2022

SURVEY REPORT ON LECTURER SATISFACTION TOWARDS HR (HUMAN RESOURCES) MANAGEMENT SERVICES

REPORT ON SURVEY RESULTS OF LECTURER SATISFACTION TOWARDS HR (HUMAN RESOURCES) MANAGEMENT SERVICES

Background

HR management at Universitas Negeri Yogyakarta refers to Minister of Education and Culture Regulation number 3 of 2020 concerning National Higher Education Standards *SN Dikti*. In the recruitment and selection process, educational staff at Universitas Negeri Yogyakarta refers to a selection system guided by: (1) Law no. 14 of 2005 concerning Teachers and Lecturers, articles 45 and 46 concerning lecturer qualifications (2) Law number 5 of 2014 concerning State Civil Apparatus; (3) Government Regulation number 98 of 2002 concerning procurement of civil servants in conjunction with Government Regulation number 78 of 2013 concerning Procurement of Civil Servants in conjunction with Government Regulation number 17 of 2020 concerning Civil Servant Management; (4) Indonesian Regulation of the Minister for Administrative Reform and Bureaucratic Reform (Permenpan RB) number 27 of 2021 concerning Procurement of Civil Servants; (5) Indonesian Regulation of the Minister for Administrative Reform and Bureaucratic Reform (Permenpan RB) number 29 of 2021 concerning Procurement of Government Employees with Functional Employment Agreement ;(6) State Civil Service Agency (BKN) Regulation number 14 of 2018 concerningTechnical Instructions for Procurement of Civil Servants; (7) Chancellor's Regulation No. 16 of 2018 concerning UNY sources of Human Resources; (8) Indonesian Regulation of the Minister for Administrative Reform and Bureaucratic Reform)Permenpan RB) number 35 of 2017 concerning Statutes of Universitas Negeri Yogyakarta.

The placement of educational staff within Universitas Negeri Yogyakarta is carried out with reference to 1) Permenpan RB number 27 of 2021 concerningProcurementGovernment employees Sipland 2) Permenpan RB number 29 of 2021 concerning Procurement Government Employees with Employment Agreement for Functional Positions; 3) Government Rgulation number 98 of 2002 concerning procurement of civil servants in conjunction with Government Rgulation number 78 of 2013 concerning Procurement of Civil Servants in conjunction with Government Rgulation number 17 of 2020 concerning Civil Employee Management, 4) Permenpan RB number 35 of 2017 concerning Statute of Universitas Negeri Yogyakarta. Regarding the career development of educational staff, it is guided by 1) Law number 12 of 2012 concerning Higher Educationi; 2) Permenpan RB number 35 of 2017 concerning Universitas Negeri Yogyakarta Statutes. Meanwhile, the process of evaluating the performance of educational staff is carried out based on 1) Permenpan RB number 8 concerning Civil Servant Performance Management System; 2) Government Regulation number 30 of 2019

concerning Civil Servant Performance Assessment

; 3) UNY Chancellor's Regulation number 41 of 2019 concerning Internal Quality Assurance System;

5) Permenpan RB number 35 of 2017 concerning Universitas Negeri Yogyakarta Statutes. And in terms of dismissal of educational staff at Universitas Negeri Yogyakarta, refer to 1) Government Regulation number 21 of 2014 concerning Dismissal of Civil Servantsl; 2) BKN Regulation number 3 of 2020 concerning Technical Instructions for Dismissal of Civil Servants; 3) Permenpan RB number 35 of 2017 concerning Statutes of Universitas Negeri Yogyakarta.

It is very important to conduct a survey of teaching staff satisfaction with HR management services. With good human resource services, teaching staff can improve their performance and professionalism in working to implement the Tri Dharma of Higher Education and become a support system for the academic system at the university. Therefore, this survey of teaching staff is always carried out every year and the results become the basis for consideration and follow-up to improve the system.

