

Monitoring System Application for Evaluating the Performance of Lecturers and Credit Score Assessment Team for Proposing Lecturers' Functional Positions

Reza Yus Putra¹, Murniati², Bahrhun³

¹ Universitas Syiah Kuala, Aceh, Indonesia; email; rezayptr23@gmail.com

² Universitas Syiah Kuala, Aceh, Indonesia; email; murniat@unsyiah.ac.id

³ Universitas Syiah Kuala, Aceh, Indonesia; email; bahrhun@unsyiah.com

ARTICLE INFO

Keywords:

lecturer performance;
monitoring;
service quality

Article history:

Received 2022-09-21

Revised 2023-03-17

Accepted 2023-08-11

ABSTRACT

The purpose of this study is to analyze the use of the monitoring system application for evaluating the performance of lecturers and the role of the credit score assessment team in improving the quality of services for proposing lecturers' functional positions. This research uses quantitative research with descriptive methods. This research was conducted at the Regional XIII Higher Education Service Institute. The sample consists of lecturers who have proposed a functional promotion through *simonekid*. The total number of subjects is 121 people. The data collection technique used a questionnaire with a Likert scale. The data analysis used descriptive statistical analysis. The result of the research is that the use of the information system application monitoring and evaluation of lecturer performance (*simonekid*) gets a very satisfactory number, which is more dominant, namely 42% of the total respondents. The use of the information system application for monitoring and evaluating lecturer performance (*simonekid*) greatly facilitates the performance of the Credit Score Assessment Team. The conclusion is that the use of an information system application for monitoring and evaluating lecturer performance (*simonekid*) and the role of the credit score assessment team has helped improve the quality of service for proposing the Functional Position of Lecturer in private universities at the Higher Education Service Institution Region XIII Aceh.

This is an open-access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Reza Yus Putra

Universitas Syiah Kuala, Aceh, Indonesia; email; rezayptr23@gmail.com

1. INTRODUCTION

Higher education is an educational institution that is increasing in number according to the demands of the times. In Law, Number 12 of 2012 concerning Higher Education (Undang-Undang Republik

Indonesia, 2012), Higher Education is defined as a level of education after secondary education which includes diploma programs, undergraduate programs, master programs, doctoral programs, and professional programs, as well as specialist programs, organized by universities based on culture. Indonesian nation.

In carrying out its functions, universities have the main responsibility, namely carrying out the Tridharma of Higher Education, which is an achievement goal in the form of a unitary activity or dharma that must be carried out by universities, consisting of three activities that cannot be separated because they are interrelated and support each other (Fauzan, 2020). Education and teaching is a dharma that aims to form educated humans who can actively develop themselves by learning. Education will bring up new ideas for something that will lead to the dharma of research and development to prove an idea into accountable results (Sherly, 2020). Based on research and development that has been successfully carried out, it can be utilized and applied to the community as the dharma of community service. These three dharmas are the responsibility of universities as evidence of the role of universities in advancing education.

Lecturers have an obligation to carry out the *tri dharma* of higher education in accordance with their main duties. As the most important component in higher education, lecturers have the task of teaching to become professional educators and scientists with the main task of transforming, developing, and disseminating knowledge through education, research, and community service. Lecturers are also expected to be able to advance the development of science, technology, and art. Furthermore, lecturers must have pedagogic competence, professional competence, personality competence, and social competence. Teachers with adequate pedagogy and technological ability can provide new directions in solving problems related to the use of ICT during the classroom learning process (Irdalisa et. al, 2020). In addition, lecturers must have performance, integrity, ethics and manners, as well as responsibility in carrying out their duties (Fathurrahman & Muhtarom, 2019). Proof of the implementation of the task is by carrying out the *tri dharma* of higher education.

