lecturing as a profession, this will have positive toward quality assaunace. Moreover, another important aspect of the quality assurance involving the students in evaluating the lecturer this will equally have possiev impact toward the quality Figure 4.

X7: I chose lecturing as profession

X58: I enjoy lecturing

X57: There are 360-degree performance evaluation

X48: Linkage between study and lecturer is strong

X43: Student feedback are well received

X40: Regular quality checking are done

X12: Lectuer are equally evaluated by the student

X11: I have internal and external collaboration

X10: I promote my skills and experience in the social media

control in the internal quality assurance system that dictated so far must be adjusted to the capabilities and needs of the quality management unit at each level in a university. Implementation of evaluation conducted so far

only incidental and for the purposes of accreditation alone without seeing its function in building a quality culture at faculty and study level. Limited funding is a major obstacle to the implementation of internal quality evaluations. In addition, the competence of quality personnel who are still not trained in the implementation of the M & E at the study program and faculty level. The Effectiveness of Internal Quality Assurance Evaluation Model, Internal quality assurance evaluation model can be run by relying on the ability and readiness of study program and faculty. In FISIP USU, the built model is still very simple with a low level of effectiveness. Starting from forming evaluation team, preparation of evaluation, evaluation implementation, preparation of evaluation report, preparing follow-up report, and revision of old policy and SOP. The weakness of the application of quality management evaluation so far can be improved from the implementation model to the quality management evaluation model itself. Understanding quality documents and techniques of conducting quality evaluation to improve old policies and documents is needed from quality actors ranging from GJM to GKM. Improvements from research, implementation, reporting and follow-up are important elements to support the effectiveness of the internal quality assurance evaluation model. Data obtained from interviews and observations reveal that an evaluation of internal quality management has not achieved its objectives due to personnel competence constraints, use of research methods, and the ability to correct the lack and improvement of documents and policies. Testing Evaluation Model Internal Quality Assurance. Faculty and Prodi through GJM and GKM realize the quality culture has not run perfectly, the main cause is the ineffectiveness of the implementation of internal quality management

evaluation that is carried out so far. The updated quality management evaluation model is tested for its effectiveness in the implementation of quality management evaluation conducted at FISIP USU. The final conclusion is the implementation of evaluation planning, the trained executor of evaluation and the implementation of policy improvement meeting and supporting documents such as SOP. The study reveals that evaluation is a data collection activity to measure the extent to which goals have been achieved. Others defines evaluation as not only a spontaneous and incidental activity, but an activity to assess something in a planned, systematic, and focused on purpose. According to some scientist that said that evaluation is the process of understanding or giving meaning of getting and communicating an information for guidance of decision-making parties. So, it can be concluded that evaluation according to [12] is the process of understanding, giving meaning, getting decisions, and communicating an information for the purposes of decision making. If an evaluation is conducted based on a systematic, directed and objective plan, the results must be submitted and communicated to the leader to promptly revise the documents and correct the inappropriate policies. The evaluation process undertaken in the FISIP is not fully based on the prepared SOP, then the evaluation results obtained have not been used to correct the documents and policies that are not appropriate. Implementation of evaluation requires research methods and academic research results to be accounted for. It is, as Wirawan (2015: 7) says that evaluation as a research to collect, analyze, and present useful information about the object of evaluation, evaluate it and compare it with evaluation indicators and the results are used to make decisions about the object of evaluation.