Survey Results

The results of the satisfaction survey of lecturers, education staff and students can be obtained via the survey.uny.ac.id page. By using Faculty filters/choices, the responses of the UNY Faculty of Language, Arts and Culture (FLAC) educational staff are captured in excel data format which creates responses to 4 indicators, including the following:

No	Instrument
A	Implementation of the five pillars of civil service (credible, transparent, accountable, responsible answer, and be fair)
1	Credibility of UPPS (Study Programme Management Unit)
2	UPPS Transparency
3	UPPS performance accountability
4	UPPS is responsible for all policies made
5	UPPS justice regarding various things and opportunities for Lecturers/Students/Students

No	Instrument
B	Study Programme Leadership (operational leadership, leadership organizations, and public leadership)
6	UPPS operational leadership
7	UPPS organizational leadership
8	UPPS public leadership
C	Functional and operational management systems (planning, organizing, staffing, leading, and controlling)
9	Planning carried out by UPPS
10	Organizing carried out by UPPS
11	Staffing carried out by UPPS
12	Leading carried out by UPPS
13	Controlling carried out by UPPS
D	Quality assurance
14	The existence of a Quality Assurance Unit in the Faculty
15	Existence of quality documents in the Faculty
16	Implementation of quality assurance in the Faculty
17	Continuous quality improvement in the Faculty

Visually, lecturers' responses to satisfaction with HR management services are as follows:

SUMMARY HASIL SURVEY

	A.1	A.2	A.3	A.4	A.5	B.6	B.7	B.8	C.9	C.10	C.11	C.12	C.13	D.14	D.15	D.16	D.17
Mean	3.524	3.379	3.420	3.456	3.399	3.494	3.479	3.376	3.382	3.382	3.376	3.417	3.370	3.414	3.231	3.296	3.272
Median	4.000	3.000	3.000	4.000	3.000	4.000	4.000	3.000	3.000	3.000	3.000	3.000	3.000	3.000	3.000	3.000	3.000
Mode	4.000	4.000	4.000	4.000	4.000	4.000	4.000	3.000	4.000	4.000	4.000	4.000	3.000	4.000	3.000	3.000	3.000
Standar Deviasi	0.622	0.705	0.681	0.621	0.665	0.617	0.612	0.679	0.675	0.693	0.687	0.668	0.678	0.676	0.727	0.641	0.674

1. Implementation of the five pillars of civil service

Implementation of the five pillars of civil service includes the credibility of the UPPS (Study Programme Management Unit), UPPS transparency, UPPS performance accountability, UPPS responsibility for all policies made and UPPS fairness regarding various matters and opportunities for lecturers/teachers/students.

a. For the credibility aspect of the UPPS (Study Programme Management Unit), an average score of 3.52 was obtained in the VERY GOOD category.

b. For the UPPS transparency aspect, an average score of 3.52 was obtained in the VERY GOOD category.

c. For the UPPS performance accountability aspect, a score of 3.42 was obtained in the VERY GOOD category.

d. The UPPS responsibility aspect for all policies made, obtained a score of 3.45 in the VERY GOOD category.

e. The UPPS justice aspect regarding various matters obtained a score of 3.39 in the category **VERY GOOD.**

2. Study Programme Leadership

Study Programme Leadership in the context of higher education refers to the role of an individual or team in managing, directing and developing a study programme or department at a university. This leadership includes various aspects that can be divided into three main categories: operational leadership, organizational leadership, and public leadership.

a. UPPS operational leadership obtained an average score of 3.49 in the VERY GOOD category.

b. UPPS organizational leadership obtained an average score of 3.47 in the category

VERY GOOD.

c. UPPS public leadership obtained an average score of 3.37 in the VERY GOOD category.

3. Functional and operational management system

The "Functional and Operational Management System" aspect in the leadership context refers to the main series of activities required to manage an entity, such as a study programme. This aspect involves a series of management concepts known as "POSLC" or "Planning, Organizing, Staffing, Leading, and Controlling".

- **Planning (Planning):**This involves formulating long-term and short-term goals for the study programme as well as designing strategies to achieve those goals. Planning also involves identifying necessary steps, resource allocation, and setting priorities. Good planning helps ensure that the study programme moves in the desired direction with clear goals.

- **Organizing (Organizing):**This includes organizing the organizational structure of the study programme, assigning duties and responsibilities to each team member, as well as building effective relationships and communication flows between them. Organizing helps create a clear framework for study programme operations.