Lecturer promotion is a form of appreciation to lecturers for their performance and achievements. The promotion is given to increase the work motivation of lecturers so that they can carry out their duties optimally. This can provide greater responsibility than before, which means that compensation is also given in accordance with the responsibilities it carries (Wahyudi, 2020). The granting of a promotion is done by submitting a promotion based on the cumulative credit score that has been achieved by the lecturer. The credit score is the unit value of each item of activity and/or the accumulated value of the items of activity achieved in accordance with the regulated weight. Credit scores can be obtained from the implementation of the Tridharma of Higher Education, and the value of the points is regulated in the Attachment of the Minister of Education and Culture Number 92 of 2014 (Permendikbud Republik Indonesia, 2014).

Calculating the total value of the credit score as the basis for applying for a promotion is quite complicated. The total credit score or what can be called the cumulative credit score, must be calculated by taking into account several elements such as the type of activity, educational strata, implementation time, the maximum activity limit, and the requirements for proof of activity. The main elements of job evaluations are education, research, community service, and elements that support the main tasks of lecturers (Fathurrahman & Muhtarom, 2019). Each element consists of several sub-elements that have provisions regarding credit scores and different evidence requirements. Besides that, they also have different percentages to meet the minimum requirements for submitting a promotion.

Each lecturer will propose a promotion in accordance with the applicable rules. Lecturers at private universities (PTS) apply for promotion to the local Higher Education Service Institute (Simanjuntak & Wahyanti, 2021). For the Aceh region, PTS lecturers propose a promotion to the Regional XIII Higher Education Service Institution (LLDikti Region XIII), which has been mandated as an extension of the Minister of Education, Culture, Research, and Technology, in accordance with the Regulation of the Minister of Research, Technology and Higher Education Republic of Indonesia Number 15 of 2018 concerning Organization and Work Procedure of Higher Education Service Institutions (Permen

Ristekdikti RI, 2018), which states that LLDikti is a work unit within the Ministry of Research, Technology and Higher Education (at the time), which has duties and functions in the field of improving the quality of education higher education institutions in their working areas, especially LLDikti Region XIII to help improve the quality of Private Universities (PTS) in Aceh.

The proposal for the promotion of lecturers will be processed according to the standard operating procedure (SOP) that has been formulated by LLDikti Region XIII, which is 14 working days. However, over time, it was found that several proposals were processed beyond the time specified in the SOP. This is due to several factors that can occur because the process of the proposal to assessment is carried out manually. Credit Score Assessment is carried out by the Assessment Team, who are experts in their fields (Simanjuntak & Wahyanti, 2021). One of the causes of the sooner or later completion of an assessment process is also very dependent on the time that the Credit Score Assessment Team has to be able to attend directly to the LLDikti Region XIII office to assess lecturer credit scores.

In 2021, LLDikti Region XIII launched the Lecturer Performance Evaluation Monitoring System application, abbreviated as *simonekid*. This application is a web-based software that can be used to process proposals for a functional promotion of lecturers in LLDikti Region XIII. *Simonekid* is also equipped with a module for proposals for Functional Positions and Lecturer Ranks which are carried out online so it is hoped that the service process for proposing Functional Positions and Lecturers Ranks will be monitored and is expected to increase functional proposals in the following year. The use of SIMONEKID is intended so that private universities can use it as a reference for lecturer career improvement programs and can monitor lecturers at each PTS in an effort to improve their Human Resources (HR), especially for lecturers. The use of this application began in September 2021, so the quality of the application is not yet known. Therefore, a study is needed to determine whether this application can help PTS lecturers in Aceh propose a functional promotion.

The study conducted by Violita (2020) investigated the impact of the Ruangguru Application on the learning interests of high school students. Based on the findings of the conducted research, it was determined that the utilisation of the Ruangguru application resulted in a 27% increase in the level of learning interest among second-grade students at SMA Negeri 1 Berastagi. In this study, the researchers investigated an application utilised by educators to facilitate the process of proposing functional promotions, which is considered an essential administrative requirement for teaching staff at the college level. The study conducted by Candra (2017) focuses on the development of an information system designed to calculate credit scores for the purpose of determining functional position advancements for lecturers. The study findings indicated that the information system employed for credit score calculation and higher education tridharma activities management had a high level of user-friendliness. In this study, the researcher utilises an information system specifically designed for college-level lecturers to streamline the proposal process, thereby eliminating pre-existing administrative bottlenecks.