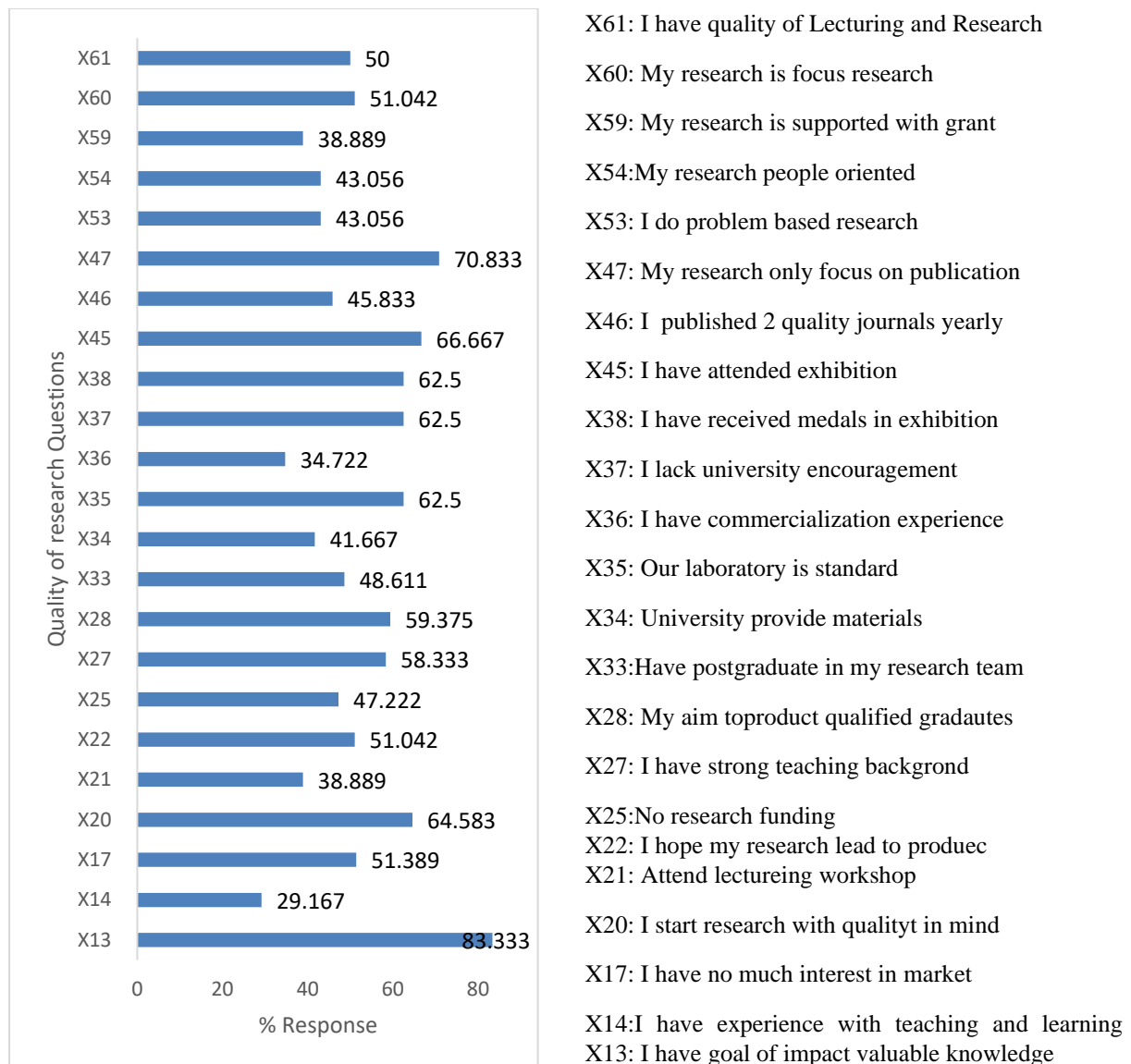


Figure 5: *Evaluation of quality performance based on teaching/research*

The methods and techniques of analysis in evaluations made so far have been very simple and have been improved using academic methods and analysis. This proves that FISIP USU can account for the results and use them to improve existing documents and policies so that the evaluation objectives in education management can be achieved as revealed by Wirawan (2015: 22-23) that the objectives of the evaluation consist of: (1) measuring influence programs to the community; (2) assess whether the program has been implemented as planned; (3) to measure whether the program implementation is in accordance with the standard; (4) program evaluation can identify and determine which

program dimensions are roads, which are not running; (5) development of program staff; (6) comply with the provisions of law; (7) program accreditation; (8) measures cost effectiveness and cost efficiency; (9) making decisions about the program; (10) accountability; (11) provide feedback to leaders and programs; (12) develop evaluation theory and evaluation research. Implementation of internal quality evaluation The theoretical Secra of Crawford [2] detailing the function of evaluation as follows: (1) to know whether the established goals have been achieved in the activity; (2) to provide objective observation of results behavior; (3) to provide feedback for the activities undertaken. While in the implementation of internal quality

evaluation in FISIP USU has not been able to show the achievement of objectives that have been predetermined, has not been able to carry out improvements or improvements related to the results obtained reports, and has not been able to provide feedback activities for improvements form or next policy making. Implementation of New Internal Quality Evaluation Model Tests. A new internal quality evaluation is formed through the variables derived from valid, meaningful, comprehensive, continuity, fair, objectivity, cooperative and practical principles, open and accurate. (Sudijono, Arifin, Mujid, Hermawan, Ramayulis). All of these principles should be able to make Standard Operating Procedures (SOPs) workable at administrative and academic levels. By using research methods that are agreed and assisted by the application of the principles of quality evaluation hence obtained accurate data. This accurate data will be accounted for in the form of a research report and follow-up through meeting meetings of faculty and study program. It is through this meeting that there is an improvement in the existence of the documents and policies of the next leader. After that socialization and communicated to stakeholders related findings and choices of actions taken by the leadership elements. In this research, model testing is done with results that can be accounted for and able to guarantee the implementation of evaluation in the future well.

CONCLUSION

Implementation of internal quality evaluations that have been undertaken so far have not yet been able to measure the achievements of predetermined objectives. Finally, the implementation of the quality evaluation has not been able to carry out the necessary improvements or improvements related to the findings obtained, so that the expected feedback is finally obtained in the form of new document improvements and new policies have never materialized. The creation of a new model of internal quality evaluation is performed based on a function that is an indicator of the implementation of a quality

evaluation. The old model of internal quality evaluation that has been carried out only concerns the availability of supporting elements and indicators regardless of the usefulness of the feedback activities. Having examined the old model is less effective in measuring the purpose, not able to detect the bait well and has not resulted in improvements to documents and policies. Testing a new model that uses the principle of a more perfect quality evaluation turned out to provide more benefits for the development of quality and culture of quality in FISIP USU. The quality evaluation model that has not been effective in assisting the implementation of the internal quality assurance system at FISIP USU has been replaced by a new internal quality assurance system evaluation model. Preparation of follow-up reports related to the implementation of internal quality evaluation should be guided and used as guidelines in policy making and revised SOP documents that have been evaluated problematic.

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