- **Staffing (Filling Positions):**This involves the process of recruiting, selecting and placing the right workforce to carry out the tasks specified in the organizational structure. Filling positions well ensures that the study programme has quality human resources that meet needs.

- **Leading (Leadership):**This includes the ability to lead and direct team members in achieving study programme goals. Leadership involves communicating clearly, inspiring, motivating, and facilitating cooperation among team members. Effective leadership can influence team morale and productivity.

- **Controlling:** This involves monitoring and evaluating the implementation of plans as well as the results achieved. Control helps ensure that the study programme moves according to the goals and plans that have been set. If there are deviations or problems, corrective action can be taken to resolve the situation.

The integration of these five concepts forms a continuous management cycle. Planning provides direction, organizing creates the framework, filling positions provides appropriate manpower, leadership directs action, and control ensures that goals are achieved and actions are corrected when necessary. In a survey of lecturer satisfaction with HR management services, these 5 main aspects were proposed and the following results were obtained:

a. Planning carried out by UPPS, obtained an average score of 3.38 in the category **VERY GOOD.**

b. Organizing carried out by UPPS, obtained an average score of 3.38 in the category **VERY GOOD.**

c. Staffing carried out by UPPS, obtained an average score of 3.37 in the category **VERY GOOD.**

d. Leading carried out by UPPS, obtained an average score of 3.41 in the category **VERY GOOD.**

e. Controlling carried out by UPPS, obtained an average score of 3.37 in the category **VERY GOOD.**

4. Quality assurance

The quality assurance aspect in the educational context refers to the set of processes, policies and practices designed to ensure that high quality standards are achieved and maintained in all aspects of operations. In this survey, lecturers responded to their satisfaction with 5 aspects of quality assurance.

a. The existence of a Quality Assurance Unit in the Faculty resulted in an average score of 3.41 in the VERY GOOD category.

b. The existence of quality documents in the Faculty obtained an average score of 3.23 in the category

VERY GOOD.

c. The implementation of quality assurance in the Faculty obtained an average score of 3.29 in the category

VERY GOOD.

d. Continuous quality improvement in the Faculty, obtained an average score of 3.27 in the VERY GOOD category

Survey Follow-up

The results of the survey on lecturer satisfaction with HR management services indicate several aspects that need further attention. Although most lecturers are satisfied with the services provided, there are several areas that need improvement. Several lecturers stated that communication regarding the latest policies and developments related to HR management was not always clear. Apart from that, several lecturers also felt that administrative processes related to HR management could be improved to become more efficient.

Follow up on Lecturer Satisfaction Survey Results:

1. Holding Feedback Meetings: Holding special meetings or forums with lecturers to hear in more detail about their input and suggestions regarding HR management services. This can help in understanding the problems faced and finding more specific solutions.

2. Using Periodic Surveys: Conduct lecturer satisfaction surveys periodically, for example every semester or annually, to continuously monitor changes in perceptions and gain deeper insight into their satisfaction with HR services.

3. Developing an Information System: Developing a more effective information system to convey information related to HR management policies and developments to lecturers. This could be an online portal, regular emails, or a digital bulletin board.

4. Increasing Transparency: Increasing transparency regarding administrative processes and policies related to HR management. This can be done by providing guidance documents or guidelines that are easily accessible to lecturers.

5. Training and Development: Organizing training or workshops related to HR management, especially in terms of using administrative systems or tools that can help lecturers manage their tasks more efficiently.

6. Focus Group Discussion: Hold group discussion sessions with lecturers to discuss specific problems that have been identified from the survey, as well as to formulate corrective action plans.

7. Monitoring and Evaluation: Forming a special team responsible for monitoring and evaluating the implementation of the follow-up programme and its impact on lecturer satisfaction. This team can continue to communicate with lecturers to get further input.

8. Continuity of Improvement: Integrate improvement actions and development programmes in FLAC UNY's long-term strategic planning to ensure that continuous improvement occurs in HR management services.

With appropriate reflection and follow-up programmes, FLAC UNY can improve HR management services that are better and more in line with the expectations and needs of lecturer