In light of the foregoing, the study's primary research issue is whether and how the credit score assessment team may enhance the quality of services proposed for lecturers' functional positions by using data from the monitoring system application for evaluative purposes. Readers are encouraged to use the study's findings as a springboard for additional research into the role of applications in enhancing performance quality, particularly in the context of educational administration. It is hoped that the findings of this study would aid in the implementation of application-based activities within LLDikti Region XIII and beyond. It is envisaged that this will streamline the process of functional position proposals for LLDikti Region XIII lecturers.

2. METHODS

This research uses quantitative research with descriptive methods. This research was conducted at the Regional XIII Higher Education Service Institute. The sample consists of lecturers who have proposed a functional promotion through *simonekid*. The total number of subjects is 121 people. The data collection

technique used a questionnaire with a Likert scale. Collecting data using a questionnaire distributed to lecturers, where each statement reflects the variables to be studied and supports the research.

By using a Likert scale, the variables to be measured are translated into dimensions, dimensions are translated into subvariables and then the subvariables are translated into indicators that can be measured. Finally, these measurable indicators can be used as a starting point for making instrument items in the form of questions that need to be answered by respondents. The score used is a score of 1 to 4, namely Always (SL), Often (SR), Sometimes (KK), and Never at all (TPS). The statements are formulated in the questionnaire based on the research variables and indicators, with the following research criteria:

Table 1. Instrument Grid

No.	Variable	Indicator	No. Item	Number of item
1.	App Quality	Relevance	1, 2, 3, 4, 5	5
		Accuracy	6, 7, 8, 9, 10, 11 12	7
		Format	13, 14, 15	3
		Punctuality	16, 17, 18, 19, 20	5
2.	Information System Quality	Flexibility	21, 22	2
		User Ease	23, 24, 25, 26, 27	7
		System Reliability	28, 29 30, 31, 32, 33, 34, 35	6
		Operator Quality	1. Provider reliability	36, 37, 38, 39, 40, 41, 42, 43, 44, 45
4.	Individual Performance	1. User Compatibility	46, 47, 48, 49, 50, 51	6
			Amount	51

The data analysis uses descriptive statistical analysis with the aim of getting accurate calculation results and making it easier to process data, making it faster and more precise.

3. FINDINGS AND DISCUSSION

3.1 Application for Evaluating the Performance of Lecturers

The main data collection in this study was carried out using a questionnaire that was informed directly by the researcher to the respondents, namely the lecturers of the Aceh Region Private Universities who proposed the functional position of the lecturer through the Information System for Monitoring and Evaluation of Lecturer Performance. After the respondents filled out the questionnaire, the researcher took the results of the responses to be tabulated and processed using a formula.

Data collection was carried out on April 26 to June 25, 2022. The researcher first makes a permit or an appointment with the Integrated Service Unit (ULT) of the Regional XIII Higher Education Service Institute and then is directed to the section that handles the discussion related to the research objectives in question so that they get permission to distribute questionnaires. The method of distributing data was given to respondents in the form of a Google form to make it easier for researchers, then distributed through social media Whatsapp. This is due to the diverse positions of the respondents, which are spread throughout the province of Aceh. The number of data taken by respondents in this study was 121 lecturers who met the research criteria and seven members of the Credit Score Assessment Team who were appointed based on the Decree of the Head of Regional XIII Higher Education Service Institutions concerning the Determination of the 2021 Credit Score Assessment Team.

Before the research was conducted, to find out whether the test items were valid or not, the researchers conducted a pre-preliminary which was conducted on 30 prospective respondents. Through the test the data collection tool is said to be valid if it has an r-count greater than r-table, with reference to the correlation r table based on the number of samples (n) and a standard error rate of 0.05

using the r product moment person table (Supardi, 2017). The results of the validity test showed that none of the 51 statements that the researcher formulated were invalid. Furthermore, reliability testing is carried out using the Cronbach Alpha formula (Supardi, 2017), namely the level of reliability or the price of r (alpha) reaches 0.8. The results obtained stated that the 51 statement items were reliable (table 4.3 attached). So that the 51 items can be continued to be distributed to the respondents. After getting a valid and reliable measuring instrument, the authors distributed the questionnaire to 121 lecturers who proposed functional positions through simonekid. The statement that the writer formulated uses four answer choices, in which all respondents' answers are tabulated and added up to get the exact number of additions to get the required results.

There are 42% or 51 respondents belonging to the category of having very high satisfaction with the use of the simonekid application. 36% or 44 respondents belong to the category of having high satisfaction. 19% or 23 respondents belong to the category of having moderate satisfaction. 2% or 2 respondents belong to the category of having low satisfaction. And 1% or 1 respondent belongs to the category of having very low satisfaction with the use of the simonekid application.

As for the Credit Score Assessment Team for Region XIII Higher Education Service Institutions, the author uses interview techniques. This is due to the small number of respondents, namely only seven respondents. So that the formula does not apply as before. There were 20 statements that were responded to by the Credit Score Assessment Team which were then tabulated manually by the author to obtain research results in accordance with existing criteria. The results show that simonekid really helps the performance of team members in assessing the functional positions of lecturers. By using the application, it can reduce the time and energy of the assessment team in carrying out tasks compared to checking files manually as they have done before. However, because the use of this application is still new, there are still some features that need further development. Like the chat column between the assessor and the lecturer being assessed, and so on (Rohmah & Maunah, 2022).

The results of the analysis in this study indicate that the satisfaction of service users in the use of information system applications monitoring and evaluation of lecturer performance is very high, namely 42% of the total number of respondents. This illustrates that the higher the satisfaction of the respondents, the higher the quality of the proposed functional positions of private university lecturers in the Regional XIII Higher Education Service Institution. This is also in line with the results obtained by the authors in the Resources Section of Regional XIII Higher Education Service Institutions, namely, there is a significant increase in the number of applicants for functional positions of private university lecturers during the use of the information system.

On the other hand, the respondent's knowledge of risk perception is based on the experience of respondents who have previously manually proposed a lecturer's functional position, which incurs a lot of cost and time. So the use of information systems like this is very helpful for lecturers to propose functional positions more quickly, easily, and without cost. Improvements will also be responded to more quickly, because each lecturer can access the progress of his proposal process. Performance evaluation is an assessment that is carried out systematically to determine the results of employee work and organizational performance. Therefore, performance evaluation is a method and process of assessing the implementation of tasks (performance) by a person or group of people or work units in one company or organization according to performance standards or objectives set beforehand (Sardiman, 2016). In carrying out the performance evaluation of educators, evaluation signs/concepts are needed. The evaluation concept here includes evaluation system requirements, implementation principles, aspects assessed in evaluation and evaluation implementation tools.

Improved teacher performance is directly proportional to the quality produced by schools, with qualified human resources as one of the determinants in quality improvement for students. According to Prim Masrokan (2013) in his book *School Quality Management*, quality in education includes input quality, process, output and outcome. Educational input is declared qualified when it is ready to process according to national minimum standards in the field of education. The educational process can be declared quality if it is able to create an atmosphere of learning that is active, creative, innovative

and fun so that the goal of education can be achieved properly (Hasan, 2017). Output declared quality if the results learning achieved by students is good, the outcome is stated to be of good quality if graduates are quickly absorbed into the world of work and institutions in need the graduates.

3.2 The Analysis of Credit Score Assessment Team For Proposing Lecturers' Functional Position

The results of the analysis in this study indicate that the role of the Credit Score Assessment Team in assessing functional positions by using an information system application for monitoring and evaluating lecturer performance is in the satisfactory category. From the results of interviews with respondents or the credit score assessment team for private university lecturers at the Regional XIII Higher Education Service Institute, the authors conclude that using the application has greatly eased their burden. Where, in proposing using an application like this, appraisers can check or assess credit scores from anywhere and anytime, regardless of time and place. Some information, such as checking journals, is also very helpful when using an application like this (Supriyana & Suttedjo, 2019). The journal link has been listed, and the assessors can directly click on the link for further examination.

However, there are also some members of the assessment team who still feel the need for further development. This is reasonable, because the application has just been used for the nomination of lecturer functional positions, starting in mid-2021. The application was also developed by an external team of the Regional XIII Higher Education Service Institution which did not fully know the technical assessment that was in line with the expectations of the team members. The goal was to shorten the time of the assessment process itself (Sadtyadi, Hesti & Kartowagiran, 2014).

4. CONCLUSION

Based on the analysis of research and discussion, it can be concluded as follows: The use of the information system application monitoring and evaluation of lecturer performance (*simonekid*) gets the number of "very satisfactory" is more dominant, namely 42% of the total respondents. In other words, the majority of respondents find it more helpful to propose a Lecturer Functional Position by using the information system for monitoring and evaluating lecturer performance provided by the Regional XIII Aceh Higher Education Service Institute. The use of the information system application for monitoring and evaluating the performance of lecturers (*simonekid*) greatly facilitates the performance of the Credit Score Assessment Team in assessing the proposed Functional Positions of Lecturers of private universities at the Regional XIII Aceh Higher Education Service Institute. The use of the information system application for monitoring and evaluating lecturer performance (*simonekid*) and the role of the credit score assessment team has helped improve the quality of the service for proposing the Functional Position of Lecturer in private universities at the Regional XIII Aceh Higher Education Service Institute. The recommendation is that the *simonekid* application development is needed to improve the quality of service for proposing functional positions for lecturers at private universities in the Aceh region. The *simonekid* application can make it easier for a lecturer to propose functional positions without incurring the cost and time of manual proposals that have been done before.

Acknowledgements: The author would like to thank the supervisors who have provided suggestions and materials in the completion of this article

Conflicts of Interest: The authors declare no conflict of interest.

REFERENCES

- Azwar, Saifuddin. (2012). *Penyusunan Skala Psikologi*. Yogyakarta: Pustaka Pelajar
- Abdurahman, Hasan & Asep Ririh Riswaya. (2014). *Aplikasi Pembayaran Secara Kredit Pada Bank Yudha Bahakti*. *Jurnal Computech dan Bisnis*, 8(2), 61-69.
- Baharun, Hasan. (2017). *Peningkatan Kompetensi Guru Melalui Sistem Kepemimpinan Kepala Madrasah*, " At-Tajdid: *Jurnal Ilmu Tarbiyah* 6, no. 1.

- Depdiknas. (2007). Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan. Jakarta: Departemen Pendidikan Nasional.
- Fathurrahman, F., & Muhtarom, A. (2019). Pengaruh Pembinaan Tri Dharma Perguruan Tinggi terhadap Perilaku Dosen sebagai Sumber Daya Manusia Pendidikan. *Ilmu Pendidikan: Jurnal Kajian Teori Dan Praktik Kependidikan*, 4(1), 45-48.
- Fauzan. (2020). Sistem Informasi Manajemen.
- Ginting, Yesi Violita Br. (2020). Penggunaan Aplikasi Ruangguru terhadap Minat Belajar Siswa SMA Negeri 1 Berastagi. Skripsi Program Studi Ilmu Komunikasi Fakultas Ilmu Sosial dan Ilmu Politik Universitas Sumatera Utara.
- Hidayat, Rahmat & Abdillah. (2019). Ilmu Pendidikan "Konsep, Teori dan Aplikasinya". Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI).
- Irdalisa, Paid, & Djukri. (2020). Implementation of Technology-based Guided Inquiry to Improve TPACK among Prospective Biology Teachers. *International Journal of Instruction*. 13 (2). 33-44.
- Mutohar, Prim Masrokan. (2013). Manajemen Mutu Sekolah. Jogjakarta: Ar Ruzz Media
- Permen Ristekdikti RI. (2018). Organisasi dan Tata Kerja Lembaga Layanan Pendidikan Tinggi (Nomor 15 Tahun 2018).
- Permendikbud Republik Indonesia. (2014). Tentang Petunjuk Teknis Pelaksanaan Penilaian Angka Kredit Jabatan Fungsional Dosen (Nomor 92 Tahun 2014).
- Prambudi, Candra Aji Teguh. (2017). Sistem Informasi Perhitungan Angka Kredit Kenaikan Jabatan Fungsional Dosen. Skripsi Program Studi Pendidikan Teknik Informatika dan Komputer Fakultas Teknik Universitas Negeri Semarang.
- Rohmah, R. F. ., & Maunah, B. . (2022). Evaluasi Terhadap Pembinaan Kinerja Guru. *JoIEM (Journal of Islamic Education Management)*, 1(2), 67-79. <https://doi.org/10.30762/joiem.v1i2.2209>
- Sadtyadi, Hesti & Bdrun Kartowagiran. (2014). Pengembangan Instrumen Penilaian Kinerja Guru Sekolah Dasar Berbasis Tugas Pokok Dan Fungsi. *Jurnal Penelitian dan Evaluasi Pendidikan Tahun 18, Nomor 2* (290-304).
- Sardiman. (2016). Interaksi dan Motivasi Belajar Mengajar. Jakarta: PT Bumi Aksara.
- Sherly, dkk. (2020). Manajemen Pendidikan (Tinjauan Teori dan Praktis).
- Simanjuntak, S. T., & Wahyanti, C. T. (2021). Analisis Kinerja Dosen Melaksanakan Tri Dharma Perguruan Tinggi Pada Masa Pandemi Covid-19: Studi Kasus Di Universitas Kristen Satya Wacana. *JENIUS (Jurnal Ilmiah Manajemen Sumber Daya Manusia)*, 5(1), 86-101
- Suhendro, D. (2016). Pengaruh Kualitas Sistem, Kualitas Informasi, Kualitas Layanan dan Ekspektasi Kinerja Terhadap Kepuasan Pengguna dalam Menerapkan Sistem Teknologi Informasi pada Koperasi di Kota Pematangsiantar. *Jurnal Riset Sistem Informasi & teknik informatika*. 1 (1), 33-40.
- Supriyana dan Sutedjo. (2019). Supervisi dan Penilaian Kinerja Tendik Jakarta: (MPPKSPKT) Dikjen GTK Kemendikbud.
- Undang-Undang Republik Indonesia. (2012). Pendidikan Tinggi (Nomor 12 Tahun 2012).
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
- Wahyudi, W. (2020). Kinerja Dosen: Kontribusinya Terhadap Akreditasi Perguruan Tinggi. *SCIENTIFIC JOURNAL OF REFLECTION: Economic, xAccounting, Management and Business*, 3(4), 401-410.
- Widodo, Agus., Honorata Ratnawati Dwi Putranti dan Nurchayati. (2016). Pengaruh Kualitas Sistem Aplikasi dan Kualitas Informasi terhadap Kepuasan Pengguna Sistem Aplikasi RTS (Rail Ticketing System) dengan Kepercayaan sebagai Variabel Medias. *Media Ekonomi dan Manajemen*, 31(2), 160-181.